

Wb ePAD Child Sept 2019

Tony Chambers - University of Hull

Created: 15-OCT-19 **Last Modified:** 28-OCT-19



Contents

Ws [Introduction to ePAD](#)

Wb [PAD forms Stage 1](#)

Wb [Placement 3](#)

Ws [Final interview](#)

Ws [Attendance Stage 1](#)

Ws [Absence Stage 1](#)

Wb [PAD forms Stage 2](#)

Ws [Attendance Stage 2](#)

Ws [Absence Stage 2](#)

Wb [PAD forms Stage 3](#)

Ws [Attendance Stage 3](#)

Ws [Absence Stage 3](#)

Wb [Stage 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 [No Title](#)

Wb [Stage 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 [Stage 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](#)

Wb [Skills log](#)

Ws [Care, compassion and communication- CH 24 JULY](#)

Ws [Organisational aspects of care- CH 24 July](#)

Ws [Infection Prevention and Control- CH 24July](#)

Ws [Nutrition and Fluid Management- CH 24 July](#)

Wb [Medication](#)

Ws [Medication Stage 1](#)

Ws [Medicines Standard Stage 1](#)

Ws [Medication Stage 2](#)

Ws

[Medicines Standard Stage 2](#)

Ws

[Medication Stage 3](#)

Ws

[Medicines Standard Stage 3](#)

Wb

[Alternative fields](#)

Ws

[AFE Adult](#)

Ws

[AFE Mental Health](#)

Ws

[AFE Learning Disability](#)

Ws

[Testimonies](#)

Introduction to ePAD

The West Yorkshire and Humber ePAD

The ePad (electronic practice assessment document) has been designed to record all of the placement requirements, including meetings, attendance records, the achievement of Practice Standards and Essential Skills Clusters.

It is your responsibility to work closely with your Practice Supervisors and Practice Assessors to complete this document.

It will need to be processed through formal University systems.

Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on your learning

v2018.1

Guidance for students

GETTING STARTED

- Take a look at your 'custom resources' and see the templates that are available to you
- Download the PebblePocket app and login to see the templates you can complete offline
- We have created links to some important resources to help you with ePAD. Please go to your Sept 19 canvas site and look in modules for the full list of guidance and resource materials.

EVERY WEEK

Ensure you complete the attendance record and log any absences. It is important that you complete an attendance record for each week you are in practice and that your Practice Assessor verifies it after each working week. If you are absent you must also complete an absence record. Please ensure that you complete the forms correctly following the instructions from the training sessions. If you need a reminder about how to do this please click on the links below for guidance:

Attendance: https://canvas.hull.ac.uk/courses/55346/files/2127366?module_item_id=301655

Absence: https://canvas.hull.ac.uk/courses/55346/files/2127368?module_item_id=301657

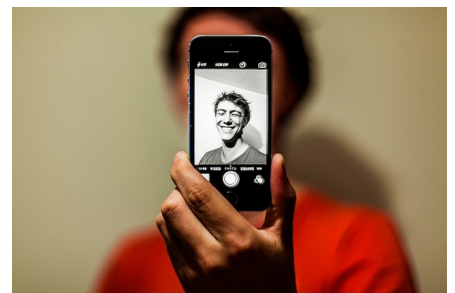
SUBMITTING

You do not need to submit this document as it has already been set to 'Auto Submit', every time it is saved the submission is updated.

KEEPING IT PROFESSIONAL

The first activity you are asked to complete as part of the ePAD is an 'About me' page. Remember, your ePAD will be seen by countless practice supervisors and practice assessors and academic staff. Therefore, you should ensure that you come across as a professional. You must put your full name, student number and field of nursing on this page. This is the minimum mandatory requirement. You can develop and personalise this page further if you wish. Click on the link below for guidance on how to do this:

https://canvas.hull.ac.uk/courses/55346/files/2049117?module_item_id=275104



Think about the images you are uploading, do they show a professional nurse?

Sharing your ePAD with your practice assessor/practice supervisor

Your practice supervisors and practice assessor will need to see your ePAD workbook so that they can complete the assessments and relevant sections for each practice placement. It should be available to your Practice Supervisor, Practice Assessor and Academic Assessor at all times when you are in placement. You need to share your ePAD with them to allow this. This must be ready for your practice supervisor/practice assessor on the first day of placement. It is recommended that you do this before the placement begins at the pre-placement meeting. The link below reminds you how to do this:

https://canvas.hull.ac.uk/courses/55346/files/2096195?module_item_id=291569

Evidencing your Alternative Field Learning (AFE) Outcomes

Please see the guidelines for completing the AFE pages by clicking the following link:

https://canvas.hull.ac.uk/courses/55346/files/2049088?module_item_id=275111

Saving your work

Remember to save your work in ePAD as you work on it. Your practice supervisors and practice assessors will only be able to see work that you have uploaded or saved in it. Your save button is at the top of the page. Please remind your practice supervisors and practice assessors to save when they have worked on your ePAD; their save button is at the bottom of each page.

Guidance for Practice Supervisors and Practice Assessors

- Ensure you scroll to the bottom of the page to save and release your comments;
- Ensure that you have checked all practice standards, skills, medication logs and testimonials;
- Make sure you log off from the device you are using by closing your web browser.
- If you require help with ePad there is an ePAD guidance booklet which you can access from the University of Hull's Placement Learning Unit webpage via the link below:
- There is also further information for practice supervisors and practice assessors on the same website:
- <https://www.hull.ac.uk/faculties/fhs/shsw/placement-learning-unit.aspx>



PAD forms Stage 1

Tony Chambers - University of Hull
Created: 15-OCT-19 Last Modified: 28-OCT-19



Contents

Ws	Skills for practice
Wb	Placement 2
Ws	Stage 1 Placement 2 details 1006
Ws	Stage 1 Placement 2 orientation 1006
Ws	Stage 1 Placement 2 Initial interview 1006
Ws	Stage 1 Placement 2 Intermediate interview 1006
Ws	Stage 1 Placement 2 Final interview 1006
Wb	Placement 3
Ws	Final interview
Ws	Attendance Stage 1
Ws	Absence Stage 1

Skills for practice

I have successfully completed Skills for Practice module

☐ SFP portfolio attached

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessors/practice supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Placement Telephone Number:

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of Nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of Nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of Nominated person to support student and address concerns:

Academic Assessor Name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability/health/learning/pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student: any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Supervisors/Practice Assessors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, record in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no please give reason:

Midpoint interview

Midpoint Interview

- This meeting must take place half way through the placement
- The professional behaviors assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student works alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If Midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

(to be completed prior to the midpoint interview):

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and Student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview:

Student to confirm

Please confirm date

ASSESSOR FIELD

Have any issues or areas of concern been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final Interview

This interview should take place towards the end of the placement with your practice assessor.

This interview gives you and your practice assessor an opportunity to reflect on the placement and for a progress

assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, the student's Academic Assessor must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeking support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your practice assessor should review your development plan(s) and any evidence you have gathered including:

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service user Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these:

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

Is the student working at the level expected for this stage of training?

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and Development Needs. To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

The student is able to progress to the next placement

- ☐ Yes ☐ No

Academic assessor comments:



Placement 3

Tony Chambers - University of Hull

Created: 15-OCT-19 **Last Modified:** 15-OCT-19



Contents



[Details](#)



[Orientation](#)



[Initial interview](#)



[Midpoint interview](#)



[Final interview](#)

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessor/practice supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of nominated person to support student and address concerns:

Academic Assessor name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability /health / learning / pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student : any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Assessors/Practice Supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, record in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no, please give reason:

Midpoint interview

Midpoint interview

- This meeting must take place halfway through the placement
- the professional behaviours assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open, honest acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an action plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview

Student to confirm

ASSESSOR FIELD

Have any issues or areas of concerns been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final development meeting

This interview should take place towards the end of the placement with your Practice Assessor.

This interview gives you and your Practice Assessor an opportunity to reflect on the experience and for a progress assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, the student's Academic Assessor must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the professions whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your Practice Assessor should review your development plan(s) and any evidence you have gathered including :

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service User Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary /inter-agency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's Comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

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

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and development needs. to be agreed between the Practice Assessor and student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

Practice Assessor Name: I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement. I confirm that the student has participated in care (with guidance), achieved all of the requirements of stage 1 and is performing with increasing confidence and competence.

Practice assessor to record name here:

ASSESSOR FIELD

Practice Assessor to complete: The student is able to progress to stage 2

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor Name: I recommend that the student can progress to stage 2

Academic Assessor to record name here:

ASSESSOR FIELD

Academic Assessor comments:

Attendance Stage 1

You must complete an attendance template for each week in placement. You can download this via the link below. Please complete the timesheet following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

[Download timesheet](#)

Once completed digitally, please upload your timesheets below.

Upload Timesheets

Click on the drop down arrow to the right of the rosette icon to upload your timesheets. Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

Absence Stage 1

RECORDING ABSENCES

You must complete this for every absence either a single day or a longer absence. The table will automatically calculate the total number of hours for you. Please complete the absence form following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

Download absence form

Once completed digitally, please upload your absence form below.

Upload Absence form

Click on the drop down arrow to the right of the rosette icon to upload your absence form(s). Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

Contents

Ws

[Catch Up](#)

Wb

[Placement 4](#)

Ws

[Stage 1 Placement 2 details 1006](#)

Ws

[Stage 1 Placement 2 orientation 1006](#)

Ws

[Stage 1 Placement 2 Initial interview 1006](#)

Ws

[Stage 1 Placement 2 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 2 Final interview 1006](#)

Wb

[Placement 5](#)

Ws

[Stage 1 Placement 2 details 1006](#)

Ws

[Stage 1 Placement 2 orientation 1006](#)

Ws

[Stage 1 Placement 2 Initial interview 1006](#)

Ws

[Stage 1 Placement 2 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 2 Final interview 1006](#)

Wb

[Placement 6](#)

Ws

[Stage 1 Placement 3 details 1006](#)

Ws

[Stage 1 Placement 3 orientation 1006](#)

Ws

[Stage 1 Placement 3 Initial interview 1006](#)

Ws

[Stage 1 Placement 3 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 3 Final interview 1006](#)

Ws

[Attendance Stage 2](#)

Ws

[Absence Stage 2](#)

Catch Up

Catch Up

This section is to be used when a student needs additional time to complete all of the requirements for stage 1. These additional requirements need to be completed concurrently with Stage 2. These requirements must be completed within 12 weeks.

Where a student has successfully completed Stage 1 then this form is not to be used.

Elements needing evidencing

ASSESSOR FIELD

All items have above have been completed within 12 weeks

Evidenced and signed off within the Stage 1 pages within this portfolio

- ☒ Completed
- ☐ Not completed

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessors/practice supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Placement Telephone Number:

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of Nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of Nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of Nominated person to support student and address concerns:

Academic Assessor Name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability/health/learning/pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student: any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement. You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Supervisors/Practice Assessors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no please give reason:

Midpoint interview

Midpoint Interview

- This meeting must take place half way through the placement
- The professional behaviors assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student works alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If Midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

(to be completed prior to the midpoint interview):

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and Student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview:

Student to confirm

Please confirm date

ASSESSOR FIELD

Have any issues or areas of concern been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final Interview

This interview should take place towards the end of the placement with your practice assessor.

This interview gives you and your practice assessor an opportunity to reflect on the placement and for a progress

assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, the student's Academic Assessor must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeking support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your practice assessor should review your development plan(s) and any evidence you have gathered including:

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service user Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary /interagency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

Is the student working at the level expected for this stage of training?

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and Development Needs. To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

The student is able to progress to the next placement

- ☐ Yes ☐ No

ASSESSOR FIELD

Academic assessor comments:

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessors/practice supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Placement Telephone Number:

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of Nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of Nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of Nominated person to support student and address concerns:

Academic Assessor Name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability/health/learning/pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student: any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement. You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Supervisors/Practice Assessors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no please give reason:

Midpoint interview

Midpoint Interview

- This meeting must take place half way through the placement
- The professional behaviors assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student works alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If Midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

(to be completed prior to the midpoint interview):

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and Student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview:

Student to confirm

Please confirm date

ASSESSOR FIELD

Have any issues or areas of concern been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the academic assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final Interview

This interview should take place towards the end of the placement with your practice assessor.

This interview gives you and your practice assessor an opportunity to reflect on the placement and for a progress

assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, the student's Academic Assessor must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeking support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your Practice Assessor should review your development plan(s) and any evidence you have gathered including :

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service user Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's comments: Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

Is the student working at the level expected for this stage of training?

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and Development Needs. To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

The student is able to progress to the next placement

- ☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor comments:

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessor/practice supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of nominated person to support student and address concerns:

Academic Assessor name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability /health / learning / pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student : any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Assessors/Practice Supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no, please give reason:

Midpoint interview

Midpoint interview

- This meeting must take place halfway through the placement
- the professional behaviours assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open, honest acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an action plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview

Student to confirm

ASSESSOR FIELD

Have any issues or areas of concerns been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final development meeting

This interview should take place towards the end of the placement with your Practice Assessor.

This interview gives you and your Practice Assessor an opportunity to reflect on the experience and for a progress assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, the student's Academic Assessor must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the professions whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here :

Specific-Measurable-Achievable-Relevant-Timed

You and your Practice Assessor should review your development plan(s) and any evidence you have gathered including :

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service User Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary /inter-agency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's Comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

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

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and development needs. to be agreed between the Practice Assessor and student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

Practice Assessor Name: I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement. I confirm that the student has participated in care (with guidance), achieved all of the requirements of stage 2 and is performing with increasing confidence and competence.

Practice assessor to record name here:

ASSESSOR FIELD

Practice Assessor to complete: The student is able to progress to stage 3

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor Name: I recommend that the student can progress to stage 3

Academic Assessor to record name here:

ASSESSOR FIELD

Academic Assessor comments:

Attendance Stage 2

You must complete an attendance template for each week in placement. You can download this via the link below. Please complete the timesheet following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

[Download timesheet](#)

Once completed digitally, please upload your timesheets below.

Upload Timesheets

Click on the drop down arrow to the right of the rosette icon to upload your timesheets. Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

Absence Stage 2

RECORDING ABSENCES

You must complete this for every absence either a single day or a longer absence. The table will automatically calculate the total number of hours for you. Please complete the absence form following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

[Download absence form](#)

Once completed digitally, please upload your absence form below.

Upload Absence form

Click on the drop down arrow to the right of the rosette icon to upload your absence form(s). Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

Contents

Ws

[Catch Up](#)

Wb

[Placement 7](#)

Ws

[Stage 1 Placement 2 details 1006](#)

Ws

[Stage 1 Placement 2 orientation 1006](#)

Ws

[Stage 1 Placement 2 Initial interview 1006](#)

Ws

[Stage 1 Placement 2 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 2 Final interview 1006](#)

Wb

[Placement 8](#)

Ws

[Stage 1 Placement 2 details 1006](#)

Ws

[Stage 1 Placement 2 orientation 1006](#)

Ws

[Stage 1 Placement 2 Initial interview 1006](#)

Ws

[Stage 1 Placement 2 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 2 Final interview 1006](#)

Wb

[Placement 9](#)

Ws

[Stage 1 Placement 3 details 1006](#)

Ws

[Stage 1 Placement 3 orientation 1006](#)

Ws

[Stage 1 Placement 3 Initial interview 1006](#)

Ws

[Stage 1 Placement 3 Intermediate interview 1006](#)

Ws

[Stage 1 Placement 3 Final interview 1006](#)

Ws

[Attendance Stage 3](#)

Ws

[Absence Stage 3](#)

Catch Up

Catch Up

This section is to be used when a student needs additional time to complete all of the requirements for stage 1. These additional requirements need to be completed concurrently with Stage 3. These requirements must be completed within 12 weeks.

Where a student has successfully completed Stage 1 then this form is not to be used.- check text

Elements needing evidencing

ASSESSOR FIELD

All items have above have been completed within 12 weeks

Evidenced and signed off within the Stage 1 pages within this portfolio

☒ Completed ☐ Not completed

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessors/practice supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Placement Telephone Number:

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of Nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of Nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of Nominated person to support student and address concerns:

Academic Assessor Name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability/health/learning/pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student: any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Supervisors/Practice Assessors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no please give reason:

Midpoint interview

Midpoint Interview

- This meeting must take place half way through the placement
- The professional behaviors assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student works alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If Midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

(to be completed prior to the midpoint interview):

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and Student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview:

Student to confirm

Please confirm date

ASSESSOR FIELD

Have any issues or areas of concern been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final Interview

This interview should take place towards the end of the placement with your practice assessor.

This interview gives you and your practice assessor an opportunity to reflect on the placement and for a progress

assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, a member of the students' academic team must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeking support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your practice assessor should review your development plan(s) and any evidence you have gathered including:

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service user Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary /interagency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

Is the student working at the level expected for this stage of training?

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and Development Needs. To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

The student is able to progress to the next placement

- ☐ Yes ☐ No

ASSESSOR FIELD

Academic assessor comments:

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessors/practice supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Placement Telephone Number:

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of Nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of Nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of Nominated person to support student and address concerns:

Academic Assessor Name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability/health/learning/pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student: any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Supervisors/Practice Assessors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no please give reason:

Midpoint interview

Midpoint Interview

- This meeting must take place half way through the placement
- The professional behaviors assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student works alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If Midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

(to be completed prior to the midpoint interview):

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and Student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview:

Student to confirm

Please confirm date

ASSESSOR FIELD

Have any issues or areas of concern been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the academic assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final Interview

This interview should take place towards the end of the placement with your practice assessor.

This interview gives you and your practice assessor an opportunity to reflect on the placement and for a progress

assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, a member of the students' academic team must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeking support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; If there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

You and your Practice Assessor should review your development plan(s) and any evidence you have gathered including :

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service user Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

Is the student working at the level expected for this stage of training?

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and Development Needs. To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

The student is able to progress to the next placement

- ☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor comments:

Details

Please discuss this page with your practice supervisor/practice assessor and complete the details below

Practice assessor/practice supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Placement Area Name

Name of Organisation

Date of placement

Number of placement hours to be completed:

ASSESSOR FIELD

NMC Practice assessor name (as appears on local mentor/practice assessor register)

To be a practice assessor to a pre-registration nursing student you have a responsibility to ensure you meet the Nursing and Midwifery Council's Standards for Student Supervision and Assessment (NMC 2018).

ASSESSOR FIELD

Contact email address of Practice Assessor

ASSESSOR FIELD

Date of last practice assessor update

In agreement with the University of Hull and all practice partners practice assessors are reminded that they are required to affirm that they have attended at least one practice assessor update in the preceding 12 months

ASSESSOR FIELD

Name of nominated person to support student and address concerns:

ASSESSOR FIELD

Designation of nominated person to support student and address concerns:

ASSESSOR FIELD

Contact email address of nominated person to support student and address concerns:

Academic Assessor name:

Academic Assessor contact details: telephone number & email address:

Orientation

Orientation

To be completed before the end of the first shift

The key element of orientation is for you to understand emergency and safety procedures and protocols and your responsibilities within these. This should be undertaken by a member of staff in the Placement Area who will also signpost you to appropriate health and safety policies.

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

When completing 'Assessor Fields', Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Check the box when complete

- ☐ A general orientation to the health and social care placement setting has been undertaken: •The student has been shown around the placement area and introduced to staff. The student has been told of: the policy and regulations related to dress code whilst on placement •shift times •meal times •how to report sickness / absence •use of mobile phones
- ☐ The local fire procedures have been explained
- ☐ The student has been shown: •Fire alarms •Fire exits •Fire extinguishers
- ☐ The resuscitation policy and procedures have been explained
- ☐ The resuscitation equipment has been shown and explained
- ☐ The student knows how to summon help in an emergency and who to alert
- ☐ The student has been made aware of confidentiality and information governance requirements
- ☐ The student has been made aware of how to dispose of waste and used equipment / sharps / linen
- ☐ The student has been shown and given a demonstration of the Moving and Handling equipment and mobility techniques used in this area
- ☐ The student has been shown and given a demonstration of any medical devices used in this area
- ☐ The Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure
- ☐ The student is aware of how to manage and store patients valuables
- ☐ The student is aware of how to manage and store their personal belongings

ASSESSOR FIELD

Resuscitation telephone number

ASSESSOR FIELD

Fire telephone number

ASSESSOR FIELD

The student is aware of where to find local policies

- ☐ Health and safety
- ☐ Incident reporting protocols / informing University if incident form completed
- ☐ Infection prevention and control
- ☐ Manual Handling
- ☐ Safeguarding / vulnerable adults
- ☐ Lone working / personal safety policy (if applicable)
- ☐ Handling of messages and enquiries

ASSESSOR FIELD

Other issues specific to this placement (Please Specify)

ASSESSOR FIELD

Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Yes / No

Yes

No

ASSESSOR FIELD

Risk assessment / reasonable adjustments relating to disability /health / learning / pregnancy needs have been discussed (where disclosed). If the student discloses any reasonable adjustments this will require following up in the initial interview.

To be completed by student : any certificates, risk assessments or evidence you wish to share

Please attach any certificates or risk assessments to the rosette below

Initial interview

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA). This meeting should take place within the first week of the placement You should reflect on your previous experience, using previous experience / placements. You should document this in the 1st box. You should identify your learning and development needs (with guidance from your Practice Supervisor); identifying which opportunities may be available for you as well as any specific Practice Standards and Skills which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Practice Assessors/Practice Supervisors: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

Student to identify learning and development needs:

Include your reflection here

ASSESSOR FIELD

Development Plan. Please identify the learning opportunities available to meet practice standards, skills or any other elements at this initial interview. Whenever the student accomplishes their goals or where concerns are identified, note in the ePAD and contact the practice link if concerns are identified. If it is anticipated that there are elements that the student may not be able to achieve on this placement, the student should make their link lecturer aware of this.

ASSESSOR FIELD

Proposed date for Midpoint interview

ASSESSOR FIELD

This record was completed by the student and myself

Yes

No

ASSESSOR FIELD

If no, please give reason:

Midpoint interview

Midpoint interview

- This meeting must take place halfway through the placement
- the professional behaviours assessment to be undertaken by the Practice Assessor
- The midpoint interview can be undertaken by the Practice Assessor or Practice Supervisor; if the Practice Supervisor undertakes, must be agreed by the Practice Assessor

Practice Assessor/Practice Supervisor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open, honest acts with integrity and upholds the reputation of the profession whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an action plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here:

Specific-Measurable-Achievable-Relevant-Timed

ASSESSOR FIELD

Checklist to be completed

- ☐ Skills Log reviewed
- ☐ Practice Standards reviewed
- ☐ Feedback from Practice Supervisors reviewed
- ☐ If midpoint interview undertaken by Practice Supervisor, confirm that Practice Assessor agrees

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Your review of your own progress in meeting learning needs to be completed prior to the midpoint interview:

ASSESSOR FIELD

Practice Assessor's comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision.

ASSESSOR FIELD

Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:

ASSESSOR FIELD

Ongoing learning and development needs. To be agreed between Practice Assessor and student. Following the midpoint interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

ASSESSOR FIELD

Proposed date for final interview

Student to confirm

ASSESSOR FIELD

Have any issues or areas of concerns been raised at this point?

- ☐ yes
- ☐ no

ASSESSOR FIELD

If yes has the Academic Assessor been informed?

Please enter the name

ASSESSOR FIELD

Date informed

Final interview

Final development meeting

This interview should take place towards the end of the placement with your Practice Assessor.

This interview gives you and your Practice Assessor an opportunity to reflect on the experience and for a progress assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress.

NB - Should there be an expectation that the student is going to fail to progress, a member of the student's academic team must be present at this interview.

Practice Assessor: Please remember to scroll to the bottom of the page to save your entries

Students: Please use the save button top left

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

1. The student makes the care of people their first concern, treating them as individuals and respecting their dignity

ASSESSOR FIELD

1.1 The student maintains people's privacy and dignity in all care environments

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.2 The student is respectful, courteous, non-judgmental and self-aware

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.3 The student interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

1.4 The student recognises professional boundaries

- ☐ Satisfactory ☐ Not satisfactory

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

ASSESSOR FIELD

2.1 The student maintains confidentiality while recognising when sharing information is appropriate.

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.2 The student understands the principles of record keeping

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

2.3 The student recognises their own limitations and seeks support when unsure of what to do

- ☐ Satisfactory ☐ Not satisfactory

3. The student is open and honest, acts with integrity and upholds the reputation of the profession

ASSESSOR FIELD

3.1 The student is open and honest, acts with integrity and upholds the reputation of the professions whilst working alongside other members of the health care team

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.2 The student takes responsibility for making the most out of their learning opportunities

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.3 The student responds appropriately to compliments, comments and feedback related to their learning

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.4 The student uses reflection as a means of identifying their own learning needs and limitations

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.5 The student's timekeeping is satisfactory and they communicate appropriately if unable to attend placement

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

3.6 The student complies with hygiene, uniform and dress codes

Please select

- ☐ Satisfactory ☐ Not satisfactory

ASSESSOR FIELD

If any professional behaviours are not satisfactory you must identify below; if there are any issues/areas for concern, these must be recorded. 'Not satisfactory' must trigger an Action Plan. This must involve the Practice Assessor in liaison with the Academic Assessor. Please complete the action plan here :

Specific-Measurable-Achievable-Relevant-Timed

You and your Practice Assessor should review your development plan(s) and any evidence you have gathered including :

- ☐ Skills Log reviewed
- ☐ Records of attendance verified
- ☐ Practice standards verified
- ☐ Service User Testimonies reviewed
- ☐ Practice Supervisor Feedback reviewed

Student self-assessment

Student's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development. Consider the following areas: how you have made links between theory and practice, multidisciplinary /inter-agency working, communication skills, nursing skills.

-Strengths of my practice: key achievements identified during this practice experience

Student self-assessment

-Aspects of my practice I need to develop and how I intend to improve these

Student self-declaration of placement evaluation. Your post-placement evaluation must be completed in PARE prior to the ePAD submission deadline. Please record the date you completed the placement evaluation here:

ASSESSOR FIELD

Practice Assessor's Comments. Discuss with the student their self-assessment and comment on their progression, detailing evidence used to come to your decision:

ASSESSOR FIELD

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

- ☐ Yes ☐ No

ASSESSOR FIELD

Does the student still meet all the Practice Standards already verified as complete?

- ☐ Yes ☐ No

ASSESSOR FIELD

Learning and development needs. to be agreed between the Practice Assessor and student. Practice Assessor to identify specific areas to take forward to the next placement. Consider: Strengths of student's practice, what activities and experiences should lead to achievement? Aspects of practice the student needs to develop in practice. What is to be achieved in next practice experience?

ASSESSOR FIELD

Practice Assessor Name: I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement. I confirm that the student is practising independently with minimal supervision, achieved all the requirements of Stage 3, and is leading and co-ordinating care with confidence.

Practice assessor to record name here:

ASSESSOR FIELD

The student is able to progress to registration

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor Name: I recommend that the student can progress to registration

Academic Assessor to record name here:

ASSESSOR FIELD

Academic Assessor comments:

Attendance Stage 3

You must complete an attendance template for each week in placement. You can download this via the link below. Please complete the timesheet following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

[Download timesheet](#)

Once completed digitally, please upload your timesheets below.

Upload Timesheets

Click on the drop down arrow to the right of the rosette icon to upload your timesheets. Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

Absence Stage 3

RECORDING ABSENCES

You must complete this for every absence either a single day or a longer absence. The table will automatically calculate the total number of hours for you. Please complete the absence form following the naming conventions indicated on the template and save.

Your Practice Assessor must verify your hours once you have uploaded this form as evidence.

[Download absence form](#)

Once completed digitally, please upload your absence form below.

Upload Absence form

Click on the drop down arrow to the right of the rosette icon to upload your absence form(s). Once uploaded your assessor will need to verify the number of hours that you have inserted which is marked by an assessor field.



This has not been evidenced

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practcie Assessor feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice ASsessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Acheived
- ☐ Not acheived

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

Please choose

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Prcatice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

☐ Observed

☐ Questioning

☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved

☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor feedback

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

Student Comment

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

☐ Observed ☐ Questioning ☐ Written/Documentation

☐ Achieved ☐ Not achieved

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4. 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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

5. 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

☐ Observed

☐ Questioning

☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved

☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6. 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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7. People can trust the newly registered graduate nurse to gain 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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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 Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8b Understands the concept of public health and the benefits of healthy lifestyles and the potential risks involved with various lifestyles or behaviours, for example, substance misuse, smoking, obesity

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8c Recognises indicators of unhealthy lifestyles

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8d Contributes to care based on an understanding of how the different stages of an illness or disability can impact on people and carers.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8e Measures and documents vital signs under supervision and responds appropriately to findings outside the normal range.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8f Performs routine, diagnostic tests for example urinalysis under supervision as part of assessment process (near client testing).

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8g Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8h Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares & responds to clear indicators & signs.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8i With the person and under supervision, plans safe and effective care by recording and sharing information based on the assessment.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Acheived ☐ Not acheived

ASSESSOR FIELD

Practice Assessor feedback

8j Where relevant, applies knowledge of age & condition-related anatomy, physiology and development when interacting with people.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

Please choose

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9. People can trust the newly registered graduate nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.

9a Acts collaboratively with people and their carers enabling and empowering them to take a shared and active role in the delivery and evaluation of nursing interventions

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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9b Works within the limitations of own knowledge and skills to question and provide safe and holistic care

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9c Prepares people for clinical interventions as per local 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9d Actively seeks to extend knowledge and skills using a variety of methods in order to enhance care delivery

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

10a Documents concerns and information about people 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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

11. 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.

11a Responds appropriately when people want to complain, providing assistance and support.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

11b Uses supervision and other forms of reflective learning to make effective use of feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

11c Takes feedback from colleagues, managers and other departments seriously and shares the messages and learning with other members of the team.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12. People can trust the newly registered graduate nurse to promote continuity when their care is to be transferred to another service or person.

12a Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information, reporting any issues or concerns

- ☐ Yes
- ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12b Assists in the preparation of records and reports to facilitate safe and effective transfer

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13. People can trust the newly registered graduate nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.

13a Reflects on own practice and discusses issues with other members of the team to enhance learning considering their own contribution

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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13b Communicates with colleagues verbally, face-to-face & by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13c Values others' roles and responsibilities within the team, interacts appropriately, supporting and assisting

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

14a Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

14b Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

14c Adheres to safety policies and under supervision works safely within the community setting taking account of local policies, for example, lone worker policy

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

15. 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.

15a Contributes to promote safety and positive risk taking

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

☐ Observed

☐ Questioning

☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved

☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

16a Recognises signs of aggression and responds appropriately to keep self and others safe, assisting others or obtaining 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Infection prevention and control

Infection prevention and control

17. 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.

17a Participates in assessing and planning care appropriate to the risk of infection thus promoting the safety of service users

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17b Participates in completing care documentation and evaluation of interventions to prevent and control infection.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17c Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17d Recognises potential signs of infection and reports to relevant senior member of staff.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17e Discusses the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

18. 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.

18a Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for 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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

18b Participates in the cleaning of multi-use equipment between each 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

18c Uses multi-use equipment and follows the appropriate procedures.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

18d Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

18e Adheres to requirements for cleaning, disinfecting, decontaminating of 'shared' nursing equipment, including single or multi-use equipment, before and after every use as appropriate, according to recognised risk, in accordance with manufacturers' and organisational policies.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19. People can trust a newly registered graduate nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.

19a Safely delivers care under supervision to people who require to be nursed in isolation or in protective isolation settings.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19b Takes appropriate actions in any environment including the home care setting, should exposure to infection occur, for example, chicken pox, diarrhoea and vomiting, needle stick injury.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19c Applies knowledge of an 'exposure prone procedure' and takes appropriate precautions and actions.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19d Discusses personal responsibility when a student knowingly has a blood borne virus and has consulted with occupational health before carrying out exposure prone procedures as appropriate

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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

20. People can trust a newly registered graduate nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.

20a Demonstrates understanding of the principles of wound management, healing and asepsis

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

20b Safely performs basic wound care using clean and aseptic techniques in a variety of settings

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

20c Assists in providing accurate information to people and their carers on the management of a device, site or wound to prevent and control infection and to promote healing wherever that person might be, for example, in hospital, in the home care setting, in an unplanned situation.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

21. People can trust the newly qualified nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.

21a Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

21b Ensures dignity is preserved when collecting and disposing of bodily fluids and soiled linen.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

21c Acts to address potential risks within a timely manner including in the home setting – community

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

21c Acts to address potential risks within a timely manner including in the home setting – in patient

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Nutrition and fluid management

22. People can trust the newly registered graduate nurse to assist them to choose a diet that provides and adequate nutritional and fluid intake.

22a Under supervision helps people to choose healthy food and fluid in keeping with their personal preferences and cultural needs.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

22b Accurately monitors dietary and fluid intake and completes relevant documentation.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

22c Supports people who need to adhere to specific dietary and fluid regimens and informs them of the reasons.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

22d Identifies people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided, maintaining independence and dignity wherever possible, providing assistance as 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

Practice Assessor Feedback

23. People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.

23a Takes and records accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

23b Assesses baseline nutritional requirements for healthy people related to factors such as age and mobility.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

23c Contributes to formulating a care plan through assessment of dietary preferences, including local availability of foods and cooking facilities, reporting to other members of the team when agreed plan is not achieved

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

24. People can trust a newly registered graduate nurse to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.

24a Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

24b Accurately monitors and records fluid intake and output.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

24c Recognises and reports to other members of the team reasons for abnormal fluid intake and output.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

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

25a Follows local procedures in relation to mealtimes, ensuring that people are ready for the meal; that is in an appropriate location, position, offered opportunity to wash hands, offered appropriate assistance

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor Feedback

26. People can trust the newly qualified graduate nurse to ensure those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.

26a Recognises, responds appropriately and reports when people have difficulty eating or swallowing

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student Comment

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

26b Adheres to an agreed plan of care that provides for individual difference, for example, cultural considerations, psychosocial aspects and provides adequate nutrition and hydration when eating or swallowing is difficult.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

Student Comment

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

ASSESSOR FIELD

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

☐ Observed

☐ Questioning

☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved

☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4. 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

5. 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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved
- ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6. People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them.

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7. People can trust the newly registered graduate nurse to gain 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

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7d Works within the legal frameworks for data protection including access to and storage of records

- ☐ Yes ☐ working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7e Acts within the law when confidential information has to be shared with others

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7f Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7g Works within legal frameworks when seeking consent

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7h Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent, demonstrating respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people's safety.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor feedback

Organisational aspects of care

Organisational aspects of care

9. 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.

9a In partnership with the person, their carers and their families, makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9b Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family and multi-professional team, to enhance the care of people, communities and populations

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9c Uses a range of techniques to discuss treatment options with people

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9d Discusses sensitive issues in relation to public health and provides appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9e Works within a public health framework to assess needs and plan care for individuals, communities and populations.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

10. People can trust the newly registered graduate nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.

10a Involves the person in review and adjustments to their care, communicating changes to 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

11a Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection, sharing information safely with colleagues and across agency boundaries for the protection of individuals and the public

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

11b Makes effective referrals to safeguard and protect children and adults requiring support and protection and works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

11c Supports people in asserting their human rights

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

Practice Assessor feedback

11d Challenges practices which do not safeguard those in need of support and protection.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12. 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.

12 a Shares complaints, compliments and comments with the team in order to improve care.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12b Actively responds to feedback

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12c Supports people who wish to complain

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12d As an individual team member and team leader, actively seeks and learns from feedback to enhance care and own and others' professional development.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

12e Works within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13. People can trust the newly registered graduate nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.

13a Actively consults and explores solutions and ideas with others to enhance care, and where appropriate challenges the practice of self and others across the multi-professional team

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13b Takes effective role within the team adopting the leadership role when appropriate and acts as an effective role model in decision making, taking action and supporting 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13c Works inter-professionally and autonomously as a means of achieving optimum outcomes for people

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

13d Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

14a Prepares, supports and supervises those to whom care has been delegated, taking responsibility and accountability for delegating care to others taking into account their knowledge and limitations

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

14b Recognises and addresses deficits in knowledge and skill in self and others 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

15. People can trust the newly registered graduate nurse to safely lead, co-ordinate and manage care.

15a Inspires confidence though providing clear direction to others when taking decisions and is able to answer for these decisions, giving clear rationale including utilisation of own experience and evidence.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

15b Acts as a positive role model for others

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

16a Prioritises own workload and manages competing and conflicting priorities, negotiating with others as appropriate

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

16b Appropriately reports concerns regarding staffing and skill-mix and acts to resolve issues that may impact on the safety of service users within local policy frameworks.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

16c Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

16d Enables others to identify and manage their stress

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

16e Works within local policies when working in the community setting including in people's homes and ensures the safety of 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor feedback

17. 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.

17a Participates in clinical audit to improve the safety of service users.

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student Comment

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17b Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17c Assesses, evaluates and interprets risk indicators and balances risks against benefits, taking account of the level of risk people are prepared to take.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17d Works within legal and ethical frameworks to promote safety and positive risk taking

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

17e Works within policies to protect self and others in all care settings including in the home care setting.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

18a Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

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

19a Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19b Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19c Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination processes required as per local and national guidelines.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

19d Explains the devices to people and carers and checks understanding

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Infection prevention and control

Infection prevention and control

20. People can trust a newly registered graduate nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.

20a Recognises and acts upon the need to refer to specialist advisers as appropriate.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

20b Ensures that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

20c Identifies suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

21. People can trust a newly registered graduate nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.

21a Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique and communicates potential risks to others, advising people on the management of their device, site or wound to prevent and control infection and to promote healing

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

- ☐ Observed
- ☐ Questioning
- ☐ Written/Documentation

ASSESSOR FIELD

- ☒ Achieved
- ☐ Not achieved

Practice Assessor feedback

22. People can trust the newly qualified nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.

22a Manages hazardous waste and spillages in accordance with local health and safety policies and instructs others to do the same

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student Comment

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Nutrition and fluid management

23. People can trust the newly registered graduate nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.

23a Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

23b Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

24. People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.

24a Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

24b Seeks specialist advice as required in order to formulate an appropriate care plan, providing information to people and their carers, monitoring, recording progress against the plan as well as discussing progress and changes in condition with the person, carers and the multi-disciplinary team.

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

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

Practice Assessor Feedback

24c Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, identifying cause (e.g. weight loss/weight gain, pharmacological interventions, lifestyle choices and poor dietary choices) and report this as an adverse event if appropriate.

- ☐ Yes ☐ Working towards

Student Comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

25. People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.

25 a Uses negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids and identifies signs of dehydration and acts to correct these.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

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

26a Challenges others who do not follow procedures

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

26b Ensures that appropriate food and fluids are available as 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

27. People can trust the newly qualified graduate nurse to ensure those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.

27a Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

27b Works within legal and ethical frameworks taking account of personal choice

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor Feedback

Care, compassion and communication- CH 24 JULY

MENTORS: **SAVING** your assessment

Remember to scroll to the bottom of the page before you log off and press **SAVE**

ASSESSOR FIELD

1. Demonstrates listening and attending skills with client; infant/toddler:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

2. Demonstrates listening and attending skills with client; Child:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

3. Demonstrates listening and attending skills with client; adolescent:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

4. Demonstrates listening and attending skills with client; Family/Carers:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

5. Demonstrates listening and attending skills with client; Message taking:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

6. Accurately records message and ensures appropriate action is taken:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

7. Documents admission accurately:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

8. Completes admission of planned procedure:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3
-

ASSESSOR FIELD

9. Communicates with members of team the on-going status of the patient/client:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

10. Communicates with members of team the changes to patient/client status:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Care of skin - hygiene and pressure ulcer assessment

ASSESSOR FIELD

11. Assists child/young person to maintain normal hygiene:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

12. Assists child/young person whilst in bed:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

13. Bathing a child/young person in bed:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

14. Undertakes eye care:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

15. Undertakes care of mouth and teeth:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

16. Undertakes 'Top and tail' cleansing of infant:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

17. Undertakes umbilical care:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

18. Uses appropriate pressure ulcer risk assessment tool:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

19. Actions care based on assessment of pressure ulcer risk:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

20. Assisting with toilet needs; Toilet:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

21. Assisting with toilet needs; Bed pan/urinary bottle:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

22. Assisting with toilet needs; Nappy:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Demonstrate communication skills through listening and attending:

ASSESSOR FIELD

23. Patient/relatives who are unable to understand English:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

24. Refers to / uses translation service:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

25. Adapts to/responds to communication difficulties i.e. culture, language, hearing, speech:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

26. Demonstrate self-awareness in challenging situations:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

27. Care of patient with complex communication needs i.e. use of other communication methods:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State communication method:

ASSESSOR FIELD

28. Responding to complaints appropriately:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

29. Breaking 'unwelcome' news:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

30. Use of play to communicate:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

31. Use of age appropriate distraction techniques:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

32. Promotes Family Centred care:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Use the rosette below to upload evidence of achievement of your care, compassion and communication skills.

Organisational aspects of care- CH 24 July

MENTORS: SAVING your assessment

Remember to scroll to the bottom before logging off and click **SAVE**

Undertakes fundamental vital signs, records accurately and reports deviations from the norm:

ASSESSOR FIELD

33. Temperature method 1:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method

ASSESSOR FIELD

34. Temperature method 2:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method

ASSESSOR FIELD

35. Pulse radial:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

36. Pulse brachial:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

37. Pulse apex:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

38. Pulse rate manual:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

39. Pulse rate electronic:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

40. Respiratory rate:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

41. Blood pressure - manual:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

42. Blood pressure - electronic:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

43. Height/length:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

44. Weight:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

45. Head circumference (under supervision):

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

46. Plots on relevant measurements on assessment chart and reports findings (e.g BMI/centile):

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

47. Recognises signs of mental distress and responds appropriately – provides reassurance and reports:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

State tool:

ASSESSOR FIELD

48. Prioritises care:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

49. Assesses carers ability to provide care – records and reports appropriately:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

50. Accurately uses NEWS/PEWS assessment tools and reports appropriately:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State tool:

Performs routine, diagnostic tests, under supervision as part of assessment process (near client testing), accurately records and completes documentation.

ASSESSOR FIELD

51. Urine collection - method 1:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method:

ASSESSOR FIELD

52. Urine collection - method 2:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method:

ASSESSOR FIELD

53. Faecal/stool collection:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

54. Obtains sputum specimen:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

55. Observation of sputum:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

56. Obtains MRSA swab:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

57. Accurately interprets results from specimens - specify below:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State 1:

ASSESSOR FIELD

State 2:

Provides Family centred care which demonstrates consideration and respect of dignity and privacy:

ASSESSOR FIELD

58. Includes selecting age appropriate clothing:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

59. Provides age appropriate care e.g. management of menstruation:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

60. Spirituality/religion:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

61. Family dynamics:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

62. Culture:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

63. Assesses child against developmental milestones:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Utilises the nursing process to asses, plan and evaluate care:

ASSESSOR FIELD

64. Assess care for an individual:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

65. Plan care for an individual:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

66. Evaluate care plan and suggest changes to plan as appropriate:

- ☐ Yes stage 2 ☐ Yes stage 3

Records and shares information appropriately in light of assessment utilising the nursing process:

ASSESSOR FIELD

67. Handover single patient:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

68. Handover a group of patients:

☐ Yes stage 3

ASSESSOR FIELD

69. Where appropriate takes a family perspective in; planning care:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

70. Where appropriate takes a family perspective in; delivering care:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

71. Where appropriate takes a family perspective in; preparing for discharge/transfer (including records):

☐ Yes stage 3

ASSESSOR FIELD

72. Undertakes health promotion activity with patient/client and family x 2 (either 2 different topics, or 2 different patients) - activity 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

73. Undertakes health promotion activity with patient/client and family x 2 (either 2 different topics, or 2 different patients) - activity 2:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

74. Undertakes routine pre procedure care:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

75. Undertakes preparation of child/young person taking into account individual needs:

☐ Yes stage 1

ASSESSOR FIELD

76. Undertakes preparation of area / equipment:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

77. Where appropriate, under supervision, demonstrates shared decision making by providing patients and families with information to enable them to make a decision about care:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

78. Makes referral to other agency/care setting to continue care in a different setting:

- ☐ Yes stage 3

ASSESSOR FIELD

State agency/care setting:

ASSESSOR FIELD

79. Contributes to multidisciplinary team:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

Demonstrate ability to undertake and accurately record assessment of vital signs for complex patient/client:

ASSESSOR FIELD

80. Pulse - carotid:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

81. Oxygen saturation monitoring including care of skin probe:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

82. Assessment of capillary refill:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

83. Peak Flow:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

84. Recognises and responds appropriately to signs of respiratory distress e.g. nasal flaring, effort, recession, noise:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

85. Correct positioning to aid respiration:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

86. Apnoea monitor:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

87. Nasopharyngeal aspirate:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

88. Oral/nasal suctioning:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

89. Pain assessment tool:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify tool:

ASSESSOR FIELD

90. Pain assessment tool:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify tool:

ASSESSOR FIELD

91. Pain control – differentiates between appropriate pharmacological interventions 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify:

ASSESSOR FIELD

92. Pain control – differentiates between appropriate pharmacological interventions 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify:

ASSESSOR FIELD

93. Pain Control - Non-pharmacological intervention:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify:

Undertakes neurological assessment:

ASSESSOR FIELD

94. Undertakes neurological assessment; Glasgow coma scale (paediatric):

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

95. Neurovascular assessment:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

96. Neurological assessment:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

97. Routine care pre-procedure:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

98. Care of child pre procedure; preparation of child/YP/ family taking into account individual needs:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

99. Care of child pre procedure; preparation of area/equipment:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

100. Care of child pre procedure; emergency pre-procedural care:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

101. Care of child with altered levels of consciousness:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

102. Follows post procedure instructions i.e. frequency of vital observation, management of pain/fluids/wound:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

103. Adapts care to take in to consideration a patient/client/carers cognitive and emotional development:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

104. Involve parent and child in care choices:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

105. Considers and addresses public health and assesses public health needs and plan care for child/families/wider community:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

106. Is able to prioritise care for one complex patient or bay/half ward of patients on 4 occasions - occasion 1:

☐ Yes stage 3

ASSESSOR FIELD

107. Is able to prioritise care for one complex patient or bay/half ward of patients on 4 occasions - occasion 2:

☐ Yes stage 3

ASSESSOR FIELD

108. Is able to prioritise care for one complex patient or bay/half ward of patients on 4 occasions - occasion 3:

☐ Yes stage 3

ASSESSOR FIELD

109. Is able to prioritise care for one complex patient or bay/half ward of patients on 4 occasions - occasion 4:

☐ Yes stage 3

ASSESSOR FIELD

110. Is able to delegate care to other members of the team appropriately:

☐ Yes stage 3

ASSESSOR FIELD

111. When delegating task takes into account knowledge and skills of delegatee (other team member/student/carer):

☐ Yes stage 3

ASSESSOR FIELD

112. Undertakes teaching activity to meet learning needs (i.e. 1 to 2 or group - child):

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

113. Undertakes teaching activity to meet learning needs (i.e. 1 to 2 or group - parent (s) or sibling:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

114. Under supervision, advises child/YP/family on how to complain (i.e. direct to appropriate person, PALS), as per local policy and offers support through the process:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

115. Responds to feedback from a variety of sources i.e. child/YP/family /mentor/team member by developing an action plan to address issue:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

116. Able to articulate Trust safeguarding policies and procedures:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

117. Under supervision able to assess child and family and complete documentation in relation to safeguarding/child in need:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

118. Contributes to Plan of care in relation to safeguarding/child in need:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

119. Evaluation of care in relation to safeguarding/child in need:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

120. Reports child protection issues:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

121. Utilises medical device appropriately, following trust and company guidelines re usage, maintenance, calibration and storage:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

State device:

ASSESSOR FIELD

122. Reports and records adverse incidents/device problems as per policy:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

123. Explains to child/YP /family how a device(s) needs to be used and maintained correctly:

☐ Yes stage 2

☐ Yes stage 3

Use the rosette below to upload evidence of achievement of your organisational aspects of care skills.

Infection Prevention and Control- CH 24July

MENTORS SAVING your assessment

Remember to scroll to the bottom before logging off and click **SAVE**

Follows local and national guidelines and adheres to standard infection control precautions, including:

ASSESSOR FIELD

124. Uses PPE appropriately:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

125. Hand hygiene protocols:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

126. Sterilising feeding equipment:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

127. Bed making vacant:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

128. Bed making occupied:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

129. Cleaning of vacant room/cubical:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

130. Cleans commode & records as per trust policy:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

131. Uses multi-use equipment and follows the procedures for cleaning and disposal:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Follows trust policy on:

ASSESSOR FIELD

132. Safe disposal of sharps:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

133. Safe disposal of body fluids e.g. blood/vomit/faeces:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

134. Dealing with spillage:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

135. Safe disposal of bed linen:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

136. Accurately identifies clinical from non clinical waste and disposes as appropriate e.g. dressing packs, syringes without sharps, medication packaging, feeding sets verses aprons, and paper towels packing equipment wrappers:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

137. Takes appropriate action in any environment should exposure to infection occur e.g. chicken pox, needle stick injury, diarrhoea & vomiting D & V in an acute setting:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

138. Takes appropriate action in any environment should exposure to infection occur e.g. chicken pox, needle stick injury, diarrhoea & vomiting D & V in a community setting:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

139. Applies knowledge of an 'exposure prone procedure' and takes appropriate precautions and actions:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Safely performs basic wound care using clean and aseptic techniques in a variety of settings:

ASSESSOR FIELD

140. Uses appropriate tool to assess wound and stage of wound healing:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

141. Undertakes Aseptic Non Touch technique: Standard - setting 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

142. Undertakes Aseptic Non Touch technique: Standard - setting 2:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

143. Aseptic non touch technique: non-standard/clean - setting 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

144. Aseptic non touch technique: non-standard/clean - setting 2:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

145. Provides accurate information child/young person/family on management of wound/dressing/device to prevent and control infection and to promote healing in an acute setting:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

146. Provides accurate information child/young person/family on management of wound/dressing/device to prevent and control infection and to promote healing in a community setting:

☐ Yes stage 2

☐ Yes stage 3

Follows trust and national legislation and guidelines on Health and safety at work for:

ASSESSOR FIELD

147. COSHH:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

148. TILEE:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

149. Is able to articulate Trust policy on reporting accidents and where appropriate complete relevant documentation:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

150. Recognises risks within the environment and takes appropriate action to remove or reduce - setting 1:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

151. Recognises risks within the environment and takes appropriate action to remove or reduce - setting 2:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

152. Makes appropriate referral to others when unable to reduce/remove risk themselves:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

153. Involves patient and relevant others (carers, relatives), giving appropriate explanations in decisions re risk reduction and use of PPE:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

154. Is able to correctly give advice on infection control procedures to a child/Young person:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

155. Is able to correctly give advice on infection control procedures to family/carers:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

156. Is able to discuss actions required where public health strategies are needed - setting 1:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

157. Is able to discuss actions required where public health strategies are needed - setting 2:

☐ Yes stage 2

☐ Yes stage 3

Initiates and maintains appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff for:

ASSESSOR FIELD

158. Isolation nursing:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

159. Reverse isolation nursing:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

160. Cohort isolation nursing (can be discussion):

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

161. Ensures colleagues and child/YP/family adhere to good practice guidelines re use of PPE, handwashing, spillages and challenges when appropriate - acute setting:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

162. Ensures colleagues and child/YP/family adhere to good practice guidelines re use of PPE, handwashing, spillages and challenges when appropriate - community setting:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

163. Manages overall environment to minimise risk in an acute setting:

- ☐ Yes stage 3

ASSESSOR FIELD

164. Manages overall environment to minimise risk in an a community setting:

- ☐ Yes stage 3

Use the rosette below to upload evidence of achievement of your Applying infection control and prevention skills.

Nutrition and Fluid Management- CH 24 July

MENTORS: **SAVING** your assessment

Remember to scroll to the bottom of the page before you log off and press **SAVE**

ASSESSOR FIELD

165. Uses trust policy on protected mealtimes appropriately:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

166. Accurately records nutritional intake and reports missed meals:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

167. Follows food hygiene procedures in accordance with policy:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

168. Assists child /Young person to choose meals and drinks:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

169. Calculation of fluid requirements:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

170. Calculation of feed requirements:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

Supports oral feeding via the following methods:

ASSESSOR FIELD

171. Breast:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

172. Bottle:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

173. Weaning diet (can be part of recognised programme i.e HENRY):

<http://www.henry.org.uk/homepage/>

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

174. Older child:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

175. Promotes cup over bottle:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

176. Ensures child/YP is offered frequent drinks and assist as appropriate:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

177. Maintains dietary records and reports when intake is compromised/ reduced; Fluid balance chart:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

178. Maintains dietary records and reports when intake is compromised/ reduced; Dietary intake chart:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

179. Ensure child/young person who is on special diet or diet/fluid restriction follows plan:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

180. Offers support to child /young person on restricted intake:

- ☐ Yes stage 1 ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

181. Assists child with complex needs to meet nutritional and hydration needs:

- ☐ Yes stage 2 ☐ Yes stage 3

ASSESSOR FIELD

Specify Issue:

ASSESSOR FIELD

182. In liaison with a RMW provides essential advice and support to mothers who are breast feeding:

☐ Yes stage 2

☐ Yes stage 3

Undertakes the following skills to support fluid and nutrition management:

ASSESSOR FIELD

183. Blood Glucose Monitoring:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method/tool:

ASSESSOR FIELD

184. Blood ketone monitoring:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State method/Tool:

ASSESSOR FIELD

185. Assesses nutrition status, recognises risk to health and record/reports appropriately:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Specify tool:

ASSESSOR FIELD

186. Care of a child/young person with complex elimination needs:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State example:

ASSESSOR FIELD

187. Catheter care: indicate example e.g. indwelling, Intermittent:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

Indicate example:

ASSESSOR FIELD

188. Undertakes urethral catheterisation (if opportunity presents):

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

189. Care of stoma:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State type:

ASSESSOR FIELD

190. Refers to specialist members of the multi-disciplinary team for additional or specialist advice in relation to nutritional needs and works with the MDT to complete agreed plan, record progress:

☐ Yes stage 3

ASSESSOR FIELD

191. Supports child/young person requiring enteral feeds i.e gastrostomy, PEG and records and reports problems:

☐ Yes stage 1

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State:

Safely, maintains and uses naso-gastric, PEG and other feeding devices as per local policy:

ASSESSOR FIELD

192. Passing naso-gastric tube:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

State age of child:

ASSESSOR FIELD

193. Naso gastric feeding:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

194. Parental feeding:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

195. Use of feed pump:

☐ Yes stage 2

☐ Yes stage 3

Demonstrates safe practice, under supervision, in management of IV fluids, including:

ASSESSOR FIELD

196. Accurately documenting fluid balance and comparing to prescription:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

197. Follows trust policy on; Storage/disposal/ordering:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

198. Management of IV pump and giving set:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

199. Management of IV site as per policy and recognises and reports signs of infiltration/ infection:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

200. Monitors and records IV fluid intake, reporting where this differs to prescription:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

201. Use of volumetric pump:

☐ Yes stage 2

☐ Yes stage 3

ASSESSOR FIELD

202. Use of syringe driver:

☐ Yes stage 2

☐ Yes stage 3

203. Removal of peripheral line:

☐ Yes stage 2

☐ Yes stage 3

Use the rosette below to upload evidence of achievement of your Nutrition and fluid management skills.

Medication Stage 1

Medication1

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 2

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 3

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 4

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 5

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 6

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other
e.g.practitioner/carers

Medication 7

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 8

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 9

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medication 10

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. practitioner/carer

Medicines Standard Stage 1

1. People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations

1a Is competent in basic medicines calculations relating to, for example: • tablets and capsules • liquid medicines • injections Including: • unit dose • sub and multiple 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor feedback

Medication Stage 2

Medication1

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 2

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 3

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carer

Medication 4

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 5

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 6

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 7

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 8

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 9

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 10

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medicines Standard Stage 2

1. People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations

1a Is competent in the process of medication-related calculation in nursing field involving for example: • tablets and capsules • liquid medicines • injections • IV infusions including: • unit dose • sub and multiple unit dose • complex calculations

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2. People can trust the newly registered graduate nurse to work within legal and ethical frameworks that underpin safe and effective medicines management

2a Demonstrates understanding of legal and ethical frameworks relating to safe administration of medicines in practice

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2b Demonstrates an understanding of types of prescribing, types of prescribers and methods of supply

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2c Demonstrates understanding of legal and ethical frameworks for prescribing

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

3. People can trust the newly registered graduate nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.

3a Demonstrates awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

3b Discusses referral options

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4. People can trust the newly registered graduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits

4a Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

5. People can trust the newly registered graduate nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting

5a Demonstrates ability to safely store medicines under supervision

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Students comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6. People can trust the newly registered graduate nurse to administer medicines safely and in a timely manner, including controlled drugs

6a Uses prescription charts correctly and maintains accurate records

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6b Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6c Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

7. People can trust the newly registered graduate nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home

7a Demonstrates awareness of roles and responsibilities within the multi disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8. People can trust the newly registered graduate nurse to work in partnership with people receiving medical treatments and their carers

8a Under supervision involves people and carers in administration and self-administration of medicines

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Docuemntation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9. People can trust the newly registered graduate nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines

9a Accesses commonly used evidence based sources relating to the safe and effective management of medicine

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

10. People can trust the newly registered graduate nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction

10a Demonstrates knowledge of what a patient group direction is and who can use them

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed
- ☐ Questioning
- ☐ Written/documentation

ASSESSOR FIELD

ASSESSOR FIELD

Practice Assessor feedback

Medication Stage 3

Medication1

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 2

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 3

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct and the student has safely given this medication

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 4

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carer

Medication 5

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 6

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 7

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor

Medication 8

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medication 9

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carer

Medication 10

Name of medication	
Action	
Effect/Indication	
Route	
Dose	
Common side effects (Please relate this to a patient/service user you are caring for/involved with)	
Contraindications (Please relate this to a patient/service user you are caring for/involved with)	
Drug calculation (you must show workings out)	

ASSESSOR FIELD

I verify that the calculation is correct

- ☐ Yes ☐ No

ASSESSOR FIELD

- ☐ Given by student ☐ Self administered ☐ Given by other e.g. mentor/carers

Medicines Standard Stage 3

1. People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations

1a Is competent in relation to medication-related calculations in nursing field involving; • tablets and capsules • liquid medicines • injections • IV infusions including; • unit dose • sub and multiple unit dose • complex calculations • 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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2. People can trust the newly registered graduate nurse to work within legal and ethical frameworks that underpin safe and effective medicines management

2a Applies legislation to practice to safe and effective ordering, receiving, storing administering and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2b Fully understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions (PGDs), clinical management plans and other forms of prescribing

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

2c Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

3. People can trust the newly registered graduate nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.

3a Works confidently as part of the team and, where relevant, as leader of the team to develop treatment options and choices with the person receiving care and their carers

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

3b Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4. People can trust the newly registered graduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits

4a Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4b Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4c Safely manages drug administration and monitors effects

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4d Reports adverse incidents and near misses

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

4e Safely manages anaphylaxis

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

5. People can trust the newly registered graduate nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting

5a Orders, receives, stores and disposes of medicines safely (including controlled drugs)

Click yes when ready to be assessed

☐ Yes ☐ Working towards

Students comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6. People can trust the newly registered graduate nurse to administer medicines safely and in a timely manner, including controlled drugs

6a Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6b Supervises and teaches others to do the same

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

6c Understands the legal requirements

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

Practice Assessor feedback

7. People can trust the newly registered graduate nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home

7a Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8. People can trust the newly registered graduate nurse to work in partnership with people receiving medical treatments and their carers

8a Works with people and carers to provide clear and accurate information

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8b Gives clear instruction and explanation and checks that the person understands the use of medicines and treatment options

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8c Assesses the person's ability to safely self-administer their medicines

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

8d Assists people to make safe and informed choices about their medicines

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Docuemntation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

9. People can trust the newly registered graduate nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines

9a Works within national and local policies and ensures others do the same

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

10. People can trust the newly registered graduate nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction

10a Through simulation and course work demonstrates knowledge and application of the principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

10b Through simulation and course work demonstrates how to supply and administer via a patient group direction

Click yes when ready to be assessed

- ☐ Yes ☐ Working towards

Student comments

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

AFE Adult

A broad understanding of the lifespan development of adults and older people, their roles within the family context, and how this affects their individual needs, health, behaviour and communication.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Deliver basic care to adults and older people required to meet essential needs.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

AFE Mental Health

Recognise and address people's essential mental health needs when these exist alongside other primary health needs.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Work and communicate with others to maintain continuity in meeting mental health needs in long term conditions.

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

- ☐ Observed ☐ Questioning ☐ Written/documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Be aware of the main provisions of mental health laws, especially those relating to capacity, human rights and safeguarding.

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

AFE Learning Disability

Recognise and respond to the needs of people with a learning disability, maintaining continuity of care to meet pre-existing intellectual, physical and emotional needs

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

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Use effective communication and active involvement in decision making about treatment options taking into account the person's wishes, lifestyle and capacity for consent, 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 ☐ Towards

Student comment

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

ASSESSOR FIELD

- ☐ Observed ☐ Questioning ☐ Written/Documentation

ASSESSOR FIELD

- ☐ Achieved ☐ Not achieved

ASSESSOR FIELD

Practice Assessor feedback

Testimonies

Download a paper form for printing download and print a few of these forms to keep with you on placement, work with your practice supervisors and practice assessors to obtain appropriate testimonies from patients, clients and carers. When you have one completed scan or photograph and upload to your PebblePad. Using your PebblePocket on your phone is an easy way to do this.

Attach the uploaded photograph to the rosettes below.

Testimonies for stage 1

Please upload your testimonies as images or files and attach as evidence to the rosette below:

Testimonies for stage 2

Please upload your testimonies as images or files and attach as evidence to the rosette below:

Testimonies for stage 3

Please upload your testimonies as images or files and attach as evidence to the rosette below: