



# BSc (Hons) Nursing (Adult) Apprenticeship Sept 19

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## Contents



[Home page](#)



[Welcome](#)



[No Title](#)



[Roles](#)



[Glossary](#)



[No Title](#)



[Standards of Practice](#)



[Guidance](#)



[No Title](#)



[Effective Practice Learning](#)



[No Title](#)



[No Title](#)



[Supervision of Student Nurses Apprentices](#)



[No Title](#)



[No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [Assessment of Students & Confirmation of Proficiency](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [Competency Frameworks](#)

Ws [Practice Competency Framework](#)

Ws [No Title](#)

Ws [SNAs Responsibilities](#)

Ws [HUB and Spoke Information](#)

Ws [HUB & SPOKE Mentor Responsibilities](#)

Ws [Assessment](#)

Ws [No Title](#)

Ws [Programme structure](#)

Wb [Apprenticeship](#)

Ws [Roles and responsibilities of the apprentice and employer](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

—

Ws [No Title](#)

Ws [No Title](#)

Ws [Time keeping requirements](#)

Wb [Stage 1](#)

Wb [Spoke 1](#)

Ws [Intermediate Interview Part A](#)

Ws [Final Interview Part A](#)

Ws [Statement of achievement](#)

Wb [Spoke 2](#)

Ws [Intermediate Interview Part A](#)

Ws [Final Interview Part A](#)

Ws [Statement of achievement](#)

Wb [Spoke 3](#)

Ws [Intermediate Interview Part A](#)

Ws [Final Interview Part A](#)

Ws [Statement of achievement](#)

Wb [Skills Log](#)

Ws [Care, compassion & communication](#)

Wb [Alternative Field Practice Standards](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [On Programme](#)

Ws [Programme Structure v1](#)

Wb [Personal development planning](#)

Ws [Initial assessment](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [Individual Learning Plans](#)

Ws [ILP instruction](#)

Wb [ILP Year One](#)

Ws [ILP assessor sign off copy 1](#)

Ws [ILP assessor sign off copy 2](#)

Ws [ILP assessor sign off copy 3](#)

Ws [ILP assessor sign off copy 4](#)

Wb [ILP Year Two](#)

Ws [Year one ILP 1](#)

Ws [Year one ILP 2](#)

Ws [Year one ILP 3](#)

Ws [Year one ILP 4](#)

Wb [Journals](#)

Ws [Journal guidance](#)

Ws [Journal entry one](#)

Ws [Journal entry two](#)

Ws [Journal entry three](#)

Ws [Journal entry four](#)

Ws [Journal entry five](#)

Ws [Journal entry six](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [Gateway](#)

Ws [No Title](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [End Point Assessment](#)

Ws [No Title](#)

Ws [No Title](#)

Wb [Quality monitoring/evaluation](#)

Ws [student evaluation](#)



Ws

[No Title](#)

Ws

[No Title](#)

## BSc (Hons) Nursing (Adult) Apprenticeship

The portfolio forms part of the SUMMATIVE assessment of practice.  
A copy will be retained by the University on completion of the programme.



Data Protection: please note that the Practice Assessment Document (PAD) may be required to be copied and later used by the University, employing organisation or those persons named within it.

☐ I confirm I have read and am in agreement with this statement

Student Nurse Apprentice name

Student number

Academic Support Tutor (AST)

Name	
Contact number, landline	
Contact number, mobile (optional)	
Email	



## Academic Assessor Year 1

<b>Name</b>		
<b>Contact number, landline</b>		
<b>Contact number, mobile (optional)</b>		
<b>Email</b>		

## Academic Assessor Year 2

<b>Name</b>		
<b>Contact number, landline</b>		
<b>Contact number, mobile (optional)</b>		
<b>Email</b>		

## Academic Assessor Year 3

<b>Name</b>		
<b>Contact number, landline</b>		
<b>Contact number, mobile (optional)</b>		
<b>Email</b>		

Name of employer / area of practice

## Your HUB placement

### Line manager

<b>Name</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile (optional)</b>	
<b>Email</b>	

### HUB Practice Assessor

<b>HUB Practice Assessor's name (please print as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile (optional)</b>	
<b>Email</b>	
<b>Date of last practice assessor update</b>	

# Overview

## Welcome and Overview

Welcome to the BSc Nursing (Adult) Apprenticeship programme. This is a dual qualification that upon successful completion will provide the apprenticeship with;

- BSc (Hons) Nursing (Adult)
- Professional registration with the Nursing and Midwifery Council (NMC)
- A degree apprenticeship level 6

The academic elements of this programme are not recorded in this workbook but achievement of them will be referred to in the 'on programme' phase. This workbook is a key document for evidencing NMC practice and apprenticeship standards.

These have been presented in separate sections within the workbook for clarity however, it should be recognised that these are inter-related.

To successfully complete this programme apprentices **must** achieve all of the following;

- BSc (Hons) Nursing (Adult)
- Professional registration with the Nursing and Midwifery Council (NMC) (upon qualification)
- A degree apprenticeship level 6 including end point assessment

This is a 3 year programme that will involve 1 day per week involved in academic study (e.g. attendance at the University - off the job) in conjunction with 1 day per week on their HUB placement (their place of work - on the job) and 3 days per week on a Spoke placement (supernumerary status - off the job).

There is a requirement that attendance at 'off the job' activity is documented in order to fulfil the ESFA funding requirements for the apprenticeship and the NMC requirements. Further details of this will follow in appropriate sections of the workshops.



# Roles and responsibilities

## Responsibilities of those involved in practice assessment/support:

### It is the Student Nurse Apprentice's responsibility to:

- spend a minimum of 20% of contracted hours undertaking "off the job" training. This will include one day academic study in the University and three days in supernumerary status on your SPOKE placement. [Click here to see link to the programme handbook.](#)
- raise any difficulties in meeting the 20% off the job training requirement with both the employer and the training provider at the earliest possible opportunity.
- attend all block release seminars, lectures and classes, and to notify the University and line manager if you are unable to do so
- assist the University of Hull in monitoring your "off the job" learning by completing the timesheets provided and return them to apprenticeships@hull.ac.uk on a 4 weekly basis.
- read the University of Hull's code of practice and expectations as detailed in the student handbook.
- maintain and keep up to date the content of the PAD including self/assessments, completion of reflections and the skills/medication log
- use this document to record all practice-focused interviews with your Practice and Academic Assessors
- ensure it is completed completely and accurately by all those involved in the assessment of practice, prior to it being submitted to the University
- submit this document electronically by the given submission date each trimester
- to meet all the conditions specified in the Tripartite Agreement.

### It is the HUB Practice Assessor's responsibility to:

- Provide feedback about the SNA's professional development in relation to on-going achievement of NMC Practice Standards and Apprenticeship Standards
- Contribute to the SNA's quarterly reviews
- Provide support and guidance to the student nurse apprentice when seeking to learn new skills or apply new knowledge.
- Act as a resource to the student nurse apprentice to facilitate learning and professional growth.
- Directly manage the student nurse apprentice's learning experience to ensure public protection.
- Establish a professional relationship to maintain continuity of learning for student nurse apprentices and find ways to create their sense of 'belonging'.
- Ensure safe and effective ways of managing and coordinating the student nurse apprentice's practice learning experiences via tripartite communication between Assessors, Supervisors and student nurse apprentices.
- Ensure all those involved in supporting and facilitating such learning are informed about their role and responsibility throughout the process.

### It is the SPOKE Practice Assessor's responsibility to:

- Directly observe the student nurse apprentice's practice, or use simulated practice where appropriate, in order to ensure that the practice standards are met
- Provide support and guidance to the student nurse apprentice when learning new skills or applying new knowledge.
- Act as a resource to the student nurse apprentice to facilitate learning and professional growth.
- Ensure the SNA is provided with an **initial interview** to orientate them to unknown elements of the placement allocated to; an **interim interview** midway through the placement where progress towards meeting sub elements of the Practice Standards and professional attitudes are assessed and documented and plans of action made to address any shortfalls in the remaining half of the placement.

Also a **final interview** where the assessment of achievement of sub elements of the Practice Standards and professional attitudes is completed and a pass/fail grade awarded.

- Directly manage the student nurse apprentice's learning experience to ensure public protection.
- Establish a professional relationship to maintain continuity of learning for student nurse apprentices and find ways to create their sense of 'belonging'.
- Ensure safe and effective ways of managing and coordinating the student nurse apprentice's practice learning experiences via tripartite communication between Mentors and student nurse apprentices.
- Ensure all those involved in supporting and facilitating such learning are informed about their role and responsibility throughout the process.

All Assessors should consider any supplementary evidence downloaded to Pebble Pad by the SNA to support their assessment decisions: for example journal articles, directives, guidelines, policies, written reflective accounts, and feedback from alternative/complementary short learning opportunities, other health professionals, service users and/or carer testimonials.

### **Additional responsibilities in Supervising and Assessing are set out in the NMC Standards for student supervision and assessment (2018),**

#### **It is the employer's responsibility to:**

- ensure the SNA has the range of work, training and level of experience necessary to achieve and demonstrate the knowledge and skills behaviours as outlined in the registered nurse apprenticeship standard (IFA, 2017)
- release the SNA for a minimum of 20% of their contracted hours to undertake 'off the job' learning and assessment without loss of wages or position
- release the SNA without fail to attend all block release lectures, seminars and classes as detailed in the training schedule
- participate fully in the End Point Assessment process upon completion of underpinning qualifications
- meet all the conditions specified in the employer and tripartite agreement.
- if the SNA's position is terminated due to redundancy, attempt as far as is reasonably practicable to source alternative suitable employment for the duration of the Apprenticeship

#### **It is the University's responsibility to:**

- ensure that the contents of the Apprenticeship programme meet the criteria agreed by the industry and set out within the Apprenticeship Standard and assessment plan
- provide information, advice and guidance to both SNA and employer regarding the Apprenticeship journey
- if the SNA is made redundant and the employer is unable to find a suitable alternative, to use its best endeavours to find alternative arrangements to facilitate the completion of the Apprenticeship
- provide each SNA with a nominated Programme Director and Academic Support Tutor who they can contact for support regarding their apprenticeship.
- provide access to HE study support through the University of Hull Skills team based in the

Brynmor Jones Library. Further information can be found here:

<http://www2.hull.ac.uk/li/skillshome/index.html>

- meet all the conditions specified in the Tripartite Agreement. (This will be a formal contract agreement between the employer, education provider and the apprentice)

**The responsibility of the Academic Support Tutor is to:**

- ensure the SNA has an Individual Learning Plan
- ensure baseline and staged assessment are completed.
- provide regular workshops aimed at supporting the SNA's understanding of programme requirements
- conduct quarterly reviews and provide feedback about the SNA's development in the quarterly reviews
- prepare SNAs for the Gateway
- conduct an exit interview at the end of the programme



# Glossary

## Glossary

Common terminology regarding the documentation and the 'people' who will be working with and supporting you are identified below:

**HUB practice assessor:** a registered nurse who has a mentorship/assessor's qualification recognised by the NMC and is based in the HUB placement i.e. student nurse apprentice's place of employment. This person supports the student nurse apprentice in practice and is the primary Assessor responsible for assessing the overall development of the student nurse apprentice. The HUB mentor takes a lead role within practice for ensuring the SNA has appropriate learning opportunities to meet the Apprenticeship Standards.

**Practice supervisor:** registered health & care professionals who contribute to the SNA's learning. These can include nurses, nursing associates, midwives, social workers etc. They have been prepared for effective supervision and have an understanding of the proficiencies and programme outcomes they are supporting students to achieve.

**SPOKE Practice Assessor:** a registered nurse who has a Mentorship/assessor's qualification recognised by the NMC and is based in the SPOKE placement. They are responsible for assessment of the student nurse apprentice during the SPOKE placement.

**ACADEMIC ASSESSOR** - a nominated member of academic staff who is assigned to an SNA for a period of 1 year of the programme to oversee their development. They are expected to raise and respond to concerns regarding student conduct, competence and achievement.

**ACADEMIC SUPPORT TUTOR(AST):** a member of the academic staff in the University.

**LINK LECTURER:** a member of the academic staff in the University who acts as a communication and support link between placement areas and the University. One aspect of this role involves supporting both staff and student nurse apprentice in the practice area.

**PRACTICE LEARNING FACILITATOR / CLINICAL SKILLS TUTOR:** a qualified practitioner who is a point of contact to support Mentors and practice learning.

# Apprentice & Employer Handbooks

## Apprentice and Employer Handbooks

Please click on the links for the Apprentice or Employer Handbooks which will provide you with a quick start guide.

# Standards of Practice

## Practice Standards Guidance

This section of the portfolio aims to present the formal framework that governs/drives your practice development. There are numerous professional standards and frameworks in place within the programme aimed at ensuring your practice develops to the level and breadth required for a registered nurse both from an NMC and IFA perspective

This nursing degree programme was validated using the NMC educational standards published in 2010. These standards included the essential Skills Clusters from which practice standards forming your SPOKE experiences evolved. These practice standards develop incrementally through each stage of the programme.

The Apprenticeship Standard for Registered Nurses (IFA, 2017) requires the achievement of similar practice standards to those identified by the NMC (2010). Confidence that the IFA standards are achieved if NMC (2010) standards are achieved has been secured by the mapping of the 2 sets of standards to each other as part of the joint NMC/IFA validation event. Therefore this e-portfolio requires evidence of achieving NMC standards only on the basis that the two sets of standards mirror each other.

# NMC Standards for Student Supervision & Assessment (NMC, 2018)

## NMC Standards for Student Supervision & Assessment (NMC, 2018)

These standards set out new expectations for the learning, support and supervision of SNAs in the practice environment as well as setting out how they are assessed in practice. This entire portfolio has been redesigned at the earliest opportunity to reflect these standards.

So to promote this, the section of the portfolio has included specific information on the following:

- Effective practice learning
- Supervision of Student Nurses Apprentices
- Assessment of Student Nurse Apprentices and Confirmation of Proficiency

# Effective Practice Learning

## Effective Practice Learning

All SNAs are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. SNAs actively participate in their own education, learning from a range of people across a variety of settings.

# Organisation of Learning

## Organisation of Learning

**As an educational organisation we have ensured the following standards are in place to enhance your learning experience:**

Practice learning complies with the NMC Standards framework for nursing and midwifery education

Practice learning complies with your programme standards

Practice learning is designed to meet proficiencies and outcomes relevant to the programme

There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

There is a nominated person for each practice setting to actively support you and address any of your concerns

You are made aware of the support and opportunities available to them within all learning environments

You are empowered to be proactive and to take responsibility for your learning

You have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Learning experiences are inclusive and support the diverse needs of individual students

Learning experiences are tailored to your stage of learning, proficiencies and programme outcomes

# Supervision of Student Nurses Apprentices

## Expectations of Practice Supervision

**We as an educational organisation have ensured that:**

All students on this programme are, and will continue to be, supervised while learning in practice

There is support and oversight of practice supervision to ensure safe and effective learning

The level of supervision provided to you reflects your learning needs and stage of learning

Practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people

There is sufficient coordination and continuity of support and supervision to ensure safe and effective learning experiences

Practice supervision facilitates independent learning

All SNAs on this programme are supervised in practice by NMC registered nurses, midwives, nursing associates and other registered health and social care professionals.



# Practice Supervisors: Roles & Responsibilities

## Practice Supervisors: Roles and Responsibilities

**We as an educational organisation have ensured that practice supervisors:**

Serve as role models for safe and effective practice in line with their code of conduct

Support learning in line with their scope of practice to enable you to meet your proficiencies and programme outcomes

Support and supervise you as SNAs, providing feedback on your progress towards, and achievement of, proficiencies and skills

Have current knowledge and experience of the area in which they are providing support, supervision and feedback

Receive ongoing support to participate in the practice learning of SNAs.

# Practice Supervisors: Contribution to Assessment & Progression

## Practice Supervisors: Contribution to Assessment and Progression

**We as an educational organisation have ensured that practice supervisors:**

Contribute to your record of achievement by periodically recording relevant observations on your conduct, proficiency and achievement

Contribute to your assessments to inform decisions for progression

Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the SNAs they are supervising

Are expected to appropriately raise and respond to SNA conduct and competence concerns and are supported in doing so.

# Supervision of Student Nurse Apprentices

## Supervision of Student Nurse Apprentices

Practice supervision enables SNAs to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising SNAs, serving as role models for safe and effective practice. SNAs may be supervised by other registered health and social care professionals.

# Assessment of Student & Confirmation of Proficiency

## Assessment of Students & Confirmation of Proficiency

SNA assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.

# Assessor Roles

## Assessor Roles

**We as an educational organisation, together with practice learning partners, have ensured that:**

All SNAs on this programme are assigned to a different nominated academic assessor for each part of the education programme

All SNAs on this programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies

SNAs are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the SNA's field of practice

Practice and academic assessors receive ongoing support to fulfil their roles

Practice and academic assessors are expected to appropriately raise and respond to concerns regarding SNA conduct, competence and achievement, and are supported in doing so.

# Practice Assessor: Responsibilities

## Practice Assessor: Responsibilities

**We as an educational organisation, together with practice learning partners, have ensured that:**

Practice assessors conduct assessments to confirm SNA achievement of proficiencies and programme outcomes for practice learning

Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors

Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on SNA records, direct observations, SNA self-reflection, and other resources

Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing

A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend you for progression for each part of the programme, in line with programme standards and local and national policies

There are sufficient opportunities for the practice assessor to periodically observe you across environments in order to inform decisions for assessment and progression

There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression

Practice assessors have an understanding of your learning and achievement in theory

Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and your progression

Practice assessors are not simultaneously the practice supervisor and academic assessor for the same SNA.



# Practice Competency Framework

## Practice Competency Framework

Development of the SNA's practice is incremental over the three years in line with development of academic levels of learning and in support of this, Mentors are required to assess their level of performance using a competency framework (adapted from the work of Steinaker and Bell, 1979).

With reference to this framework, it can be seen that by the end of year 1 the minimum requirement is that;

**“The student nurse apprentice demonstrates an acceptable performance under direct supervision and is a knowledgeable observer.”**



Academic Level	Competency Statement	Level of Student Nurse Apprentice Performance Expected	Student nurse apprentice role	Mentor role
<b>Year 1</b> <b>4</b>	The student nurse apprentice has been exposed to the experience/activity	The student nurse apprentice observes others undertaking the activity, can accurately describe it and is a helper	Has observed or been oriented to the experience/activity	Facilitates exposure to the experience/activity and observes student nurse apprentice's performance
	The student nurse apprentice can undertake the activity	The student nurse apprentice demonstrates an acceptable performance under direct supervision and is a knowledgeable observer	Has participated and assisted in the activity/experience	Supports the student nurse apprentice in participation and observes student's performance
<b>Minimum threshold achieved by end of Year 1</b>				
<b>Year 2</b> <b>5</b>	The student nurse apprentice can undertake the activity and explain how the outcome relates to nursing practice	The student nurse apprentice carries out the activity as instructed, showing understanding of the rationale behind it. The student nurse apprentice is beginning to function more independently and is beginning to formulate principles to guide practice. The student nurse apprentice is beginning to adapt and apply nursing skills	Can undertake the activity with supervision explaining the rationale	Supervises the student nurse apprentice whilst undertaking the activity/experience
<b>Minimum threshold achieved by end of Year 2</b>				
<b>Year 3</b> <b>6</b>	The student nurse apprentice uses previous experience and applies this knowledge to new settings and is beginning to influence others	The student nurse apprentice competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills	Can do this independently in a safe and competent manner	Assesses the student nurse apprentice's ability to work independently in a safe and competent manner
<b>Minimum threshold for professional registration</b>				

Adapted from Steinaker and Bell (1979)

# Simulated Practice Competency Framework

## Simulated Practice Competency Framework

Wherever possible, practice standards/sub-elements should be achieved within the practice environment involving 'real time experiences'. However there are times where despite seeking out every opportunity to achieve outcomes in this way, it is necessary for students to engage in "simulated practice".

**Simulated practice** – "...activities that mimic the reality of a clinical environment and are designed to demonstrate procedures, decision making and critical thinking through techniques such as role playing.... and be very detailed and closely simulate reality (Jefferies 2005 p97)

This could take various forms, for example:

- discussion
- use of scenarios
- role play
- teaching sessions

**It is important however that these practice experiences correspond to the competency framework (see below) when signing the practice learning outcomes as achieved.**

Academic Level	Competency Statement	Level of SNA Performance Expected	SNA role	Mentor role
<b>Year 1</b>  <b>4</b>	The SNA has been exposed to the experience/activity/ issues within the outcome and can contribute to a discussion led by the Mentor.	The SNA can contribute to the discussion by describing how another would undertake the activity/ deal with the situation and explaining their role in the experience.	Has observed or been oriented to the experience/situation/ issue within the outcome and can contribute to the discussion with the help of the Mentor	Facilitates exposure to the experience/situation/issue within the outcome by generating a general discussion around the outcome
	The SNA can accurately describe how they would undertake the activity/ deal with the situation/ what they know about the issues within a chosen example.	The SNA can describe how they would undertake the activity /deal with the situation/ what they know about the issues and offers an acceptable account underpinned by a relevant knowledge base.	Can participate in the discussion of the experience/situation/ issue by describing their contribution.	Supports the SNA in their discussion by offering examples that relate to the outcome and asking the SNA to comment on how they would act or deal with the situation ; the Mentor shares their knowledge and experiences with the SNA during the discussion
<b>Minimum threshold achieved by end of Year 1</b>				
<b>Year 2</b>  <b>5</b>	The SNA can generate a discussion by explaining how they would undertake the activity/ deal with the situation/ what they know about the issues within a practice related scenario.	The SNA can generate a discussion that identifies the principles that guide their actions or practice, with examples of how they may be able to adapt and apply nursing skills.	Can lead the discussion and identify the strengths and limitations of undertaking the activity/ dealing with the situation/ what they know about the issues within the practice related scenario	The Mentor can prompt the SNA to do this but only to gather the necessary evidence that they can function with supervision. Evidence in the form of journal articles, documents; policies, guidelines, directives, legislation should be provided by the student.
<b>Minimum threshold achieved by end of Year 2</b>				
<b>Year 3</b>  <b>6</b>	The SNA uses previous experience and applies this knowledge to new settings and is beginning to influence others	The SNA generates a selection of their own examples of situations/ experiences in order to demonstrate achievement of the outcome that is competent and consistent.	Is able to identify the processes underpinning their examples and establish any obstacles or difficulties; including an awareness of actual or potential failings in the practice setting. Actual failings can also be extended to include those that have been identified in the media and how these have influenced better care standards.	Assesses the SNA's ability to explain how they would act on the identified issues within the examples, using previous knowledge but also adapting skills knowledge and attitudes. The achievement of the outcome needs to include an opportunity to explore how to prevent the actual or potential obstacles influencing the situation and how they would go about dealing with the situations as a qualified nurse. Opportunities to allow the SNA to engage in the teaching of others is encouraged.
<b>Minimum threshold for professional registration</b>				

Adapted from Steinaker and Bell (1979)



# SNAs Responsibilities

## Student Nurse Apprenticeships (SNAs) Responsibilities

- Maintain and keep up to date the content of this PAD including all required information, self/assessments and the skills/medication log
- Provide Practice Assessors & Supervisors with approximate dates for forthcoming practice assessments (initial, interim and final)
- Support your Practice Assessors & Supervisors in gaining access to this document for all practice interviews
- Use this document to record all practice-focused interviews with your Practice Assessors
- Complete reflective accounts using template provided
- Ensure the document is fully completed for each practice module by the module assessment submission date.

There is an expectation that you will work in accordance with the Nursing and Midwifery code (2015)

In accordance with the professional behaviour policies set by your employer and the University please be mindful that whilst at the University, you are representing your organisation and therefore must maintain a professional approach at all times.

Click [here](#) to see guidance on professional behaviour whilst at the University. The University and Employers will meet periodically to discuss student progression and feedback. The below paragraphs outline the Values and Behaviours that form a key focus to the Registered Nurse Degree. You will be required to use these values and behaviours as a framework to base your reflective journals on that you will complete throughout the duration of the programme. It is essential that you also refer to your professional code provided by the NMC (NMC, 2018) to govern your professional behaviour, values and attitudes at all times throughout your career.

## **Values**

You will be caring and compassionate, honest, conscientious and committed.

## **Behaviours**

You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. You will show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice. You will also be adaptable, reliable and consistent, show

discretion, resilience and self-awareness and demonstrate leadership.

# HUB and Spoke Information

## HUB and Spoke Information Year 1

HUB and SPOKE supervisor/assessor responsibilities are to:

- Provide support and guidance to the SNA in all learning experiences
- Act as a resource to the SNA to facilitate personal/professional growth
- Directly manage the student nurse apprentice's learning experience to ensure public protection.
- Directly observe the student nurse apprentice's practice, or use simulated practice where appropriate, in order to ensure that the practice standards are met
- Use the competency frameworks to ensure learning is at the required level for both practice and simulated practice learning
- Establish a professional relationship to maintain continuity of learning for student nurse apprentices and find ways to create their sense of 'belonging'.
- Ensure safe and effective ways of managing and coordinating the student nurse apprentice's practice learning experiences via tripartite communication between all those involved in student nurse apprentice learning
- Ensure all those involved in supporting and facilitating SNAs' learning are informed about their role and responsibility throughout the experience.
- All practice supervisors and assessors should consider any supplementary evidence supplied by the SNA to support their assessment decisions: for example journal articles, directives, guidelines, policies, written reflective accounts, and feedback from alternative/complementary short learning opportunities, other health professionals, service users and/or carer

# HUB/SPOKE Assessor/Supervisor Responsibilities

HUB and SPOKE supervisor/assessor responsibilities are to:

- Provide support and guidance to the SNA in all learning experiences
- Act as a resource to the SNA to facilitate personal/professional growth
- Directly manage the student nurse apprentice's learning experience to ensure public protection.
- Directly observe the student nurse apprentice's practice, or use simulated practice where appropriate, in order to ensure that the practice standards are met
- Use the competency frameworks to ensure learning is at the required level for both practice and simulated practice learning
- Establish a professional relationship to maintain continuity of learning for student nurse apprentices and find ways to create their sense of 'belonging'.
- Ensure safe and effective ways of managing and coordinating the student nurse apprentice's practice learning experiences via tripartite communication between all those involved in student nurse apprentice learning
- Ensure all those involved in supporting and facilitating SNAs' learning are informed about their role and responsibility throughout the experience.
- All practice supervisors and assessors should consider any supplementary evidence supplied by the SNA to support their assessment decisions: for example journal articles, directives, guidelines, policies, written reflective accounts, and feedback from alternative/complementary short learning opportunities, other health professionals, service users and/or carer



# Continuous Practice of Assessment

## Continuous Assessment of Practice

Assessment of achievement of nursing and apprenticeship standards is continuous throughout the programme. It is facilitated by 2 distinct methods of review:

1. 4 weekly meeting with practice assessors in their HUB placement culminating in a quarterly review (QR) meeting between HUB practice assessor, Academic assessor and SNA where practice and academic progress are discussed in general and specifically in relation to previous action plans made. The SNA's Individual learning Plan (ILP) is a significant feature in the QR meeting and **must be fully completed and signed by all parties attending within one week of the date of the QR being held.**

2. Achievement of specific nursing standards is assessed on a continuous basis by the SPOKE practice supervisors working with SNAs and feeding back to the SPOKE practice assessor who then, along with the SNA themselves, documents plans/progress made at initial, intermediate and final interviews. This constitutes achievement of one of the 9 Practice modules that make up the BSc Adult Nursing Apprenticeship programme and as such must be accurately and fully completed by all parties by the module assessment submission date which the SNA will have information of. Failure to do this will lead to a delay in passing the module and may constitute a fail grade being awarded.

If at any time an SNA requires additional support and/or is failing to progress in the SPOKE practice placement, the SPOKE Practice Assessor must communicate their concerns with the HUB Practice Assessor and together agree and document a developmental plan. The designated Academic Assessor and Employer/Line Manager should be made aware of any concerns at the earliest opportunity to support and/or advise as required.

# HUB & SPOKE Information

## HUB and SPOKE Supervisors/Assessors Additional Responsibilities

### HUB and SPOKE Model of Practice Learning

#### **SPOKE PRACTICE LEARNING**

Each trimester provides the you with a distinct practice learning experience within a selected clinical placement and is referred to as one of the Degree Apprenticeship Adult Nursing Practice modules. There are 3 such modules in year one, 3 in year 2 and 3 in year 3.

You will attend each of these placements for 3 days/week (22.5 hours) over a period of 12 weeks. You will have a specified Practice Assessor on each placement who will take responsibility for your assessment of practice to complete these modules.

These modules are Pass/Fail and by passing all 9 modules you will have attained the required level of practice to be eligible for entry to the NMC register.

#### **HUB PRACTICE LEARNING**

The HUB is your home base/your place of employment and is where you will spend your 'on job' time. You will work here for one day/week during the 12 weeks you are on your SPOKE placement but during assessment weeks you will be expected to work 4 days/week here and have one day/week off the job engaged in study/University activity.

As with your SPOKE placement you will have a named HUB Practice Assessor and this person will usually take on that role for the period of your time as an SNA.

You will be required to meet with your HUB Practice Assessor at least every 4 weeks to discuss your progress, using your Individual Learning Plan (ILP) to document and evidence your progress towards meeting the Apprenticeship Standards.

# Programme structure

## Programme Structure

[Click here to access the programme structure.](#)

# Roles and responsibilities

## Apprenticeship Roles and Responsibilities

A career in nursing is dynamic and exciting with opportunities to work in a range of different roles as a Registered Nurse. Your nursing career will mean working with a variety of service users, families and carers, and with a range of health and care professionals and other agencies. You might be working in: a hospital, someone's home, the community, social care or public health. Registered nurses are a key part of the multidisciplinary teams that meet the health and care needs of patients and service users. You will be at the centre of teams that can include other health and social care professionals. The current Nursing and Midwifery Council (NMC) standards comprise a common core of skills and knowledge for all nursing students, with specialisms in adult nursing, children's nursing, mental health and learning disabilities. The apprentice must meet the 15 standards required by the Care Quality Commission [as set out in the Care Certificate].

You will use your expertise to assess, plan, implement and evaluate care, putting the needs of patients and service users first. You will be responsible and accountable for your work and for reviewing the effectiveness of your actions. You will be expected to demonstrate leadership qualities whatever your role and you may manage and lead colleagues. You will be responsible for ensuring your own knowledge and skills are up to date, and support the development of learners and new entrants to the profession. You must uphold the NMC Code and meet the NMC requirements for continuing registration.

### For the apprenticeship to be completed successfully:

#### The Employer agrees;

- To ensure the Apprentice has the range of work, training and level of experience necessary to achieve and demonstrate the knowledge, skills behaviors as outlined in the relevant apprenticeship standard.
- To release the Apprentice for a minimum of 20% of their contracted hours to undertake "off the job" learning and assessment, without loss of wages or position.
- To release the Apprentice, without fail, to attend all block release lectures, seminars and classes, as detailed in the training schedule held as an annex to this document.
- If the Apprentice is terminated due to redundancy, to attempt, as far as is reasonably practicable, to source alternative suitable employment for the duration of the Apprenticeship.
- Upon completion of the underpinning qualifications, to participate fully in the End Point Assessment process (where applicable)
- To meet all the conditions specified in the Employer Agreement and the Tripartite Agreement.

#### The Apprentice agrees;

- To spend a minimum of 20% of your contracted hours undertaking "off the job" training. (The training schedule, including key milestones, is included as an annex to this document.)
- To raise any difficulties in meeting the 20% off the job training requirement with both the

employer and the training provider at the earliest possible opportunity.

- To attend all block release seminars, lectures and classes, and to notify your Academic support tutor and the central Apprenticeship team on apprenticeships@hull.ac.uk, or 01482 466737, if you are unable to do so.
- To assist the University of Hull in monitoring your “off the job” learning, you agree to complete a timesheet and return this to apprenticeships@hull.ac.uk on a quarterly basis.
- To the University of Hull’s code of conduct and expectations as detailed in the student handbook. <http://www2.hull.ac.uk/Student/studenthandbook.aspx>, <http://www2.hull.ac.uk/legal/codeofconduct.aspx>
- To meet all the conditions specified in the Tripartite Agreement.

#### **The University of Hull agrees;**

- To ensure that the contents of the Apprenticeship programme meet the criteria agreed by industry and set out within the Apprenticeship standard and assessment plan.
- To provide information, advice and guidance to both the Apprentice and the Employer regarding the Apprenticeship journey.
- If the apprentice is made redundant and the employer is unable to find a suitable alternative, to use its best endeavors to find alternative arrangements to facilitate the completion of the Apprenticeship.
- Each Apprentice will have a nominated Programme Director and/or Academic Assessor, who they can contact for support regarding their Apprenticeship.
- All Apprentices can access HE study support through the University of Hull Skills team based in the Brynmor Jones Library. This includes, but is not limited to academic writing, critical thinking, reflective writing, referencing, effective revising and dissertation support. Further information can be found here; <http://www2.hull.ac.uk/li/skillshome/index.html>
- All SNAs must have a named Practice Assessor for HUB and SPOKE placements in accordance with the entry requirements for the programme. The University will offer a half day training session for identified Practice Assessors and interested Practice Supervisors upon commencement of the programme. Full training and guidance will be provided regarding the requirements of the programme including the role and responsibilities of practice supervisors/assessors.

# Initial advice and guidance on apprenticeship

## Degree Apprenticeship Registered Nurse

Welcome to the BSc (Hons) Nursing (Adult) Apprenticeship programme. This resource is designed to assist you and provide advice and guidance to support you throughout the duration of the programme. You are embarking on an exciting academic programme with a strong work based focus.

### Induction

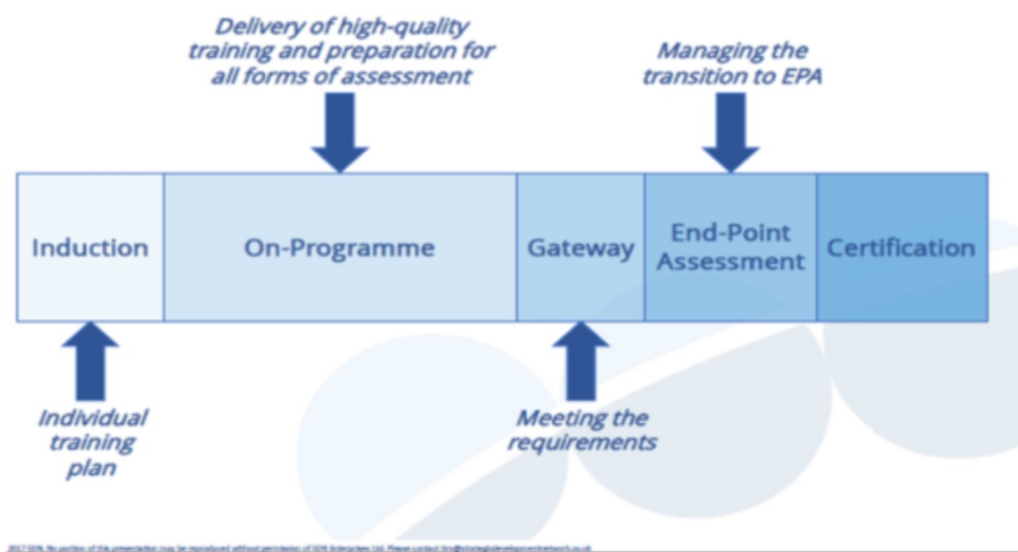
You will have had attended an induction to the programme which will have provided you with some key information and orientation. Please click [here](#)[JBT1] to view the induction presentation slides.

Please be aware that you will be required to attend the University in accordance with the programme structure[JBT2] .

All Apprentices will be undertaking a Degree Apprenticeship award alongside an academic University of Hull award entitled BSc (Hons.) Nursing (Adult) Apprenticeship. Whilst the academic award will align with the University's academic structure, the Apprenticeship qualification will be awarded by the Institute for Apprenticeships and will align to the following structure:

[JBT1]Updated slides required

[JBT2]Updated programme structure required



The expected end date of the programme is October 2022 however a 4 month period will be added to this in order for Apprentices to complete their End Point Assessments (EPA). **Please note: All End Point Assessments must be completed by the end of February 2023.**



# Additional needs

## Additional Learning Needs

Click here to access the [student service finder](#) which will help you to locate the support most appropriate to your situation.

# Apprenticeship standard/structure

## Apprenticeship Standard for Degree Apprenticeship Registered Nurse

Click [here](#) to access the apprenticeship standards. Please note option 1 adult is the relevant option to this programme.

Essential skills clusters (NMC, 2010) support the achievement of the standards for competence.

These are

- i) care, compassion and communication,
- ii) organisational aspects of care,
- iii) infection prevention and control,
- iv) nutrition and fluid management and
- v) medicines management within the domains of:
  - Leadership, management and Team working
  - Professional values
  - Nursing practice and decision making
  - Communication and interpersonal skills.

# Assessment plan

## Non-integrated Degree Apprenticeship standard - Registered Nurse Assessment Plan

### SUMMARY OF ASSESSMENT

On completion of this apprenticeship the individual will be a competent and a job-ready Registered Nurse in the health sector. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom.

Please [click here](#) to access the assessment plan.

Please note that the work required as part of this Assessment plan is in addition to the assessment workload of the academic programme details of which will be made available to you via module Canvas sites.

# Mandatory training

## Mandatory training

### Evidence of mandatory training

Please upload any evidence of mandatory training certificates that you complete as an employee  
e.g. the Care Certificate

# Timesheet & 20% off the job requirement

## Recording attendance, 20% off the job and time keeping

Apprentices are required to evidence how they have achieved 20% off the job requirements of the programme. This must be evidenced within your individual timesheet. For this programme specifically, off the job hours will be achieved from attending your SPOKE placement and the University study day.

The timesheets which can be accessed below are used by the University of Hull to ensure we as a working group (employer, apprentice and training provider) adhere to the funding rules as set out by the regulatory body.

**The off the job training must be directly relevant to the apprenticeship standard and could include the following examples:**

1. The teaching of theory (for example lectures, role playing, simulation exercises, online learning, manufacturer training)
2. Practical training; shadowing, mentoring, industry visits and attendance at competitions

**Off the job training does not include:**

1. Progress reviews or on-programme assessment required for an apprenticeship standard
2. Training which takes place outside the apprentices paid working hours.

## DOWNLOAD MONTHLY TIMESHEET

All attendance, at work and at University needs to be recorded. To do this, please download the timesheet below which will need to be uploaded below on a monthly basis.

Timesheet (Click on the link to download the timesheet).

The apprenticeship office will also need to receive a copy of your timesheet. Should you have a query regarding the timesheet please contact the apprenticeship office by emailing [apprenticeships@hull.ac.uk](mailto:apprenticeships@hull.ac.uk).

## Upload monthly timesheets

Upload your monthly timesheets here for sign off by the employers.

If you are unable to attend classes due to illness or for any other reason, then you must inform your Student Hub. You should also contact your Academic Support Tutor (AST) as soon as possible. If you do not make contact, then your absence will be recorded as 'uninformed'. Attendance in most sessions will be logged via the 'Tap-In' devices located in teaching rooms. Information on how these devices work is available from the Student Services Directorate. You will need to tap your student card against the device to record your attendance, so it is essential that you have your student card with you at all times. 20% Off the Job Training All apprentices undertaking Apprenticeship 'Standards' must receive a minimum of 20% off the job training – averaged out across the apprenticeship. The University will monitor this requirement on a quarterly basis.

In addition, as an employee, you must provide your HUB mentor of details of all sickness and absence so they have a complete record of this which will enable to provide you with appropriate support/advice where required.

**SNAs to refer to programme handbook for details about process to be followed when reporting sickness or absence.**



## Contents

Ws

[Stage 1 Guidance](#)

Wb

[Spoke 1](#)

Ws

[Intermediate Interview Part A](#)

Ws

[Final Interview Part A](#)

Ws

[Statement of achievement](#)

Wb

[Spoke 1 Practice standards](#)

Ws

[Practice Standards Care and Compassion MH](#)

Ws

[Practice Standards Organisational aspects of care MH](#)

Ws

[Practice Standards Infection prevention and control MH22](#)

Ws

[Nutrition and fluid management](#)

Ws

[Medicines Management](#)

Wb

[Spoke 2](#)

Ws

[Intermediate Interview Part A](#)

Ws

[Final Interview Part A](#)

Ws

[Statement of achievement](#)

Wb

[Spoke 2 Practice standards](#)

Ws

[Practice Standards Care and Compassion MH](#)



Ws [Practice Standards Organisational aspects of care MH](#)

Ws [Practice Standards Infection prevention and control MH22](#)

Ws [No Title](#)

Wb [Spoke 3](#)

Ws [Intermediate Interview Part A](#)

Ws [Final Interview Part A](#)

Ws [Statement of achievement](#)

Wb [Spoke 3 Practice standards](#)

Ws [Practice Standards Care and Compassion MH](#)

Ws [Practice Standards Organisational aspects of care MH](#)

Ws [Practice Standards Infection prevention and control MH22](#)

Ws [No Title](#)

# Stage 1 Guidance

## Stage 1 Guidance

This stage of the programme involves you the Student Nurse Apprentice, providing evidence of achievement of the three practice modules for year one. (Degree Apprenticeship Adult Nursing Practice 1, 2 & 3). This will involve attending 3 individually planned bespoke placements where achievement of NMC standards will be assessed by a named Spoke Practice Assessor, supported by Spoke Practice Supervisors.

You will be allocated to a practice placement and you will be expected to make contact with that placement prior to you starting your allocation with them. You will be orientated to the placement area to familiarise you with things and hopefully meet your Spoke Practice Assessor.



# Spoke 1

Tony Chambers - University of Hull

Created: 13-DEC-19 Last Modified: 13-DEC-19



## Contents

Ws	<a href="#">Spoke placement details</a>
Ws	<a href="#">Orientation</a>
Ws	<a href="#">Spoke Initial Interview</a>
Ws	<a href="#">Intermediate Interview Part A</a>
Ws	<a href="#">Intermediate Interview Part B</a>
Ws	<a href="#">Final Interview Part A</a>
Ws	<a href="#">Final Interview Part B</a>
Ws	<a href="#">Statement of achievement</a>
Ws	<a href="#">Checklist</a>
Ws	<a href="#">Medication Log</a>
Wb	<a href="#">Testimonials</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>

# Spoke placement details

## SPOKE 1 Placement Details

### Spoke 1 Placement details

<b>Name of Spoke placement area</b>	
<b>Organisation (e.g. name of Trust)</b>	

### Spoke Practice Assessor details

<b>Spoke Practice Assessor's name (please print) (as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile (optional)</b>	
<b>Email</b>	
<b>Date of last mentor update</b>	
<b>Date last triennial review completed</b>	

## Associate Spoke Practice Assessor details (if applicable)

<b>Associate Spoke Practice Assessor name (please print) (as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile (optional)</b>	
<b>Email</b>	
<b>Date of last mentor update</b>	
<b>Date last triennial review completed</b>	

# Orientation

## Orientation to the SPOKE Placement

### Placement 1 SPOKE- Orientation to Placement Setting

To be completed before the end of the first shift.

The key element of orientation is for the student nurse apprentice to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your Practice Assessor**.

Your SPOKE Assessor should signpost you to appropriate health and safety policies; if they do not, please ask for these details.

The items below are essential; please add any other specific practice setting requirements in the end box.

#### ASSESSOR FIELD

### Responsibilities in Emergency situations

- Cardiac arrest
- alerting team/employees

☐ Spoke Practice  
Assessor assessment

#### ASSESSOR FIELD

## Fire

- alarm points
- assembly points
- standing orders, policies, procedures

- ☐ Spoke Practice  
Assessor assessment

#### ASSESSOR FIELD

## Accident/Incident Procedures

- staff
- visitors
- identified first aider
- inform University if incident from completed

- ☐ Spoke Practice  
Assessor assessment

#### ASSESSOR FIELD

## Infection Control

- used equipment/sharps/linen
- policies
- disposal of waste

- ☐ Spoke Practice  
Assessor assessment

## Moving and Handling Policy and mobility techniques in this area

ASSESSOR FIELD

### Process for dealing with vulnerable adults/safeguarding children

- ☐ Spoke Practice  
Assessor assessment

ASSESSOR FIELD

### Communication Process

- observation/duty hours
  - reporting of sickness and absence
  - identification of person to whom the student nurse apprentice must report
  - discussion of the policy for receiving and referring messages and enquiries
- 
- ☐ Spoke Practice  
Assessor assessment

ASSESSOR FIELD

### SNA understands their responsibility in reporting unsafe/poor quality care and using the Complaints Procedure

- ☐ Spoke Practice  
Assessor assessment



ASSESSOR FIELD

## Confidentiality and Information Governance

- ☐ Spoke Practice Assessor assessment

ASSESSOR FIELD

## Mobile Phones

- ☐ Spoke Practice Assessor assessment

ASSESSOR FIELD

## Dress and Attire-policy and regulations related to dress code whilst on placement

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Toured the placement area environment/introduced to staff / staffing structure

- ☐ Spoke Practice Assessor assessment

ASSESSOR FIELD

## Personal safety and risk issues

- ☐ Spoke Practice Assessor  
assessment

ASSESSOR FIELD

## Management and storage of patients' valuables

- ☐ Spoke Practice Assessor  
assessment

ASSESSOR FIELD

## Management and storage of SNA's personal belongings

- ☐ Spoke Practice Assessor  
assessment

ASSESSOR FIELD

## Disability: Does the SNA require reasonable adjustments? If Yes, these must be addressed at the initial interview

If Yes, these must be addressed at the initial interview

- ☐ No ☐ Yes

## Other issues specific to this placement

Additional issues at the orientation:

# Spoke Initial Interview

## Initial Interview with SPOKE Practice Assessor (carried out in the first week of SPOKE placement)

### SPOKE Placement 1 Module 92629

## Student Nurse Apprentice (SNA) Activity

You need to identify your own learning and development needs with reference to the skills log and NMC Practice Standards/sub elements in this setting that can be found in the 'Practice Standards' Sub Tab in this 'SPOKE 1' section.

ASSESSOR FIELD

## SPOKE Practice Assessor activity

To comment on and record learning opportunities available to enable the student nurse apprentice to meet the identified learning and development needs.

## Development plan

All student nurse apprentices **must have** an ongoing development plan specifically related to achievement of Sub-elements of the Practice Standards, Professional Attitudes and development of clinical skills. This will be developed jointly by the Spoke Practice Assessor and SNA.

The SMART goals set for this practice placement are:

For example: Within 4 weeks, Sophie will have answered 2 telephone calls effectively

By the intermediate interview, Sophie will have participated in delivering personal care to 5 patients

This will be evaluated at the intermediate interview

ASSESSOR FIELD

### Proposed date for Intermediate interview:

(SPOKE Practice Assessor and SNA to agree an appropriate date approximately mid way through the placement)

Areas of concern must be explicitly defined here and where appropriate, brought to the attention of the SNA's AST in University.

# Intermediate Interview Part A

## Intermediate Assessment of Professional Attitudes

Intermediate Interview. Spoke Placement 1 - Professional behaviour - Formative assessment

### 1. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

**Communication with people (patients, their carers/family and colleagues) including listening.**

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful, courteous and non-judgmental

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Maintaining confidentiality

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes



## RECORD KEEPING

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Recognising their own limitations and seeking support when unsure of what to do

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### 3. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

#### Working alongside other members of the health care team

ASSESSOR FIELD

#### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

#### Taking responsibility for making the most out of their learning opportunities

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

## Spoke Practice Assessor assessment

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Complying with hygiene, uniform and dress codes

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Practice Assessor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**



# Intermediate Interview Part B

## Spoke Placement Intermediate Interview - Part B

### SNA and SPOKE Practice Assessor

Review evidence presented (achievement of sub elements of practice standards, clinical skills and professional attitudes) and draw on experiences of time worked together during the placement so far and to comment on the SNA's strengths and continuing learning/developmental needs. Particular reference should be made to the developmental plan and SMART goals identified at the initial interview. Any areas of concern must be identified explicitly and be include in future developmental plans below:

This is where the you, the SNA review your own progress in relation to your achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

My review of my own progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

ASSESSOR FIELD

SPOKE Practice Assessor's review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

Review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

ASSESSOR FIELD

Identification of any areas of concern to be recorded here:

ASSESSOR FIELD

Evidence supporting the concern:

ASSESSOR FIELD

Where there are areas of concern or further developmental needs identified, additional SMART goals will be required and should be identified here and reviewed at the final interview:

ASSESSOR FIELD

Proposed date for final interview





# Final Interview Part A

## Final Interview

### Spoke Placement 1 - Final Interview - Summative Assessment of Professional Attitudes

## 2. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Communication with people (patients, their carers/family and colleagues) including listening.

#### ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful and courteous and non-judgmental

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### **3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community**

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### **Maintaining confidentiality**

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining records

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Recognising their own limitations and seeking support when unsure of what to do

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

## Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 4. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

## Taking responsibility for making the most out of their learning opportunities

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Managing feedback about their learning

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes



## Complying with hygiene, uniform and dress codes

ASSESSOR FIELD

### Spoke Practice Assessor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Practice Assessor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**

# Final Interview Part B

## Spoke Placement Final Interview - Part B

This interview gives the SNA and SPOKE Practice Assessor an opportunity to reflect on the SPOKE placement experience as a whole and for the final progress assessment to be completed.

It needs to be completed within the last week of the SPOKE placement by both the SNA and SPOKE Practice Assessor.

**N.B. for SPOKE Practice Assessors – if you think there is possibility that the SNA is going to fail the placement, there must be an AST, Link Lecturer or PLF present at the final interview**

Prior to making comments the SNA and SPOKE Practice Assessor should review the development plans from the initial and intermediate interviews and then verify the following:

### ASSESSOR FIELD

1. SNA has gathered patient/carers testimonial(s)?

☐ Yes ☐ No

ASSESSOR FIELD

2. SNA has gathered professional/support staff testimonial(s)?

- ☐ Yes ☐ No

ASSESSOR FIELD

3. Record of attendance has been verified as being accurate?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what is the explanation for this?

ASSESSOR FIELD

4. Required number of hours (270) have been attended?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what plans have been made for these hours to be made up?

ASSESSOR FIELD

5. Skills log verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

6. Sub-elements of Practice Standards verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

7. Medication logs (Minimum of 5) completed, verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

8. Practice placement evaluation completed?  
([www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk))

☐ Yes

☐ No

ASSESSOR FIELD

Please include certificate date here

**N.B. Any areas that attract a 'NO' response must be brought to the attention of the Academic Assessor/AST by the Spoke Practice Assessor (email address is on the front cover of the work book).**

## COMMENT

### SNA's Comments

In considering what to include, think about the following areas of practice:

- progress made in linking theories you have learned about and practice
- multi-disciplinary/multi-agency/team working
- communication skills
- clinical skills
- any aspect of practice that has had a significant impact on you

### Strengths of my knowledge and practice abilities

## SNA COMMENTS

Aspects of my knowledge and practice I need to develop further and how I will achieve this

ASSESSOR FIELD

### SPOKE Practice Assessor assessment

Is the SNA working at the level expected for this stage of the programme?

☐ Yes

☐ No

If NO, evidence supporting this must be included in the Strengths of SNA's knowledge and practice abilities

Aspects of SNA's knowledge and practice they need to develop further

If the response to initial question in this section was NO, there must be clear identification here of the area(s) of concern, evidence in support of the concern and SMART goals set to address the concern. emic

If there are no concerns, this is an opportunity to offer constructive feedback on areas they would benefit from focusing on.

Date of Quarterly review:

**This will be discussed at the Quarterly Review meeting with the HUB mentor, AST and employer.**

# Statement of achievement

## Statement of Placement Achievement

### ASSESSOR FIELD

SPOKE Mentor to complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

To complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required) Some of the sub elements of the Practice Standards have been deferred in line with the assessment criteria as 'they have not been achieved due to lack of opportunity' in this placement. Please indicate the number of sub elements this applies to in the box below:

### ASSESSOR FIELD

Spoke Mentor Assessment - PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

Based on the evidence documented during this placement and summarised on the final interview comment sheet. I confirm that the Student Nurse Apprentice has PASSED this placement (module)

☐ Confirmed



Spoke Mentor Assessment - FAIL (one or more of the sub elements of the practice standards are not being achieved to the required standard)

Based on the evidence documented on the Student Nurse Apprentice's performance during this placement and summarised on the final interview sheet, I confirm that the Student Nurse Apprentice (SNA) has **FAILED** this placement (module).

The SNA's progress has been discussed and a **DEVELOPMENTAL PLAN** has been developed/agreed and is to be used in the next SPOKE placement.

☐ Confirmed

# Checklist

## Checklist

# Medication Log

## MEDICATION LOGS

In Stage (Year) 1 you must complete these logs for a minimum of 5 medications per trimester, ideally from different drug groups.

Drugs must NOT be repeated/duplicated and you must include evidence of understanding the medication, safe practice and accurate calculations.

[Click here to download a medication log.](#)

Please complete the medication log and save it with an appropriate name so that it can be identified.

## Upload completed medication log

Click on the drop down arrow to upload your medication log(s).

# Guidance

## Testimonials

The following pages provide an opportunity for any service user/carer and/or professional/support worker/peer who you have worked with to comment on (for example) your approach in being caring and compassionate, your practice abilities, the knowledge you apply within your practice & your professionalism.

Discussion **MUST** be undertaken between yourself & your SPOKE Mentor or a qualified member of the team in which you are working before requesting that they seek a testimonial from a service user or carer on your behalf.

As an SNA you **MUST NOT** approach a patient, carer or relative directly.

Service users and carers should **NOT** sign these pages (for reasons of confidentiality). Health Professionals/Mentors should countersign all testimonials given by service users/carers.

Health Professionals/Mentors may also write a testimonial on behalf of the service user/carer if they are unable to do so themselves.

All service users/carers have the right to decline being involved in obtaining testimonials. This should always be upheld and respected.

Mentors may wish to use Testimonials to inform the on-going and final assessment of SNAs during the placement.

# Patient Testimonials

## Patient Testimonials

### Patient testimonies

Upload patient/carer/relative testimonies here that have been gathered with your mentor's support. Click [here](#) to download a patient testimonial form which you can complete and then upload below.

# Professional/Staff testimonials

## Professional/Support Staff Testimonial

### Professional/Support Staff Testimonials

Upload any testimonials provided by professional colleagues/support staff who wish to comment on your practice. [Click here](#) to download a professional staff testimonial form which you can complete and then upload below.

# Care and Compassion

## Care, compassion and communication

**1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☒ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment



## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**2. People can trust the newly registered graduate nurse 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.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

---

**3. People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**4. People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

#### ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

**5. People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

#### ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment



6. People can trust the newly registered graduate nurse 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.

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**7. People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them, gaining their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

---

## Mentor Feedback

Please add any comments in support of your assessment

## Organisational aspects of care

### Organisational aspects of care

**8. People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop 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.**

8a. Responds appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.



ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 9. People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.

## 9a. Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 9b. Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 9c. Uses support systems to recognise, manage and deal with own emotions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

**10. People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.**

## 10a. Responds appropriately to compliments and comments

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

# 11. People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.

11a. Accepts delegated activities within limitations of own role, knowledge and skill

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**12. People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.**

12a. Recognises when situations are becoming unsafe and reports appropriately

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 12b. Understands and applies the importance of rest for effective practice

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation



## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**13. People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.**

13a. Under supervision, works within clinical governance and legal frameworks to protect self and others

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13b. Reports safety incidents regarding service users to senior colleagues

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

#### ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

#### ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

13c. Under supervision assesses risk within current sphere of knowledge and competence, recognising own limits and takes appropriate action

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13d. Follows instructions and takes appropriate action, sharing information to minimise risk

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 14. People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.

## 14a. Recognises signs of aggression and responds appropriately to keep self and others safe

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 14b. Assists others or obtains assistance when help is required

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

15. People can trust the newly registered graduate nurse to select and manage medical devices safely.

## 15a. Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment





# Infection prevention and control

## Infection prevention and control

**16. People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.**

16a. Follows local and national guidelines and adheres to standard infection control precautions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**17. People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.**

17a. Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

---

## Mentor Feedback

Please add any comments in support of your assessment

# Nutrition and fluid management

18. People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.

18a. Reports to an appropriate person where there is a risk of meals being missed.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

### 18b. Follows food hygiene procedures in accordance with policy

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# Medicines Management

## 19. People can trust the newly qualified graduate nurse to correctly and safely undertake medicines calculations

19a. Is competent in basic medicines calculations relating to, for example; tablets and capsules, liquid medicines, injections including; unit dose, SI unit conversion

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity



## Mentor Feedback

Please add any comments in support of your assessment



# Spoke 2

Tony Chambers - University of Hull

Created: 13-DEC-19 Last Modified: 13-DEC-19



## Contents

Ws	<a href="#">Spoke placement details</a>
Ws	<a href="#">Orientation</a>
Ws	<a href="#">Spoke Initial Interview</a>
Ws	<a href="#">Intermediate Interview Part A</a>
Ws	<a href="#">Intermediate Interview Part B</a>
Ws	<a href="#">Final Interview Part A</a>
Ws	<a href="#">Final Interview Part B</a>
Ws	<a href="#">Statement of achievement</a>
Ws	<a href="#">Checklist</a>
Ws	<a href="#">Medication Log</a>
Wb	<a href="#">Testimonials</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>

# Spoke placement details

## SPOKE 2 Placement Details

### Spoke 2 Placement details

<b>Name of Spoke placement area</b>	
<b>Organisation (e.g. name of Trust)</b>	

### Spoke Mentor details

<b>Spoke mentor name (please print) (as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile</b>	
<b>Email</b>	
<b>Date of last mentor update</b>	
<b>Date last triennial review completed</b>	

## Associate Spoke Mentor details (if applicable)

Associate Spoke mentor name (please print) (as appears on local mentor register)	
Contact number, landline	
Contact number, mobile	
Email	
Date of last mentor update	
Date last triennial review completed	

# Orientation

## Orientation to the SPOKE Placement

### Placement 2 SPOKE- Orientation to Placement Setting

To be completed before the end of the first shift.

The key element of orientation is for the student nurse apprentice to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your Mentor**.

Your SPOKE Mentor should signpost you to appropriate health and safety policies.

The items below are essential; please add any other specific practice setting requirements in the end box.

#### ASSESSOR FIELD

### Responsibilities in Emergency situations

- Cardiac arrest
- alerting team/employees

☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Fire

- alarm points
- assembly points
- standing orders, policies, procedures

☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Accident/Incident Procedures

- staff
- visitors
- identified first aider
- inform University if incident from completed

☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Infection Control

- used equipment/sharps/linen
- policies
- disposal of waste

☐ Spoke Mentor  
assessment

## Moving and Handling Policy and mobility techniques in this area

ASSESSOR FIELD

### Process for dealing with vulnerable adults/safeguarding children

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

### Communication Process

- observation/duty hours
  - reporting of sickness and absence
  - identification of person to whom the student nurse apprentice must report
  - discussion of the policy for receiving and referring messages and enquiries
- ☐ Spoke Mentor assessment

ASSESSOR FIELD

### SNA understands their responsibility in reporting unsafe/poor quality care and using the Complaints Procedure

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Confidentiality and Information Governance

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Mobile Phones

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Dress and Attire-policy and regulations related to dress code whilst on placement

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Toured the placement area environment/introduced to staff / staffing structure

- ☐ Spoke Mentor assessment



ASSESSOR FIELD

## Personal safety and risk issues

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Management and storage of patients' valuables

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Management and storage of SNA's personal belongings

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Disability: Does the SNA require reasonable adjustments? If Yes, these must be addressed at the initial interview

If Yes, these must be addressed at the initial interview

- ☐ No ☐ Yes

## Other issues specific to this placement

Additional issues at the orientation:

# Spoke Initial Interview

## Initial Interview with SPOKE mentor (carried out in the first week of SPOKE placement)

### SPOKE Placement 2 Module 92629

#### SNA Activity

To identify own learning and development needs with reference to clinical skills and NMC Practice Standards/sub elements in this setting:

ASSESSOR FIELD

#### SPOKE Mentor activity

To comment on and record learning opportunities available to enable the student nurse apprentice to meet the identified learning and development needs.

## Development plan

All student nurse apprentices must have an ongoing development plan specifically related to achievement of Sub-elements of the Practice Standards, Professional Attitudes and development of clinical skills.

SMART goals set for this practice placement are:

ASSESSOR FIELD

Proposed date for Intermediate interview:

(SPOKE mentor and SNA to agree an appropriate date approximately mid way through the placement)

Areas of concern must be explicitly defined.

Where it is anticipated that opportunities to achieve specific sub elements of practice standards or skills may not be available, a note of this should be made here for future discussion at the quarterly review.

# Intermediate Interview Part A

## Intermediate Assessment of Professional Attitudes

Intermediate Interview. Spoke Placement 2 - Professional behaviour - Formative assessment

### 1. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

**Communication with people (patients, their carers/family and colleagues) including listening.**

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful, courteous and non-judgmental

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Maintaining confidentiality

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## RECORD KEEPING

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes



## Recognising their own limitations and seeking support when unsure of what to do

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### 3. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

#### Working alongside other members of the health care team

ASSESSOR FIELD

#### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

#### Taking responsibility for making the most out of their learning opportunities

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

## Spoke Mentor assessment

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Complying with hygiene, uniform and dress codes

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**



# Intermediate Interview Part B

## Spoke Placement Intermediate Interview - Part B

### SNA and SPOKE Mentor

To review evidence presented (achievement of sub elements of practice standards, clinical skills and professional attitudes) and draw on experiences of time worked together during the placement so far and to comment on the SNA's strengths and continuing learning/developmental needs. Particular reference should be made to the developmental plan and SMART goals identified at the initial interview. Any areas of concern must be identified explicitly and be include in future developmental plans below:

SNA's review of their own progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

Review of their own progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

#### ASSESSOR FIELD

SPOKE Mentor's review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

Review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

ASSESSOR FIELD

Identification of any areas of concern:

ASSESSOR FIELD

Evidence supporting the concern:

ASSESSOR FIELD

Where there are areas of concern or further developmental needs identified, additional SMART goals will be required and should be identified here and reviewed at the final interview:

ASSESSOR FIELD

Proposed date for final interview

# Final Interview Part A

## Final Interview

### Spoke Placement 2 - Final Interview - Summative Assessment of Professional Attitudes

## 2. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Communication with people (patients, their carers/family and colleagues) including listening.

#### ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity



## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful and courteous and non-judgmental

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### 3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Maintaining confidentiality

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining records

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Recognising their own limitations and seeking support when unsure of what to do

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 4. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

## Taking responsibility for making the most out of their learning opportunities

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Managing feedback about their learning

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Complying with hygiene, uniform and dress codes

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**

# Final Interview Part B

## Spoke Placement 2 Final Interview - Part B

This interview gives the SNA and SPOKE mentor an opportunity to reflect on the SPOKE placement experience as a whole and for the final progress assessment to be completed.

It needs to be completed within the last week of the SPOKE placement by both the SNA and SPOKE mentor.

**N.B. for SPOKE mentors – if you think there is possibility that the SNA is going to fail the placement, you should liaise with the HUB mentor and there must be an AST, Link Lecturer or PLF present at the final interview**

Prior to making comments the SNA and SPOKE mentor should review the development plans from the initial and intermediate interviews and then verify the following by circling the appropriate response:

### ASSESSOR FIELD

1. SNA has gathered patient/carers testimonial(s)?

☐ Yes ☐ No



ASSESSOR FIELD

2. SNA has gathered professional/support staff testimonial(s)?

- ☐ Yes ☐ No

ASSESSOR FIELD

3. Record of attendance has been verified as being accurate?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what is the explanation for this?

ASSESSOR FIELD

4. Required number of hours (270) have been attended?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what plans have been made for these hours to be made up?  
(This will need to be discussed at the quarterly review meeting)

ASSESSOR FIELD

5. Skills log verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

6. Sub-elements of Practice Standards verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

7. Medication logs (Minimum of 5) completed, verified and discussed?

☐ Yes ☐ No

ASSESSOR FIELD

8. Practice placement evaluation completed?  
([www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk))

☐ Yes

☐ No

ASSESSOR FIELD

Please include certificate date here

**N.B. Any areas that attract a 'NO' response will be discussed at the Quarterly review with the HUB mentor**

## SNA Self-evaluation

In considering what to include, think about the following areas of practice:

- progress made in linking theories you have learned about and practice
- multi-disciplinary/multi-agency/team working
- communication skills
- clinical skills
- any aspect of practice that has had a significant impact on you

## Strengths of my knowledge and practice abilities

### SNA

Aspects of my knowledge and practice I need to develop further and how I will achieve this

ASSESSOR FIELD

### SPOKE Mentor assessment

Is the SNA working at the level expected for this stage of the programme?

☐ Yes ☐ No

ASSESSOR FIELD

If NO, evidence supporting this must be included in the Strengths of SNA's knowledge and practice abilities

## Aspects of SNA's knowledge and practice they need to develop further

If the response to initial question in this section was NO, there must be clear identification here of the area(s) of concern, evidence in support of the concern and SMART goals set to address the concern.

If there are no concerns, this is an opportunity to offer constructive feedback on areas they would benefit from focusing on.

Date of Quarterly review:

**This will be discussed at the Quarterly Review meeting with the HUB mentor, AST and employer.**

# Statement of achievement

## Statement of Placement Achievement

### ASSESSOR FIELD

SPOKE Mentor to complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

To complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required) Some of the sub elements of the Practice Standards have been deferred in line with the assessment criteria as 'they have not been achieved due to lack of opportunity' in this placement. Please indicate the number of sub elements this applies to in the box below:

### ASSESSOR FIELD

Spoke Mentor Assessment - PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

Based on the evidence documented during this placement and summarised on the final interview comment sheet. I confirm that the Student Nurse Apprentice has PASSED this placement (module)

☐ Confirmed

Spoke Mentor Assessment - FAIL (one or more of the sub elements of the practice standards are not being achieved to the required standard)

Based on the evidence documented on the Student Nurse Apprentice's performance during this placement and summarised on the final interview sheet, I confirm that the Student Nurse Apprentice (SNA) has **FAILED** this placement (module).

The SNA's progress has been discussed and a **DEVELOPMENTAL PLAN** has been developed/agreed and is to be used in the next SPOKE placement.

☐ Confirmed

# Checklist

## Checklist



# Medication Log

## MEDICATION LOGS

In Stage (Year) 1 you must complete these logs for a minimum of 5 medications per trimester, ideally from different drug groups.

Drugs must NOT be repeated/duplicated and you must include evidence of understanding the medication, safe practice and accurate calculations.

[Click here to download a medication log.](#)

Please complete the medication log and save it with an appropriate name so that it can be identified.

## Upload completed medication log

Click on the drop down arrow to upload your medication log(s).

# Guidance

## Testimonials

The following pages provide an opportunity for any service user/carer and/or professional/support worker/peer who you have worked with to comment on (for example) your approach in being caring and compassionate, your practice abilities, the knowledge you apply within your practice & your professionalism.

Discussion **MUST** be undertaken between yourself & your SPOKE Mentor or a qualified member of the team in which you are working before requesting that they seek a testimonial from a service user or carer on your behalf.

As an SNA you **MUST NOT** approach a patient, carer or relative directly.

Service users and carers should **NOT** sign these pages (for reasons of confidentiality). Health Professionals/Mentors should countersign all testimonials given by service users/carers.

Health Professionals/Mentors may also write a testimonial on behalf of the service user/carer if they are unable to do so themselves.

All service users/carers have the right to decline being involved in obtaining testimonials. This should always be upheld and respected.

Mentors may wish to use Testimonials to inform the on-going and final assessment of SNAs during the placement.

# Patient Testimonials

## Patient Testimonials

### Patient testimonies

Upload patient/carer/relative testimonies here that have been gathered with your mentor's support. Click [here](#) to download a patient testimonial form which you can complete and then upload below.

# Professional/Staff testimonials

## Professional/Support Staff Testimonial

### Professional/Support Staff Testimonials

Upload any testimonials provided by professional colleagues/support staff who wish to comment on your practice. [Click here](#) to download a professional staff testimonial form which you can complete and then upload below.

# Care and Compassion

## Care, compassion and communication

**1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☒ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☒ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**2. People can trust the newly registered graduate nurse 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.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.



ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

**3. People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**4. People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

#### ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

**5. People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

#### ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

6. People can trust the newly registered graduate nurse 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.

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.



ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**7. People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them, gaining their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

---

## Mentor Feedback

Please add any comments in support of your assessment

## Organisational aspects of care

### Organisational aspects of care

**8. People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop 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.**

8a. Responds appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 9. People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.

## 9a. Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 9b. Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards



## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 9c. Uses support systems to recognise, manage and deal with own emotions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

**10. People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.**

## 10a. Responds appropriately to compliments and comments

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

# 11. People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.

11a. Accepts delegated activities within limitations of own role, knowledge and skill

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**12. People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.**

12a. Recognises when situations are becoming unsafe and reports appropriately

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 12b. Understands and applies the importance of rest for effective practice

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**13. People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.**

13a. Under supervision, works within clinical governance and legal frameworks to protect self and others

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13b. Reports safety incidents regarding service users to senior colleagues

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**



#### ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

#### ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

13c. Under supervision assesses risk within current sphere of knowledge and competence, recognising own limits and takes appropriate action

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13d. Follows instructions and takes appropriate action, sharing information to minimise risk

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 14. People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.

## 14a. Recognises signs of aggression and responds appropriately to keep self and others safe

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 14b. Assists others or obtains assistance when help is required

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

15. People can trust the newly registered graduate nurse to select and manage medical devices safely.

## 15a. Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment



# Infection prevention and control

## Infection prevention and control

**16. People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.**

16a. Follows local and national guidelines and adheres to standard infection control precautions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation



## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**17. People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.**

17a. Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# Nutrition and fluid management

18. People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.

18a. Reports to an appropriate person where there is a risk of meals being missed.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

### 18b. Follows food hygiene procedures in accordance with policy

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment





# Spoke 3

Tony Chambers - University of Hull

Created: 13-DEC-19 Last Modified: 13-DEC-19



## Contents

Ws	<a href="#">Spoke placement details</a>
Ws	<a href="#">Orientation</a>
Ws	<a href="#">Spoke Initial Interview</a>
Ws	<a href="#">Intermediate Interview Part A</a>
Ws	<a href="#">Intermediate Interview Part B</a>
Ws	<a href="#">Final Interview Part A</a>
Ws	<a href="#">Final Interview Part B</a>
Ws	<a href="#">Statement of achievement</a>
Ws	<a href="#">Checklist</a>
Ws	<a href="#">Medication Log</a>
Wb	<a href="#">Testimonials</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>
Ws	<a href="#">No Title</a>

# Spoke placement details

## SPOKE 3 Placement Details

### Spoke 3 Placement details

<b>Name of Spoke placement area</b>	
<b>Organisation (e.g. name of Trust)</b>	

### Spoke Mentor details

<b>Spoke mentor name (please print) (as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile</b>	
<b>Email</b>	
<b>Date of last mentor update</b>	
<b>Date last triennial review completed</b>	



## Associate Spoke Mentor details (if applicable)

<b>Associate Spoke mentor name (please print) (as appears on local mentor register)</b>	
<b>Contact number, landline</b>	
<b>Contact number, mobile</b>	
<b>Email</b>	
<b>Date of last mentor update</b>	
<b>Date last triennial review completed</b>	

# Orientation

## Orientation to the SPOKE Placement

### Placement 2 SPOKE- Orientation to Placement Setting

To be completed before the end of the first shift.

The key element of orientation is for the student nurse apprentice to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your Mentor**.

Your SPOKE Mentor should signpost you to appropriate health and safety policies.

The items below are essential; please add any other specific practice setting requirements in the end box.

#### ASSESSOR FIELD

### Responsibilities in Emergency situations

- Cardiac arrest
- alerting team/employees

☐ Spoke Mentor  
assessment

#### ASSESSOR FIELD

## Fire

- alarm points
- assembly points
- standing orders, policies, procedures

☐ Spoke Mentor  
assessment

#### ASSESSOR FIELD

## Accident/Incident Procedures

- staff
- visitors
- identified first aider
- inform University if incident from completed

☐ Spoke Mentor  
assessment

#### ASSESSOR FIELD

## Infection Control

- used equipment/sharps/linen
- policies
- disposal of waste

☐ Spoke Mentor  
assessment

## Moving and Handling Policy and mobility techniques in this area

ASSESSOR FIELD

### Process for dealing with vulnerable adults/safeguarding children

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

### Communication Process

- observation/duty hours
  - reporting of sickness and absence
  - identification of person to whom the student nurse apprentice must report
  - discussion of the policy for receiving and referring messages and enquiries
- ☐ Spoke Mentor assessment

ASSESSOR FIELD

### SNA understands their responsibility in reporting unsafe/poor quality care and using the Complaints Procedure

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Confidentiality and Information Governance

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Mobile Phones

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Dress and Attire-policy and regulations related to dress code whilst on placement

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Toured the placement area environment/introduced to staff / staffing structure

- ☐ Spoke Mentor assessment

ASSESSOR FIELD

## Personal safety and risk issues

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Management and storage of patients' valuables

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Management and storage of SNA's personal belongings

- ☐ Spoke Mentor  
assessment

ASSESSOR FIELD

## Disability: Does the SNA require reasonable adjustments? If Yes, these must be addressed at the initial interview

If Yes, these must be addressed at the initial interview

- ☐ No ☐ Yes

## Other issues specific to this placement

Additional issues at the orientation:

# Spoke Initial Interview

## Initial Interview with SPOKE mentor (carried out in the first week of SPOKE placement)

### SPOKE Placement 2 Module 92629

#### SNA Activity

To identify own learning and development needs with reference to clinical skills and NMC Practice Standards/sub elements in this setting:

ASSESSOR FIELD

#### SPOKE Mentor activity

To comment on and record learning opportunities available to enable the student nurse apprentice to meet the identified learning and development needs.



## Development plan

All student nurse apprentices must have an ongoing development plan specifically related to achievement of Sub-elements of the Practice Standards, Professional Attitudes and development of clinical skills.

SMART goals set for this practice placement are:

ASSESSOR FIELD

Proposed date for Intermediate interview:

(SPOKE mentor and SNA to agree an appropriate date approximately mid way through the placement)

Areas of concern must be explicitly defined.

Where it is anticipated that opportunities to achieve specific sub elements of practice standards or skills may not be available, a note of this should be made here for future discussion at the quarterly review.

# Intermediate Interview Part A

## Intermediate Assessment of Professional Attitudes

Intermediate Interview. Spoke Placement 2 - Professional behaviour - Formative assessment

### 1. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

**Communication with people (patients, their carers/family and colleagues) including listening.**

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful, courteous and non-judgmental

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Maintaining confidentiality

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## RECORD KEEPING

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Recognising their own limitations and seeking support when unsure of what to do

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### 3. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

#### Working alongside other members of the health care team

ASSESSOR FIELD

#### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

#### Taking responsibility for making the most out of their learning opportunities

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

## Spoke Mentor assessment

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement



## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Complying with hygiene, uniform and dress codes

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**



# Intermediate Interview Part B

## Spoke Placement Intermediate Interview - Part B

### SNA and SPOKE Mentor

To review evidence presented (achievement of sub elements of practice standards, clinical skills and professional attitudes) and draw on experiences of time worked together during the placement so far and to comment on the SNA's strengths and continuing learning/developmental needs. Particular reference should be made to the developmental plan and SMART goals identified at the initial interview. Any areas of concern must be identified explicitly and be include in future developmental plans below:

SNA's review of their own progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

Review of their own progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

#### ASSESSOR FIELD

SPOKE Mentor's review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

Review of the SNA's progress in relation to achievement of sub elements of practice standards, clinical skills and professional attitudes AND progress made towards meeting identified learning needs and SMART goals identified at the initial interview:

ASSESSOR FIELD

Identification of any areas of concern:

ASSESSOR FIELD

Evidence supporting the concern:

ASSESSOR FIELD

Where there are areas of concern or further developmental needs identified, additional SMART goals will be required and should be identified here and reviewed at the final interview:

ASSESSOR FIELD

Proposed date for final interview

# Final Interview Part A

## Final Interview

### Spoke Placement 2 - Final Interview - Summative Assessment of Professional Attitudes

## 2. Make the care of people their first concern, treating them as individuals and respecting their dignity

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

### Communication with people (patients, their carers/family and colleagues) including listening.

#### ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory\* - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### Maintaining people's privacy and dignity

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Being respectful and courteous and non-judgmental

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using their skills of empathy and is sensitive to the needs of others

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

### **3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community**

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

## Maintaining confidentiality

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining records

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using problem solving skills

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Recognising their own limitations and seeking support when unsure of what to do



## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Maintaining professional boundaries

## Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## 4. Be open and honest, act with integrity and uphold the reputation of your profession

The following activities reflect this principle of care and my assessment of the student nurse apprentice's professional attitudes and values in relation to these is:

## Taking responsibility for making the most out of their learning opportunities

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Managing feedback about their learning

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Using reflection as a means of identifying their own learning needs and limitations

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Timekeeping is satisfactory and they communicate appropriately if unable to attend placement

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

## Complying with hygiene, uniform and dress codes

ASSESSOR FIELD

### Spoke Mentor assessment:

Please select the appropriate option

- ☐ Satisfactory - Practice always reflects professional values & attitudes
- ☐ Satisfactory - Practice mainly reflects professional values & attitudes (a development plan must be agreed and recorded)
- ☐ Unsatisfactory - Practice reflects unprofessional values & attitudes

**\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory practice' from a student nurse apprentice.**

**N.B. Any professional behaviour or attitude assessed by your Mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**

# Final Interview Part B

## Spoke Placement 2 Final Interview - Part B

This interview gives the SNA and SPOKE mentor an opportunity to reflect on the SPOKE placement experience as a whole and for the final progress assessment to be completed.

It needs to be completed within the last week of the SPOKE placement by both the SNA and SPOKE mentor.

**N.B. for SPOKE mentors – if you think there is possibility that the SNA is going to fail the placement, you should liaise with the HUB mentor and there must be an AST, Link Lecturer or PLF present at the final interview**

Prior to making comments the SNA and SPOKE mentor should review the development plans from the initial and intermediate interviews and then verify the following by circling the appropriate response:

### ASSESSOR FIELD

1. SNA has gathered patient/carers testimonial(s)?

☐ Yes ☐ No

ASSESSOR FIELD

2. SNA has gathered professional/support staff testimonial(s)?

- ☐ Yes ☐ No

ASSESSOR FIELD

3. Record of attendance has been verified as being accurate?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what is the explanation for this?

ASSESSOR FIELD

4. Required number of hours (270) have been attended?

- ☐ Yes ☐ No

ASSESSOR FIELD

If NO, what plans have been made for these hours to be made up?  
(This will need to be discussed at the quarterly review meeting)

ASSESSOR FIELD

5. Skills log verified and discussed?

- ☐ Yes ☐ No

ASSESSOR FIELD

6. Sub-elements of Practice Standards verified and discussed?

- ☐ Yes ☐ No

ASSESSOR FIELD

7. Medication logs (Minimum of 5) completed, verified and discussed?

- ☐ Yes ☐ No

ASSESSOR FIELD

8. Practice placement evaluation completed?  
([www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk))

☐ Yes

☐ No

ASSESSOR FIELD

Please include certificate date here

**N.B. Any areas that attract a 'NO' response will be discussed at the Quarterly review with the HUB mentor**



## SNA Self-evaluation

In considering what to include, think about the following areas of practice:

- progress made in linking theories you have learned about and practice
- multi-disciplinary/multi-agency/team working
- communication skills
- clinical skills
- any aspect of practice that has had a significant impact on you

## Strengths of my knowledge and practice abilities

### SNA

Aspects of my knowledge and practice I need to develop further and how I will achieve this

ASSESSOR FIELD

### SPOKE Mentor assessment

Is the SNA working at the level expected for this stage of the programme?

☐ Yes ☐ No

ASSESSOR FIELD

If NO, evidence supporting this must be included in the Strengths of SNA's knowledge and practice abilities

## Aspects of SNA's knowledge and practice they need to develop further

If the response to initial question in this section was NO, there must be clear identification here of the area(s) of concern, evidence in support of the concern and SMART goals set to address the concern.

If there are no concerns, this is an opportunity to offer constructive feedback on areas they would benefit from focusing on.

Date of Quarterly review:

**This will be discussed at the Quarterly Review meeting with the HUB mentor, AST and employer.**

# Statement of achievement

## Statement of Placement Achievement

### ASSESSOR FIELD

SPOKE Mentor to complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

To complete the appropriate box indicating their assessment of the Student Nurse Apprentice PASS (this indicates the sub elements of the practice standards are being achieved to the standard required) Some of the sub elements of the Practice Standards have been deferred in line with the assessment criteria as 'they have not been achieved due to lack of opportunity' in this placement. Please indicate the number of sub elements this applies to in the box below:

### ASSESSOR FIELD

Spoke Mentor Assessment - PASS (this indicates the sub elements of the practice standards are being achieved to the standard required)

Based on the evidence documented during this placement and summarised on the final interview comment sheet. I confirm that the Student Nurse Apprentice has PASSED this placement (module)

☐ Confirmed

Spoke Mentor Assessment - FAIL (one or more of the sub elements of the practice standards are not being achieved to the required standard)

Based on the evidence documented on the Student Nurse Apprentice's performance during this placement and summarised on the final interview sheet, I confirm that the Student Nurse Apprentice (SNA) has **FAILED** this placement (module).

The SNA's progress has been discussed and a **DEVELOPMENTAL PLAN** has been developed/agreed and is to be used in the next SPOKE placement.

☐ Confirmed

# Checklist

## Checklist

# Medication Log

## MEDICATION LOGS

In Stage (Year) 1 you must complete these logs for a minimum of 5 medications per trimester, ideally from different drug groups.

Drugs must NOT be repeated/duplicated and you must include evidence of understanding the medication, safe practice and accurate calculations.

[Click here to download a medication log.](#)

Please complete the medication log and save it with an appropriate name so that it can be identified.

## Upload completed medication log

[Click on the drop down arrow to upload your medication log\(s\).](#)

# Guidance

## Testimonials

The following pages provide an opportunity for any service user/carer and/or professional/support worker/peer who you have worked with to comment on (for example) your approach in being caring and compassionate, your practice abilities, the knowledge you apply within your practice & your professionalism.

Discussion **MUST** be undertaken between yourself & your SPOKE Mentor or a qualified member of the team in which you are working before requesting that they seek a testimonial from a service user or carer on your behalf.

As an SNA you **MUST NOT** approach a patient, carer or relative directly.

Service users and carers should **NOT** sign these pages (for reasons of confidentiality). Health Professionals/Mentors should countersign all testimonials given by service users/carers.

Health Professionals/Mentors may also write a testimonial on behalf of the service user/carer if they are unable to do so themselves.

All service users/carers have the right to decline being involved in obtaining testimonials. This should always be upheld and respected.

Mentors may wish to use Testimonials to inform the on-going and final assessment of SNAs during the placement.

# Patient Testimonials

## Patient Testimonials

### Patient testimonies

Upload patient/carer/relative testimonies here that have been gathered with your mentor's support. Click [here](#) to download a patient testimonial form which you can complete and then upload below.



# Professional/Staff testimonials

## Professional/Support Staff Testimonial

### Professional/Support Staff Testimonials

Upload any testimonials provided by professional colleagues/support staff who wish to comment on your practice. [Click here](#) to download a professional staff testimonial form which you can complete and then upload below.

# Care and Compassion

## Care, compassion and communication

**1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**2. People can trust the newly registered graduate nurse 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.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

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**3. People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.**

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**4. People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation



ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**5. People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

6. People can trust the newly registered graduate nurse 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.

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**7. People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them, gaining their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.**

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation



ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

---

## Mentor Feedback

Please add any comments in support of your assessment

## Organisational aspects of care

### Organisational aspects of care

**8. People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop 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.**

8a. Responds appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 9. People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.

## 9a. Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 9b. Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 9c. Uses support systems to recognise, manage and deal with own emotions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**10. People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.**

## 10a. Responds appropriately to compliments and comments

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment



## 11. People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.

11a. Accepts delegated activities within limitations of own role, knowledge and skill

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**12. People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.**

12a. Recognises when situations are becoming unsafe and reports appropriately

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

## 12b. Understands and applies the importance of rest for effective practice

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**13. People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.**

13a. Under supervision, works within clinical governance and legal frameworks to protect self and others

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13b. Reports safety incidents regarding service users to senior colleagues

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

#### ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

#### ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment

13c. Under supervision assesses risk within current sphere of knowledge and competence, recognising own limits and takes appropriate action

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 13d. Follows instructions and takes appropriate action, sharing information to minimise risk

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# 14. People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.

## 14a. Recognises signs of aggression and responds appropriately to keep self and others safe

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards



## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

## 14b. Assists others or obtains assistance when help is required

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

---

15. People can trust the newly registered graduate nurse to select and manage medical devices safely.

## 15a. Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

### Mentor Feedback

Please add any comments in support of your assessment



# Infection prevention and control

## Infection prevention and control

**16. People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.**

16a. Follows local and national guidelines and adheres to standard infection control precautions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

### Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

**17. People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.**

17a. Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

---

## Mentor Feedback

Please add any comments in support of your assessment

# Nutrition and fluid management

18. People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.

18a. Reports to an appropriate person where there is a risk of meals being missed.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Attach any evidence to the rosette certificate/offline form/reflection/document etc.

ASSESSOR FIELD

## Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity



## Mentor Feedback

Please add any comments in support of your assessment

### 18b. Follows food hygiene procedures in accordance with policy

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

**Attach any evidence to the rosette certificate/offline form/reflection/document etc.**

ASSESSOR FIELD

### Method of assessment used

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

### Overall Assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment





# Skills Log

Tony Chambers - University of Hull

**Created:** 13-DEC-19 **Last Modified:** 13-DEC-19



## Contents



[Guidance](#)



[Flowchart of skills log](#)



[Care, compassion & communication](#)



[Organisational aspects of care](#)



[Infection prevention and control](#)



[Nutrition & fluid management](#)



[Medication management](#)

# Guidance

## Guidance

- Attainment of the professional skills outlined in this Skills Log are essential for the development of your nursing competence and the assessment of your progress in practice.
- Each skill has been identified as important by both clinical practitioners and lecturers, and will help you demonstrate that you have achieved the NMC Essential Skills Clusters (2010) within the Standards for pre-registration nurse education that will enable you to gain entry to the Register.
- You should remember that even when you have been deemed to have achieved safe performance of a skill, you will still always work under the supervision of a Practice Assessors/Practice Supervisor for the duration of this nursing programme.
- The Competency Frameworks, which can be located on the 'Standards of Practice' tab on Pebble Pad **must be used** in your clinical skills acquisition.

### Achieving your Clinical Skills – Guidance

- You can observe and practice skills as many times as you wish before you and your Spoke Mentor decide you are ready to be assessed as a skill being achieved. Remember - repetition and practising of skills with formative feedback is a useful aid to developing competence.
- Practice Assessors/Practice Supervisors must indicate you have been taught the skill as well as indicating you have achieved the skill.
- Practice Assessors/Practice Supervisors who teach and assess skills must complete appropriate records in this section
- 'Skill Achieved' is defined as undertaking a skill safely and consistently with no Practice Assessors/Practice Supervisors intervention, although still under their observation. You must also ensure patient/service user comfort and should be able to articulate the theoretical principles underpinning the skill.
- You must be proactive in seeking opportunities within your placement in order to achieve the skills.
- All skills listed should aim to be achieved by the end of the programme. Where there is

difficulty in achieving a skill, discussion should take place with your SPOKE/HUB practice assessor and where necessary, action to address the issue be included in any placement/quarterly review. Patient safety/dignity must not be compromised in your quest to achieve all of these skills.

- Any additional skills (not in the Skills Log) that you have observed, practised and/or achieved should be recorded at the end of the log.
- REMEMBER - you must never work beyond your competence. A Practice Assessor/Practice Supervisor must guide you as to the appropriateness of observing and practicing any clinical skills.
- During your placement, you and your Practice Assessors/Practice Supervisors must have access to this document at all times for recording and discussion purposes.
- REMEMBER, once a skill has been signed by a Practice Assessors/Practice Supervisors as 'achieved', the expectation is that you will continue to perform that skill to a competent standard throughout your placements.

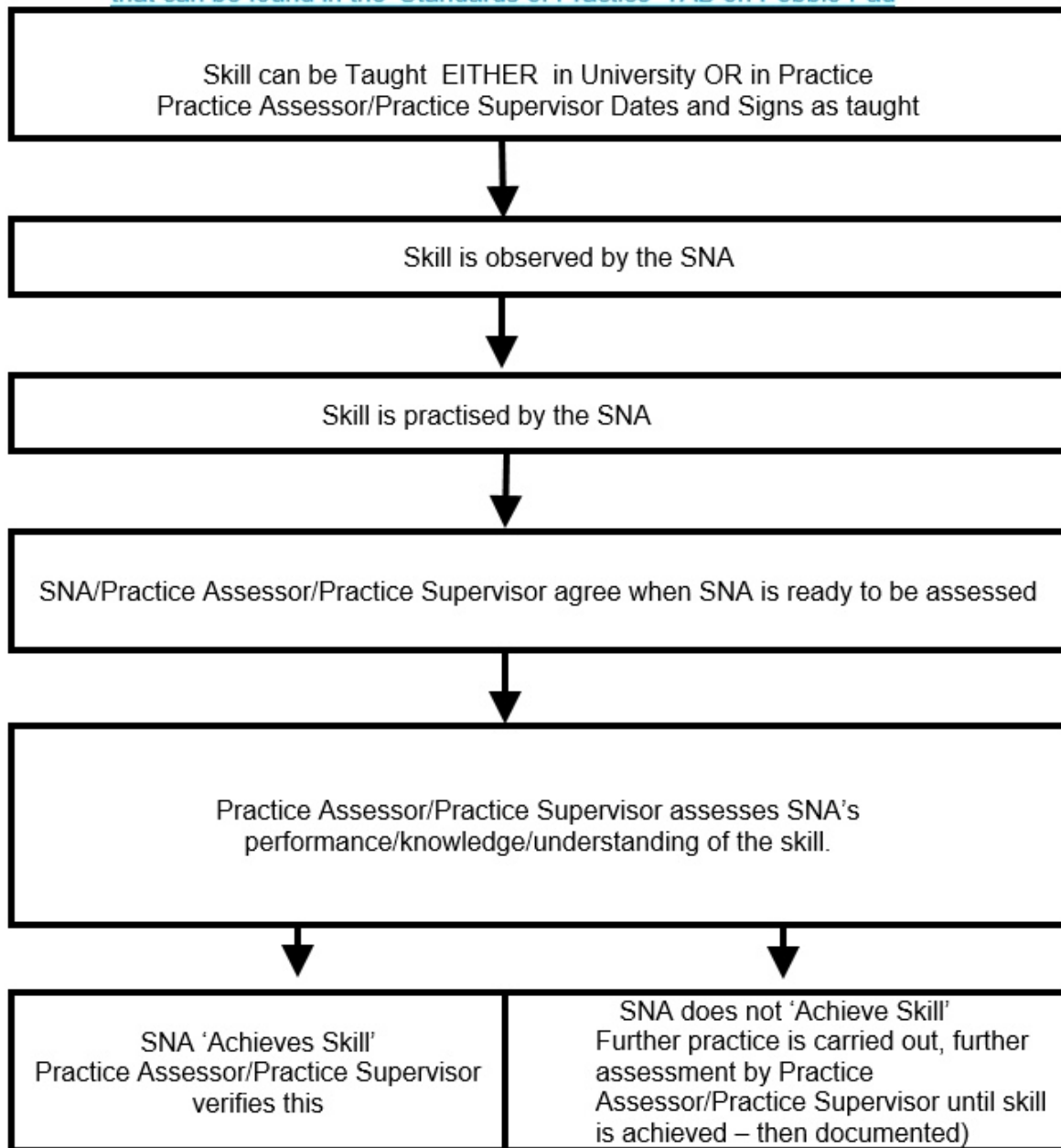
# Flowchart of skills log

## Flowchart of Skills Log



### **Flow Chart for the Achievement of Clinical Skills**

Levels of skill acquisition must be in accordance with the Competency Frameworks that can be found in the 'Standards of Practice' TAB on Pebble Pad



# Care, compassion & communication

## Care, Compassion and Communication

**Mentors: Remember to scroll to the bottom of the page and click 'save' before logging off.**

STAGE ONE REFERS TO YEAR ONE - ALL OF THESE SKILLS NEED TO HAVE BEEN ACHIEVED BY THE END OF YEAR ONE ACROSS THE 3 SPOKE PLACEMENTS IN THIS YEAR.

DIFFICULTIES IN ACHIEVING SKILLS DUE TO LACK OF OPPORTUNITY WILL BE DISCUSSED AT QUARTERLY REVIEW

ASSESSOR FIELD

Assists with patients' toilet needs using the toilet

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Assists with patients' toilet needs using commode

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Assists with patients' toilet needs using bedpan/urinal

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Meets patients' hygiene needs using assisted wash

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Meets patients' hygiene needs using bed bath

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Meets patients' hygiene needs - bathing in bed

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Meets patients' hygiene needs by caring for their mouth and teeth

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Meets patients' hygiene needs by caring for their eyes

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Assesses pressure areas using an appropriate pressure area assessment tool

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Assesses pressure ulcers and provides appropriate pressure area/ulcer care

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Provides patient-centred care which respects dignity and privacy

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Provides age appropriate care

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Provides gender appropriate care

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Provides appropriate spiritual/religious/cultural support where required

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Involves family and friends in patient care where appropriate

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Engages in verbal communication with all service users, families/carers, members of multi-agency teams

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Uses non-verbal communication

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Uses written communication accurately and effectively

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Communicates with patients/carers unable to speak/understand English

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Adapts/responds to communication difficulties e.g. speech, culture, sensory changes, culture

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Demonstrates effective listening skills

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Demonstrates effective communication skills by listening to/participating in the breaking of bad news

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurate messages-taking/reporting/documenting

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

## Accessing & using electronic records as per organisational policy

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Hand- over of care – written and verbal for a single patient

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Hand-over of care – written and verbal for a group of patients

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Communicates changes in patients' status

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Documents and reports accidents/serious incidents according to Trust/employer policy

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Documents and raises concerns/complaints and safeguarding issues according to Trust/employer policy

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Manages paper records accurately

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Manages electronic records accurately

- ☐ Stage one taught      ☐ Stage one achieved



# Organisational aspects of care

## Organisational Aspects of Care

**Mentors: Remember to scroll to the bottom of the page and click 'save' before logging off.**

ASSESSOR FIELD

Participates in a planned admission

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Participates in an unplanned/emergency Admission

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Undertakes assessment of an individual

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

Makes use of specified assessment tools (Identify which)

- ☐ Stage one taught      ☐ Stage one achieved

Insert specific assessment tool used

ASSESSOR FIELD

Makes use of specified risk assessment tools (Identify which)

- ☐ Stage one taught      ☐ Stage one achieved

Insert specific risk assessment tool used

ASSESSOR FIELD

Makes use of specified pain assessment tools (Identify which)

- ☐ Stage one taught      ☐ Stage one achieved

Insert specific pain assessment tool used

ASSESSOR FIELD

Accurately measures and records oral temperature reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records axillary temperature reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records radial pulse reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records pulse at the apex reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records brachial pulse reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records carotid pulse reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records pulse in the lower limb reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records blood pressure manually reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately measures and records blood pressure electronically reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately assesses capillary refill reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Participates in Doppler assessment

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately engages in blood glucose monitoring reporting any deviation to the appropriate person

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately assesses peak flow rate

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

## Accurately monitors oxygen saturation levels

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Accurately assesses neurological status using the Glasgow Coma Scale

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Monitors neurovascular status using pupil reaction

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Monitors neurovascular status using limb assessment

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Cares for a person with altered level of consciousness

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Accurately records and reports post-operative observations

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Monitors post-operative wound by assessing and recording findings

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Participates in basic airway management

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Preparation of equipment/work area pre-procedure

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Care of a patient pre-procedure

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

## Application of anti-embolic stockings

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Implements appropriate wound care strategies based on assessment

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Able to prioritise and plan care for an Individual

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Manages patients' pain

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Participates in performing last offices

- ☐ Stage one taught
- ☐ Stage one achieved



ASSESSOR FIELD

Demonstrates an understanding of procedures following death and complete relevant documentation

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Provides ongoing support for family/friends of the person who has died

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Evaluates wound care provided

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Evaluates strategies used to manage pain

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Addresses 3 x health promotion issues (specify what these were in space provided)

- ☐ Stage one taught
- ☐ Stage one achieved

Specify the 3 x health promotion issues selected

# Infection prevention and control

## Infection Prevention and Control

**Mentors: Remember to scroll to the bottom of the page and click 'save' before logging off.**

ASSESSOR FIELD

### Handwashing

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

### Uses PPE appropriately

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

### Food hygiene/handling

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

### Aseptic technique: surgical wounds

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Removal of wound skin closures

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Aseptic technique: non-surgical wounds

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Removal of intravenous cannula

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Clean technique

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Isolation barrier nursing

- ☐ Stage one taught ☐ Stage one achieved

ASSESSOR FIELD

## Reverse barrier nursing

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Handling & Disposal of clinical waste

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Handling & Disposal of sharps

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Handling & Disposal of body fluids: blood/vomit/faeces/sputum

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Performs routine urinalysis

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

Performs collection of urine specimens (Specify which)

- ☐ Stage one taught      ☐ Stage one achieved

Specify which collections of urine specimens have taken place

ASSESSOR FIELD

Performs collection of sputum

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Performs collection of faeces

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Performs swab collection

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

## Accurately interprets results

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Deals with spillages

- ☐ Stage one taught
- ☐ Stage one achieved

ASSESSOR FIELD

## Manages use/disposal of bed linen appropriately

- ☐ Stage one taught
- ☐ Stage one achieved

# Nutrition & fluid management

## Nutrition and Fluid Management

**Mentors: Remember to scroll to the bottom of the page and click 'save' before logging off.**

ASSESSOR FIELD

Engages in assessment of hydration status

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Makes use of specified nutritional assessment tools (identify which)

- ☐ Stage one taught      ☐ Stage one achieved

Confirm which nutritional assessment tool has been used

ASSESSOR FIELD

Use of a volumetric pump

- ☐ Stage one taught      ☐ Stage one achieved



ASSESSOR FIELD

Provides assistance with eating and drinking

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Accurately records, interprets and reports fluid intake and outputs

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Engages in care of an indwelling catheter

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Engages in care of an intermittent catheter

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Cares for a stoma

- ☐ Stage one taught      ☐ Stage one achieved



# Medication management

## MEDICATION MANAGEMENT

**Mentors: Remember to scroll to the bottom of the page and click 'save' before logging off.**

### ASSESSOR FIELD

Under the supervision of a registered nurse safely administers oral medication

- ☐ Stage one taught      ☐ Stage one achieved

### ASSESSOR FIELD

Under the supervision of a registered nurse safely administers sub-cutaneous injection

- ☐ Stage one taught      ☐ Stage one achieved

### ASSESSOR FIELD

Under the supervision of a registered nurse safely administers inhaled medication

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers oral medication

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers nebulised medication

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers eye drops

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers oxygen therapy

- ☐ Stage one taught      ☐ Stage one achieved

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers medication via other route (please specify)

- ☐ Stage one taught      ☐ Stage one achieved

Confirm the medication administered and by what route it was given.

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers medications via other route (please specify)

- ☐ Stage one taught      ☐ Stage one achieved

Confirm the medication administered and by what route it was given.

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers medications via other route (please specify)

- ☐ Stage one taught      ☐ Stage one achieved

Confirm the medication administered and by what route it was given.

ASSESSOR FIELD

Under the supervision of a registered nurse safely administers medications via other route (please specify)

- ☐ Stage one taught      ☐ Stage one achieved

Confirm the medication administered and by what route it was given.

ASSESSOR FIELD

Follows storage and administration of medicines policy

- ☐ Stage one taught      ☐ Stage one achieved

# Alternative Field Learning Experiences

## Evidencing your Alternative Field Learning Outcomes

The NMC (2010) has stipulated that adult nurses must be able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and post-natal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people and people with long term problems such as cognitive impairment..

In order to facilitate this requirement you will be taught about other fields of nursing in the University and will be expected to pursue placement opportunities which will enable you to engage in practical aspects of care related to fields of nursing allied to your own.

Your achievement of this requirement will benefit from discussion with your AST/HUB Mentor about how this could be achieved and with your SPOKE Mentor during placement as part of your Initial Interview. You should not contact external placements independently without the support of your SPOKE mentor unless this has already been agreed.

**You are expected to achieve & evidence all of the 'Additional Field' learning outcomes for Learning Disability, Mental Health, Child & Maternal Health as identified on the next few pages by the end of Stage 3.**

# Learning Disability

## Learning Disability

Student nurse apprentices are required to demonstrate an ability to engage effectively with all people who come into their care. With respect for those with learning disabilities this will be achieved by demonstrating that they can:

ASSESSOR FIELD

1. Recognise and respond appropriately to the needs of people with a learning disability who come into their care.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/Documentation



ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 2. Maintain dignity and adopt a relevant and fitting attitude when engaging with people with learning disabilities;

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not achieved due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 3. Adjust ways of communicating where a person's hearing, vision or speech is compromised

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

4. Actively listen, provide information, and involve people with learning disabilities in decision-making, including agreeing reasonable adjustments to minimise disruption to their usual way of life, and promote their autonomy, wellbeing and social inclusion.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student Comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

5. Work with families, carers, support networks and where necessary, specialist advocates to address people's needs.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved
- ☐ Not achieved
- ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

6. Use effective communication and active involvement in decision making about treatment options taking into account the person's wishes, lifestyle and capacity for consent.

Click yes when ready to be assessed

- ☐ Yes
- ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observation
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved
- ☐ Not achieved
- ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

# Mental Health

## Mental Health

Student nurse apprentices are required to demonstrate an ability to engage effectively with all people who come into their care. With respect for those with mental health problems this will be achieved by:

ASSESSOR FIELD

1. Recognise and respond appropriately to reduce distress associated with mental health problems and help promote recovery. (SNA to provide supporting evidence of how this was achieved)

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation



ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 2. Take appropriate action to reduce the risk of harm in a crisis situation to protect the individual and other vulnerable people;

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

3. Demonstrate application of theoretical knowledge about mental health laws when dealing with issues of mental health capacity, human rights and safeguarding.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

#### 4. Demonstrate an understanding of the links between physical and mental health problems.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

#### Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

#### Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

#### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 5. Work and communicate with others to maintain continuity in meeting mental health needs in those with long term conditions.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 6. Demonstrate practices where mental health and well-being has been promoted

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed
- ☐ Questioning
- ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved
- ☐ Not achieved
- ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor feedback

Please add any comments in support of your assessment

# Child

## Child

Student nurse apprentices are required to demonstrate an ability to engage effectively with all people who come into their care. With respect to caring for children this will be achieved by:

### ASSESSOR FIELD

## 1. Recognise and respond appropriately and effectively to specific needs of a child

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

### ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation



ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 2. Demonstrate the ability to engage in and contribute to family centred care.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 3. Demonstrate the ability to recognise deterioration in the health of a child and to take appropriate action within the team.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

#### 4. Demonstrate an understanding of actions to be taken to protect children at risk of harm.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

#### Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

#### Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

#### Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

### 4. Demonstrate an understanding of actions to be taken to protect children at risk of harm.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

### 5. Work and communicate with others to maintain continuity in meeting the specific needs of children with long term conditions.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

5. Work and communicate with others to maintain continuity in meeting the specific needs of children with long term conditions.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment



ASSESSOR FIELD

6. Demonstrate ways in which the rights of children and young people can be promoted with the intention of them living full and independent lives.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comments

Please attach any evidence by clicking on the drop down arrow to the right of the rosette icon

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

## Mentor Feedback

Please add any comments in support of your assessment

# Maternity Care

## Maternity Care

Student nurse apprentices are required to demonstrate an ability to engage effectively with all people who come into their care. With respect to caring for pregnant women and babies this will be achieved by:

### ASSESSOR FIELD

1. Demonstrate an understanding of normal physiological and psychological processes of pregnancy and childbirth

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

### ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

## 2. Demonstrate the ability to provide appropriate care to a pregnant woman and her family during pregnancy

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved ☐ Not achieved ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

ASSESSOR FIELD

### 3. Demonstrate the ability to provide appropriate care to a recently pregnant woman and her family after childbirth.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

## Student comment

ASSESSOR FIELD

## Method of assessment

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

## Overall assessment

- ☐ Achieved
- ☐ Not achieved
- ☐ Not attempted due to lack of opportunity

ASSESSOR FIELD

## Mentor Feedback

Please add any comments in support of your assessment

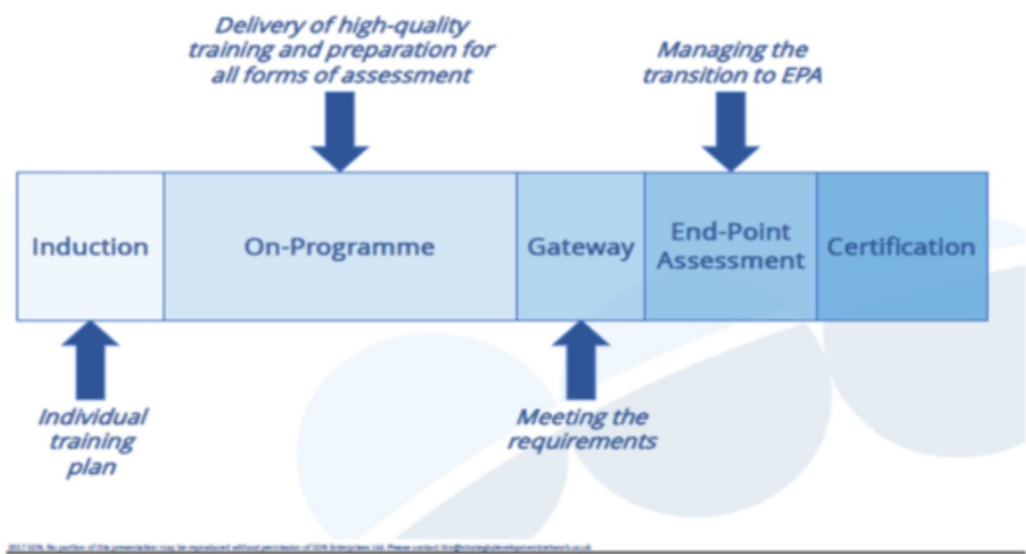
# Programme Structure v1

## Programme Structure

All Apprentices will be undertaking a BSc (Hons) Nursing Apprenticeship programme alongside your academic University of Hull award entitled BSc (Hons) Nursing (Adult). Click [here](#) to access the BSc (Hons) Nursing (Adult) programme structure. Whilst the academic award will align with the University’s academic structure, the Apprenticeship award will align to the following structure:

Click [here](#) for the programme structure.

### BSc (Hons) Nursing Apprenticeship



# Initial assessments

## INITIAL ASSESSMENTS

### Initial assessments

These assessments are completed as a baseline from which to measure and observe your on-going development over the programme

A range of initial assessment methods are used to assess the following:

- professional behaviours
- motivation
- skills
- numeracy
- literacy

The results of these assessments will be observed by your Academic Support Tutor (AST) and, where necessary discussed with you before putting an action plan in place as part of your Individual Learning Plan to support you with your on-going studies.

## Evidence

Please upload evidence of initial assessments for numeracy, literacy, skills, motivation and professional behaviours



# End of stage 1 assessments

## End of Stage 1 Assessment

These assessments are completed prior to the final quarterly review for Year 1 and recorded as being completed in your ILP. They will be used to measure and observe your on-going development over the programme

A range of initial assessment methods are used to assess the following:

- professional behaviours
- motivation
- skills
- numeracy
- literacy

The results of these assessments will be observed by your Academic Support Tutor (AST) and, where necessary discussed with you before putting an action plan in place to support you with your on-going studies.

## Evidence

Please upload evidence of End of Stage 1 assessments for numeracy, literacy, skills, motivation and professional behaviours

# End of stage 2 assessments

## End of Stage 2 Assessment

These assessments are completed prior to the final quarterly review for Year 2 and recorded as being completed in your ILP. They will be used to measure and observe your on-going development over the programme

A range of initial assessment methods are used to assess the following:

- professional behaviours
- motivation
- skills
- numeracy
- literacy

The results of these assessments will be observed by your Academic Support Tutor (AST) and, where necessary discussed with you before putting an action plan in place to support you with your on-going studies.

## Evidence

Please upload evidence of End of Stage 2 assessments for numeracy, literacy, skills, motivation and professional behaviours

# Assessment 4 months before end of Stage 3

## Assessment 4 months before end of Stage 3

These assessments are completed prior to the final quarterly review for Year 1 and recorded as being completed in your ILP. They will be used to measure and observe your on-going development over the programme

A range of initial assessment methods are used to assess the following:

- professional behaviours
- motivation
- skills
- numeracy
- literacy

The results of these assessments will be observed by your Academic Support Tutor (AST) and, where necessary discussed with you before putting an action plan in place to support you with your on-going studies.

## Evidence

Please upload evidence of End of Stage 3 assessments for numeracy, literacy, skills, motivation and professional behaviours

# Individual Learning Plan

## INSTRUCTION FOR COMPLETING INDIVIDUAL LEARNING PLAN

The Individual learning plan must be treated as a live document using the template provided. Take care to use the Apprenticeship standard to assist you in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. This will also be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 12 learning plans within years one, two and three of your studies which will need to be signed off by your employer and AST.

Activities for you at the beginning of each year/stage:

- Complete the front page with all your details and those of your HUB mentor and AST

For the beginning of year/stage ONE you will also need to:

- Identify what you would like to get from completing the programme at that point in time
- Consider and identify if you require any support with any of your study skills
- Indicate you have completed the initial assessments
- Complete your assessment of confidence in meeting the Apprenticeship Standards

When this is complete, you will have the basis for meeting with your HUB mentor at (approximately) 4 weekly intervals and setting yourself some (TLOs) that are linked to the Apprenticeship Standards.

In readiness for these meetings with your HUB mentor you need to have completed the table within the ILP which has been designed for:

- you to identify some Target Learning Outcomes (TLOs) and link these to relevant Apprenticeship Standards. You will note 2 TLOs have already been identified for you as standard outcomes to be achieved each quarter.
- your HUB mentor to provide you with feedback
- you to include your own personal comments about your progress
- you to provide evidence of your achievement of these TLOs
- you to develop an action plan for future development in relation to this TLO and set one/more SMART goals that will help you achieve this further development

**This completed table of your achievement should be presented to your AST 1 week prior to your Quarterly review for that period**

Following your Quarterly Review, you will need to return to the ILP to add notes and any renegotiated targets gathered from this meeting.

Finally you, your HUB mentor and AST need to sign the ILP before it is uploaded to the appropriate section on PebblePad

# ILP Quarter 1

## INDIVIDUAL LEARNING PLAN YEAR 1, QUARTER 1

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 1, Quarter 1. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

[Click here to download the ILP template form for Year/Stage ONE that you need to complete.](#)

## Completed Individual Learning Plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 2

## INDIVIDUAL LEARNING PLAN YEAR 1, QUARTER 2

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 1, Quarter 2. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual Learning Plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 3

## INDIVIDUAL LEARNING PLAN YEAR 1, QUARTER 3

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 1, Quarter 3. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual Learning Plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.



# ILP Quarter 4

## INDIVIDUAL LEARNING PLAN YEAR 1, QUARTER 4

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 1, Quarter 4, End of Stage. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual Learning Plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 1

## INDIVIDUAL LEARNING PLAN YEAR 2, QUARTER 1

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 2, Quarter 1. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

[Click here to download the ILP template form for Year/Stage TWO that you need to complete.](#)

## Completed Individual learning plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 2

## INDIVIDUAL LEARNING PLAN YEAR 2, QUARTER 2

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 2, Quarter 2. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual learning plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 3

## INDIVIDUAL LEARNING PLAN YEAR 2, QUARTER 3

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 2, Quarter 3. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual learning plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# ILP Quarter 4

## INDIVIDUAL LEARNING PLAN YEAR 2, QUARTER 4

The Individual learning plan (ILP) must be treated as a live document for each year of the programme using the template provided. The Apprenticeship Standards must be used in developing your individual learning plan. This should be reviewed and updated regularly with your HUB mentor. and will be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 sections for your ILP within each year of the programme; one for each trimester then an end of stage section. This will be the section completed for Year 2, Quarter 4, End of Stage. Once completed, each sections will need to be signed by you, your employer and AST and uploaded below.

## Completed Individual learning plan

Please upload your completed individual learning plan by clicking on the red rosette icon to access the drop down menu.

# Journal guidance

## Reflective Journal Guidance

There are nine templates (to be completed, one per trimester) set up for you to record reflections on your learning which should demonstrate links between theory and practice as well as including evidence of the values and behaviours being applied in the context of case management and supervision and teaching. You can then use the reflective accounts to feed into the final reflective journal which should be completed in the 3 months leading up to the end point assessment.

### Final assessment of reflective journals

# Journal entry one

## Reflective Journal Entry One DA-ANP1

### Your reflective account

#### EXPLAIN

Outline the incident you have selected by **briefly** describing it – no more than 200 words

Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your review meeting.

#### EXPLORE

Why is this incident important to your personal and professional development... link it one of the outcomes that you have set for yourself already

What did you learn from this experience? **Offer a brief descriptive statement that defines your learning**

#### ANALYSIS

Identify **two** main features or important points from your incident – how could you explore this in relation to your knowledge base (Theories)

Please continue your analysis here:

# Action Plan APIE

## ACTION PLAN – A.P.I.E

**Assess - developmental need statement**

**Planning- bullet point your SMART goals**

**Implementation** - Offer the rationale for your goal(s) why do you need to develop – who says so and why – be prepared to discuss this

**Evaluation** - how you would evaluate your progress and why this would work for you and your goals e.g.. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Please continue your action plan here:

Date of journal entry

Apprentice to enter date



## Journal entry two

### Reflective Journal Entry Two DA-ANP2

Insert your journal entry

References

Date of journal entry

## Journal entry three

### Reflective Journal Entry Three DA-ANP3

Insert your journal entry

References

Date of journal entry

## Journal entry four

### Reflective Journal Entry Four DA-ANP4

Insert your journal entry

References

Date of journal entry

## Journal entry five

### Reflective Journal Entry Five DA-ANP5

Insert your journal entry

References

Date of journal entry

## Journal entry six

### Reflective Journal Entry Six DA-ANP6

Insert your journal entry

References

Date of journal entry

# Quarterly Reviews

## Quarterly reviews

Quarterly reviews are undertaken with all Apprentices and their Employers. This is an opportunity to discuss and review your progress from both an academic and practice perspective. The form will be emailed to you following your quarterly review and all parties will be expected to sign the document before you, the apprentice signs, scans and uploads the form below.

There should be 12 reviews across stages 1, 2 and 3:

- 4 reviews at stage 1
- 4 reviews at stage 2
- 4 reviews at stage 3

[Click here to download a blank quarterly template](#)

## Upload Quarterly Reviews

Click on the rosette icon to upload your quarterly review documentation.

ASSESSOR FIELD

HUB approved

☒ Approved ☐ Not approved

ASSESSOR FIELD

AST approved

- ☐ Approved ☐ Not approved

# Other Evidence

## Other Evidence

### Evidence of Achievement

Please upload any other evidence that demonstrates that you have met the Apprenticeship standard. Examples might include attendance at a conference or learning event outside of your working hours.



# Meeting the Gateway - Dates and Expectations

## Assessment Gateway

Before going forward for end point assessment the apprentice must have completed the following;

- BSc (Hons) Nursing (Adult) - To be achieved by the end of October 2021
- Level 2 Maths and English - the apprentice will also have to evidence that English and Maths have been achieved at a minimum of level 2 prior to going forward for end point assessment even where these qualifications are a condition of entry to the apprenticeship - To be achieved by the end of 14th December 2018
- Care certificate - Evidence of achievement of by the end of September 2019

Judgement on whether the apprentice is ready for the end point assessment is taken by the employer who should gather views from the HEI, NMC sign off mentor and the apprentice to inform this decision. Apprentices should not be put forward for the end point assessment before they are ready.

**Please note that the maximum time available to complete the end point assessment is 4 months from the end of the programme. It must be completed by February 2022.**

## Workshop attendance

Regular workshops will be held throughout each Trimester. Details of these will be provided.

# Gateway Evidence

## Gateway Evidence

Evidence of meeting the gateway requirements:

- BSc (Hons) Nursing (Adult) - **To be achieved by the end of October 2021**
- Level 2 English certificate - **To be achieved by the end of 14th December 2018**
- Level 2 Maths certificate - **To be achieved by the end of 14th December 2018**
- Care certificate. Apprentices must demonstrate that they have achieved the standards of the care certificate within the first four months of the training - **Evidence of achievement of by the end of September 2019**

Click on the rosette below to upload evidence of achievement of the above:

ASSESSOR FIELD

HUB mentor approved

- ☐ Approved ☐ Not approved

ASSESSOR FIELD

## AST approved

- ☐ Approved ☐ Not approved

ASSESSOR FIELD

## Employer

I agree that the candidate has met the gateway requirements and is ready to be put forward for end point assessment

- ☐ Approved ☐ Not approved

## Not approved

If not approved please complete an action plan which includes specific timescales and dates

# Information

## Administering the End Point Assessment

The end point assessment is triggered by the employer when they judge that gateway requirements have been met, and after determining the readiness of the apprentice. The employer will select an end point assessment organisation and will communicate this to the University. The date and timing of the assessment is agreed with the apprentice and their employer. The assessment may take place in the apprentices normal place of work or at suitable premises organised by the end point assessment organisation. At conclusion of the end point assessment, the assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the EPA assessor.

Retakes are permitted after one month and within six months but not after six months (unless the apprentice is deferred due to sickness or maternity leave). The apprentice is permitted to retake the end point assessment twice within the permitted time frame.

# Assessment Plan

## Assessment Plan

Please click [here](#) for the assessment plan.

# student evaluation

## Student evaluation

All modules and the programme will be evaluated in accordance with the University's quality standards. Please note, that evaluation will be carried out in the classroom and not undertaken in PebblePad.

# Equality and diversity

## Equality and Diversity

The University is committed to promoting equality of opportunity of all. Click [here](#) to read more about equality, diversity and inclusion.



# Exit interview

## Exit Interview

An exit interview will be carried out at the end of the programme.