



FD in Health & Social Care (Nursing Associate) May 19 V1

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Front page

Apprenticeship Nursing Associate and Foundation Degree in Health & Social Care (Nursing Associate)

This workbook covers the requirements for both the Foundation Degree and the Apprenticeship.

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



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

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

Trainee name

Trainee number

Academic Assessor

Name	
Contact number, landline	
Contact number, mobile	
Email	

Name of employer / area of practice

Your placement Hub

Line manager

Name	
Contact number, landline	
Contact number, mobile	
Email	

HUB Practice Assessor

NMC Practice Assessor (please print) (as appears on local register)	
Contact number, landline	
Contact number, mobile	
Email	
Date of last update	
Date last triennial review completed	

HUB Practice Supervisor

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

Start date

Guidance

Guidance for Completion of Practice Assessment Document (PAD)

At all times trainees must be directly or indirectly supervised in the practice setting.

The HUB Practice Assessor and Practice Supervisor should be a registered nurse assessor and their responsibility is to ensure they have had appropriate preparation to meet the Nursing and Midwifery Council (NMC) Standards for Student Supervision and Assessment (2018) to support and undertake the assessment and documentation of the trainee's achievement within the HUB placement. **The hub practice assessor is responsible for the completion of the practice assessment document. Failure to complete this appropriately will result in a fail for the trainee nursing associate.**

The Spoke Practice Assessor and Practice Supervisor should be a registered nurse where possible. It is their responsibility to ensure that they have had appropriate preparation to meet the Nursing and Midwifery Council (NMC) standards for Student Supervision and Assessment (2018) or equivalent to support and undertake the assessment and documentation of the trainee's achievement within the SPOKE placement. **Spoke practice assessors are responsible for communicating the trainee progression to the Practice assessor in a timely manner to meet assessment guidelines and the completion of the practice assessment document. Failure to complete this appropriately will result in a fail for the trainee nursing associate**

The Trainee's responsibility is to share this portfolio with all mentors that require access and have available at all times, all relevant practice documentation for discussion and be proactive in arranging timely progression interviews with their HUB & Spoke practice assessors. To actively engage in the construction of their development plans and to reflect on their personal and professional achievements.

The preliminary interview provides an opportunity for trainees and their Practice assessor to plan the learning experience.

Trainees are encouraged to declare any specific health and/or learning needs that may impact on their performance and progression in practice. This will help to inform mentors of individual requirements and enable them to facilitate any necessary and reasonable adjustments in accordance with the Equality Act (2010).

Any risk assessments that may inform the level of supervision, additional support or agreed adjustments required must be identified and recorded in the interview sections of the PAD.

The **Reflection on each domain and parameters of practice and skills** is designed for ALL trainees to identify and record their own personal and professional learning needs in collaboration with their named mentor/practice assessor.

An **action plan** must be initiated at any time during a practice experience, when a trainee is identified as needing targeted support and guidance to meet the practice competencies. The aim of an action plan is to enhance performance, competence or professional behaviour.

The interim and final progress interviews should be agreed at the preliminary discussion point in keeping with the predetermined allocated placement dates.

Programme structure

FD Programme Structure

All Apprentices will be undertaking a Higher Apprenticeship Nursing Associate award along side your academic University of Hull award entitled Foundation Degree in Health and Social Care (Associate Practitioner). The Foundation Degree in Health and Social Care (Associate Practitioner) programme structure. Whilst the academic award will align with the University's academic structure, the Apprenticeship award will align to the following structure:

Year 1 – Certificate Level 4

Trimester 1 - Key Skills for Practice and study skills

Trimester 2 - Life & Social Sciences and Effective Communication

Trimester 3 - Medicines Management and Evidencing Personal/Professional Development

Year 2 – Diploma Level 5

Trimester 1 - Evidence Based Practice and Context of Nursing Associate Practice

Trimester 2 - Evidence values based care and conduct and Mentoring, Teaching & Assessing in Practice

Trimester 3 - Ensuring Quality in Health Care and Team Leading

Guide to using the PAD

Introduction

The purpose of this guide is to provide guidance for the completion of the England Nursing Associate Practice Assessment Document. General guidelines are provided for each element within the PAD. This guidance should be read alongside specific instructions that may apply to individual Universities.

The England NA PAD has been developed to ensure that student nursing associates are prepared to successfully meet the Standards of proficiency for nursing associates (NMC 2018) together with the Apprenticeship Standards for Nursing Associates (IATE, 2019) at the point of registration. The NMC standards specify the knowledge and skills that Nursing Associates must demonstrate when caring for people of all ages and across all care settings and comprise six platforms and two annexes. The role of the Nursing Associate in the 21st century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.

The platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Provide and monitor care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care
 - Annexe A: Communication and relationship management skills
 - Annexe B: Procedures to be undertaken by the nursing associate

[N.B. This Guide has been adapted from the Guide to Using the Pan London Practice Assessment Document 2.0, 2018 with kind permission from the PLPLG]

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may require to achieve the maximum benefit from the placement. Descriptions of these roles can be found within this guide.

As well as undertaking the required assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

The document has been designed around the following Components of Assessment and Feedback:

- Initial, Mid-Point and Final Interviews per placement
- Professional Values
- Proficiencies
- Episode(s) of Care
- Medicines Management
- Patient/Service User/Carer Feedback Form
- Record of working with and learning from others/interprofessional working
- Record of communication/additional feedback
- Record of peer feedback – PAD 2
- Ongoing Achievement Record

[N.B. The screen shots currently include the Mapping Codes from the Standards of proficiency for nursing associates (NMC 2018) Following validation the mapping codes are removed from the documents. The screen shots in this Guide will be updated following validation.]

Criteria for assessment in practice

Criteria for Assessment in Practice

Within the PAD three key statements have been developed to reflect the level of performance that the student is required to demonstrate at the end of each Year, as well as the level of assistance that may be required at each stage where the student by the end of the Year is practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Year: refer to table 1

Table 1

By the end of Year 1	Guided participation in care and performing with increasing knowledge, skills and confidence
By the end of Year 2	Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge, skills and confidence.

In addition to achieving the required level of performance at the end of each year the student is assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the PAD. These criteria are used to assess the student on different placements across the year as they work towards the overall performance level to be achieved by the end of the Year. For details of the criteria in each year refer to Table 2.

If the student's performance gives cause for concern at the mid-point interview or at any point during the experience feedback must be given and an action plan written to enable the student to address this prior to the final interview. The Practice Assessor must communicate with and involve the Academic Assessor in this process.

Within the PAD there are guidelines relating to how the assessment is managed within each University, and the student should ensure that they have read and understood these.

Criteria for Assessment in Practice - Overall Framework Years 1 & 2

<div style="border: 1px solid #add8e6; padding: 10px; margin-bottom: 10px; text-align: center;"> Guided participation in care and performing with increasing knowledge, skills and confidence. </div> <div style="border: 1px solid #add8e6; padding: 10px; margin-bottom: 10px; text-align: center;"> Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge skills and confidence. </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Year 1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Year 2</div> </div>	<div style="border: 1px solid #add8e6; padding: 10px; margin-bottom: 10px; text-align: center;"> Guided participation in care and performing with increasing knowledge, skills and confidence. </div> <div style="border: 1px solid #add8e6; padding: 10px; margin-bottom: 10px; text-align: center;"> Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge, skills and confidence. </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Year 1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Year 2</div> </div>
PAD 1: Guided participation in Care 'Achieved' must be obtained in all three criteria by the student by the end of the year.	PAD 2: Provides and monitors care with minimal guidance and increasing confidence. 'Achieved' must be obtained in all three criteria by the student by the end of the year

Achieved	Knowledge	Skills	Attitude and values
YES	Is able to identify the appropriate knowledge base required to deliver safe, person centred care under some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person centred care. Demonstrates positive engagement with own learning.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

Achieved	Knowledge	Skills	Attitude and Values
YES	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to provide and monitor safe, person centred and evidence based care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend <u>own</u> knowledge.
NO	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice	With supervision is not able to provide safe care and is unable to perform the activity and/or follow instructions despite repeated guidance	Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged <u>with</u> their own learning.

Table 2

Student responsibilities

Student Responsibilities

You should take responsibility for your own learning and know how to access support and:

- Engage positively with all learning opportunities
- Understand the assessment requirements
- Work with and receive written feedback from a range of staff (including identified Practice Supervisors) and Service-Users
- Reflect on your own learning
- Provide feedback on learning experience

FAQs

For many of your placements you will be in your employer placement. You will be allocated spoke placements to enable you to obtain a range of experiences.

Q: When should I contact my allocated placement?

A: It is advisable to contact your allocated placement in advance of starting your placement to obtain the information you need to enable you to prepare.

Q: Will I have a named contact on placement?

A: You will have a nominated person to support you and address any concerns. This could be a Placement Manager, Ward Manager, Team Leader, Service Manager or other.

Q: Who will supervise me on placement?

A: You will be supported by a number of Practice Supervisors who will support your learning and can contribute to assessment. (refer to Practice Supervisor responsibilities section)

Q: Who will assess me on placement?

A: You will have a nominated Practice Assessor for your placement, who is responsible for assessing and confirming proficiency and achievement. The Practice Assessor will liaise with the Practice Supervisor and Academic Assessor to obtain feedback on your progress. (refer to Practice Assessor responsibilities section)

Q: Will there be support from the University when on placement?

A: You will have a named Academic Assessor for each Year of the programme. The Academic Assessor will liaise with your Practice Assessor. If you have any concerns on placement you should raise these with the university as soon as possible. (refer to Academic Assessor responsibilities section and university guidelines)

Placement 1

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:

Type of Experience:

(e.g. Community/Ward based)

Placement Telephone Number:

Placement Contact Email:

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

Nominated person to support student and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact email address:

Practice Assessor Details:

Name:

Designation:

Contact email address:

Academic Assessor Details (for part):

Name:

Designation:

Practice Supervisor Responsibilities

Practice Supervisor Responsibilities

Practice Supervisors (PS) are registered nurses, registered nursing associates, midwives or registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role:

- Ensures learning opportunities are facilitated
- Contributes to assessment and records regular feedback
- Seeks feedback from other supervisors

FAQs

Q: What is my role in supporting the student?

A: You have responsibilities for overseeing the student's progress during the placement. You will undertake the initial interview in the placement with the student which includes supporting the student to identify their learning opportunities and completion of the learning plan.

Q: What is my role in assessing the student?

A: The Practice Assessor has responsibility for student assessment. Practice Supervisors have an important role in contributing to assessment and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student's assessment:

- Initial interview on placement
- Professional Values at midpoint interview
- Proficiencies as appropriate and relevant to your scope of practice and professional role

Q: What is my relationship with other identified roles?

A: You will record feedback on the student's progress and liaise with other Practice Supervisors and the Practice Assessor to give feedback to inform the Practice Assessor's decisions.

Q: What if I am not a registered nurse and supervising the student?

A: A range of registered health or social care professionals can support and supervise student learning and contribute to the student's assessment within their scope of practice.

(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

<p>Student to identify learning and development needs (with guidance from the Practice Supervisor)</p>	
<p>Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.</p>	
<p>Outline of learning plan</p>	<p>How will this be achieved?</p>
<p>Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO</p>	<p>Student's Name: Signature: Date:</p> <p>Practice Supervisor/Assessor's Name:</p> <p>Signature: Date:</p>

Protected learning time – NMC guidance

Protected learning time – NMC guidance

Organisations must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)

Option B: nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours
- The NMC does not require nursing associate students to be supernumerary while learning in practice, but the student must have protected learning time. The decision about how this is provided is for AEs and their practice placement partners.
- All students must be supervised when they are learning in practice. The level of supervision will depend on level of risk associated with particular tasks or interventions, and the competence and confidence of the student.

Practice Assessor Responsibilities

Practice Assessor Responsibilities

Practice Assessors (PA) are registered Nurses or registered nursing associates with current knowledge and expertise and are appropriately prepared for the role:

- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observes the student
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Schedules communication with Academic Assessors at relevant points

FAQs

Q: What is my role in assessing the student?

A: You have responsibility for student assessment and will liaise with the Practice Supervisors to obtain feedback and Academic Assessors to discuss student achievement and progression. You will review assessment documentation in the PAD that has been completed by a range of other health or social care professionals who have contributed to aspects of assessment.

Q: What specific elements do I need to assess and document?

A: The Practice Assessor assesses:

On each placement:

- Initial interview (can be undertaken by Practice Assessor or Practice Supervisor; if PS undertakes, must be agreed by PA)
- Midpoint interview
- Professional Values at final interview
- Final interview
- Confirmation of proficiencies

During the year:

- Episodes of Care and Medicines Management

Q: What is my responsibility when a student's performance causes concern?

A: If a student requires an Action Plan, you should liaise with the Academic Assessor. Depending on the AEI and the local practice placement policy you may have to inform the nominated person.

Placement 1: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

Please record any further comments on the next page

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

Was an Action Plan required to support the student? YES / NO

If Yes, was the Academic Assessor informed? YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview			
The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed			
The practice placement hours have been checked and signed			
All the interview records and development plans have been completed and signed as appropriate			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document			
The Practice Assessor has completed the Ongoing Achievement Record (OAR)			
Student's Name: _____ Signature: _____ Date: _____ Practice Assessor's Name: _____ Signature: _____ Date: _____ Additional Signature (if Applicable, e.g. Academic Assessor): Name: _____ Signature: _____ Date: _____			

Academic Assessor Responsibilities

Academic Assessor Responsibilities

Academic Assessors are registered Nurses and are nominated for each Year of the programme and are appropriately prepared for the role:

- Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each year of the programme
- Has understanding of the student's learning and achievement in practice
- Enables scheduled communication and collaboration between Academic and Practice Assessors

FAQs

Q: What is my role in relation to student assessment?

A: The student has an Academic Assessor for each Year of the programme and will provide continuity and have an overview of student achievement to inform progression. If there is cause for concern in relation to the student's performance you should be involved in agreeing an Action Plan.

Q: Who will I liaise with?

A: You will communicate and collaborate with the Practice Assessor at relevant scheduled points during the Year. This may be in person, via email or telephone as appropriate.

Q: What is my responsibility in relation to the student's progression towards registration?

A: In Year 3 to ensure the student is able to provide care, lead and co-ordinate care confidently they will meet with their Practice Assessor or Practice Supervisor weekly to discuss and summarise achievement. The Academic Assessor will review and confirm the overall achievement in the PAD and recommend progression to registration in the OAR.

End of PAD 1

To be completed by the Practice Assessor and Academic Assessor

Practice Assessor:

In addition to the achievement of professional values and proficiencies

Has the student achieved additional proficiencies in PAD 1 (if required) **Yes/No/NA**

Has the student achieved the Episode of Care? **Yes/No**

Has the student achieved Medicines Management? **Yes/No**

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 the requirements of PAD 1 and is performing with increasing confidence and competence.

Practice Assessor: *(print name below)*

Practice Assessor's signature:

Date:

I recommend that the student can progress to PAD 2.

Academic Assessor: *(print name below)*

Academic Assessor's signature:

Date:

Document Signatories and Checklist for assessed documents

Academic Assessor Responsibilities

There are separate pages for Practice Supervisors, Practice Assessors and Academic Assessors to record information. It is your responsibility to complete these details.

Any registered professional who writes in the PAD must complete the appropriate signatories page. This includes the record of orientation, record of communication and/or record of practice hours.

This is required by the University to cross reference and prevent falsification of records.

Please ensure that you insert your name, signature and date as required throughout the document.

Checklist for assessed documents:

At the end of each placement in the final interview, the Practice Assessor completes the checklist to confirm all components have been assessed and records signed.

List of Practice Supervisors
A sample signature must be obtained for all entries within this document

Name (please print)	Job Title	Signature	Initials	Placement

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview			
The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed			
The practice placement hours have been checked and signed			
All the interview records and development plans have been completed and signed as appropriate			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			
The Practice Assessor has completed the Ongoing Achievement Record (OAR)			
Student's Name: _____ Signature: _____ Date: _____ Practice Assessor's Name: _____ Signature: _____ Date: _____ Additional Signature (If Applicable, e.g. Academic Assessor): Name: _____ Signature: _____ Date: _____			

Orientation

Orientation

There are some elements of orientation that must be completed on the first day on placement. Refer to orientation page in the Practice Assessment Document.

FAQs

Q: Who can orientate the student and complete this page?

A: An appropriate member of staff familiar with the area, as identified by the nominated person/local manager can complete the student orientation and sign the appropriate section of the PAD.

Complete the appropriate signatory page.

Placement 1: Orientation

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

Initial, Mid-point and Final Interview

Initial, Mid-point and Final Interview

The interviews provide a formal record of student learning, reflections and achievement. Students are encouraged to take responsibility for their own learning and record reflections.

Initial interview:

This is completed by the student with support from the Practice Supervisor or Practice Assessor who will identify the learning opportunities available during the placement and will reflect on their achievements. If the Practice Supervisor completes the initial interview with the student this needs to be confirmed by the Practice Assessor.

Mid-point interview:

This is completed by the student and the Practice Assessor who will review progress and if there are causes for concern the Practice Assessor will liaise with the Academic Assessor and complete an action plan.

Final interview:

This is completed by the student and the Practice Assessor who will review progress and confirm achievement. At the end of the interview the Practice Assessor must complete the checklist for assessed documents.

Placement 1: Mid-Point Interview
This discussion must take place half way through the placement.

<p>Student's self-assessment/reflection on progress</p> <p>Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.</p> <p>Knowledge:</p> <p>Skills:</p> <p>Attitudes and values:</p> <p>Practice Assessor's comments</p> <p>Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.</p> <p>Knowledge:</p> <p>Skills:</p> <p>Attitudes and values:</p>

Ongoing learning and development needs

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

Following the Mid-Point 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.

Learning and development needs	How will these be achieved?
<p>Student's Name:</p> <p>Practice Assessor's Name:</p>	<p>Signature:</p> <p>Signature:</p> <p>Date:</p> <p>Date:</p>

Any outstanding learning and development needs are to be discussed and documented at the final interview.

Professional Values

Professional Values

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2015). The Professional Values reflect a number of proficiency statements and are captured under the four sections of The Code.

Student reflection on meeting Professional Values:

The student selects one example from practice on each placement to demonstrate how they practise within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

Student achievement:

Where other components have been assessed and achieved e.g. a proficiency assessed at the beginning of the Year, the student needs to demonstrate continued competence and confidence in the proficiency. Professional Value statement 8 enables the assessor to ensure and record that the student is meeting this requirement.

FAQs

Q: Who assesses the professional values?

A: The Practice Supervisor or Practice Assessor can assess the mid-point professional values. If the Practice Supervisor assesses the mid-point this will be reviewed and agreed by the Practice Assessor. The final Professional Values on each placement are assessed by the Practice Assessor who will discuss and review with the student their reflection. If there are any concerns raised these should be discussed with the Academic Assessor.

Professional Values in Practice – PAD 1

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes – Achieved, No – Not Achieved (Refer to Criteria for Assessment in Practice)

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)				
4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)				
Practice effectively				
6. The student maintains consistent, safe and person-centred practice. (1BAP 1.11, 3PMC 3.1)				
7. The student is able to work effectively within the inter-disciplinary team demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships. (1BAP 1.10, 4 WIT 4.1)				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				
13. The student's personal presentation and dress code is in accordance with the local policy. BAP 1.16				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1BAP 1.8, 1BAP 1.10, 1BAP 1.15)				
Mid-point assessment				
Practice Supervisor Name:		Signature:		Date:
Reviewed and agreed by Practice Assessor		Signature:		Date:
Practice Assessor Name:		Signature:		Date:
End point: Student reflection on meeting Professional Values				
Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (ensure confidentiality is maintained). For each placement, please select a different section of The Code to reflect on.				
Student Name:		Signature:		Date:
Final assessment - please add comments on Final Interview Page				

Patient/Service User/Carer Feedback Form

Patient/Service User/Carer Feedback Form

Within each placement there is a page for the student to receive feedback directly from someone they have cared for and/or carers. Practice Supervisors or Practice Assessors are asked to support students by facilitating this and asking people or their families to complete the form and they should sign this on completion. It may not be possible to have this completed in every placement.

FAQs:

Q: Who asks the person receiving care or carer to complete the form?

A: The Practice Supervisor/Practice Assessor should obtain consent from patients/service users/carers who should feel able to decline to participate.

Q: Does the person receiving care or carer have to sign the form?

A: No.






Q: How is the feedback used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The student will reflect on the feedback provided by the patient/service user/carers and discuss the outcomes, including any changes to practice that need to be made which can be included in the interviews or in an Action plan.

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

Tick if you are:		The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>	
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What did the student nurse do well?					
What could the student nurse have done differently?					
Practice Supervisor/Practice Assessor:					
Name:		Signature:		Date:	
Student Name:		Signature:		Date:	
<i>This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.</i>					

Record of Working with and Learning from Others/Inter-professional working

Record of Working with and Learning from Others/Inter-professional working

Students will have opportunities across all Years to work with other professions across a range of teams and agencies and will be able to gain an understanding of the different roles and responsibilities and importance of teamwork in providing person centred care.

Student reflection:

Students should reflect on their learning when working with members of the multi-disciplinary team and document this. The Practice Supervisor will discuss the student's reflection and comment on their experience.

FAQs

Q: How are the reflections used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The Practice Supervisor will discuss the student's reflection on their learning from others and provide relevant feedback to the Practice Assessor as appropriate. The Practice Assessor will review documented records where the student has worked with other health and social care professionals and incorporate into assessment where appropriate.

Record of working with and learning from others/inter-professional working

Student Reflection: Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor's Comments:

Practice Supervisor Name: **Signature:** **Date:**

Student Reflection: Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

Student Name: **Signature:** **Date:**

Practice Supervisor's Comments:

Practice Supervisor Name: **Signature:** **Date:**

More pages can be downloaded as per University guidelines

Record of Communication and Additional Feedback

Record of Communication and Additional Feedback

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

Complete the relevant signatory page.

This is for additional feedback that has not previously been documented in the PAD.

FAQs

Q: Should other members of the team be registered professionals?

A: No. It may be appropriate for an experienced health care assistant to give feedback on working with the student. However they would not be contributing to assessment decisions.

Q: What type of information should be recorded?

A: Any relevant information that can be used in the assessment process, or that records the student's progression.

Record of communication/additional feedback

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

Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

More pages can be downloaded as per University guidelines

Record of peer feedback – Year 2

Record of peer feedback – Year 2

These records can be completed by the student's peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use this form below to obtain feedback.

FAQs

Q: Which students can complete peer feedback?

A: Any student in practice that you have worked with regularly. This could be Nursing, Midwifery, Allied Health, Medical and/or Social Work students.

Q: How is peer feedback used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The Practice Supervisor will discuss with the student the feedback they have received from peers in relation to how they support other student's learning in practice and facilitate teaching. The Practice Assessor will review documented peer feedback where the student has received feedback from other students and incorporate into assessment where appropriate.

Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback. (NMC, 2018 5LMNCWIT 5.8, 5.9)

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

Peer feedback	
Name:	Programme/year:
Signature:	Date:
Peer feedback	
Name:	Programme/year:
Signature:	Date:

More pages can be downloaded as per University guidelines

Proficiencies

Proficiencies

Assessment of proficiencies are undertaken across the Year. These can be assessed in a range of placements. If a proficiency is assessed as achieved early in the Year it is expected that the student maintains that level of competence and could be re-assessed in subsequent placements during the year. This is underpinned by Professional Value 8.

In exceptional circumstances if a student does not have access to specific learning opportunities to enable assessment of all the proficiencies in year 1/ PAD 1 they may be permitted to meet these in PAD 2 as per their local university guidelines – see the university specific pages for details. Where required these proficiencies must be agreed by the practice assessor who must ensure she/he has liaised with the academic assessor. The student must then present PAD 1 at the beginning of year 2 to their practice assessor to ensure completion of the identified proficiencies in PAD 2.

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per local university guidelines. These can be recorded on the 'Additional proficiencies' page in this PAD by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be required

FAQs

Q: Who assesses the Proficiencies?

A: Practice Supervisors and other Registered health or social care professionals can contribute to the assessment of proficiencies, within their scope of practice. Practice Assessors will also assess proficiencies and have responsibility for confirming that proficiencies have been met at the final interview.



PAD 2 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the students demonstrates the required knowledge, skills, attitudes and values to achieve high quality person/family-centred care in an increasingly confident manner, ensuring all care is underpinned by effective communication skills.

Provides and monitors care with increased confidence

	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Support people across the life span to make informed choices to promote their wellbeing and recovery, using appropriate therapeutic interventions e.g. positive behaviour support approaches. (2PHPIH 2.1, 2.2, 2.5, 2.8, <u>A2.2</u> , A 3.1, 3.2.4)								
2. Recognise when a person's capacity has changed and how this affects their ability to make decisions and understand where and how to seek guidance from others to ensure the best interests of the person receiving care are met. (3 PMC 3.21, 3 PMC 3.22)								
3. Recognise people at risk of abuse, self-harm and/or suicidal ideation using contemporary risk assessment tools and demonstrates an understanding of when to escalate to the appropriate professional for expert help and advice. (3 PMC 3.7, 3 PMC 3.23, 5 ISQC 5.3, 5 ISQC 5.4)								

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

Episode of Care

Episode of Care

Episodes of Care are holistic assessments which enable the student to demonstrate progression across a number of platforms and must be achieved by the end of the Year. Effective communication and relationship management skills underpin all aspects of care. **This assessment must be completed by a Practice Assessor.**

Year 1:

Formative - episode of direct care meeting the needs of a person receiving care.

Summative - episode of direct care meeting the needs of a person receiving care.

Year 2:

Episode 1 - Supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care.

Episode 2 - group of people receiving care with increasingly complex health and social care needs.

The student and the Practice Assessor should identify the appropriate placement and episode of care to complete this assessment. As there is only one opportunity for assessment the planning should take this into consideration to maximise the learning for the student.

Student reflection:

An integral component of this assessment is the student reflection on the delivery of person centred care and the student reflection forms an integral year of the end point assessment at the end of Year 2.

Student reflection on an episode of care

Within your reflection, describe the episode of care and how you planned and supervised the junior learner in practice who delivered person-centred care.

What would you have done differently?

What did you do well?

What learning from this episode of care will support your professional development going forward in your supervision role?

Practice Assessor feedback		
Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Proficiencies	Yes/No	Comments
Promoting health Discusses the possible influences on the person's/group of people's mental health and physical health and can highlight a range of factors impacting on them and the wider community. (2PHPIH 2.4, 2.6)		
Provide and monitor care Applies relevant knowledge and skills in the provision of more complex person-centred care continually monitoring a person's condition, interpreting signs of deterioration or distress and escalate appropriately. (3 PMC 3.6, 3.11, 6 CIC 6.2, 6.3, B 1.9)		Rectangular Strip
Working in teams Is able to prioritise and manage their own workload recognising when elements of care can be safely delegated to other colleagues, carers and family members demonstrating effective communication skills and the ability to document effectively. (4 PMC 4.5, A 1.6, 1.9)		
Improving safety and quality of care Undertakes relevant risk assessments, is able to respond to and escalate risks and can implement actions as instructed. (5 ISQC 5.4, 5 ISQC 5.5, 5 ISQC 5.6)		
Contributing to integrated care Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating understanding of the need for multi-agency working. (6 CIC 6.1, 6.4)		
If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed		
Student's signature:		Date:
Practice Assessor's signature:		Date:

Medicines Management

Medicines Management

The students is required to undertake a Medicines Management assessment during each Year. **This assessment must be completed by a Practice Assessor.**

The student and the Practice Assessor should identify the appropriate placement to complete this assessment. As there is only one opportunity for assessment the planning should take this into consideration to maximise the learning for the student. The student should be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment.

By the end of Year 2 the student should be consolidating their knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to Standards of proficiency for nursing associates (NMC 2018), The Code, (NMC 2015) and A Competency Framework for all Prescribers (The Royal Pharmaceutical Society 2016).

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

Action Plan

Action Plan

There are Action Plans available within each Year. An Action Plan should be completed if there is cause for concern in relation to the student's performance. For example, failure to achieve components of assessment such as Professional Values.

If a student requires an Action Plan, the Practice Assessor should liaise with the Academic Assessor and is responsible for reviewing progress and ensuring support and learning is available. Depending on the AEI and the practice placement's policy, the Practice Assessor may have to inform the nominated person on placement.

FAQs

Q: What timescale should be used for the student to achieve the Action Plan?

A: This will depend on the area of concern and the frequency of learning opportunities available within the length of the placement. The student has to be able to attend and engage in learning in order to achieve the action plan.

Q: How much support and learning should be provided?

A: This will depend on the Year that the student is undertaking and the complexity of the area of concern. The student has to be able to demonstrate competence or professionalism relevant to the stage of the programme.

Q: What happens if the student does not achieve the objectives within the Action Plan by the stated review date?

A: The Practice Assessor will need to document their decision regarding whether the student has failed the placement and communicate the outcome with the Academic Assessor.

Action Plan

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

The Practice Assessor must liaise with the Academic Assessor and senior practice representative

The **SMART** principles should be used to construct the Action Plan.

Placement Name		Date action plan initiated:		
Nature of concern <small>Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)</small>	What does the student need to demonstrate; objectives and measure of success <small>(Measurable, Achievable and Realistic)</small>	Support available and who is responsible	Date for review <small>(Timed)</small>	Review/feedback
				Date: Comments:
Student's Name: _____ Signature: _____ Date: _____			Practice Assessor Name: Signature:	
Practice Assessor's Name: _____ Signature: _____ Date: _____				
Academic Assessor's Name: _____ Signature: _____ Date: _____				

Record of Practice Hours

Record of Practice Hours

Students are required to provide evidence of having completed the required number of practice hours for NMC Registration. This will be achieved through the completion of the of a time sheet as part of the apprenticeship requirements of the programme

Members of staff on placement must verify the student's hours at the end of each shift/week on the time sheet. Staff verifying practice hours must complete the relevant signatory page towards the front of the PAD.

Students will have specific information from their university regarding how this is reported and recorded.

FAQs

Q: Is the staff member responsible for verifying all the hours recorded?

A: No, the staff member is only calculating those hours documented on the practice hours page once the six weeks are complete.

Ongoing Achievement Record (OAR)

Ongoing Achievement Record (OAR) – Part A

The Ongoing Achievement Record (OAR) summarises the student's achievements in each placement and with the Practice Assessment Document (PAD) provides a comprehensive record of professional development and performance in practice.

The Practice Assessor completes the summary page at the end of each placement and at the end of each Year completes the progression statement.

The Academic Assessor confirms the completion of each placement, adds comments and at the end of each Year completes the progression statement.

FAQs

Q: Should the Academic Assessor be present when the OAR is completed?

A: The Academic Assessor liaises with the Practice Assessor to confirm progression at the end of each Year in the PAD and OAR. Communication must be scheduled for this to occur and may be face to face or through other communication methods. If the student has not achieved assessment in order to progress, the Practice Assessor and the Academic Assessor will liaise and complete an Action Plan.

PAD 1 - PLACEMENT 1
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

Yes/No

Has the student achieved the agreed proficiencies?

Yes/No

Has the student achieved their agreed learning and development needs?

Yes/No

Has the student completed the required hours?

Yes/No

Has an Action Plan been put in place? (if yes, see PAD document)

Yes/No

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document
(This can be completed following the final review)

Ongoing Achievement Record (OAR) – Part B

Ongoing Achievement Record (OAR) – Part B

HEI's to add their own specific guidance here as there will be variations



Apprenticeship requirements

Tony Chambers - University of Hull
Created: 13-DEC-19 Last Modified: 13-DEC-19



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Roles & Responsibilities

Apprenticeship Roles and Responsibilities

The Nursing Associate work as part of the wider health and social care team and have direct contact with patients, service users or clients providing high quality holistic and compassionate care. Nursing associates provide care for people of all ages and from different backgrounds, cultures and beliefs. They provide care for people who have mental, physical, cognitive and behavioural care needs, those living with dementia, the elderly and for people at the end of their life. They must be able to care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed. They work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to play a proactive role in multidisciplinary teams.

In order to successfully achieve the Apprenticeship:

The Employer agrees;

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

The Apprentice agrees;

- To spend a minimum of 20% of your contracted hours undertaking “off the job” training. (The training schedule, including key milestones, is included as an annex to this document.)
- To raise any difficulties in meeting the 20% off the job training requirement with both the employer and the training provider at the earliest possible opportunity.
- To attend all block release seminars, lectures and classes, and to notify your Academic support tutor and the central Apprenticeship team on apprenticeships@hull.ac.uk, or 01482 466737. if you are unable to do so.
- To assist the University of Hull in monitoring your “off the job” learning, you agree to complete a timesheet and return this to apprenticeships@hull.ac.uk on a quarterly basis.
- To the University of Hull’s code of conduct and expectations as detailed in the student handbook.
<http://www2.hull.ac.uk/Student/studenthandbook.aspx>,
<http://www2.hull.ac.uk/legal/codeofconduct.aspx>
- To meet all the conditions specified in the Tripartite Agreement.
- The University of Hull agrees;
- To ensure that the contents of the Apprenticeship programme meet the criteria agreed by industry and set out within the Apprenticeship standard and assessment plan.

- To provide information, advice and guidance to both the Apprentice and the Employer regarding the Apprenticeship journey.
- If the apprentice is made redundant and the employer is unable to find a suitable alternative, to use its best endeavors to find alternative arrangements to facilitate the completion of the Apprenticeship.
- Each Apprentice will have a nominated Programme Director and Academic Assessor, who they can contact for support regarding their Apprenticeship.
- All Apprentices can access HE study support through the University of Hull Skills team based in the Brynmor Jones Library. This includes, but is not limited to academic writing, critical thinking, reflective writing, referencing, effective revising and dissertation support. Further information can be found here; <http://www2.hull.ac.uk/li/skillshome/index.html>
- To meet all the conditions specified in the Tripartite Agreement. (This will be a formal contractual agreement between the employer, the education provider and the apprentice)

All Apprentices must have a named Practice Assessor in accordance with the entry requirements for the programme. The University will provide a mandatory half day training session for identified Practice Assessor upon commencement of the programme. Full training and guidance will be provided regarding the requirements of the programme including the role and responsibilities of the Practice Assessor. Please complete the Practice Assessor form. This form should be completed and returned to your Academic Support Tutor.

Additional needs

Additional Learning Needs

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

Apprenticeship standards

Apprenticeship standard for Nursing Associates

DETAILS OF STANDARD

OCCUPATION SUMMARY

This is a new occupation, introduced into the health and care workforce to bridge the gap between health and care assistants and registered nurses. Nursing associate is a stand-alone role that will also provide a progression route into graduate level nursing. It's intended that the role will enable registered nurses to focus on more complex clinical duties. Nursing associates work in the public, independent and voluntary sectors and it is a statutorily regulated profession. The standards for proficiency are set by the Nursing and Midwifery Council (NMC). Successful completion of this apprenticeship will meet the education requirements for registration with the NMC. This standard covers the NMC Standards for Proficiency and Annexes A & B for nursing associates (October 2018).

The broad purpose of the occupation is to provide care for people of all ages and from different backgrounds, cultures and beliefs. Nursing associates may provide care for people who have mental, physical, cognitive and behavioural care needs. They may provide care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed. Nursing associates work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to play an active role in multidisciplinary teams.

Nursing associates contribute to the promotion of health, health protection and the prevention of ill health. They do this by empowering people and communities to exercise choice, take control of their own health decisions and behaviours and by supporting people to manage their own care where possible. In their daily work, an employee in this occupation interacts with a variety of service users, families and carers, and with an extensive range of health and care professionals and other agencies including social services, police, probation, prisons, housing, education, language interpreters and third sector agencies. They might be working in a health, social care or public health provider and may work various shift patterns which enable care to be provided 24 hours per day, seven days per week, 365 days of the year. This is a new role and it is expected that nursing associates will become a key part of the team to meet the integrated health and care needs of patients and service users.

An employee in this occupation will be responsible for providing care for people of all ages and from different backgrounds, cultures and beliefs. They must be able to care for people in their own home, in the community or hospital or in any care settings where their needs are supported and managed. All nursing associates will work as part of a team but on a day to day basis they may be working alone when seeing people in their own homes or in the community. They work in the context of continual change, challenging environments, different models of care delivery, an older and more diverse population, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to negotiate boundaries and play an important role in multidisciplinary teams. The confidence to apply knowledge and skills and provide evidence based, direct nursing care therefore

lies at the centre of all nursing associate practice.

Nursing associates must be emotionally intelligent and resilient individuals, able to manage their own personal health and well-being, recognise boundaries of their practice and know when and how to access support.

TYPICAL JOB TITLES

Typical job titles include nursing associate. Nursing associate is a protected title and may only be used by someone on the Nursing and Midwifery Council register.

ENTRY REQUIREMENTS

The Nursing and Midwifery Council stipulate selection, admission and progression requirements for entry to approved nursing associate programmes. The requirements can be seen in <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-programme-standards.pdf>

OCCUPATION DUTIES

DUTY

Duty 1 Be an accountable professional, acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate

KSBS

K1 K2 K3 K4 K5
S1 S2 S3 S4 S5 S6
B1 B2 B3

Duty 2

Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions

KSBS

K6 K7 K8
S5 S7 S8 S9 S10 S11 S12
B1 B2 B3

Duty 3

Promote health and prevent ill health to improve and maintain the mental, physical, behavioural health and well-being of people, families, carers and communities

K9 K10 K11 K12 K13 K14
S13 S14 S15 S16 S17

B1 B2 B3

Duty 4

Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment

KSBs

K15 K16 K17 K18 K19
S18 S19 S20
B1 B2 B3

Duty 5

Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions

KSBs

K20 K21 K22 K23 K24 K25 K26 K27 K28 K29
S5 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32
B1 B2 B3

Duty 6

Improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interests, needs and preferences of people first

KSBs

K30 K32 K35
S33 S34 S35 S36
B1 B2 B3

Duty 7

Improve quality of care by contributing to the continuous monitoring of people's experience of care

KSBs

K31 K33 K34
S37
B1 B2 B3

Duty 8

Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings

KSBs

K36 K37 K38 K39 K40 K41
S38 S39 S40

B1 B2 B3

Duty 9

Work in teams collaborating effectively with a range of colleagues

KSBs

K42 K43

S43 S44

B1 B2 B3

Duty 10

Support and supervise others in the care team

KSBs

K6 K42

S38 S41 S42

B1 B2 B3

KSBS

Knowledge

K1: Understand the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and how to fulfill all registration requirements

K2: Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health

K3: Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet people's needs for mental and physical care

K4: Understand the principles of research and how research findings are used to inform evidence-based practice

K5: Understand the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care

K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice

K7: Understand the importance of courage and transparency and apply the Duty of Candour

K8: Understand how discriminatory behaviour is exhibited

K9: Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

K10: Understand the principles of epidemiology, demography, and genomics and how these may influence health and well-being outcomes

K11: Understand the factors that may lead to inequalities in health outcomes

K12: Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being

K13: Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes

K14: Understand the importance of health screening

K15: Understand human development from conception to death, to enable delivery of person-centred safe and effective care

K16: Understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care

K17: Understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care

K18: Understand and apply the principles and processes for making reasonable adjustments

K19: Know how and when to escalate to the appropriate professional for expert help and advice

K20: Know how people's needs for safety, dignity, privacy, comfort and sleep can be met

K21: Understand co-morbidities and the demands of meeting people's holistic needs when prioritising care

K22: Know how to meet people's needs related to nutrition, hydration and bladder and bowel health

K23: Know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity

K24: Know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

K25: Know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life

K26: Understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld

K27: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies

K28: Understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions

K29: Understand the different ways by which medicines can be prescribed

K30: Understand the principles of health and safety legislation and regulations and maintain safe work and care environments

K31: Understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately

K32: Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident

K33: Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes

K34: Know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations

K35: Understand own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident

K36: Understand the roles of the different providers of health and care

K37: Understand the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs

K38: Understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings

K39: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to

their lives

K40: Understand own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services

K41: Know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and own role within it

K42: Understand and apply the principles of human factors and environmental factors when working in teams

K43: Understand the influence of policy and political drivers that impact health and care provision

SKILLS

S1 Act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and fulfil all registration requirements

S2 Keep complete, clear, accurate and timely records

S3 Recognise and report any factors that may adversely impact safe and effective care provision

S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills

S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018)

S6 Act as an ambassador for their profession and promote public confidence in health and care services

S7 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges

S8 Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health

S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues

S10 Provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for

adjustments

S11 Report any situations, behaviours or errors that could result in poor care outcomes

S12 Challenge or report discriminatory behaviour

S13 Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

S14 Promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing

S15 Identify people who are eligible for health screening

S16 Promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity

S17 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance

S18 Apply knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions

S19 Recognise when capacity has changed recognise and how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent

S20 Recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk

S21 Monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes

S22 Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated

S23 Work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate

S24 Perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care

- S25 Meet people's needs for safety, dignity, privacy, comfort and sleep
- S26 Meet people's needs related to nutrition, hydration and bladder and bowel health
- S27 Meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity
- S28 Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain
- S29 Give information and support to people who are dying, their families and the bereaved and provide care to the deceased
- S30 Recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings and escalating as needed
- S31 Act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health
- S32 Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams
- S33 Maintain safe work and care environments
- S34 Act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required
- S35 Accurately undertake risk assessments, using contemporary assessment tools
- S36 Respond to and escalate potential hazards that may affect the safety of people
- S37 Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies
- S38 Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members
- S39 Recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately
- S40 Support and motivate other members of the care team and interact confidently with them
- S41 Monitor and review the quality of care delivered, providing challenge and constructive feedback when an aspect of care has been delegated to others

S42 Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback

S43 Contribute to team reflection activities to promote improvements in practice and services

S44 Access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams

BEHAVIOUR

B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice

B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness

QUALIFICATIONS

ENGLISH AND MATHS QUALIFICATIONS

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

OTHER QUALIFICATIONS

Mandatory qualification 1: Foundation Degree approved by the Nursing and Midwifery Council

Professional recognition

Nursing and Midwifery Council

Additional details

Occupational Level: 5

Duration (months): 24

Review

This standard will be reviewed after three years.

Regulated Standard

This is a Regulated occupation.

Regulator Body:

Nursing and Midwifery Council

Training provider must be approved by regulator body

Assessment Plan

Assessment Plan

INTRODUCTION AND OVERVIEW

Nursing associates are subject to statutory regulation by the Nursing and Midwifery Council (NMC). The NMC sets the standards of proficiency required for entry to the professional register and these are in effect the occupational standards for nursing associates. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the occupational standard. The End point Assessment assesses whether students have also passed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standards.

This document sets out the requirements for end-point assessment (EPA) for the registered nursing associate apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to nursing associate apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 60% off-the-job training.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. It is expected that the gateway will be reached after the completion of the final Foundation Degree module and before the education provider's examination board. The plan restricts the EPAOs to NMC approved organisations and permits the HEIs to manage the assessment process for their own apprentices in compliance with the EPA Plan.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway. T

The EPA consists of 2 discrete assessment methods.

Assessment method 1: Professional Discussion A

- Pass
- Fail

Assessment method 2: Professional Discussion B

- Pass
- Fail

Performance in the EPA will determine the overall apprenticeship standard and grades of:

- Pass
- Fail

EPA SUMMARY TABLE

On-programme (typically 24 months)	Education and training to develop the occupational standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> □ Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard □ English/ mathematics Level 2 □ Practice Assessment Document (PAD) <p>Apprentices must complete all elements of the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> □ Foundation Degree approved by the Nursing and Midwifery Council
End Point Assessment (which would typically take place within 3 months)	<p>Assessment Method 1: Professional Discussion A</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Pass · Fail <p>Assessment Method 2: Professional Discussion B</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Pass · Fail
Professional recognition	<p>Aligns with recognition by:</p> <p>The Nursing and Midwifery Council</p>

LENGTH OF END-POINT ASSESSMENT PERIOD:

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

ORDER OF ASSESSMENT METHODS

The assessment methods can be delivered in any order.

GATEWAY

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer will be advised by the Academic Assessor that the apprentice has achieved occupational competence in order for the decision to be made. In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language. Apprentices must complete all elements of the following approved qualifications as mandated in the standard:

Foundation Degree approved by the Nursing and Midwifery Council

The apprentice will also have completed a Practice Assessment Document (PAD) which can be used as a source of evidence for the professional discussions required by the apprenticeship.

For Professional Discussion A:

no specific additional requirements

For Professional Discussion B:

no specific additional requirements

ASSESSMENT METHODS

OVERVIEW

Apprentices will undertake two assessments each being a professional discussion. While the method for each assessment is the same they are treated as separate assessments. Each assessment will test the apprentice's knowledge, skills and behaviours (KSBs) against specific domains. The domains are taken from the NMC Platforms for registered nursing associates. These are:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Provide and monitor care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care

The apprentice will demonstrate a reasonable and meaningful sample of the KSBs assigned to the domains. Each professional discussion will be undertaken by a panel consisting of:

Independent Assessor (the chair)

Programme Practice Assessor

Programme Academic Assessor

The Independent Assessor is responsible for the final grade given for the End Point Assessment but will make the decision taking into account the views of the Programme Practice and Academic Assessors.

The end-point assessment organisation will arrange for the professional discussions to take place, in consultation with the employer. The two professional discussions must allow for an in-depth discussion that allows for a meaningful sample of KSBs across the domains to be explored and gives the apprentice the opportunity to present evidence that clearly demonstrates competence against the occupational standard. The two discussions combined should be between 60 – 120 minutes in duration, but long enough to ensure the domains are adequately assessed. The independent assessor may extend one or both by 10% if necessary to allow the apprentice to complete their final answer. Each professional discussion will not be split, other than to allow comfort breaks if necessary. A break is permitted between professional discussions.

RATIONALE

The rationale for the assessment methods is: A professional discussion is not simply a question and answer session but a meaningful, in-depth two- way dialogue between the apprentice and the assessors. It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the assessors to show how they demonstrate the occupation's KSBs and that they are occupationally competent. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector.

DELIVERY

Before each assessment, apprentices must be provided with both written and verbal instructions on the assessment.

EPAOs will ensure an appropriate controlled environment is provided for the assessment and that the environment can facilitate the EPA.

The apprentice will have completed a Practice Assessment Document (PAD) prior to the gateway. The PAD is used to record learning and assessment that takes place throughout the apprenticeship and the apprentice will bring it with them on the day of the assessment. Appropriate consideration should be given to patient confidentiality, when constructing the PAD. The apprentice may draw on the contents of their PAD to underpin their professional discussions, selecting items on the day to inform and enhance the discussion. The assessors will not assess the Practice Assessment Document itself.

ASSESSMENT METHOD 1: PROFESSIONAL DISCUSSION A

Assessment 1 will assess the KSB in domains 1, 3, 5 & 6. The assessors will ask 4 questions that will robustly cover the 4 domains mapped to this professional discussion. The questions can either be competency-based (e.g. asking for examples of...), enabling the apprentice to explain how KSBs were personally achieved in role or scenario-based (e.g. asking for their response in/to a certain professional situation - how would you deal with.... what would you do if...). The questions can be domain specific or be written in a way that allows the apprentice to demonstrate the KSBs from across the four domains. If scenarios are used these must be 200 – 250 words.

An example of a competency based question could be:

Describing an episode of care in your usual place of work, identify the hazards or risks to the health and safety of you, the individual/s or colleagues that you must be aware of. Describe how you identified these hazards/risks and what action you took to minimize the risks and how to escalate any concerns.

An example scenario could be:

200 - 250 words describing an individual with nursing needs in relation the nursing associate's main area of employment practice or the practice placements. The independent assessor can select the scenario from a bank provided by the EPAO. The apprentice will be expected to describe the appropriate range of procedural skills required to meet that persons needs taken from Annex B: Procedures to be undertaken by the nursing associate in the NMC Standards for Proficiency 2018. This type of scenario would require the use of two of the required procedural skills and that the apprentice is able to appropriately choose these and accurately describe their application and any contraindications or risks.

Examples of the procedural skills are:

- Undertake venepuncture and routine ECG recording
- monitor wounds and undertake wound care using appropriate evidence-based techniques
- use a range of contemporary moving and handling techniques and mobility aids use aseptic, non-touch techniques
- use appropriate nasal and oral suctioning techniques
- care for and manage catheters for all genders

At the end of the each competency or scenario based professional discussion the independent assessor, practice assessor and academic assessor will have the opportunity to ask follow-up questions to elicit further evidence that the KSBs have been attained, or otherwise, and to enable accurate assessment against the pass criteria.

The examples in this plan are just for illustrative purposes, it is for the EPAO to develop a suitable 'bank of competency based questions and scenarios' to be used during the professional discussion.

The EPAO will provide a bank of questions and scenarios that assessors may use, or assessors may use the KSBs to construct their own. The assessors can ask follow-up questions that will help them determine that the KSBs have been demonstrated.

ASSESSMENT METHOD 2: PROFESSIONAL DISCUSSION B

Assessment 2 will assess the KSBs in domains 2 and 4. The assessors will ask 2 questions that will robustly cover the 2 domains mapped to this professional discussion. The questions can either be competency-based enabling the apprentice to explain how KSBs were personally achieved in role or scenario-based. The assessors can ask follow-up questions for clarification - to elicit further evidence that the KSBs have been attained, or otherwise, and to enable accurate assessment against the pass criteria. The questions can be domain specific or be written in a way that allows the apprentice to demonstrate the KSBs from across both domains. If scenarios are used these must be 200 – 250 words.

An example competency based question could be:

Describe an episode of care where you had to supervise and coach a learner/colleague in practice providing care to an individual or group. You should describe the nursing care needs of the individual, the skills/ knowledge being taught, how you did this and why it was appropriate to teach these to the learner/colleague.

An example scenario could be:

The apprentice would be asked to describe preventive health behaviours that need to be promoted and the support that could be offered to help an individual make informed choices to improve their health. They would also be asked to describe two factors that may influence their health behaviours and how social influences and lifestyle choices may contribute to the success or failure of the preventive health behaviours.

QUESTIONS AND RESOURCES DEVELOPMENT

EPAOs will produce specifications to outline in detail how the professional discussion will operate, what it will cover and what should be looked for and how evidence will be recorded. It is recommended that this be done in consultation with representative employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of the parts of their specifications that could unfairly advantage apprentices if employers are consulted. Specifications must be standardised by the EPAO. EPAOs must also develop a 'bank' of competency based questions and scenarios of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications must be varied yet allow assessment of all the relevant domains. EPAOs will produce guidance for apprentices to explain how the professional discussions will operate.

WEIGHTING OF ASSESSMENT METHODS

All assessment methods are weighted equally in their contribution to the overall EPA grade i.e. both must be passed.

GRADING ASSESSMENT METHOD 1: PROFESSIONAL DISCUSSION A

To pass this method, the apprentice will need to demonstrate competence against each grading descriptor. It is not necessary to cover-off every single KSB.

A sample from KSBs	Fail	Pass
<p>S.1, S.2, S.3, S.4, S.5, S.6, S.7, S.8, S.9, S.10, S.11, S.12, S.18, S.19, S.20, S.21, S.22, S.23, S.24, S.25, S.26, S.27, S.28, S.29, S.30, S.31, S.32, S.33, S.34, S.35, S.36, S.37, S.39</p> <p>K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24, K.25, K.26, K.27, K.28, K.29, K.30, K.31, K.32, K.33, K.34, K.35, K.36, K.37, K.38, K.39, K.40</p>	Does not meet the pass criteria	<p>Acts in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate ensuring this is done in line with relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties (K.1, K.2, K.3, S.1, S.2, S.3, S.5, S.7, S.10, B.1)</p> <p>Acts in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates at all times and uses knowledge and experience to make evidence based decisions and solve problems within the scope of the role(K.4, S.4, S.6, S.9)</p> <p>Recognises the limits of their competence and works within these and understands they are responsible for their actions. (S.7, S.8, S.11, S.12, K.5, K.6, K.7, K.8, B.3)</p> <p>Provides compassionate, safe and effective nursing care and support to people in a range of care settings (S.18, S.23, S.24, S.25, S.26, S.27, S.28, K.15, K.16, K.17, K.23, K.24, K.25, K.27, K.28, K.29)</p> <p>Able to monitor the condition and health needs of people within their care on a continual basis in partnership with people, families, and carers (S.19, S.20, S.21, S.29, S.30, S.31, K.18, K.20, K.21)</p>

B1 B2 B3	<p>Contributes to ongoing assessment of the individuals in their care and can interpret, promptly respond, share findings, and escalate as needed and recognise when it is necessary to refer to others for reassessment. (S.22, K.19, K.22, K.26,)</p> <p>Contributes to the continuous monitoring of people's experience of care to improve the quality of care (S.37, K.31, K.34)</p> <p>Able to accurately identify risks to safety or experience and take appropriate action, putting the best interests, needs and preferences of people first. (S.33, S.34, S.35, S.36, K.30, K.32, K.33, K.35)</p> <p>Contributes to the provision of care for people, including those with complex needs (S.39, K.37, K.38, K.39, K.40)</p> <p>Understands the roles of the range of professionals and carers from other organisations and settings who may be participating in the care of a person and their family, and their responsibilities in relation to communication and collaboration (S.32, K.36, B.3)</p>
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ASSESSMENT METHOD 2: PROFESSIONAL DISCUSSION B

To pass this method, the apprentice will need to demonstrate competence against each grading descriptor. It is not necessary to cover-off every single KSB.

A sample from KSBs	Fail	Pass
S.13, S.14, S.15, S.16, S.17, S.38, S.40, S.41, S.42, S.43, S.44, K.9, K.10, K.11, K.12, K.13, K.14, K.41, K.42, K.43	Does not meet the pass criteria	Supports people to improve and maintain their mental, physical, behavioural health and wellbeing (S.13, S.14, K.9, K.12, K.13) Actively involved in the prevention of and protection against disease and ill health, and engages in public health, community development, and in the reduction of health inequalities. (S.15, S.16, S.17, K.10, K.11, K.14) Plays an active role as a member of interdisciplinary team, supporting and motivating other members of the care team, collaborating and communicating effectively and confidently with nurses, a range of other health and care professionals and lay carers. (S.38, S.40, S.41, S.42, S.43, S.44, K.41, K.42, K.43)

OVERALL EPA GRADING

All EPA methods must be passed for the EPA to be passed overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Professional Discussion A	Professional Discussion B	Overall EPA grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass

ROLES AND RESPONSIBILITIES

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> □ complete the constituent parts of the programme successfully □ meet all gateway requirements when advised by the employer □ understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> □ select the EPAO □ support the apprentice to achieve the KSBs outlined in the standard to their best ability □ determine when the apprentice is working at or above the level of occupational competence outlined in the occupational standard and is ready for EPA, taking account of the advice of the Academic Assessor □ confirm all EPA gateway requirements have been met □ confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner □ ensure the apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> □ be an NMC approved organisation □ understand the occupational role □ appoint an independent assessor to deliver the EPA □ provide training and CPD to the independent assessors they employ to undertake the EPA □ provide adequate information, advice and guidance documentation to

INTERNAL QUALITY ASSURANCE (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who are:
 - Nurses or nursing associates who are registered with the Nursing and Midwifery Council
 - competent to deliver the end-point assessment
 - the independent assessor must additionally have current knowledge of the Nursing and Midwifery Council:
 - Standards of proficiency for nursing associates
 - Standards framework for nursing and midwifery education
 - Standards for student supervision and assessment
 - Standards for pre-registration nursing associate programmes
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- provide training or reading for the Academic and Practice Assessors necessary for them to understand and apply the requirements of the apprenticeship and the End Point Assessment process
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

EXTERNAL QUALITY ASSURANCE (EQA)

The external quality assurance provider for this assessment plan is the Institute for Apprenticeships and Technical Education.

RE-SITS AND RE-TAKES

Apprentices who fail one or more EPA assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be

required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

AFFORDABILITY

Affordability of the EPA will be aided by using at least some of the following practice: · using an employer's premises where possible

PROFESSIONAL BODY RECOGNITION

This apprenticeship is based on the Nursing and Midwifery Council's standards of proficiency and education programme standards. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the NMC, and will go on to demonstrate that they meet the wider requirements for registration (good character, indemnity, etc).

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

MAPPING OF KNOWLEDGE, SKILLS AND BEHAVIOURS (KSBS) ASSESSMENT METHOD 1: PROFESSIONAL DISCUSSION A

KNOWLEDGE

K1 Understand the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and how to fulfill all registration requirements

K2 Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health

K3 Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet people's needs for mental and physical care

K4 Understand the principles of research and how research findings are used to inform evidence- based practice

K5 Understand the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care

K6 Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice

K7 Understand the importance of courage and transparency and apply the Duty of Candour

K8 Understand how discriminatory behaviour is exhibited

K15 Understand human development from conception to death, to enable delivery of person-centred safe and effective care

K16 Understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care

K17 Understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care K18 Understand and apply the principles and processes for making reasonable adjustments

K19 Know how and when to escalate to the appropriate professional for expert help and advice K20 Know how people's needs for safety, dignity, privacy, comfort and sleep can be met

K21 Understand co-morbidities and the demands of meeting people's holistic needs when prioritising care

K22 Know how to meet people's needs related to nutrition, hydration and bladder and bowel health

K23 Know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity

K24 Know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

K25 Know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life

K26 Understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld

K27 Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies

K28 Understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions

K29 Understand the different ways by which medicines can be prescribed

K30 Understand the principles of health and safety legislation and regulations and maintain safe work and care environments

K31 Understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately

K32 Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident

K33 Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes

K34 Know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations

K35 Understand own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident

K36 Understand the roles of the different providers of health and care K37 Understand the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs

K38 Understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings

K39 Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives

K40 Understand own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services

SKILLS

S1 Act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and fulfil all registration requirements

S2 Keep complete, clear, accurate and timely records

S3 Recognise and report any factors that may adversely impact safe and effective care provision

S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills

S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018)

S6 Act as an ambassador for their profession and promote public confidence in health and care services

S7 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges

S8 Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health

S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues

S10 Provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments

S11 Report any situations, behaviours or errors that could result in poor care outcomes

S12 Challenge or report discriminatory behaviour

S18 Apply knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions

S19 Recognise when capacity has changed

S20 Recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk

S21 Monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes

S22 Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated

S23 Work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate

S24 Perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care

S25 Meet people's needs for safety, dignity, privacy, comfort and sleep

S26 Meet people's needs related to nutrition, hydration and bladder and bowel health

S27 Meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity

S28 Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

S29 Give information and support to people who are dying, their families and the bereaved and provide care to the deceased

S30 Recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings and escalating as needed

S31 Act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health

S32 Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams

S33 Maintain safe work and care environments

S34 Act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required

S35 Accurately undertake risk assessments, using contemporary assessment tools

S36 Respond to and escalate potential hazards that may affect the safety of people

S37 Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies

S39 Recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately

BEHAVIOURS

B1 Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness

ASSESSMENT METHOD 2: PROFESSIONAL DISCUSSION B

KNOWLEDGE

K9 Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

K10 Understand the principles of epidemiology, demography, and genomics and how these may influence health and well-being outcomes

K11 Understand the factors that may lead to inequalities in health outcomes

K12 Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being

K13 Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes

K14 Understand the importance of health screening
Behaviours

K41 Know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and own role within it

K42 Understand and apply the principles of human factors and environmental factors when working in teams

K43 Understand the influence of policy and political drivers that impact health and care provision

SKILLS

S13 Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

S14 Promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing

S15 Identify people who are eligible for health screening

S16 Promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity

S17 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance

S38 Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members

S40 Support and motivate other members of the care team and interact

S41 Monitor and review the quality of care delivered, providing challenge and constructive feedback when an aspect of care has been delegated to others

S42 Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback

S43 Contribute to team reflection activities to promote improvements in practice and services

S44 Access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams

Mandatory requirements

Mandatory requirements

Care certificate. Apprentices must demonstrate that they have achieved the standards of the care certificate (date needs inserting)

Apprentices must demonstrate that they have achieved the standards of the care certificate (date needs to be inserted)

Level 2 English certificate (upload evidence by 24th January 2019) Level 2 Maths certificate (upload evidence (date needs inserting)) A statement of successful completion of 120 credits at level 4 and 120 credits at level 5 leading to the award of Foundation degree in Health and Social Care (Nursing Associate). This will be provided by the Director. (date needs inserting)

Level 2 Maths certificate (upload evidence by 24th January 2019) A statement of successful completion of 120 credits at level 4 and 120 credits at level 5 leading to the award of Foundation degree in Health and Social Care (Nursing Associate). This will be provided by the Director. (date needs inserting)

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A statement of successful completion of 120 credits at level 4 and 120 credits at level 5 leading to the award of Foundation degree in Health and Social Care (Nursing Associate). This will be provided by the Director. (date needs inserting)

20% off the job

Higher and Degree Apprenticeships – Apprentice Timesheet

Apprentices are required to evidence how they have achieved 20% off the job requirements of the programme. This must be evidenced within the individual timesheet that can be located in the requirements section in the introduction.

The timesheet is used by the University of Hull to ensure we as a working group (employer, apprentice and training provider) adhere to the funding rules as set out by the regulatory body. All apprentices must spend a minimum of 20% of their contracted hours undertaking off the job training. This can include day/block release, online learning, self-directed study, research and assignment writing. This could also include practical training such as shadowing, mentoring or industry visits.

Off the job training **MUST NOT** include Progress reviews or on programme assessment, duties undertaken as part of the apprentices normal scope of work or any training that takes part outside of the apprentices normal working hours. For example, if an apprentice works 9 – 5 Monday – Friday, any training and learning activities undertaken at the weekends or evening cannot be counted, and are in addition to the required 20% release.

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

1. The teaching of theory (for example lectures, role playing, simulation exercises, online learning, manufacturer training)
2. Practical training; shadowing, mentoring, industry visits and attendance at competitions
3. Learning support and time spent writing assessments/assignments.

Off the job training does not include:

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

Employer and Apprenticeship Guides

[Employer and apprenticeship quick start guides](#)

Please [click here](#) to access the employer and apprentice quick start guides.

Initial

Initial assessment

This section should be completed by you prior to meeting with your Practice Supporter and Academic Assessor

A range of initial assessment methods to engage and assess apprentices will be adopted. These assessments are designed to assess: behaviours; aptitude; skills; motivation; and additional needs.

This assessment will be discussed and recorded during a tutorial with your Academic Assessor and an action plan will be put in place to assist you with your professional goals.

Evidence

Upload evidence of initial assessments including numeracy, literacy, skills and behaviours

End stage 1

End of Stage 1 assessment

This section should be completed by you prior to meeting with your Practice Assessor and Academic Assessor.

This assessment will be discussed and recorded during a tutorial with your Academic Assessor and an action plan will be put in place to assist you with your professional goals.

Evidence

Upload evidence of end of stage 1 assessments including numeracy, literacy, skills and behaviours

End stage 2

End of Stage 2 assessment

This section should be completed by you prior to meeting with your Practice Assessor and Academic Assessor.

This assessment will be discussed and recorded during a tutorial with your Academic Assessor and an action plan will be put in place to assist you with your professional goals

Evidence

Upload evidence of end of stage 2 assessments including numeracy, literacy, skills and behaviours

ILP

Individual Learning Plan

The Individual learning plan must be treated as a live document using the template provided. Take care to use the Apprenticeship standard to assist you in developing your individual learning plan. This should be reviewed and updated regularly with your HUB practice assessor. This will also be reviewed at each quarterly review meeting throughout the programme. Therefore you will need to complete 4 learning plans within years one and two of your studies which will need to be signed off by your employer and Academic Assessor.

Download the ILP Microsoft Word document.

Completed ILP

Each time you update your ILP document you need to attach it here again.

Introduction

Reflective journal guidance

There are six templates (to be completed, one per trimester) set up for you to record reflections on your learning. These should demonstrate links between theory and practice as well as evidence of the values of caring and compassionate, honest, conscientious and committed . Professional behaviours should be identified of treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. You should reflection upon aspects of respect and empathy for those with whom you work and have the courage to challenge areas of concern. Also, reflection upon leadership, being adaptable, reliable and consistent, showing discretion, resilience and self-awareness

You can then use the reflective accounts to feed into the final reflective journal which should be completed in the 3 months leading up to the end point assessment.

Further areas to consider within the reflections are academic learning and development from module contact. Practice based learning from hub and spoke experience. Progression within the apprenticeship award.

Further Reading

[Nursing Associate Curriculum Framework \(HEE, 2017\)](#)

[Standards for pre-registration nursing associate programmes \(NMC, 2018\)](#)

[Standards of proficiency for nursing associates \(NMC, 2018\)](#)

Year 1 journals

Year 1 Trimester 1

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

Use the relevant theories/ policies/guidelines you have chosen above to demonstrate your attempt at critical thinking.

Critical analysis

Now is the time to conclude your argument; evaluate the evidence you have found by weighing up one side of the argument against the other - (the advantage and disadvantage, the for and against, the benefit and downfall, the difficulty or sense of ease) .

Explain why you think the conclusion is accurate using evidence to support your claim - sum up your appraisal in one clear, brief statement. You should be able to support your appraisal with a sound rational and defend the stance you have made.

NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why?
– be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Year 1 Trimester 2

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

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Explain why you think the conclusion is accurate using evidence to support your claim - sum up your appraisal in one clear, brief statement. You should be able to support your appraisal with a sound rational and defend the stance you have made.

NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why?
– be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Year 1 Trimester 3

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

Use the relevant theories/ policies/guidelines you have chosen above to demonstrate your attempt at critical thinking.

Critical analysis

Now is the time to conclude your argument; evaluate the evidence you have found by weighing up one side of the argument against the other - (the advantage and disadvantage, the for and against, the benefit and downfall, the difficulty or sense of ease) .

Explain why you think the conclusion is accurate using evidence to support your claim - sum up your appraisal in one clear, brief statement. You should be able to support your appraisal with a sound rational and defend the stance you have made.

NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why? – be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Year 2 Trimester 1

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

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Now is the time to conclude your argument; evaluate the evidence you have found by weighing up one side of the argument against the other - (the advantage and disadvantage, the for and against, the benefit and downfall, the difficulty or sense of ease) .

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NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why?
– be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Year 2 Trimester 2

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

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Now is the time to conclude your argument; evaluate the evidence you have found by weighing up one side of the argument against the other - (the advantage and disadvantage, the for and against, the benefit and downfall, the difficulty or sense of ease) .

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NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why?
– be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Year 2 Trimester 3

Explain

- Outline the incident by **briefly** describing it – 200 words
- Support your outline with appropriate evidence – you do not have to explore or explain it in this section **BUT** should be able to discuss the links to theory/policy/directive during your tutorial.

Word count: 0

Explore

- Why is this incident important to your personal and professional development... link it one of the aspects of practice your mentor identified as you needing to develop at your final interview from your most recent placement experience. Set yourself a SMART goal
- What did you learn from this experience? **Offer a brief descriptive statement that defines your learning.**

Analysis

- Identify **two** main features or important points from your incident –
- Identify relevant theories/ policies/guidelines that could help you explain and explore these.

Critical thinking

Now is the time to identify the strengths and limitations, the for and against, the problems or difficulties, the advantages and disadvantages, the benefits and downfalls- for you and the people involved etc.

Use the relevant theories/ policies/guidelines you have chosen above to demonstrate your attempt at critical thinking.

Critical analysis

Now is the time to conclude your argument; evaluate the evidence you have found by weighing up one side of the argument against the other - (the advantage and disadvantage, the for and against, the benefit and downfall, the difficulty or sense of ease) .

Explain why you think the conclusion is accurate using evidence to support your claim - sum up your appraisal in one clear, brief statement. You should be able to support your appraisal with a sound rational and defend the stance you have made.

NB – the critical analysis should make use of the material that was used to create the discussions in the analysis/ critical thinking sections.

Action plan - A.P.I.E.

Assess - developmental need statement.

Planning- bullet point your SMART goals.

Implementation - Offer the rationale for your goal(s) why do you need to develop? – Who says so and why?
– be prepared to discuss the rationale and your evidence.

Evaluation - how you would evaluate your progress - why this would work for you and your goals e.g. Operant conditioning, emotional intelligence, Social learning theory, Candour etc.

Quarterly review

Quarterly reviews

Quarterly reviews are undertaken with all Apprentices and their Employers. This is an opportunity to discuss and review your progress from both an academic and practice perspective.

There should be 8 reviews across Year 1 and Year 2:

4 reviews for year 1

4 reviews at year 2

Other evidence

Mandatory Training and Other Evidence

This section is for the Apprentice to upload and additional information that evidences that they have met the Apprenticeship Standard.

Other evidence

Please upload additional evidence below.

Evidencing Professional behaviours & attitudes

Professional Values in the workplace

Professional values in the workplace will be assessed by the Mentor/Practice Assessor and evidenced in accordance with the documentation below. This should be completed by hub mentor at the end of each stage within the programme.

ASSESSOR FIELD

The Nursing Associate is honest

- ☐ Unsatisfactory ☐ Satisfactory

ASSESSOR FIELD

The Nursing Associate is caring

- ☐ Unsatisfactory ☐ Satisfactory

ASSESSOR FIELD

The Nursing Associate is compassionate

- ☐ Unsatisfactory ☐ Satisfactory

ASSESSOR FIELD

The Nursing Associate is conscientious

- ☐ Unsatisfactory ☐ Satisfactory

ASSESSOR FIELD

The Nursing Associate is committed

- ☐ Unsatisfactory ☐ Satisfactory

Professional Behaviour in Practice:

ASSESSOR FIELD

The Nursing Associate treats individuals with dignity, respecting individual's beliefs, culture, values and preferences

Unsatisfactory

Satisfactory

ASSESSOR FIELD

The Nursing Associate respects and adopts an empathetic approach

Unsatisfactory

Satisfactory

ASSESSOR FIELD

The Nursing Associate demonstrates courage to challenge areas of concern and work to best practice

Unsatisfactory

Satisfactory

ASSESSOR FIELD

The Nursing Associate is adaptable

Unsatisfactory

Satisfactory

ASSESSOR FIELD

The Nursing Associate demonstrates discretion

Unsatisfactory

Satisfactory

Final Performance Indicator:



ASSESSOR FIELD

The apprentice has progressed appropriately

No

Yes



ASSESSOR FIELD

The apprentice has progressed appropriately although there were some concerns

No

Yes



ASSESSOR FIELD

The apprentice failed to progress

No

Yes

ASSESSOR FIELD

Mentor/Practice assessor sign off

All learning outcomes, reflective commentaries and the behaviour criteria have been successfully achieved.

No

Yes

Academic Verification:

Academic Support Tutor Comments: (completed after submission)

Gateway requirements

Mandatory gateway requirements

The following gateway activities must be met prior to Apprentices being put forward for their End Point Assessment.

Continuous monitoring is required by the Employer and the Training provider to ensure the gateway can be completed by the end of the “End Point Assessment Preparation Phase” (This is the final 12 weeks of the programme – May 2020 – January 2021).

The Gateway is a joint agreement between all parties however essentially is the responsibility of the Employer. The Training Provider will however take steps to prepare the Apprentice for the End Point Assessment. It is the Employers responsibility to decide when the Apprentices is ready to undertake their End Point Assessment however, the gateway requirements must all be complete prior to Apprentices being put forward for their End Point Assessment.

1. Provide evidence of achieving English and Maths level 2 or equivalent

Please upload Certificated evidence of this.

1. Expected completion

2. Demonstrate evidence of achievement of the standards of Care Certificate

Please upload Certificated evidence of this.

2. Expected completion

3. Successful completion of an accredited level 5 occupational competency qualifications entitled Foundation Degree in Health and Social Care (Nursing Associate)

3. Expected completion

4. A statement of successful completion of 120 credits at level 4 and 120 credits at level 5. Leading to the award of Foundation Degree in Health and Social Care (Nursing Associate)

3. Expected completion

ASSESSOR FIELD

Mentor/Practice Assessor sign off

- | | |
|---|---|
| <input type="checkbox"/> Agreed for progression | <input type="checkbox"/> Not agreed for progression |
|---|---|

AST sign off

- ☐ Agreed for progression
- ☐ Not agreed for progression

Assessment plan

Summary of Assessment

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

Download the assessment plan.

Resources

END POINT ASSESSMENT RESOURCES

Resources will be provided by the end point assessment organisation.

Final assessment

FINAL END POINT ASSESSMENT

Final assessment

The end-point assessment comprises of two elements; an observation of practice and a professional discussion. The observation of practice must be undertaken prior to the professional discussion.

Refer to the Nursing Associate Assessment Plan for full details.

Observation: including questions and answers as necessary.

Apprentices will be observed in the workplace and demonstrate skills, knowledge and behaviours within the following domains.

- Person-centred approaches to care
- Delivering nursing care
- Communication and inter-personal skills
- Duty of care, candour, equality and diversity
- Team-working and leadership

The specific knowledge, skills and behaviours are identified on pages 5- 6. Where evidence is not provided through the observation questions and answers will be used to enable the apprentice to provide evidence.

Professional Discussion

The use of two scenarios with professional discussion will assess the apprentice's skills, knowledge and behaviours in regard to the following domains:

- Professional values and parameters of practice
- Person-centred approaches to care
- Delivering nursing care
- Communication and inter-personal skills
- Team-working and leadership
- Duty of care, candour, equality and diversity
- Supporting learning and assessment in practice
- Research, development and innovation

The specific knowledge, skills and behaviours to be assessed are set out in Annex 1

Employer sign off

The end point assessment is an independent process and therefore the University of Hull has no role or responsibility in undertaking the assessment. The University of Hull will however, prepare and support the apprentice in partnership with employers for this assessment.

- ☐ Approved ☐ Not approved

Observation of practice

2. Please insert the date of the observation of practice undertaken by the end point assessment organisation.

Final Interview

The final interview takes the form of a professional discussion to enable the apprentice to further showcase their knowledge, skills and behaviours. The assessor selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice /short answer test, the reflective journal and the outcome of the observation of practice. This will be undertaken by the end point assessment organisation (EPAO) as part of the end point assessment.

Please select the date that this interview is completed.

Employer sign off

- ☐ Approved ☐ Not approved

Preparations for EPA

PREPARATIONS FOR END POINT ASSESSMENT

There will be a series of workshops provided throughout the program to support and prepare apprentices for the end point assessment. Key resources will be provided by the external end point assessment organisation which will be identified individually by employers.

Employer and apprentice handbooks

Employer and apprentice quick start guides

[Click here](#) to access the employer and apprentice quick start guides.

Guidance

Higher and Degree Apprenticeships – Apprentice Timesheet

Apprentices are required to evidence how they have achieved 20% off the job requirements of the programme. This must be evidenced within the individual timesheet that can be located in the time sheet section in the next tab.

The timesheet is used by the University of Hull to ensure we as a working group (employer, apprentice and training provider) adhere to the funding rules as set out by the regulatory body. All apprentices must spend a minimum of 20% of their contracted hours undertaking off the job training. This can include day/block release, online learning, self-directed study, research and assignment writing. This could also include practical training such as shadowing, mentoring or industry visits.

In the time sheet this is entered in the section, which states Study Off the job training MUST NOT include Progress reviews or on programme assessment, duties undertaken as part of the apprentices normal scope of work or any training that takes part outside of the apprentices normal working hours. For example, if an apprentice works 9 – 5 Monday – Friday, any training and learning activities undertaken at the weekends or evening cannot be counted, and are in addition to the required 20% release.

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

1. The teaching of theory (for example lectures, role playing, simulation exercises, online learning, manufacturer training)
2. Practical training; shadowing, mentoring, industry visits and attendance at competitions
3. Learning support and time spent writing assessments/assignments.

Off the job, training does not include:

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

Practice hours:

You also require to record on the timesheet your practice hours whereby 2,300 practice hours need to be recorded over the 2 years within the time sheet.

Your practice hours are classed as those, which are achieved within both your HUB and SPOKE placement within your working week. **In the time sheet this is entered in the sections, which states HUB and SPOKE.**

Timesheet

Programme attendance

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

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

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

Upload monthly timesheet

Please ask your employer to verify your latest timesheet submission by adding their signature here

(This signature will automatically be removed when a new timesheet is uploaded).

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Welcome to PAD 1

Introduction

This work is in collaboration with HEE Regions across England involving a range of stakeholders including universities and practice partners. This Practice Assessment Document has been developed from the Pan London Practice Assessment Document for pre-registration nursing that was developed by the Pan London Practice Learning Group (PLPLG).

Protected learning time

AEIs must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)

Option B: nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours.

Protected Learning Time (2)

- Monitored by:
- Weekly completion of an electronic time sheet which will be uploaded as part of the apprenticeship requirements and monitored by the academic assessor
- E-rostering/Off duty in practice
- Completion of the England Nursing Associate Practice Assessment Document
- Hull University 'tapping in' (SEAtS) system, which records attendance
- Quarterly review interviews (12 weekly)
- Review of student progress through contractual review and ESFA compliance via Academic Partnership Office.

Distribution of protected programme hours across theory and practice

Theory scheduled learning 1 day a week for 90 weeks = 675 hours. ('Notional' hours of FdSc = 2,400)

Practice Spoke = 675 hours (1 day/week)

Hub = 675 hours (1 day/week)

Total hours = 1,350

Welcome to the Practice Assessment Document (PAD)

Student responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the *Standards of proficiency for nursing associates* and *Standards for education and training* (NMC 2018).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. 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. You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning.

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

The Ongoing Achievement Record (OAR) is a separate document that contains two parts. Part A summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice. Part B has been developed by your university to reflect local requirements.

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

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

People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carers for feedback you must discuss with your Practice Supervisor/Practice Assessor who will facilitate consent.

Practice Supervisor responsibilities (Registered nurse/nursing associate or other registered health/social care professional)

In many practice areas the student will be supported by a number of Practice Supervisors. Some areas may adopt a team based approach due to the nature of the experience.

As a Practice Supervisor you have an important role in supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their proficiencies.

Specific feedback must be provided to the Practice Assessor on the student's progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support student learning and have a vital role in student learning and development though may not be contributing formally to assessment of proficiencies. However, these staff members are encouraged to support learning and can provide valuable student feedback within the PAD on the *Record of communication/additional feedback pages*.

Practice Assessor responsibilities (Registered nurse/nursing associate)

As a Practice Assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum

benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. You will liaise with the Academic Assessor scheduling communication at relevant points.

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with you, but they must be working in their scope of practice.

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

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

Academic Assessor responsibilities

Academic Assessors are Registered Nurses or Registered Nursing Associate and are nominated for each

part of the educational programme. The same Academic Assessor cannot contribute to the student

assessment in consecutive parts. The Academic Assessor will work in partnership with the Practice Assessor

to evaluate and recommend the student for progression for each part of the educational programme. The

Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and

this communication can take a variety of forms.

Arrangements for Academic Support Tuition

University Code of Practice: Academic Support Tuition for Staff and Undergraduate and Taught Postgraduate Students governs the system of personal supervision and sets out both what you can expect from your School and tutor and what is expected of you, to ensure that your tutor can provide effective support. You should familiarise yourself with

<https://share.hull.ac.uk/Services/LED/quality/>.

Flexibility in assessment approach

In exceptional circumstances if a student does not have access to specific learning opportunities to enable assessment of all the proficiencies in year 1/ PAD 1 they may be permitted to meet these in PAD 2 as per their local university policy – see the university specific pages for details. Where required these proficiencies must be agreed by the practice assessor who must ensure she/he has liaised with the academic assessor. The student must then present PAD 1 at the

beginning of year 2 to their practice assessor to ensure completion of the identified proficiencies in PAD 2.

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per local university policy. These can be recorded on the ‘Additional proficiencies’ page in this PAD by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be required.

Student Experience

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Day 1															
Day 2															
Day 3															
Day 4															
Day 5															

Typical Trimester

3 days	Attending HUB placement to include protected learning time
1 day	Attending University (20% ‘Off the Job’) also protected learning time
1 day	Attending Spoke placement in a supernumerary capacity/ protected learning time
Option B	Protected learning time

Typical Week

All communications/ additional feedback (not already recorded in the scheduled interviews) from the Practice Supervisors, Practice Assessor and Academic Assessor and other staff members needs to be recorded on the relevant pages in the PAD.

PAD Guidance

Guidance for using the PAD to facilitate learning and assessment

Assessment criteria in the PAD are based on the NMC *Future nurse: Standards of proficiency for nurses associates* (NMC 2018).

Components of Assessment and Feedback (see individual university guidance/regulations)

Professional Values: Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved *by the end of each placement period*.

Proficiencies: These reflect aspects of the 6 Platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements, but must be achieved at least once *by the end of the year*. *There may be occasions when a small number may be achieved in PAD 2 – depending on local university policy*,

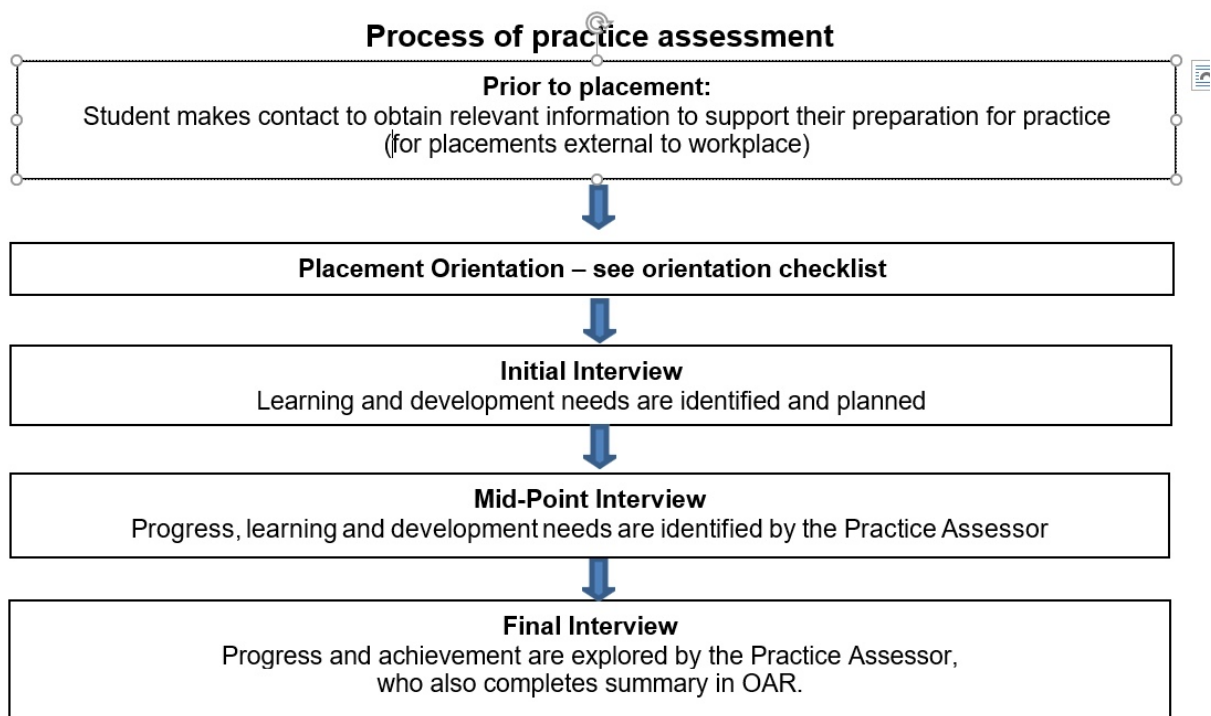
Episode of Care: This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved *by the end of the year*.

Medicines Management: There is one assessment included in each PAD and this must be achieved *by the end of the year*.

Patient/Service User/Carer Feedback Form: Feedback will be sought in relation to how the student cared for the person receiving care. This is not formally assessed, but will contribute to overall student feedback.

Recording Additional Experiences and Feedback: There are additional pages for the student to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

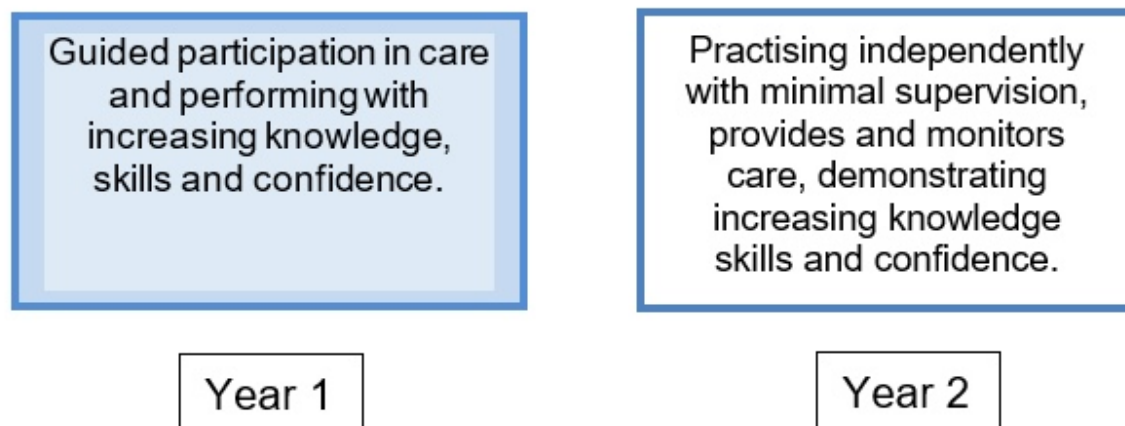
Ongoing Achievement Record: The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.



Further information / guidance is included in the university specific tabs and in the *Practice Assessment Document Guide*

Criteria for assessment in practice

Criteria for Assessment in Practice



Criteria for Assessment in Practice Overall Framework; these criteria should be achieved by the end of each year.

PAD 1: Guided participation in Care

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

Achieved	Knowledge	Skills	Attitude and values
YES	Is able to identify the appropriate knowledge base required to deliver safe, person centred care under some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person centred care. Demonstrates positive engagement with own learning.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

HUB & SPOKE Information

HUB and SPOKE Information

Programme length

2 years, full time

Based on a 3 trimester 45 week year.

Minimum of 2,300 programme hours.

A further 3 months will be added for those students who are also completing the apprenticeship award EPA.

Practice learning use of Hub and Spoke approach.

Hub – Main place of work

Spoke – additional planned placements to diversify learning opportunities.

Model based on a working week of 37.5 hours:

Spoke: 7.5 hours per week

Hub: 22.5 hours per week

University: 7.5 hours per week attending

Student Experience

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Day 1															
Day 2															
Day 3															
Day 4															
Day 5															

Typical Trimester

Typical Week

Simulation of Practice

Simulation -base learning, teaching and assessment

- Centre for Clinical Skills in the Medical Allam Building provide opportunities for students to participate in simulation-based learning and assessment.
- Use of online numeracy packages.
- Induction process – Training, teaching and assessment of Survivors of Bereavement, Manual handling, Medication administration, Basic Life Support and Disengagement .
- Programme – clinical skills training.
- Module- Medicines management, Key skills.
- Numeracy assessment within simulated environment to include calculations of a drug dosage, fluid balance, BMI, National Early Warning Scores 2 (NEWS 2).

Glossary

Glossary

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

HUB AND SPOKE PRACTICE ASSESSOR: The practice assessor will be a registered nurse, midwife, nursing associate, or specialist community public health nurse (SCPHN). For prescribing programmes, the practice assessor can be any qualified and experienced prescriber. Who the practice assessor will be is dependent on the student they are assigned to. Below are the standards for who we expect the practice assessor to be for each student:

6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

6.4 midwifery students are assigned to practice and academic assessors who are registered midwives

6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse

6.7 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

HUB AND SPOKE PRACTICE SUPERVISOR:

Practice supervisors must be registered with a professional regulator like the NMC, GMC or HCPC. Health and social care professionals who are **not** registered with a professional regulator can not be practice supervisors. You must ensure that you:

3.2 support learning in line with their scope of practice to enable the student to meet their learning outcomes

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

ACCADEMIC ASSESSOR:

The academic assessor will be a registered nurse, midwife, nursing associate, or

specialist community public health nurse (SCPHN). For prescribing programmes, the academic assessor can be any qualified and experienced prescriber. Who the academic assessor will be is dependent on the student they are assigned to. Below are the standards which outline who we expect the academic assessor to be for each student.

6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

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6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

6.7 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a register

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

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

PRACTICE LEARNING FACILITATOR / CLINICAL SKILLS TUTOR: a qualified practitioner who is a point of contact to support Practice assessors and practice supervisors with practice learning.

NOTE: When undertaking these role please refer to appropriate associated NMC (2018) Standards for student supervision and assessment.

List of Practice Assessors

List of Practice Assessors

A digital signature must be obtained for all entries within this workbook.

Name of Practice Assessor

Job title

ASSESSOR FIELD

Digital signature of Practice assessor

☐ Please select the check box so your digital signature will be displayed

Placement

Name of Practice Assessor

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Placement

HUB Placement

HUB Placement (1 year long)

HUB is the main place of work that you are employed in for 22.5 hours per week.

Placement Provider

e.g. Trust/Organisation

Name of placement area:

Type of Experience

e.g. Community/Ward based

Placement Telephone Number

Nominated person to support student address concerns

Practice Assessor

NMC practice assessor name(as appears on local register)	
Contact number, landline	
Contact number, mobile	
Email	
Date of last update	
Date last triennial review completed	

Academic Assessor Details

Name	
Contact number, landline	
Contact number, mobile	
Email	

HUB Orientation copy

Orientation to HUB Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ HUB

Date

The local fire procedures have been explained

- Tel.....

☐ HUB

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ HUB

Resuscitation policy and procedures have been explained

Tel.....

☐ HUB

Resuscitation equipment has been shown and explained

☐ HUB

The student knows how to summon help in the event of an emergency

☐ HUB

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ HUB

The student has been made aware of information governance requirements

☐ HUB

The shift times, meal times and reporting sick policies have been explained

☐ HUB

The student is aware of his/her professional role in practice

☐ HUB

Policy regarding safeguarding has been explained

☐ HUB

The student is aware of the policy and process of raising concerns

☐ HUB

Lone working policy has been explained

☐ HUB

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ HUB

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ HUB

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ HUB

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

☐ Activate page

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

☐ Activate page

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes

☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

Service users testimonials should be completed by the Practice Supervisor/Practice Assessor and not by a patient/client. Once completed these should be scanned and uploaded. Consent should be obtained from patients/service users/carers who should feel able to decline to participate.

Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

☐ Activate page

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

☐ Activate page

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 1 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes ☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
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- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes ☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

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Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

Service users testimonials should be completed by the Practice Supervisor/Practice Assessor and not by a patient/client. Once completed these should be scanned and uploaded. Consent should be obtained from patients/service users/carers who should feel able to decline to participate.

Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

☐ Activate page

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 2 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor (where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

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Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes ☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

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Download and upload SU testimonial form

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Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 3 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes ☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

Service users testimonials should be completed by the Practice Supervisor/Practice Assessor and not by a patient/client. Once completed these should be scanned and uploaded. Consent should be obtained from patients/service users/carers who should feel able to decline to participate.

Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No



Assessment Proficiencies

Tony Chambers - University of Hull

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



Contents

Ws	Assessment of Proficiencies
Ws	Assessment 1
Ws	Additional Proficiencies
Ws	Formative - Episode of Care
Ws	Summative - Episode of Care
Ws	Action Plan

Assessment of Proficiencies

Assessment of Proficiencies

Incorporating Platforms 1 – 6

Annexe A: Communication and relationship management skills

Annexe B: Procedures to be undertaken by the nursing associate

Assessment of performance: the individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies are undertaken across the year. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year it is expected that the student maintains that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved), 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice on page 7 for further details.

The Practice Supervisor can contribute to the assessment of some of these proficiencies by providing specific feedback regarding the student level of performance and achievement to the Practice Assessor in line with the Standards for Student Supervision and Assessment.

Flexibility in assessment approach

In exceptional circumstances if a student does not have access to specific learning opportunities to enable assessment of all the proficiencies in year 1/ PAD 1 they may be permitted to meet these in PAD 2 as per their local university policy – see the university specific pages for details. Where required these proficiencies must be agreed by the practice assessor who must ensure she/he has liaised with the academic assessor. The student must then present PAD 1 at the beginning of year 2 to their practice assessor to ensure completion of the identified proficiencies in PAD 2.

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per local university policy. These can be recorded on the 'Additional proficiencies' page in this PAD by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be

required

Assessment 1

HUB PAD 1 - Assessment of Performance

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Contributes to the provision and monitoring of safe and compassionate evidence based care. If any proficiency has not been assessed or is not applicable to the Practice area, please leave blank.

ASSESSOR FIELD

1. Demonstrates an understanding of human development from conception to death to enable delivery of safe and effective care (3 PMC 3.1)

☐ Yes

☐ No

ASSESSOR FIELD

2. Applies knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions and maintains clear, accurate and timely records. (3 PMC 3.3, 1 BAP 1.14, A1.9)

☐ Yes

☐ No

ASSESSOR FIELD

3. Understands and applies relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice. (1 BAP 1.2)

☐ Yes

☐ No

ASSESSOR FIELD

4. Works in partnership with people, families and carers to encourage shared decision- making to manage their own care when appropriate. (1BAP 1.10, 3 PMC 3.5)

☐ Yes

☐ No

ASSESSOR FIELD

5. Uses appropriate approaches to develop therapeutic relationships in providing an appropriate level of care to support people with a range of mental, physical, cognitive and behavioural health challenges. (1 BAP 1.9 A 3.1, 3.PMC 3.3)

☐ Yes

☐ No

ASSESSOR FIELD

6. Provides person centred care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning. (A1.3, A1.4, A1.5, A2.8, B2.1, B2.5, 3)

☐ Yes

☐ No

ASSESSOR FIELD

7. Takes appropriate action in responding promptly when a person's condition has deviated from their normal state and they may be showing signs of deterioration or distress, considering mental, physical, cognitive and behavioural health. (3PMC 3.11, B1.2)

☐ Yes

☐ No

ASSESSOR FIELD

8. Observe and maintain comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for. (3 PMC 3.8, B 2.1)

☐ Yes

☐ No

ASSESSOR FIELD

9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate. (3.PMC 3.8, B 2.4, B 2.6)

☐ Yes

☐ No

ASSESSOR FIELD

10. Observe and reassess skin and hygiene status and determines the need for intervention, making sure that the individual remains as independent as possible. (3PMC 3.10, B3.1)

☐ Yes

☐ No

ASSESSOR FIELD

11. Provides appropriate assistance with washing, bathing, shaving and dressing and uses appropriate bed making techniques. (B 2.2 B 3.2, B3.3)

☐ Yes

☐ No

ASSESSOR FIELD

12. Advises people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed. (3 PMC3.9, B4.2)

☐ Yes

☐ No

ASSESSOR FIELD

13. Can record fluid intake and output to identify signs and symptoms of dehydration or fluid retention, accurately record and escalate as necessary. (3PMC 3.9, B 4.3, B4.4)

☐ Yes

☐ No

ASSESSOR FIELD

14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids including pans, bottles and commodes. (3PMC 3.9, B5.2)

☐ Yes

☐ No

ASSESSOR FIELD

15. Selects and uses continence and feminine hygiene products, for example, pads, sheaths and appliances as appropriate. (B5.2)

☐ Yes

☐ No

ASSESSOR FIELD

16. Uses appropriate risk assessment tools to determine the ongoing support and intervention needed regarding an individual's mobility and safety and the level of independence and self-care they can manage. (3 PMC 3.10, B6.1, B 6.2)

☐ Yes

☐ No

ASSESSOR FIELD

17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility ensuring appropriate use of pressure relieving techniques. (B 2.3, B6.3, B6.4)

☐ Yes

☐ No

ASSESSOR FIELD

18. Consistently utilises evidence based hand washing techniques. (B8.6)

☐ Yes

☐ No

ASSESSOR FIELD

19. Observes and responds rapidly to potential infection risks using appropriate guidelines and utilises personal protection equipment appropriately. (B8.1 – B 8.5)

☐ Yes

☐ No

ASSESSOR FIELD

20. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps. (B8.7, B8.8)

☐ Yes

☐ No

ASSESSOR FIELD

21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs to identify signs of improvement, deterioration or concern and escalate as appropriate. (B1.2)

☐ Yes

☐ No

ASSESSOR FIELD

22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings. (B1.1)

☐ Yes

☐ No

ASSESSOR FIELD

23. Collect and observe sputum, urine (routine analysis) and stool specimens, interpreting findings and reporting as appropriate. (B1.5)

☐ Yes

☐ No

ASSESSOR FIELD

24. Accurately undertakes person centred risk assessments proactively using established assessment and improvement tools and escalating hazards as appropriate. (5ISQC 5.3 5ISQC 5.4, B 6.2)

☐ Yes

☐ No

ASSESSOR FIELD

25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards. (5ISQC 5.1, 5ISQC 5.4)

☐ Yes

☐ No

ASSESSOR FIELD

26. Acts in line with appropriate local and national evidence-based frameworks to seek advice, report or escalate risks, and implement actions as appropriate to maintain the quality of care (5ISQC 5.6, 5ISQC 5.8)

☐ Yes

☐ No

ASSESSOR FIELD

27. Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies (3 PMC 3.15, B 10.1 – 10.10)

☐ Yes

☐ No

ASSESSOR FIELD

28. Recognises the different ways by which medicines can be prescribed and demonstrates the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contradictions and adverse reaction (3 PMC 3.16, 3.17, B 10.4 – 10.10)

☐ Yes

☐ No

ASSESSOR FIELD

29. Demonstrates the ability to undertake accurate drug calculations (B.10.2)

☐ Yes

☐ No

ASSESSOR FIELD

30. Demonstrates an understanding of the roles of the different providers of healthcare and is able to work collaboratively in interdisciplinary teams across all sectors of health and social care. (6.CIC 6.1)

☐ Yes

☐ No

ASSESSOR FIELD

31. Demonstrate an understanding of the challenges of providing safe nursing care for people with co- morbidities and complex care needs including physical, psychological and socio-cultural needs. (6CIC 6.2, 6CIC 6.3)

☐ Yes

☐ No

ASSESSOR FIELD

32. Understand the principles and processes involved in supporting people and families so that they can maintain their independence and avoid unnecessary interventions and disruptions to their lives (6 CIC 6.4)

☐ Yes

☐ No

ASSESSOR FIELD

33. Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others. (A1.9, A1.10, A1.11)

☐ Yes

☐ No

ASSESSOR FIELD

34. Recognise and accommodates sensory impairments during all communications providing support for those using personal communication aids. (A 2.5, 2.6)

☐ Yes

☐ No

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

Additional Proficiencies

Additional Proficiencies

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per their local university Policy. These can be recorded below by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be required.

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family- centred care, ensuring all care is underpinned by effective communication skills.

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes

☐ No

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

Formative - Episode of Care

PAD 1 Episode of Care - Formative

This assessment must be completed by the end of PAD1. This summative episode of care must be undertaken by the Practice Assessor.

GUIDELINES

The practice assessor and student will identify an appropriate episode of direct care to enable the student to demonstrate effective communication and relationship management skills (Annexe A) in promoting health and preventing ill health (2 PHPIH). Professionalism underpins all aspects of the student's performance. (BAP 1)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), to provide evidence based, compassionate and safe nursing care (3PMC 3.5).
2. Demonstrate the underpinning communication skills for providing and monitoring care (3 PMC 3.4, A 1.1 – 1.5, 1.7, 1.11, A 4.1)
3. Communicate effectively to support people to prevent ill health and manage any health challenges (2PHPIH 2.2, 3 PMC 3.12, A 2.2)
4. Identify the impact of lifestyle choices on the individual's mental and physical health and wellbeing and demonstrates the principles of health promotion and preventing ill health. (2 PHPIH 2.1, 2 PHPIH 2.4, A 2.7)
5. Demonstrate effective skills for working in professional teams (4 WIT 4.1)
6. Demonstrate that they have maintained professional values and demonstrates knowledge of safety and safeguarding for the person receiving care and the carers and/or family. (1 BAP 1.1, 3 PMC 3.21)

Student Reflection on an episode of Care

Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.

What did you do well?

What would you have done differently?

Practice Assessor Feedback

Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following standards of proficiency:

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

ASSESSOR FIELD

Working in partnership, applies the principles of health promotion and improvement as appropriate when caring for the individual and their families and demonstrate understanding of the importance of health screening. (2 PHPIH 2.1, 2.4, 2.7, 3PMC 3.5)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Demonstrates understanding of the contribution of the individuals social circumstances, behaviours and lifestyle choices to their mental, physical and behavioural health outcomes. (2 PHPIH 2,1, 2.4, 2.6)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Uses appropriate verbal and non-verbal communication skills to explain to the individual and family how their lifestyle choices may influence their health and checks understanding using clarification techniques. (2 PHPIH 2.2, 3 PMC 3.5, A1.1 – 1.5, A1.7, A2.2)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Utilises a range of communication skills when working with others in the team, and recognises when to refer to others in order to provide an accurate response. (1.BAP 1.9, A2.7, A4.1)

☐ Yes

☐ No

ASSESSOR FIELD

Assessors Comments

ASSESSOR FIELD

Recognises how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent. (3 PMC 3.21)

☐ Yes

☐ No

ASSESSOR FIELD

Assessors Comments

Summative - Episode of Care

PAD 1 Medicines Management - Summative

This assessment must be completed by the end of PAD 1 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings.

During PAD 1 the student should be developing their knowledge, skills and competencies in relation to the safe administration of medicines. This assessment should normally be undertaken with a small group of patients/service users or caseload.

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

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

Regulatory requirements: *Standards of proficiency for nursing associates* (NMC 2018), *The Code* (NMC 2018), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016)

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

Learning outcomes (Annexe B 10.1 – 10.10)

The student is able to:

1. Demonstrate and apply knowledge to recognise how medicines act and interact in the systems of the body, their therapeutic actions, contraindications and side effects. (3 PMC 3.15, 3.16, B10.3)
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications. (B10.1)
3. Prepare medications where necessary, safely and effectively administer these via common routes, maintains accurate records and is aware of the laws, policies, regulations and guidance which underpin medicines management. (B10.4)
4. Safely and accurately perform medicines calculations for a range of medications. (1BAP 1.13, B10.2)

5. Coordinate the process and procedures involved in managing the safe discharge, move or transition between care settings of the person. (6 CIC 6.6)
6. Maintain safety and safeguard the patient from harm, including non-compliance, demonstrating understanding of the Mental Capacity Act (DH 2005) the Mental Health Act (DH 1983, amended 2007), where appropriate. (1 BAP 1.3, 5ISQC 5.1)

YES = Achieved No = Not Achieved

ASSESSOR FIELD

1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area.

☐ Yes ☐ No

ASSESSOR FIELD

2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.

☐ Yes ☐ No

ASSESSOR FIELD

3. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.

☐ Yes ☐ No

ASSESSOR FIELD

4. Understands safe storage of medications in the care environment.

☐ Yes

☐ No

ASSESSOR FIELD

5. Checks prescription thoroughly • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions

☐ Yes

☐ No

ASSESSOR FIELD

6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate • Asks patient/service user • Checks prescription chart or identification band

☐ Yes

☐ No

ASSESSOR FIELD

7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.

☐ Yes

☐ No

ASSESSOR FIELD

8. Calculates doses accurately and safely • Demonstrates to assessor the component parts of the calculation • Minimum of 3 calculations undertaken.

☐ Yes

☐ No

ASSESSOR FIELD

9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home)

☐ Yes

☐ No

ASSESSOR FIELD

10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.

☐ Yes

☐ No

ASSESSOR FIELD

11. Describes/demonstrates the procedure in the event of reduced capacity and non-adherence

☐ Yes

☐ No

ASSESSOR FIELD

12. Safely utilises and disposes of equipment

☐ Yes

☐ No

ASSESSOR FIELD

13. Maintains accurate records • Records, signs and dates when safely administered

☐ Yes

☐ No

ASSESSOR FIELD

14. Monitors effects and is aware of common side effects and how these are managed.

☐ Yes

☐ No

ASSESSOR FIELD

15. Uses appropriate sources of information e.g. British National Formulary

☐ Yes

☐ No

ASSESSOR FIELD

16. Offers patient /service user further support/advice/education, including discharge/safe transfer where appropriate

☐ Yes

☐ No

This assessment reflects Annexe B10.1 - 10.10

ASSESSOR FIELD

Practice Assessor Feedback

ASSESSOR FIELD

Student Reflection on Learning and Development

Date of Student Reflection

Action Plan

Action Plan

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

The Practice Assessor must liaise with the Academic Assessor and senior practice representative

The **SMART** principles should be used to construct the Action Plan.

ASSESSOR FIELD

Placement Name

ASSESSOR FIELD

Date Action Plan Initiated

ASSESSOR FIELD

Nature of Concern

Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)

ASSESSOR FIELD

What does the student need to demonstrate; objectives and measure of success (Measurable, Achievable and Realistic)

ASSESSOR FIELD

Support available and who is responsible

ASSESSOR FIELD

Date for Review

(Timed)

ASSESSOR FIELD

Review/Feedback

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Welcome to PAD 2

Introduction

This work is in collaboration with HEE Regions across England involving a range of stakeholders including universities and practice partners. This Practice Assessment Document has been developed from the Pan London Practice Assessment Document for pre-registration nursing that was developed by the Pan London Practice Learning Group (PLPLG).

Protected learning time

AEIs must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)

Option B: nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours.

Protected Learning Time (2)

- Monitored by:
- Weekly completion of an electronic time sheet which will be uploaded as part of the apprenticeship requirements and monitored by the academic assessor
- E-rostering/Off duty in practice
- Completion of the England Nursing Associate Practice Assessment Document
- Hull University 'tapping in' (SEAtS) system, which records attendance
- Quarterly review interviews (12 weekly)
- Review of student progress through contractual review and ESFA compliance via Academic Partnership Office.

Distribution of protected programme hours across theory and practice

Theory scheduled learning 1 day a week for 90 weeks = 675 hours. ('Notional' hours of FdSc = 2,400)

Practice Spoke = 675 hours (1 day/week)

Hub = 675 hours (1 day/week)

Total hours = 1,350

Welcome to the Practice Assessment Document (PAD)

Student responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the *Standards of proficiency for nursing associates* and *Standards for education and training* (NMC 2018).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. 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. You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning.

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

The Ongoing Achievement Record (OAR) is a separate document that contains two parts. Part A summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice. Part B has been developed by your university to reflect local requirements.

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

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

People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carers for feedback you must discuss with your Practice Supervisor/Practice Assessor who will facilitate consent.

Practice Supervisor responsibilities (Registered nurse/nursing associate or other registered health/social care professional)

In many practice areas the student will be supported by a number of Practice Supervisors. Some areas may adopt a team based approach due to the nature of the experience.

As a Practice Supervisor you have an important role in supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their proficiencies.

Specific feedback must be provided to the Practice Assessor on the student's progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support student learning and have a vital role in student learning and development though may not be contributing formally to assessment of proficiencies. However, these staff members are encouraged to support learning and can provide valuable student feedback within the PAD on the *Record of communication/additional feedback pages*.

Practice Assessor responsibilities (Registered nurse/nursing associate)

As a Practice Assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum

benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. You will liaise with the Academic Assessor scheduling communication at relevant points.

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with you, but they must be working in their scope of practice.

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

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

Academic Assessor responsibilities

Academic Assessors are Registered Nurses or Registered Nursing Associate and are nominated for each

part of the educational programme. The same Academic Assessor cannot contribute to the student

assessment in consecutive parts. The Academic Assessor will work in partnership with the Practice Assessor

to evaluate and recommend the student for progression for each part of the educational programme. The

Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and

this communication can take a variety of forms.

Arrangements for Academic Support Tuition

University Code of Practice: Academic Support Tuition for Staff and Undergraduate and Taught Postgraduate Students governs the system of personal supervision and sets out both what you can expect from your School and tutor and what is expected of you, to ensure that your tutor can provide effective support. You should familiarise yourself with

<https://share.hull.ac.uk/Services/LED/quality/>.

Flexibility in assessment approach

In exceptional circumstances if a student does not have access to specific learning opportunities to enable assessment of all the proficiencies in year 1/ PAD 1 they may be permitted to meet these in PAD 2 as per their local university policy – see the university specific pages for details. Where required these proficiencies must be agreed by the practice assessor who must ensure she/he has liaised with the academic assessor. The student must then present PAD 1 at the

beginning of year 2 to their practice assessor to ensure completion of the identified proficiencies in PAD 2.

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per local university policy. These can be recorded on the ‘Additional proficiencies’ page in this PAD by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be required.

Student Experience

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Day 1															
Day 2															
Day 3															
Day 4															
Day 5															

Typical Trimester

3 days	Attending HUB placement to include protected learning time
1 day	Attending University (20% ‘Off the Job’) also protected learning time
1 day	Attending Spoke placement in a supernumerary capacity/ protected learning time
Option B	Protected learning time

Typical Week

All communications/ additional feedback (not already recorded in the scheduled interviews) from the Practice Supervisors, Practice Assessor and Academic Assessor and other staff members needs to be recorded on the relevant pages in the PAD.

PAD Guidance

Guidance for using the PAD to facilitate learning and assessment

Assessment criteria in the PAD are based on the NMC *Future nurse: Standards of proficiency for nurses associates* (NMC 2018).

Components of Assessment and Feedback (see individual university guidance/regulations)

Professional Values: Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved *by the end of each placement period*.

Proficiencies: These reflect aspects of the 6 Platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements, but must be achieved at least once *by the end of the year*. *There may be occasions when a small number may be achieved in PAD 2 – depending on local university policy*,

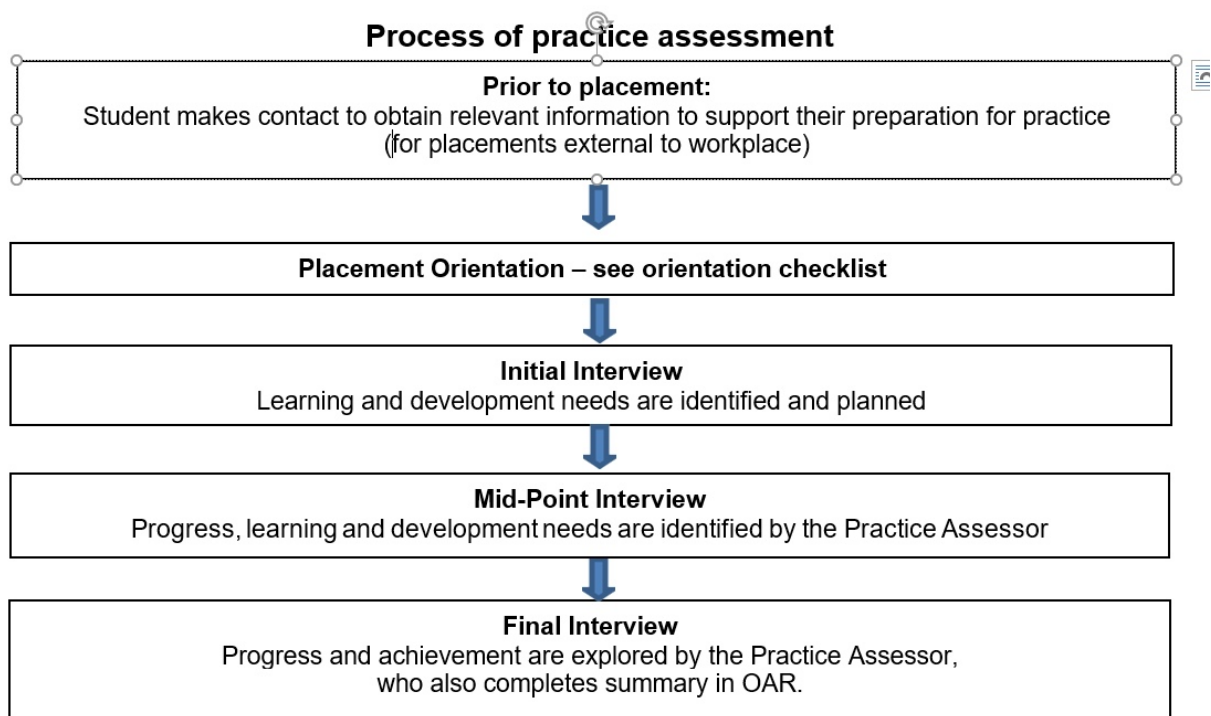
Episode of Care: This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved *by the end of the year*.

Medicines Management: There is one assessment included in each PAD and this must be achieved *by the end of the year*.

Patient/Service User/Carer Feedback Form: Feedback will be sought in relation to how the student cared for the person receiving care. This is not formally assessed, but will contribute to overall student feedback.

Recording Additional Experiences and Feedback: There are additional pages for the student to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

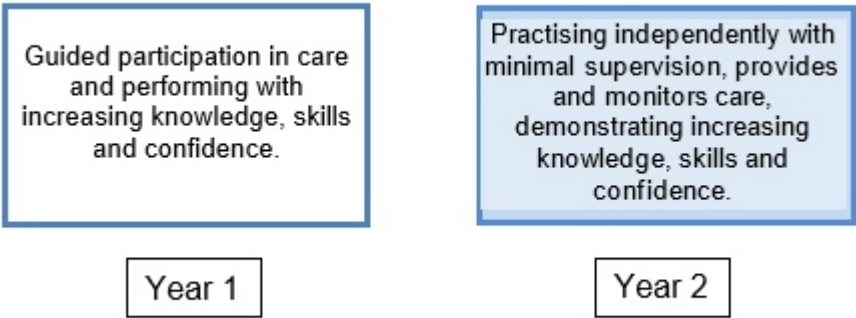
Ongoing Achievement Record: The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.



Further information / guidance is included in the university specific tabs and in the *Practice Assessment Document Guide*

Criteria for assessment in practice

Criteria for Assessment in Practice



PAD 2: Provides and monitors care with minimal guidance and increasing confidence

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

Achieved	Knowledge	Skills	Attitude and Values
YES	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to provide and monitor safe, person centred and evidence based care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
NO	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice	With supervision is not able to provide safe care and is unable to perform the activity and/or follow instructions despite repeated guidance	Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning.

HUB & SPOKE Information

HUB and SPOKE Information

Programme length

2 years, full time

Based on a 3 trimester 45 week year.

Minimum of 2,300 programme hours.

A further 3 months will be added for those students who are also completing the apprenticeship award EPA.

Practice learning use of Hub and Spoke approach.

Hub – Main place of work

Spoke – additional planned placements to diversify learning opportunities.

Model based on a working week of 37.5 hours:

Spoke: 7.5 hours per week

Hub: 22.5 hours per week

University: 7.5 hours per week attending

Student Experience

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Day 1															
Day 2															
Day 3															
Day 4															
Day 5															

Typical Trimester

Typical Week

Simulation of Practice

Simulation -base learning, teaching and assessment

- Centre for Clinical Skills in the Medical Allam Building provide opportunities for students to participate in simulation-based learning and assessment.
- Use of online numeracy packages.
- Induction process – Training, teaching and assessment of Survivors of Bereavement, Manual handling, Medication administration, Basic Life Support and Disengagement .
- Programme – clinical skills training.
- Module- Medicines management, Key skills.
- Numeracy assessment within simulated environment to include calculations of a drug dosage, fluid balance, BMI, National Early Warning Scores 2 (NEWS 2).

Glossary

Glossary

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

TNA: Trainee Nursing Associate.

HUB AND SPOKE PRACTICE ASSESSOR: The practice assessor will be a registered nurse, midwife, nursing associate, or specialist community public health nurse (SCPHN). For prescribing programmes, the practice assessor can be any qualified and experienced prescriber. Who the practice assessor will be is dependent on the student they are assigned to. Below are the standards for who we expect the practice assessor to be for each student:

6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

6.4 midwifery students are assigned to practice and academic assessors who are registered midwives

6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse

6.7 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

HUB AND SPOKE PRACTICE SUPERVISOR:

Practice supervisors must be registered with a professional regulator like the NMC, GMC or HCPC. Health and social care professionals who are **not** registered with a professional regulator can not be practice supervisors. You must ensure that you:

3.2 support learning in line with their scope of practice to enable the student to meet their learning outcomes

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

ACCADEMIC ASSESSOR:

The academic assessor will be a registered nurse, midwife, nursing associate, or

specialist community public health nurse (SCPHN). For prescribing programmes, the academic assessor can be any qualified and experienced prescriber. Who the academic assessor will be is dependent on the student they are assigned to. Below are the standards which outline who we expect the academic assessor to be for each student.

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6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

6.7 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a register

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

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

PRACTICE LEARNING FACILITATOR / CLINICAL SKILLS TUTOR: a qualified practitioner who is a point of contact to support Practice assessors and practice supervisors with practice learning.

NOTE: When undertaking these role please refer to appropriate associated NMC (2018) Standards for student supervision and assessment.

List of Practice Assessors

List of Practice Assessors

A digital signature must be obtained for all entries within this workbook.

Name of Practice Assessor

Job title

ASSESSOR FIELD

Digital signature of Practice assessor

☐ Please select the check box so your digital signature will be displayed

Placement

Name of Practice Assessor

Job Title

ASSESSOR FIELD

Digital signature of Practice assessor

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Placement

Name of Practice Assessor

Job Title

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Placement

Name of Practice Assessor

Job Title

ASSESSOR FIELD

Digital signature of Practice assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

List of Practice Supervisors

List of Practice Supervisors

A digital signature must be obtained for all entries within this workbook.

Name of Practice Supervisor

Job title

Digital signature of Practice supervisor

☐ Please select the check box so your digital signature will be displayed

Placement

Name of Practice Supervisor

Job title

Digital signature of Practice supervisor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Practice Supervisor

Job title

Digital signature of Practice supervisor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Practice Supervisor

Job title

Digital signature of Practice supervisor

- ☐ Please select the check box so your digital signature will be displayed

Placement

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Job title

Digital signature of Practice supervisor

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Placement

Name of Practice Supervisor

Job title

Digital signature of Practice supervisor

- ☐ Please select the check box so your digital signature will be displayed

Placement

List of Academic Assessors

List of Academic Assessors

A digital signature must be obtained for all entries within this workbook.

Name of Academic Assessor

Job title

ASSESSOR FIELD

Digital signature of Academic assessor

☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital Signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

ASSESSOR FIELD

Digital Signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital Signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital Signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

Name of Academic Assessor

Job Title

ASSESSOR FIELD

Digital Signature of Academic Assessor

- ☐ Please select the check box so your digital signature will be displayed

Placement

HUB Placement

HUB Placement (1 year long)

HUB is the main place of work that you are employed in for 22.5 hours per week.

Placement Provider

e.g. Trust/Organisation

Name of placement area:

Type of Experience

e.g. Community/Ward based

Placement Telephone Number

Nominated person to support student address concerns

Practice Assessor

NMC practice assessor name(as appears on local register)	
Contact number, landline	
Contact number, mobile	
Email	
Date of last update	
Date last triennial review completed	

Academic Assessor Details

Name	
Contact number, landline	
Contact number, mobile	
Email	

HUB Orientation copy

Orientation to HUB Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ HUB

Date

The local fire procedures have been explained

- Tel.....

☐ HUB

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ HUB

Resuscitation policy and procedures have been explained

Tel.....

☐ HUB

Resuscitation equipment has been shown and explained

☐ HUB

The student knows how to summon help in the event of an emergency

☐ HUB

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ HUB

The student has been made aware of information governance requirements

☐ HUB

The shift times, meal times and reporting sick policies have been explained

☐ HUB

The student is aware of his/her professional role in practice

☐ HUB

Policy regarding safeguarding has been explained

☐ HUB

The student is aware of the policy and process of raising concerns

☐ HUB

Lone working policy has been explained

☐ HUB

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ HUB

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ HUB

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ HUB

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes ☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

Service users testimonials should be completed by the Practice Supervisor/Practice Assessor and not by a patient/client. Once completed these should be scanned and uploaded. Consent should be obtained from patients/service users/carers who should feel able to decline to participate.

Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 1 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes

☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Patient/Service User/carer feedback Form

Patient/Service User/carer Feedback Form

Service users testimonials should be completed by the Practice Supervisor/Practice Assessor and not by a patient/client. Once completed these should be scanned and uploaded. Consent should be obtained from patients/service users/carers who should feel able to decline to participate.

Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 2 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor (where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

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The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

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Yes

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11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

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Yes

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ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

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ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

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Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Mid-Point Achieved -
Yes

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ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

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☐ Mid-Point Achieved - No

ASSESSOR FIELD

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☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

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Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

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Professional Values in Practice final

Professional Value in Practice - Final

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Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Achieved Final - Yes ☐ Achieved Final - No

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☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

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ASSESSOR FIELD

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☐ Achieved Final - Yes ☐ Achieved Final - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

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ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A4.1)

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ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

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ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Achieved Final - Yes ☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

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ASSESSOR FIELD

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☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

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ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Student - Date of End point reflection on meeting Professional Values

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

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Download and upload SU testimonial form

[Click here to download a SU testimonial form](#)

Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

SPOKE 3 Orientation

Orientation to SPOKE Placement

Practice assessor to sign as Completed before the end of the first working shift.

Must be discussed with and agreed by your practice assessor or supervisor

Signpost trainee to appropriate health and safety policies.

A general orientation to the health and social care placement setting has been undertaken

☐ SPOKE

Date

The local fire procedures have been explained

- Tel.....

☐ SPOKE

The student has been shown the:

- fire alarms
- fire exists
- fire extinguishers

☐ SPOKE

Resuscitation policy and procedures have been explained

Tel.....

☐ SPOKE

Resuscitation equipment has been shown and explained

☐ SPOKE

The student knows how to summon help in the event of an emergency

☐ SPOKE

The student is aware of where to find local policies

- health and safety
- incident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

☐ SPOKE

The student has been made aware of information governance requirements

☐ SPOKE

The shift times, meal times and reporting sick policies have been explained

☐ SPOKE

The student is aware of his/her professional role in practice

☐ SPOKE

Policy regarding safeguarding has been explained

☐ SPOKE

The student is aware of the policy and process of raising concerns

☐ SPOKE

Lone working policy has been explained

☐ SPOKE

Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where appropriate)

☐ SPOKE

The following criteria need to be met prior to use

The student has been shown and given a demonstration of the moving and handling equipment used in the placement area

☐ SPOKE

The student has been shown and given a demonstration of the medical devices used in the placement area

☐ SPOKE

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

Placement area name

Student to identify learning and development needs

(With guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan. This should be agreed in consultation with the individual learning plan as part of the apprenticeship award. (Please note that rows will automatically be added every time you fill an empty row).

Outline of learning plan	How will this be achieved?

Date of learning Plan for placement plan

Student to insert date

ASSESSOR FIELD

Learning plan for placement agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Mid-Point Interview

Mid-Point Interview

This discussion must take place half way through the placement

Knowledge: Final

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

Attitudes and Values

Mid-Point Review

Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and Student

Following the Mid-Point 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.

Learning and Development Needs Plan

Please note that rows will automatically be added every time you fill an empty row

Learning and Development Needs	How will these be achieved?

Learning and Development Needs Plan agreed by Practice Assessor(where applicable)

☐ Yes

☐ No

Final Interview

Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

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

Knowledge:

Skills

Attitudes and Values

Practice Assessor's Comments

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

ASSESSOR FIELD

Knowledge

ASSESSOR FIELD

Skills

ASSESSOR FIELD

Attitudes and Values

ASSESSOR FIELD

Learning and Developmental Needs

To be agreed between the Practice Assessor and Student. Practice Assessor to identify specific areas to take forward to the next placement

ASSESSOR FIELD

Was an action plan required to support the student?

☐ Yes ☐ No

If Yes, was the Academic Assessor informed?

- ☐ Yes ☐ No

Checklist for assessed documents

Checklist for assessed documents

Student

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Checklist for assessed documents

Practice Assessor

- ☐ The professional value statements have been signed at both Mid_Point and Final Interview
- ☐ The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed
- ☐ The practice placement hours have been checked and signed
- ☐ All the interview records and development plans have been completed and signed as appropriate
- ☐ The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.
- ☐ The Practice Assessor has completed the Ongoing Achievement Record (OAR)

Additional Signature (If applicable e.g. Academic Assessor)

Professional Values in Practice

Professional Value in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Prioritise people

ASSESSOR FIELD

1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Practice effectively

ASSESSOR FIELD

6. The student maintains consistent, safe and person- centred practice. (1BAP 1.11, 3PMC 3.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

7. The student manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams. (4 WIT 4.3, 6 CIC 6.1, A 4.1)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.15, 1.17)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

9. The student is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers. (4 WIT 4.5)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

Preserve safety

ASSESSOR FIELD

10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Mid-Point Achieved -
Yes

☐ Mid-Point Achieved - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions and is assertive when required. (1BAP 1.1, 1BAP 1.15, A 4.4)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.8, 1 BAP 1.15)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

- ☐ Mid-Point Achieved - Yes ☐ Mid-Point Achieved - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

- ☐ Approved

ASSESSOR FIELD

Mid_Point Assessment Reviewed and Agreed by Practice Assessor

☐ Approved

End point reflection on meeting Professional Values (Student)

Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (*ensure confidentiality is maintained*). For each placement, please select a different section of The Code to reflect on.

Date of End point reflection on meeting Professional Values (Student)

ASSESSOR FIELD

Practice assessor Final assessment - please add comments on Final Interview Page

Final assessment - please add comments on Final Interview Page

☐ Approved

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Professional Values in Practice final

Professional Value in Practice - Final

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ASSESSOR FIELD

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ASSESSOR FIELD

2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)

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ASSESSOR FIELD

3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)

☐ Achieved Final- Yes ☐ Achieved Final - No

ASSESSOR FIELD

4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)

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ASSESSOR FIELD

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ASSESSOR FIELD

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ASSESSOR FIELD

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ASSESSOR FIELD

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ASSESSOR FIELD

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☐ Achieved Final - No

Preserve safety

ASSESSOR FIELD

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☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)

☐ Achieved Final - Yes

☐ Achieved Final - No

ASSESSOR FIELD

12. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)

- ☐ Achieved Final - Yes ☐ Achieved Final- No

ASSESSOR FIELD

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- ☐ Achieved Final - Yes ☐ Achieved Final - No

Promote professionalism and trust

ASSESSOR FIELD

14. The student's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)

- ☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

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☐ Achieved Final - Yes ☐ Achieved Final - No

16. The student demonstrates that they use self-reflection and feedback to gain insight into their own values, taking into consideration the possible impact on the caring relationship. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final No

ASSESSOR FIELD

17. The student acts as a role model in promoting a professional image and acts as an ambassador for their profession. (1 BAP 1.16)

☐ Achieved Final - Yes ☐ Achieved Final - No

ASSESSOR FIELD

Mid-Point Assessment Practice Supervisor sign off

☐ Approved

Practice Assessor

☐ Reviewed and agreed

Student - End point reflection on meeting Professional Values

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Inter-professional working

Inter-professional Working

Record of working with and learning from others/inter-professional working

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes ☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Student Reflection:

Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

ASSESSOR FIELD

Practice Supervisor Approved

☐ Yes

☐ No

ASSESSOR FIELD

Practice Supervisor's Comments:

Record of communication

Record of communication/additional feedback

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

ASSESSOR FIELD

Communication/additional feedback

ASSESSOR FIELD

Designation

ASSESSOR FIELD

Confirmed

☐ Yes ☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No

Communication/additional feedback

Designation

ASSESSOR FIELD

Confirmed

☐ Yes

☐ No



Assessment Proficiencies

Tony Chambers - University of Hull

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



Contents

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Ws	Assessment 1
Ws	Additional Proficiencies
Ws	Episode of Care 1
Ws	Episode of Care 2
Ws	Summative - Episode of Care
Ws	Action Plan

Assessment of Proficiencies

Assessment of Proficiencies

Incorporating Platforms 1 – 6

Annexe A: Communication and relationship management skills

Annexe B: Procedures to be undertaken by the nursing associate

Assessment of performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies are undertaken across the year. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year it is expected that the student maintains that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved), 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice on page 7 for further details.

The Practice Supervisor can contribute to the assessment of some of these proficiencies by providing specific feedback regarding the student level of performance and achievement to the Practice Assessor in line with the Standards for Student Supervision and Assessment.

Flexibility in assessment approach

In exceptional circumstances if a student does not have access to specific learning opportunities to enable assessment of all the proficiencies in year 1/ PAD 1 they may be permitted to meet these in PAD 2 as per their local university policy – see the university specific pages for details. Where required these proficiencies must be agreed by the practice assessor who must ensure she/he has liaised with the academic assessor. The student must then present PAD 1 at the beginning of year 2 to their practice assessor to ensure completion of the identified proficiencies in PAD 2.

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per local university policy. These can be recorded on the 'Additional proficiencies' page in this PAD by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be

required

Assessment 1

HUB PAD 2 - Assessment of Performance

Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family centred care, ensuring all care is underpinned by effective communication skills.

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies are undertaken across the year. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year it is expected that the student maintains that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved), 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice on page 7 for further details.

The Practice Supervisor can contribute to the assessment of some of these proficiencies by providing specific feedback regarding the student level of performance and achievement to the Practice Assessor in line with the Standards for Student Supervision and Assessment.

ASSESSOR FIELD

1. Support people across the life span to make informed choices to promote their wellbeing and recovery, using appropriate therapeutic interventions e.g. positive behaviour support approaches. (2PHPIH 2.1, 2.2, 2.5, 2.8, A2.2, A 3.1, 3.2.4)

☐ Yes

☐ No

ASSESSOR FIELD

2. Recognise when a person's capacity has changed and how this affects their ability to make decisions and understand where and how to seek guidance from others to ensure the best interests of the person receiving care are met. (3 PMC 3.21, 3 PMC 3.22)

☐ Yes

☐ No

ASSESSOR FIELD

3. Recognise people at risk of abuse, self-harm and/or suicidal ideation using contemporary risk assessment tools and demonstrates an understanding of when to escalate to the appropriate professional for expert help and advice. (3 PMC 3.7, 3 PMC 3.23, 5 ISQC 5.3, 5 ISQC 5.4, B1.6, B1.7)

☐ Yes

☐ No

ASSESSOR FIELD

4. Demonstrates an understanding of the needs of people and families for care at the end of life giving information and support, acting in line with any end of life decisions and orders, respecting cultural requirements and preferences. (3 PMC 3.13, 3.14, B 9.1, B 9.2, B9.3)

☐ Yes

☐ No

ASSESSOR FIELD

5. Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required. (3PMC 3.4, A 1.2, A 2.4, A 1.12)

☐ Yes

☐ No

ASSESSOR FIELD

6. Works in partnership with people, families and carers to encourage shared decision making in order to support those involved to manage their own care where appropriate using positive reinforcement. (3 PMC 3.5, A 1.2)

☐ Yes

☐ No

ASSESSOR FIELD

7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required. (4 WIT 4.4, A 1.9, A 1.10)

☐ Yes

☐ No

ASSESSOR FIELD

8. Demonstrate the knowledge and skills required to communicate effectively and support people with commonly encountered symptoms e.g. anxiety, confusion, discomfort and pain. (3 PMC 3.3, 3 PMC 3.4, 3 PMC 3.12)

☐ Yes

☐ No

ASSESSOR FIELD

9. Provides care and reassesses skin and hygiene status and demonstrates knowledge of appropriate products to prevent and manage skin breakdown and skin irritations. (3 PMC 3.10, B 3.1, B 3.4, B 3.5)

☐ Yes

☐ No

ASSESSOR FIELD

10. Utilises aseptic techniques when monitoring and undertaking wound care using appropriate evidence based techniques. (3 PMC 3.10, B3.1, B3.4, B 3.5, B3.6, B8.3, B8.6)

☐ Yes

☐ No

ASSESSOR FIELD

11. Effectively uses evidence based nutritional assessment tools to provide appropriate support for nutrition and hydration. (3 PMC 3.9, B 4.1)

☐ Yes

☐ No

ASSESSOR FIELD

12 Demonstrates understanding and supports the delivery of artificial nutrition and hydration using oral and enteral routes. (B 4.4)

☐ Yes

☐ No

ASSESSOR FIELD

13. Demonstrates and monitors the level of urinary and bowel continence to determine the need for support, intervention and the person's potential for self-management. (B5.1, 5.4)

☐ Yes

☐ No

ASSESSOR FIELD

14. Provides appropriate care and manages urinary catheters for all genders (B5.3)

☐ Yes

☐ No

ASSESSOR FIELD

15. Undertakes and interprets neurological observations. (B 1.8)

☐ Yes

☐ No

ASSESSOR FIELD

16. Uses contemporary risk assessment tools to determine need for support and intervention with mobilising and the person's potential for self-management. (3 PMC 3.10, B 6.1)

☐ Yes

☐ No

ASSESSOR FIELD

17. Uses appropriate assessment tools to determine, manage and escalate the ongoing risk of falls. (B6.2)

☐ Yes

☐ No

ASSESSOR FIELD

18. Uses a range of appropriate moving and handling equipment mobility aids and techniques to support people with impaired mobility. (B 6.3, B 6.4)

☐ Yes

☐ No

ASSESSOR FIELD

19. Is able to identify normal peak flow and oximetry measurements and can effectively manage the administration of oxygen using a range of routes and approaches. (B7.1, B 7.2, 7.4)

☐ Yes

☐ No

ASSESSOR FIELD

20. Uses best practice approaches to undertake nasal and oral suctioning techniques. (B7.3)

☐ Yes

☐ No

ASSESSOR FIELD

21. Applies the principles of infection prevention and control and effectively uses standard precaution protocols and isolation procedures as required. (2 PHPIH 2.9, B 8.2. B8.4, B8.5)

☐ Yes

☐ No

ASSESSOR FIELD

22. Effectively shares information with people, families and carers and checks understanding about a range of common mental, physical, behavioural and cognitive health conditions in accordance with care plans. (3 PMC 3.3, A 2.1.2)

☐ Yes

☐ No

ASSESSOR FIELD

23. Effectively measures and interprets blood glucose levels and reports findings to the appropriate person. (B 1.4)

☐ Yes

☐ No

ASSESSOR FIELD

24. Undertakes routine ECG recordings and reports findings to the appropriate person. (B1.3)

☐ Yes

☐ No

ASSESSOR FIELD

25. Demonstrates knowledge and skills related to safe and effective venepuncture. (B 1.3)

☐ Yes

☐ No

ASSESSOR FIELD

26. Through effective monitoring can recognise when a person's condition has improved or deteriorated, responds promptly and escalates as required. (3 PMC 3.11)

☐ Yes

☐ No

ASSESSOR FIELD

27. Demonstrates an understanding of what constitutes a near miss, a critical incident, a major incident or a serious adverse event and has an appreciation of their role and the role of others as appropriate. (5 ISQC 5.7, 5.10)

☐ Yes

☐ No

ASSESSOR FIELD

28. Recognises when inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately to avoid compromising quality of care. (5 ISQC 5.5, 5 ISQC 5.8)

☐ Yes

☐ No

ASSESSOR FIELD

29. Demonstrates awareness of strategies that develop resilience in themselves and seeks support to help deal with uncertain situations demonstrating assertiveness when required. (5 ISQC 5.9)

☐ Yes

☐ No

ASSESSOR FIELD

30. Demonstrates an understanding of their role and contribution when involved in the care of a person who is undergoing discharge or transition of care across a range of settings/services. (6 CIC 6.6)

☐ Yes

☐ No

ASSESSOR FIELD

31. Demonstrates an understanding of the challenges of providing safe care for a range of complex co-morbidities and complex care needs across a range of integrated care settings. (6 CIC 6.2, 6 CIC 6.3)

☐ Yes

☐ No

ASSESSOR FIELD

32. Demonstrates an understanding of co-morbidities and the demands of meeting people's holistic needs when prioritising care, making reasonable adjustments as required. (3 PMC 3.19, 3.20 4 WIT 4.5, A 2.3)

☐ Yes

☐ No

ASSESSOR FIELD

33. Demonstrates an understanding of the influence of policy and political drivers that impact health and care provision and contributes to team reflection to promote improvements in practice and services. (4 WIT 4.8, 4.9)

☐ Yes

☐ No

ASSESSOR FIELD

34. Participates in data collection to support audit activity and contribute to the implementation of quality improvement strategies. (5 ISQC 5.2)

☐ Yes

☐ No

ASSESSOR FIELD

35. Engages in difficult conversations with support from others, using age appropriate communication skills conveying compassion and sensitivity. (A 1.13, A 2.9)

☐ Yes

☐ No

36. Demonstrates the use of a variety of effective communication strategies e.g. reassurance, de-escalation, distraction and diversion strategies and remains calm when exposed to situations involving conflict. (A 3.2, 3.2.1 – 3.2.3, A 4.3, A 4.5)

☐ Yes

☐ No

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

Additional Proficiencies

Additional Proficiencies

On occasions students may also have the opportunity to meet additional proficiencies in Year 1/ PAD 1 as per their local university Policy. These can be recorded below by the Practice Assessor. Achievement of these must then be explored as part of the initial interview in PAD 2, as further experience to consolidate these proficiencies may be required.

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family- centred care, ensuring all care is underpinned by effective communication skills.

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes

☐ No

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

ASSESSOR FIELD

Proficiency

ASSESSOR FIELD

Achieved

☐ Yes ☐ No

ASSESSOR FIELD

Comments

Episode of Care 1

PAD 2 Episode of Care 1

This assessment must be completed by the end of PAD 2. This summative episode of care must be undertaken by the Practice Assessor.

GUIDELINES

The student will be given the opportunity to supervise and teach a junior learner/colleague in practice and provide a written reflection on this experience. Junior learner colleague refers to a nursing associate student, health care support worker or a person new to the care role.

This needs to be based on the delivery of direct person-centred care. Professionalism underpins all aspects of the student's performance. (BAP 1)

The aim of this assessment is to demonstrate the student's progression in the following four platforms within the *Standards of proficiency for nursing associates (including skills from annexe A and B)* (NMC 2018):

- Provide and monitor care
- Working in teams
- Improving safety and quality of care
- Contributing to integrated care

Effective communication and relationship management skills underpin all aspects of care. (Annexe A)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, reviewing the quality of care they provide, promoting reflection and providing constructive feedback. (4 WIT 4.7)
2. Demonstrate an ability to support and motivate junior learner colleagues, other members of the care team and interact confidently with them. (4 WIT 4.2)
3. Demonstrate the ability to monitor and review the quality of care delivered by the junior learner colleague providing clear constructive feedback.
(3 PMC 3.18, 4 WIT 4.6, 4.7, A 5.3)
4. Demonstrate effective verbal, non-verbal communication and interpersonal skills in engaging with the junior learner and others involved in the care giving clear instructions and explanations during supervision. (A1.1 – A1.3, A4.1, A 5.1, A 5.2)
5. Reflect on their own role and the role of the junior learner colleague in the supervision encouraging the learner to

reflect on their practice. (A 5.4)

Student Reflection on an episode of Care

Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.

What did you do well?

What would you have done differently?

Practice Assessor Feedback

Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following standards of proficiency:

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

ASSESSOR FIELD

Provides and monitors care Chooses an appropriate care activity for the junior learner to engage in and considers the learner's needs and their current level of knowledge and skills. (3 PMC 3.18, 4 WIT 4.7)

Chooses an appropriate care activity for the junior learner to engage in and considers the learner's needs and their current level of knowledge and skills. (3 PMC 3.18, 4 WIT 4.7)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Working in teams Effectively prepares the junior learner and provides them with clear instructions and explanations about the care activity they are to engage in and checks understanding. (4 WIT 4.2, 4.7, A1.1 – 1.3, A4.1, A5.1, 5.2)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Improving safety and quality of care The student undertakes a risk assessment to ensure that the person(s) receiving care is not at risk from the learner/care activity. Continuous supervision and support is provided to the junior learner throughout the care activity. (5ISQC 5.3, 5.4)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Effectively communicates throughout the care activity, evaluates the care given and provides the junior learner / peer with constructive verbal and written feedback. (4 WIT 4.6, 4.7, A 5.3, 5.4)

☐ Yes

☐ No

Practice Assessor Comments

If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed

Student signature

☐ Check the box to insert your digital signature

Practice Assessors signature

☐ Check the box to insert your digital signature

Episode of Care 2

PAD 2 Episode of Care 2

This assessment must be completed by the end of PAD 2. This summative episode of care must be undertaken by the Practice Assessor.

GUIDELINES

The practice assessor and student will identify an appropriate episode of direct care involving caring for people with increasingly complex health and social care needs (may be a single or a group of individuals depending on the care environment). Professionalism underpins all aspects of the student's performance. (BAP 1)

The aim of this assessment is to demonstrate the student's progression in the following six platforms within the Standards of proficiency for nursing associates (including skills from annexe A and B) (NMC 2018):

- Promoting health and preventing ill health
- Provide and monitor care
- Working in teams
- Improving safety and quality of care
- Contributing to integrated care

Effective communication and relationship management skills underpin all aspects of care (Annexe A) Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

LEARNING OUTCOMES

THE STUDENT IS ABLE TO:

1. Demonstrate and applies the knowledge, skills and ability to provide safe, effective person-centred care. (3 PMC 3.6, A 1.9)
2. Demonstrate understanding of the contribution of social influences, health literacy, behaviours and lifestyle choices to the mental health and physical health outcomes in people, families and communities. (2PHPIH 2.1, 2.4, 2.6)
3. Demonstrate relevant knowledge in the prioritisation of care, managing their own workload and is able to identify changes in a person's condition and responds appropriately. (3 PMC 3.11, 4 WIT 4.5)
4. Interact and engage confidently with families/carers and members of the interdisciplinary team in providing and monitoring care for a small group of people (or in caring for an individual with complex care needs). (4 WIT 4.1)

5. Accurately undertake risk assessments demonstrating understanding escalating concerns appropriately. (5 ISQC 5.3 - 5.6)
6. Demonstrates an understanding of the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings and is able to work collaboratively in interdisciplinary teams. (6 CIC 6.1 – 6.4)

Student Reflection on an episode of Care

Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.

What did you do well?

What would you have done differently?

Practice Assessor Feedback

Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following standards of proficiency:

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

ASSESSOR FIELD

Promoting health Discusses the possible influences on the person's/group of people's mental health and physical health and can highlight a range of factors impacting on them and the wider community. (2PHPIH 2.1, 2.4, 2.6)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Provide and monitor care Applies relevant knowledge and skills in the provision of more complex person-centred care continually monitoring a person's condition, interpreting signs of deterioration or distress and escalate appropriately. (3 PMC 3.6, 3.11, 6 CIC 6.2, 6.3, B 1.9)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Working in teams Is able to prioritise and manage their own workload recognising when elements of care can be safely delegated to other colleagues, carers and family members demonstrating effective communication skills and the ability to document effectively. (4 WIT 4.1, 4.5, A 1.6, 1.9)

☐ Yes

☐ No

ASSESSOR FIELD

Practice Assessor Comments

ASSESSOR FIELD

Improving safety and quality of care Undertakes relevant risk assessments, is able to respond to and escalate risks and can implement actions as instructed. (5 ISQC 5.3 – 5.6)

☐ Yes

☐ No

Practice Assessor Comments

ASSESSOR FIELD

Contributing to integrated care Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating understanding of the need for multi- agency working. (6 CIC 6.1, 6.4 – 6.6, B1.9)

☐ Yes

☐ No

Practice Assessor Comments

If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed

Student signature

☐ Check the box to insert your digital signature

Practice Assessors signature

☐ Check the box to insert your digital signature

Summative - Episode of Care

PAD 2 Medicines Management - Summative

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

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

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

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

Regulatory requirements: Standards of proficiency for nursing associates (NMC 2018), The Code (NMC 2018), A Competency Framework for all Prescribers (The Royal Pharmaceutical Society 2016)

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

Learning outcomes (Annexe B 10.1 – 10.10)

The student is able to:

1. Demonstrate and apply knowledge to recognise how medicines act and interact in the systems of the body, their therapeutic actions, contraindications and side effects. (3 PMC 3.15, 3.16, B10.3)
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications. (B10.1)
3. Prepare medications where necessary, safely and effectively administer these via common routes, maintains accurate records and is aware of the laws, policies, regulations and guidance which underpin medicines management. (3 PMC 3.17, B10.4)
4. Safely and accurately perform medicines calculations for a range of medications. (1BAP 1.13, B10.2)
5. Coordinate the process and procedures involved in managing the safe discharge, move or transition between care settings of the person. (6 CIC 6.6)
6. Maintain safety and safeguard the patient from harm, including non-compliance, demonstrating understanding of the Mental Capacity Act (DH 2005) the Mental Health Act (DH 1983, amended 2007), where appropriate. (1 BAP 1.3, 5ISQC 5.1)

ASSESSOR FIELD

1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area.

☐ Yes

☐ No

ASSESSOR FIELD

2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.

☐ Yes

☐ No

ASSESSOR FIELD

3. Understands safe storage of medications in the care environment.

☐ Yes

☐ No

ASSESSOR FIELD

4. Maintains effective hygiene/infection control throughout.

☐ Yes

☐ No

ASSESSOR FIELD

5. Checks prescription thoroughly • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions

☐ Yes

☐ No

ASSESSOR FIELD

6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate • Asks patient/service user • Checks prescription chart or identification band

☐ Yes

☐ No

ASSESSOR FIELD

7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.

☐ Yes

☐ No

ASSESSOR FIELD

8. Calculates doses accurately and safely • Demonstrates to assessor the component parts of the calculation • Minimum of 3 calculations undertaken.

☐ Yes

☐ No

ASSESSOR FIELD

9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home)

☐ Yes

☐ No

ASSESSOR FIELD

10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.

☐ Yes

☐ No

ASSESSOR FIELD

11. Describes/demonstrates the procedure in the event of reduced capacity and non-adherence

☐ Yes

☐ No

ASSESSOR FIELD

12. Safely utilises and disposes of equipment.

☐ Yes

☐ No

ASSESSOR FIELD

13. Maintains accurate records • Records, signs and dates when safely administered

☐ Yes

☐ No

ASSESSOR FIELD

14. Monitors effects and is aware of common side effects and how these are managed.

☐ Yes

☐ No

ASSESSOR FIELD

15. Uses appropriate sources of information e.g. British National Formulary

☐ Yes ☐ No

ASSESSOR FIELD

16. Offers patient /service user further support/advice/education, including discharge/safe transfer where appropriate

☐ Yes ☐ No

This assessment reflects Annexe B10.1 - 10.10

ASSESSOR FIELD

Practice Assessor Feedback

Practice Assessor Signature

☐ Check the box to insert your digital signature

Student Reflection on Learning and Development

Student Signature

☐ Check the box to insert your digital signature

Action Plan

Action Plan

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

The Practice Assessor must liaise with the Academic Assessor and senior practice representative

The **SMART** principles should be used to construct the Action Plan.

ASSESSOR FIELD

Placement Name

ASSESSOR FIELD

Date Action Plan Initiated

ASSESSOR FIELD

Nature of Concern

Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)

ASSESSOR FIELD

What does the student need to demonstrate; objectives and measure of success (Measurable, Achievable and Realistic)

ASSESSOR FIELD

Support available and who is responsible

ASSESSOR FIELD

Date for Review

(Timed)

ASSESSOR FIELD

Review/Feedback



Ongoing Achievement Record

Tony Chambers - University of Hull
Created: 13-DEC-19 **Last Modified:** 13-DEC-19



Contents

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Ongoing Achievement record

England Nursing Associate Ongoing Achievement Record

NAPAD, Standards of proficiency for nursing associates, (NMC 2018).

This OAR is to be used in conjunction with the Practice Assessment Document

Guidelines

Table of Contents

The OAR document contains:

- A summary of each placement
- Practice Assessor checklist/comments
- Progression statements

Guidelines for OAR

Student

The Ongoing Achievement Record (OAR) summarises your achievements in each placement and with the Practice Assessment Document (PAD) provides a comprehensive record of professional development and performance in practice.

The purpose of this document is to provide evidence from Practice Assessor to Practice Assessor regarding your progress, highlighting any areas for development throughout the programme. Your Practice Assessor and Academic Assessor must have access to this document at all times during your placement and it should be made available on request. It is your responsibility to ensure it is completed on each placement.

Practice Supervisor

As a Practice Supervisor you can use the OAR to review achievements and progress to date and identify additional learning opportunities to support student development and learning.

Practice Assessor

As a Practice Assessor this document provides you with information regarding the student's progress. This allows areas for development to be identified from previous placements. It is your responsibility to ensure that each Placement record is completed and the Progression Statement at the end of the PAD is signed.

Academic Assessor

As the Academic Assessor you work in partnership with the Practice Assessor in relation to student achievement in practice. The Academic Assessor confirms student completion and recommends the student for progression for each part of the programme.

Protected learning time

Organisations must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)

Option B: nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours.

HUB Placement

PAD 1 - HUB PLACEMENT

To be completed by the Practice Assessor

ASSESSOR FIELD

Organisation/placement provider

ASSESSOR FIELD

Name of practice area

ASSESSOR FIELD

Type of experience

ASSESSOR FIELD

Telephone/email contacts:

ASSESSOR FIELD

Start date

ASSESSOR FIELD

End date

ASSESSOR FIELD

Number of hours allocated

ASSESSOR FIELD

Summary of student's strengths and areas for further development

ASSESSOR FIELD

Has the student achieved the profesional values?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved the agreed proficiencies?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved their agreed learning and development needs?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student completed the required hours?

☐ Yes ☐ No

ASSESSOR FIELD

Has an Action Plan been put in place? (if yes, see PAD document)

☐ Yes ☐ No

Student in agreement

☐ Yes ☐ No

ASSESSOR FIELD

Practice Assessor Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Number of hours completed

ASSESSOR FIELD

Outstanding hours

ASSESSOR FIELD

Number of days sickness

ASSESSOR FIELD

Absence

☐ Authorised ☐ Unauthorised

ASSESSOR FIELD

Academic Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor's Comments/review of the PAD document

Spoke Placement 1

PAD 1 - SPOKE PLACEMENT 1

To be completed by the Practice Assessor

ASSESSOR FIELD

Organisation/placement provider

ASSESSOR FIELD

Name of practice area

ASSESSOR FIELD

Type of experience

ASSESSOR FIELD

Telephone/email contacts:

ASSESSOR FIELD

Start date

ASSESSOR FIELD

End date

ASSESSOR FIELD

Number of hours allocated

ASSESSOR FIELD

Summary of student's strengths and areas for further development

ASSESSOR FIELD

Has the student achieved the profesisonal values?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved the agreed proficiencies?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved their agreed learning and development needs?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student completed the required hours?

☐ Yes ☐ No

ASSESSOR FIELD

Has an Action Plan been put in place? (if yes, see PAD document)

☐ Yes ☐ No

Student in agreement

☐ Yes ☐ No

ASSESSOR FIELD

Practice Assessor Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Number of hours completed

ASSESSOR FIELD

Outstanding hours

ASSESSOR FIELD

Number of days sickness

ASSESSOR FIELD

Absence

☐ Authorised ☐ Unauthorised

ASSESSOR FIELD

Academic Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor's Comments/review of the PAD document

SPOKE Placement 2

PAD 1 - SPOKE PLACEMENT 2

To be completed by the Practice Assessor

ASSESSOR FIELD

Organisation/placement provider

ASSESSOR FIELD

Name of practice area

ASSESSOR FIELD

Type of experience

ASSESSOR FIELD

Telephone/email contacts:

ASSESSOR FIELD

Start date

ASSESSOR FIELD

End date

ASSESSOR FIELD

Number of hours allocated

ASSESSOR FIELD

Summary of student's strengths and areas for further development

ASSESSOR FIELD

Has the student achieved the profesisonal values?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved the agreed proficiencies?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved their agreed learning and development needs?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student completed the required hours?

☐ Yes ☐ No

ASSESSOR FIELD

Has an Action Plan been put in place? (if yes, see PAD document)

☐ Yes ☐ No

Student in agreement

☐ Yes ☐ No

ASSESSOR FIELD

Practice Assessor Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Number of hours completed

ASSESSOR FIELD

Outstanding hours

ASSESSOR FIELD

Number of days sickness

ASSESSOR FIELD

Absence

☐ Authorised ☐ Unauthorised

ASSESSOR FIELD

Academic Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor's Comments/review of the PAD document

PAD 1 Retrieval Placement

PAD 1 - Retrieval Placement

To be completed by the Practice Assessor

ASSESSOR FIELD

Organisation/placement provider

ASSESSOR FIELD

Name of practice area

ASSESSOR FIELD

Type of experience

ASSESSOR FIELD

Telephone/email contacts:

ASSESSOR FIELD

Start date

ASSESSOR FIELD

End date

ASSESSOR FIELD

Number of hours allocated

ASSESSOR FIELD

Summary of student's strengths and areas for further development

ASSESSOR FIELD

Has the student achieved the profesisonal values?

☐ Yes

☐ No

ASSESSOR FIELD

Has the student achieved the agreed proficiencies?

☐ Yes

☐ No

ASSESSOR FIELD

Has the student achieved their agreed learning and development needs?

☐ Yes

☐ No

ASSESSOR FIELD

Has the student completed the required hours?

☐ Yes ☐ No

ASSESSOR FIELD

Has an Action Plan been put in place? (if yes, see PAD document)

☐ Yes ☐ No

Student in agreement

☐ Yes ☐ No

ASSESSOR FIELD

Practice Assessor Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Number of hours completed

ASSESSOR FIELD

Outstanding hours

ASSESSOR FIELD

Number of days sickness

ASSESSOR FIELD

Absence

☐ Authorised ☐ Unauthorised

ASSESSOR FIELD

Academic Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor's Comments/review of the PAD document

End of PAD 1

End of PAD 1

To be completed by the Practice Assessor and Academic Assessor

In addition to the achievement of professional values and proficiencies...

ASSESSOR FIELD

Has the student achieved additional proficiencies in PAD 1 (if required)

☐ Yes

☐ No

☐ NA

ASSESSOR FIELD

Has the student achieved the Episode of Care?

☐ Yes

☐ No

ASSESSOR FIELD

Has the student achieved Medicines Management?

☐ Yes

☐ No

ASSESSOR FIELD

I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement.

☐ Yes

☐ No

ASSESSOR FIELD

I confirm that the student has participated in care (with guidance), achieved all the requirements of PAD 1 and is performing with increasing confidence and competence.

☐ Yes

☐ No

ASSESSOR FIELD

I recommend that the student can progress to PAD 2.

☐ Yes

☐ No

SPOKE Placement 3

PAD 1 - SPOKE PLACEMENT 3

To be completed by the Practice Assessor

ASSESSOR FIELD

Organisation/placement provider

ASSESSOR FIELD

Name of practice area

ASSESSOR FIELD

Type of experience

ASSESSOR FIELD

Telephone/email contacts:

ASSESSOR FIELD

Start date

ASSESSOR FIELD

End date

ASSESSOR FIELD

Number of hours allocated

ASSESSOR FIELD

Summary of student's strengths and areas for further development

ASSESSOR FIELD

Has the student achieved the profesional values?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved the agreed proficiencies?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student achieved their agreed learning and development needs?

☐ Yes ☐ No

ASSESSOR FIELD

Has the student completed the required hours?

☐ Yes ☐ No

ASSESSOR FIELD

Has an Action Plan been put in place? (if yes, see PAD document)

☐ Yes ☐ No

Student in agreement

☐ Yes ☐ No

ASSESSOR FIELD

Practice Assessor Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Number of hours completed

ASSESSOR FIELD

Outstanding hours

ASSESSOR FIELD

Number of days sickness

ASSESSOR FIELD

Absence

☐ Authorised ☐ Unauthorised

ASSESSOR FIELD

Academic Sign off

☐ Yes ☐ No

ASSESSOR FIELD

Academic Assessor's Comments/review of the PAD document

student evaluation

Student evaluation

All modules and the programme will be evaluated in accordance with the University's quality standards.

Equality and diversity

Equality and Diversity

The University is committed to promoting equality of opportunity of all. [Read more about equality, diversity and inclusion at the University.](#)

Exit interview

Exit Interview

An exit interview will be carried out at the end of the programme.