

Mentor Handbook

Information to support students from the
West Yorkshire & Humber Universities
Pre-registration Nursing Programmes
2016

 UNIVERSITY OF LEEDS	 LEEDS BECKETT UNIVERSITY
<i>University of</i> HUDDERSFIELD Inspiring tomorrow's professionals	 UNIVERSITY OF BRADFORD MAKING KNOWLEDGE WORK™
 UNIVERSITY OF Hull	

Dear Mentor

Your contribution to the assessment in practice of our next generation of nurses is greatly valued, but would suggest that it is often not acknowledged.

We would like to take this opportunity to thank you for your patience and for taking the time to work with the students whilst they are in practice with you fulfilling your role as an NMC mentor. Your responsibilities in mentoring are set out in this document, (as stated by the NMC in The Code (2015) and a number of Standards), along with guidance on the process of completion of the West Yorkshire and Humber Practice Assessment Documents.

Thank you.

Introduction

Pre-registration nursing programmes constitute 50% practice and 50% theory. Mechanisms are included throughout the student's programme to integrate these two elements. The assessment of practice is as important as any academic work that students complete and requires a stringent process to ensure fair and rigorous assessment. Your contribution as a mentor to this process is essential and requires your professional judgement of the student's competence for safe and effective patient care. The requirements that must be met are clearly laid out by the Nursing and Midwifery Council (NMC 2010) and incorporates the Standards to Support Learning and Assessment in Practice (NMC 2008).

There are two documents involved in the assessment of practice in West Yorkshire.

- Practice Assessment Document (PAD)
- Ongoing Achievement Record, incorporating the Skills Log

These documents need completing by both the student and mentor to evidence progress towards becoming a qualified nurse.

The NMC (2010) have specified what must be achieved in order for the student to enter the Nurse Register. There are 2 components; 'Competency Statements' and 'Essential Skills Cluster Statements'. The Practice Assessment Document uses the essential skills cluster statements as the indicators of competence. To avoid confusion with the 'Skills Log', these essential skills cluster statements are referred to as 'Practice Standards'.

The number of Practice Standards increases throughout the programme (the course the students are undertaking), with the requirement that some of the standards are achieved in all placements whilst others may be achieved in a specific placement or stage, (these will be identified within the PAD). These Standards are the same across all the programmes but the schedule for achievement will be specified by each university programme and the student will provide details of this.

The student will need to demonstrate effective self management skills to ensure that all have been achieved within the necessary time. It will be your responsibility to ensure that you have either witnessed the student achieving the standards, or received information from other qualified nurses or qualified professional colleagues regarding the student's ability to meet the Practice Standards.

Please note: whilst it is the student's responsibility to know what Practice Standards need to be completed, it is your responsibility to sign them when completed.

It is the student's responsibility to ensure that all these documents are kept safe and are made available to you and other supervisors at appropriate times. Failure to do so may result in the student not being able to be assessed and therefore unable to progress to the next stage of the programme or ultimately to complete the nurse education programme and register as a qualified nurse.

Because these documents will be used by many students from different universities and from different programmes, common agreed terminology regarding the 'people' involved is felt necessary. Please note these titles and roles are NOT common to all universities:

MENTOR: a registered nurse who has a mentorship qualification recognised by the NMC. This person supports the student in practice and is responsible for assessing the student and documenting achievement or non achievement in the PAD.

SIGN-OFF MENTOR: a mentor who meets the NMC additional criteria to assess students in their final placement.

ASSOCIATE MENTOR: a qualified practitioner who may be identified by you as an additional member of staff to support the student in practice.

SUPERVISOR: any other appropriately qualified practitioner who supports the student in practice.

ACADEMIC SUPPORT TUTOR/ PERSONAL LECTURER: a member of the academic staff in the University, with responsibility for supporting and reviewing a student's progress on the programme.

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 students in the practice area.

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

Assessment Advice and Guidelines

Practice and theory are linked throughout the programme. The student will gain underpinning knowledge within the university, and an introduction to some clinical skills, which they will then practise, under supervision, during placements.

The assessment in practice may involve:

- Direct observation by you
- Working alongside you
- Discussion with you
- Indirect observation / working with other people in the healthcare team
- Evidence of the work the student has completed, e.g. reports, records

The assessment framework is supported by discussions between you and the student and where possible the link lecturer / academic tutor. The student's opinion of their personal performance is also valued and should be documented in a spirit of self-evaluation.

To achieve competency, the 3 aspects below should be demonstrated in the student's day-to-day practice:

Affective Skills: This is the way you do something;

e.g. the students manner and communication, the way they explain to someone how and why they are going to give them medication, the way they make the person feel safe and comfortable, treated with respect and dignity, and how they have gained consent.

Psychomotor Skills: This is how you demonstrate ability to complete a physical task. It involves things like hand and eye coordination, dexterity and technical accuracy.

e.g. filling a syringe safely and cleanly, and correctly administering medication.

Cognitive Skills: This is the ability to show understanding of the reasons why you are doing something and the implications of doing it.

e.g. being able to say what a drug is used for or how it works and the side-effects that could occur. Students should also understand the medication treatment as it applies to the patient they are working with.

Depending on the stage of the programme, the student can and should be assisted to engage in a wide variety of nursing activities, using their skills; the purpose being to enhance the student's knowledge and understanding of health care practice. They will also benefit from observing and engaging with other professionals in the course of their work.

The PAD follows the same process as previous documents i.e. initial, intermediate and final interviews, however the assessment criteria are now based on the NMC Practice Standards and are divided into five areas:

- care, compassion and communication
- organisational aspects of care
- infection prevention and control
- nutrition and fluid management
- medicines management

The key standards within each area are written as qualities and knowledge required at the point of registration. The NMC have identified elements (or sub parts) to indicate what this means for a student at stage 1, 2 and 3. These statements will help you assess the student's performance at the correct level for each stage, demonstrating a clear, logical progression through the programme.

The statements below provide additional information of the student's expected involvement at the various stages, at all times demonstrating the ability to apply 'The Code: Standards of Performance and Ethics for Nurses and Midwives' (NMC 2015):

Stage 1

- Observe practitioners within a range of settings
- Carry out aspects of care under the close supervision of a competent practitioner
- Practice to the satisfaction of the mentor(s) the skills and competencies necessary to demonstrate achievement of the Practice Standards and relevant Skills
- Discuss with practitioners the rationale for aspects of care and reflect upon their own practice
- Identify relevant sources/types of information and apply that knowledge to practice
- Show an ability to relate underpinning theory to the practice observed/undertaken
- Demonstrate the ability to communicate effectively, both written and verbally
- Able to manage themselves in identifying learning needs and taking appropriate action and to be engaged, and questioning

Stage 2

- Participate under the close supervision of a competent practitioner in carrying out aspects of care for a complex patient
- Participate under indirect supervision of a competent practitioner in carrying out aspects of care for a non complex patient
- Are able to recognise and act more independently upon the needs of patients / service users and their families or carers
- Apply relevant knowledge to the practice undertaken
- Use knowledge to analyse care delivery
- Question practitioners on aspects of care and its rationale
- Show an ability to perform psychomotor skills
- Use problem-solving skills, i.e. is able to offer suggestions re plan /alterations to the plan of care and is able to articulate the rationale for care choices
- Acquire further information about opportunities for practice and participate in care delivery on a more sustained basis
- Demonstrate an increased ability to communicate effectively i.e. in more complex situations

- Seek further information and show interest in utilising evidence based practice
- Show some ability to reflect upon their own practice
- Are able to manage themselves and others

Stage 3

- Participate under the indirect supervision of a competent practitioner in carrying out aspects of care
- Able to manage a group of patients / service users or a patient with complex care under indirect supervision
- Apply relevant knowledge to the practice undertaken
- Use knowledge to critically analyse care delivery
- Question practitioners on aspects of care and its rationale
- Performs psychomotor skills smoothly
- Uses problem-solving skills effectively
- Acquire further information about opportunities for practice and participate in care delivery on a sustained basis
- Demonstrate effective communication in a range of settings and with a range of people, in demanding and/or complex situations
- Seeks further information and can utilise evidence based practice
- Show strong ability to reflect upon their own practice
- Able to evaluate the quality of care
- Demonstrate independent and competent working and decision making
- Demonstrates leadership skills i.e. managing a practice area, group of patients / service users, taking the lead for a practice project, helping to mentor junior students /staff.
- Able to manage themselves in identifying learning needs and taking appropriate action
- Be engaged, & questioning ongoing development plan from previous placements

Further Guidance

The outcomes for all practice modules have been developed with the following in mind:

- *Standards for Medicines Management* (NMC, 2010)
- *The NMC Code – Professional standards of practice and behaviour for nurses and midwives* (NMC, 2015)
- *Standards for Pre-registration nursing education: Essential Skills Clusters* (NMC, 2010)

All of these must be considered when completing this assessment.

The practice learning outcomes for Semester 1 will be assessed in the Clinical Skills Simulation Suite.

Practice development will be incremental over the three years and practice learning outcomes have been designed to ensure this occurs. In addition, expectations about the level of performance have been directed by a competency framework (adapted from the work of Steinaker and Bell 1979) that can be seen in Table 1.

With reference to Table 1, it can be seen that by the end of year 1 the minimum requirement is that:

Where the student has been exposed to the experience/activity **'...the student observes others undertaking the activity, can accurately describe it and is a helper'**

Where the student can undertake the activity **'...the student demonstrates an acceptable performance under direct supervision and is a knowledgeable observer'**

With reference to Table 1, it can be seen that by the end of year 2 the minimum requirement is that:

'....the student carries out the activity as instructed, showing understanding of the rationale behind it. The student is beginning to function more independently and is beginning to formulate principles to guide practice. The student is beginning to adapt and apply nursing skills.'

With reference to that table it can be seen that by the end of year 3 the minimum requirement is that:

'.....the student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills.'

TABLE 1 - COMPETENCY FRAMEWORK

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

Adapted from Steinaker and Bell (1979)

Evidence of Achievement of Meeting Practice Standards

The NMC does not define which elements of the Standards (2010) the students are expected to achieve in practice and those which should be achieved during the student's university-based studies.

What they are expected to do is demonstrate links between theory and practice, through the various elements of the assessments.

Students are asked to work consistently and steadily through their documents.

The expectation (just as in the skills log) is that once a standard is signed as achieved, the student is expected to perform that standard to a competent level for that stage in all the remaining placements. Where the standard is not assessed until a later placement within that stage (i.e. placement 2 or 3), the student is expected to be working towards that standard in the earlier placements.

Remember! The mentor's decision to pass or fail the student on placement will need to take into consideration:

- the students whole performance, including
 - the quality of the student's written evidence
 - the student's performance in practice and through discussion.
 - the student's ability to meet the criteria to achieve an overall 'Pass or Fail' Your decision will be based for example on how the student is working to achieve the Practice Standards, and their behaviour and attitudes. The Grading Assessment Tool can be used as a point of reference Appendix 1a-c. N.B. University of Bradford students are graded using this tool (at **intermediate and final interview** on each summative placement and University of Huddersfield students at final placement).

If the student has not managed to reach the required standard for the placement then the University may allow an opportunity to undertake a further practice placement, subject to programme criteria and HEI regulations.

The student must achieve all of the "PRACTICE STANDARDS" in order to progress to the next stage of the programme or in stage 3 to complete the programme and apply for entry to the register.

- Achievement of practice standards must be supervised and verified by a registered nurse who meets the standard required to be a NMC Mentor.
- At least 40% of the student's placement time must be spent working with a NMC mentor.
- You should undertake an initial interview, identifying the learning outcomes for this placement, documenting in the development plan any further discussions, review the on-going achievement towards the practice standards, verifying progression at the intermediate interview, updating any development plan and achievement at the final interview.

The Practice Assessment Document process:

1st day

- 'Orientation to the Practice Setting' **MUST** be completed by the end of the **1st day** (this doesn't have to be undertaken by you as their mentor – it may be undertaken by any qualified member of staff familiar with the practice setting)

First week

- Placement details page: this should be completed within the first week by you and the student
- Initial Interview: should be undertaken and agreed by you and the student within the first week. There may also be support from an identified member of staff from the University. The development plan should address any issues in the development plans from previous placements (found in the Ongoing Achievement Record). You should agree which Practice Standards can be completed by the end of this placement (these may be pre-determined by the University)

Intermediate interview

MUST be undertaken midway through the placement.

Delay in conducting the intermediate interview and identifying areas for development in knowledge and skills will not enable the student to have the opportunity to take action to achieve any improvement.

- Before the interview date, suggest that the student undertakes a self assessment against the practice standards, professional behaviour and grading criteria (if a Bradford student or Huddersfield on final placement)
- You should review the student's progress to date and agree learning outcomes for the remaining time of the student's placement, identifying further learning opportunities that are available to meet elements of the Practice Standards.
- Review any testimonies the student has gained (found in the OAR) and any reflections in the Complementary placement pages.
- Complete the Professional Behaviour in Practice page.
- Complete the Ongoing Development Plan: to be agreed by you and the student and written by you. This should be used for all students as they progress through the placement, but **MUST** be completed if concerns have been identified. Ongoing Development Plans can be written at any time within the placement. **Where the student is in danger of failing the placement a member of the University must be involved in the process of addressing their needs.**
- You **MUST** discuss with your University contact if you have any concerns about the student's knowledge and performance in practice at this stage.
- *Review achievement of elements of the practice standards* using the following abbreviations

A = Achieved	If the student has demonstrated they have safely achieved any element of a practice standard
NA = Not Achievable due to lack of opportunity	There may be some placements where students may not be able to achieve a practice standard specifically due to the type of placement (may not be a 'hands-on' care setting)
F=Fail	The student has not been able to show either knowledge and/or ability to perform the practice standard to a suitably high standard.

Final Interview

- Before the interview date, suggest that the student undertakes a self assessment against the practice standards, professional behaviour and grading criteria (if a Bradford student or Huddersfield on final placement)
- Complete the Professional Behaviour in Practice page (in the Ongoing Achievement Record and Skills Log Document). NB: Failure on ANY element of these behaviours at this stage will result in a failure of placement.
- Discuss the learning and any deficits in knowledge and skills achieved with the student and complete all relevant documentation in the PAD, Ongoing Achievement Record and Skills Log Document; checking;
 - Attendance record
 - Record of concerns (where appropriate)
 - Review the testimony pages, taking these comments into consideration when assessing the student's performance. For some programmes testimonies are compulsory and the students will know when, who and how many testimonies they need to obtain from the placement. For other students testimonies are recommended. There is more information on testimonies within the PAD.
- Complete the 'Statement of Placement Achievement'. (**Please note** that this page also needs completing in the Practice Assessment Document).
- **University of Bradford** students should also be given a mark for practice (marking criteria are found at Appendix 1a-c in the PAD and guides both the student and yourself on the level of performance expected at the stage of the programme. This tool is used to record the student's level of performance at the intermediate stage and final stage of placement. The mentor signs and dates in the appropriate box how the student is performing. The final decision is based on the student's performance within practice and their achievement of skills, against the statement. The tool can be used by any mentor, but **MUST** be completed for Bradford students.
- **University of Huddersfield** students should be graded formatively in all placements until the final placement, when this is a summative grade by using the grading tools found at Appendix 1a-c in the PAD (see statement above for guidance).

End of Stage

As the mentor carrying out the assessment at the final placement of a stage, you are responsible for confirming whether the student has successfully demonstrated practical skills and professional behaviours and that they have achieved ALL elements of the Practice Standards for that stage.

You should complete the 'Final Interview Page' which also recognises the end of the stage and repeat it in the in the Ongoing Achievement Record and Skills Log.

An overall decision for the stage should be given using the categories as below:

PASS	The student has achieved all practice standards for this stage of the programme
FAIL	The student has not achieved all the practice standards for this stage of the programme.

- Attendance record: this should be completed by the student but verified by a RN who was on duty with the student at the end of each shift and reviewed at least weekly by you. All absences require a signature from you. The student should ensure they have noted when they have worked with an allocated mentor in the 3rd column.
- Record of Alternative / Complementary Experience Opportunities: if the student spends time within another practice area, these pages should be completed by the student. The student should link their experience with some of the Practice Standards. You may use these learning experiences and the testimonies towards the students overall evidence of achievement in practice.
- Testimony: these pages provide an opportunity for any person (including service users and carers and other professionals) who has worked with the student to comment on their practice. Permission **MUST** be sought by the student from their mentor or another qualified member of staff before seeking testimony from any service user or carer. Service users and carers should **NOT** sign their entries (for reasons of confidentiality); instead mentors should sign these entries. Entries may be dictated if appropriate. Things to be considered may include any of the following:
Students should consider the following as a minimum:
 - How they took into consideration the needs of the service user (e.g. cultural background, physical and mental capacity, privacy and dignity etc)
 - Did they introduce themselves fully?
 - Did they gain informed consent after explaining what they need consent for? Did they ensure that the service user could refuse to consent?
 - Did they give explanations in appropriate language so that the service user and/or carer could understand?
 - Did they make the service user and/or carer feel at ease?
 - Did they treat the service user with respect?
 - Did they listen to the service user and value their opinion?
 - Did they recognise the needs of the service user and/or carer?
 - Was their documentation reflective of the interaction with the service user?
- The student may want to use the Assessment in Practice Settings (ALPS) assessment tools which can be found at <http://www.alps-cetl.ac.uk/tools.html>

Other pages in the Ongoing Record of Achievement and Skills Log

- SUMMARY: Record of Completion. These pages summarise the student's achievement of the practice standards essential for completing the nursing programme and should be completed by the student and submitted in accordance with instruction from the University.
- Professional Behaviour in Practice: should be completed by you at the final interview stage. Failure on ANY element of these behaviours at this interview stage will result in failure of the placement.

- Final interview: to be completed by you within the last 3 days of placement. It contains a student self evaluation and your feedback. This should capture the strengths and challenges of the student throughout their placement, taking into consideration feedback from other professionals, service users and carers and their professionalism.
- Statement of Placement Achievement: this is duplicated from the practice assessment document but requires completing to provide evidence of achieving in practice across the 3 years.

ACTION PLAN: In this you should include aspects of practice that need to be focused upon during the next clinical placement. These should be generic and include learning outcomes not previously attempted or achieved.

To help keep the plan of action clear, it should take the form of SMART goals.

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time Framed**

e.g. the student will demonstrate use of 2 forms of non-verbal communication during interaction with patients by the end of week 3 of the next placement.

Skills Log

The Skills Log forms part of the Ongoing Achievement Record. The aim is to work systematically through both the Practice Assessment Document and Skills Log by making the best use of the experiences available on each placement, in order to achieve all Practice Standards and Skills at the point of registration.

Roles and Responsibilities

The Mentor

You are the registered nurse responsible for the student's practice during the placement.

You should:

- supervise (directly or indirectly) their experience and assess their performance
- be sure that they are working safely and within their own level of competence. This will include complying with the organisation's policies and procedures for medicines management, escort etc.
- review and verify the student's evidence of achievement of the practice standards,
- complete all the relevant sections in the document and specify if the student has received a 'pass' or 'fail' for this placement
- inform the university if the student is sick or absent or if you have concerns about the standard of their performance.
- consider the eight domain outcomes in the Standards to Support Learning and Assessment in Practice (NMC 2008): establishing effective working relationships; facilitating learning; assessment and accountability; evaluating learning; creating environments conducive to learning; context of practice; evidence-based practice and leadership.

The NMC (reference needed to support this) states that student nurses must be supernumerary and so the student cannot be counted as part of the establishment, but should work alongside you and your colleagues as part of a team.

The Student

Is expected to behave in a professional manner at all times. This means, as a minimum, they are required to:

- follow the policies and procedures of the placement provider
- follow the dress code for the placement provider
- communicate effectively
- be punctual
- inform BOTH their practice area AND the university if they are unable to attend placement
- take responsibility for the safe keeping of their assessment documentation
- contribute to the assessment process

- take responsibility for the achievement of their learning outcomes.
- complete the placement evaluation (some universities require this as compulsory) using the web-based evaluation found at: www.healthcareplacements.co.uk

Mentors are responsible for the student's practice, however the student is morally responsible and needs to take their role seriously and work within The Code (NMC 2015). They should work conscientiously to the best of their ability, acknowledging their limitations, politely declining to do anything that they do not feel safe to do at the stage of the programme.

Once a skill has been signed by a Mentor as achieved, **the expectation is that the student will continue to perform that skill to a competent standard throughout their placements.** There are clear statements in the practice standards that competence must be maintained and if the student is no longer competent the mentor must take appropriate action. In such a situation the student would re-train and the mentor should write this in the practice standards, expand the interview and development plan. If the skill and is still unsafe then it is a fail and will be addressed under the practice standards as they are inextricably linked. For example:

1.7 Uses professional support structures to learn from experience and make appropriate adjustments. (PAD 2)

1.8 Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field. (PAD 3)

1.9 – Is self-aware and self-confident, knows own limitations and is able to take appropriate action. (PAD 3)

10.4 - Actively seeks to extend knowledge and skills using a variety of methods in order to enhance care delivery. (PAD 2).

There are other practice standards that could be utilised which may be more specific to the situation.

The Academic Support Tutor

You are responsible for ensuring that:

- the student is prepared for the placement
- signing the development plan / action plan (if required by the University)
- monitoring the student's progress
- supporting ongoing development planning and interviews especially if the student is not reaching the required standard

The Academic Support Tutor and or the Link Lecturer will:

- respond to requests for information or help from the student and/or their mentor.

References

Nursing and Midwifery Council (2008) *Standards to support learning and assessment in practice*. London, Nursing and Midwifery Council.

Nursing and Midwifery Council (2015) *The Code: Professional standards of practice and behaviour for nurses and midwives*. London, Nursing and Midwifery Council.

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

Other Useful guidance and resources

Nursing and Midwifery Council: <http://www.nmc-uk.org/>

Royal College of Nursing: <http://www.rcn.org.uk/>

University of Leeds / Leeds Beckett practice placement website:
<http://www.practiceplacements.leeds.ac.uk/pages/ppu/ppu.htm>

University of Huddersfield website: <http://www.hud.ac.uk/>

University of Bradford website: <http://www.bradford.ac.uk/external/>

University of Hull: <http://www2.hull.ac.uk/fhsc/>

Mentor update e-learning website: <http://www.mentorupdate.co.uk>

Web-based practice profile / student and mentor evaluation / documentation repository: www.healthcareplacements.co.uk

Continuing professional development course finder:
www.cpd4yorksandhumber.nhs.uk

PRACTICE ASSESSMENT DOCUMENT FOR PRE-REGISTRATION NURSING STAGE ONE

Student Name.....Sample.....

Student ID Number.....

Cohort/Intake/Year.....

Name of Programme.....

 UNIVERSITY OF LEEDS	 LEEDS BECKETT UNIVERSITY
<i>University of</i> HUDDERSFIELD Inspiring tomorrow's professionals	 UNIVERSITY OF BRADFORD <small>MAKING KNOWLEDGE WORK™</small>
 UNIVERSITY OF Hull	

This University document forms part of the SUMMATIVE assessment requirement for registered nurses. It may be retained by the University.

Data Protection: please note that the contents of this document may be photocopied and later used by the University and those persons named within it.

I confirm I have read and agreed with this statement.

Signed: _____ Date: ____/____/____

NB: This document should be completed in black ink and must be available in the clinical setting at all times. All parts of this document requiring a signature should be signed by the appropriate person. It is the student's responsibility to produce this document when required.

Placement 2

Placement details

To be completed by you and your mentors

Placement Area	Ward xx / Any team		
Dates of Placement	From Xx/xxxx/xxxx	Until Xx/xxxx/xxxx	
Placement Contact Number	01234 567899		
NMC Mentor name (please print) <i>(as appears on local mentor register)</i>	ANNIE MENTOR		
Date of last mentor update* <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>	30 August 2012	Date triennial review completed	
Signature and Initials	A.Mentor		AM
NMC Mentor (2) (please print) <i>(as appears on local mentor register)</i>			
Date of last mentor update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed	
Signature and Initials			
Associate Mentor (1)	Bea Mentor		
Signature and Initials	<i>Bea Mentor</i>	<i>BM</i>	
Associate Mentor (2)			
Signature and Initials			
Academic Support Tutor/Link Lecturer	A. Linker		

Placement 2

Attendance Record Sheet

(Mentor’s initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon *	8.30	4.30	7	30	A.M.
Xx/xx/xx	Tues *	8.30	4.30	7	30	AM
	Wed	8.30	4.30	7	30	B.M
	Thurs *	8.30	4.30	7	30	AM
	Fri	8.30	4.30	7	30	B.M
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK
TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = HOURS

I verify that 40% of clinical placement time was shared between the student and mentor/associate mentor and that these documented details are accurate.

Signature of mentor Date
 Signature of student Date

Placement 2

Orientation to Placement Setting

To be completed before the end of the first shift

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

Your mentor should signpost you to appropriate health and safety policies.

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

Information/Orientation		Date and RN / registered professional initial	Date/supervisor initial (for alternative / complementary placements)	
Responsibilities in Emergency situations:	- Cardiac arrest - alerting team/employees			
Fire	- alarm points - assembly points - standing orders, policies, procedures			
Accident/Incident Procedures	- staff - visitors - identified first aider -inform University if incident form completed			
Infection Control	- used equipment/sharps/linen - policies - disposal of waste			
Moving and Handling Policy and mobility techniques in this area				
Vulnerable Adults / Safeguarding Children				
Communication Process	- observation / duty hours - reporting sickness and absence - person to whom the student must report -understands the policy for receiving and referring messages and enquiries			
Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure				
Confidentiality and Information Governance				
Mobile Phones				
Dress and Attire - policy and regulations related to dress code whilst on placement				
Toured the placement area environment / Introduced to the staff / staffing structure				
Personal Safety and risk issues				
Management and storage of patients valuables				
Management and storage of students personal belongings				
Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Please circle: Yes / No				
Other issues specific to this placement (Please Specify)				

Placement 2

INITIAL INTERVIEW

You should reflect on your previous experience, using the Ongoing Achievement Record and Skills Log. You should document this in the 1st box. Within the first week, you and your mentor should identify your learning needs; identifying which opportunities may be available for you as well as any specific Practice Standards which are to be achieved on this placement. A development plan should be written that enables you to meet these.

Student to identify learning and development needs:	
<i>This is my second placement and in this placement I would like to learn about surgical care and aim to look after my own patient. I would like to visit theatre and learn about wound care.</i>	
Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments.	
Development Plan: Where it is anticipated that opportunities to achieve specific practice standards elements or skills may not be available; a note of this should be made here, and the student should make their lecturer aware of this.	
We have discussed the expectations in relation to professional behaviour in practice. Jane will be under direct supervision initially and as she gains more confidence with the key aspects of surgical care begin to take the lead in the care of one patient. She will learn to admit a patient for planned surgery and should be able to do this by her intermediate interview. She needs to continue to develop her communication skills she has begun to learn during her last placement and she should aim to be able to hand over her patient by the need of this placement, to start with she will give updates on the care of her patient to me as if it was hand over to enable her to practice. We have reviewed her skills book and she will be able to complete	
Mentor and student to negotiate a learning plan	
Pre & post operative observations Aseptic technical for an non-complex surgical wound Assessment of pressure ulcer risk Preparation of the area	
And be able to work towards Health promotion in relation to diet, and post operative instructions Preparation of patient for procedure taking into account individual needs	
I will identify an appropriate patient for Jane to follow through from admission to discharge including surgery. Jane will have the opportunity to observe the work of the tissue viability nurse and physiotherapist.	
Proposed date for intermediate interview...4 weeks time - 21 st October	
Mentor Signature: A. Mentor	Date xx.x.xxxx
Student Signature: J. Bloggs	Date xx.x.xxxx

Placement 2

ONGOING DEVELOPMENT PLAN

All students must have an ongoing development plan. Areas of concern must be explicitly defined.

For each issue of concern, document:

- a) The help, support and advice that you have / will be given
- b) The expected outcome(s),
- c) Date(s) to review progress in resolving the issue(s) of concern.

See above

Work with mentor for every shift for the first 2 weeks, then for 40% of the time
Practice admitting patients for planned surgery with mentor with the aim for being able to admit a patient on own by intermediate interview.
Plan care with mentor for her allocated patient
Practice aseptic technique at every opportunity

Student SignatureJ. Bloggs Date..... xx.x.xxxx.....

Mentor Signature: A. Mentor Date..... xx.x.xxxx.....
**The following University staff have been informed of concerns....A.LinkerDate....
xx.x.xxxx...**

**Professional Behaviour in Practice
Intermediate interview stage - Formative**

Stage 1, Placement 2 Professional Attitude in a Practice Setting - Intermediate Interview	Satisfactory			Unsatisfactory
	Practice always reflects professional values & attitudes	Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
1. Make the care of people their first concern, treating them as individuals and respecting their dignity				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
communication with people (patients, their carers/family and colleagues) including listening.	A.Mentor Xx/xx/xx			
maintaining people's privacy and dignity	A.Mentor xx/xx			
being respectful and courteous and non-judgmental	A.Mentor xx/xx			
using their skills of empathy and is sensitive to the needs of others	A.Mentor Xx/xx/xx			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
maintaining confidentiality	A.Mentor xx/xx			
maintaining records	A.Mentor xx/xx			
using problem solving skills	A.Mentor xx/xx			
recognising their own limitations and seeking support when unsure of what to do		A.Mentor Xx/xx/xx		
maintaining professional boundaries		A.Mentor xx/xx		
3. Be open and honest, act with integrity and uphold the reputation of your profession				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
working alongside other members of the health care team	A.Mentor			
taking responsibility for making the most out of their learning opportunities		A.Mentor Xx/xx/xx		
managing feedback about their learning		A.Mentor xx/xx		
using reflection as a means of identifying their own learning needs and limitations	A.Mentor Xx/xx/xx			
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				A.Mentor Xx/xx/xx
complying with hygiene, uniform and dress codes.				A. Mentor xx/xx/xx

* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student. NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date completed

Placement 2

INTERMEDIATE INTERVIEW

You and your mentor should review evidence in all sections of this document and the Ongoing Achievement Record and Skills Log to identify your strengths and development needs. The initial development plan should be carefully reviewed before formulating and documenting a new development plan. Areas of concern must be explicitly defined.

Your review of your own progress in meeting learning needs (to be completed prior to the interview):

This is a really busy placement and I do feel that I am making progress but sometimes I am unsure of what to do and don't want to get in the way. I am also moving house at the moment so it is all very hectic. I have to get 2 busses now which has been confusing and I have been late sometimes.

Mentor's review of your progress (for mentors of University of Bradford and Huddersfield students, also use the grading tool at the back of the PAD document):

Jane is making progress during this placement. She is now able to admit a patient under direct supervision and begin to identify the plan of care for simple surgical procedure. However when faced with something new or complex she tends to become anxious and becomes very quiet and non responsive. Jane is aware of this and states she has always responded to anxiety in this way.

We have discussed the uniform policy and the importance of wearing a clean uniform each shift for infection control management and the significant impact the sense of smell has for people esp. Patients.

Jane has shown some excellent awareness of patient needs; she was able to identify a patient who was particularly anxious prior to surgery and found out that the patient was worried about being well enough to attend his daughter's wedding, we were then able to address this which reduced the patients' level of anxiety significantly.

NB: there is a spare page overleaf for continuation of development / learning plan

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

Proposed date for final interview (the final interview documentation is in the Ongoing Achievement Record and Skills Log).....

Jane is struggling to safely calculate the dosage of medications and admits to having very little confidence in this area - 33.1 safely calculates medicine dosage

Ongoing Achievement Record and Skills Log reviewed? Yes / No	Practice Standards elements reviewed? Yes / No	
Professional Behaviours completed? Yes / No	Testimonies / Service user feedback reviewed? Yes / No / Not applicable	
Have any concerns or potential concerns been raised at this point? Yes / No	If yes, has the academic tutor/ link lecturer been informed? Yes / No	
Student Signature J Bloggs	Date Xx/xx/xx	
Mentor Signature A Mentor	Date Xx/xx/xx	
Other Signature A..C.Lecturer		

Time keeping

Appropriate response to new, challenging situations

Compliance with uniform policy

We have discussed Jane's response to anxiety or stressful situations and talked about some techniques she can use to help reduce anxiety, such as undertaking preparatory reading for planned cases which are new to her, doing some breathing exercises, or saying she is not sure and can she had time to think, rather than not speaking at all. We have agreed that she will do some reading around reducing anxiety for patients as the same techniques would be helpful for her. She will be encouraged to get involved in new experiences which will stretch her e.g. we are still aiming for Jane to hand over her patient by the end of this placement. We will review this in 2 weeks time.

Action Plan

Jane will comply with the uniform policy for the rest of this placement and future placements.

Jane will arrive on time for the start of the shift, if she is having problems with this she needs to contact the ward to let us know she will be late and why.

Jane will undertake the drugs calculation practice programme available at the School and we will ensure Jane practice's at least 5 calculations per shift. Jane can also practice mental arithmetic during other activities such doing her shopping to help build her confidence in this area. Review in 2 weeks time

We still have to arrange for Jane to follow a patient through into surgery and we will do this in the next 2 weeks.

Jane needs to continue to practice her aseptic technique.

A.M.

Placement 2

Record of Alternative / Complementary Short Experience Opportunities

Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.	
Base: Ward X	Supervisor J Smith
Experience Area Name: Tissue Viability	
Contact person-Name and job title <i>M.White</i>	
Address <i>Bloggs Out Patients, City Hospital</i>	
Tel no <i>1234 56789</i>	
Email contact <i>m.white@city hospital</i>	
Purpose of experience and learning outcomes to be achieved	
<i>To understand more about wound healing and the role of the tissue viability nurse</i>	
Record of experience	
Include short reflective account of what you have learnt	
<i>I spent the afternoon watching the tissue e viability nurse work. I observed her assessing a chronic pressure ulcer and she observed the wound, recorded its size, position, colour and if there we any exudates and used a pressure ulcer assessment tool. She also uses a transparent plastic sheet to draw around the outside of the wound. She asked about the patient's life style and diet because these factors can affect how quickly a wound will heal.</i>	
Comments from supervisor / other professionals	
<i>Jane appears to have gained a lot from this visit; she asked questions throughout and behaved in a professional manner. She also showed sensitivity and understanding with the patient, maintaining eye contact with him and giving him encouragement during the dressing change.</i>	
Name... <i>JANE SMITH</i>signature... <i>J Smith</i>	
Professional background... <i>Tissue viability nurse</i>	
Number of hours <i>3.5</i>	Name of supervisor (please print)
	Signature of supervisor: <i>J Smith</i>

Stage 1 - Placement 2

<p>STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)</p>			
<p>NAME OF STUDENT (please print):Jane Bloggs</p> <p>NAME OF PLACEMENT Ward xx / Any team</p> <p>ORGANISATION (e.g. name of NHS Trust) A Trust</p> <p>NAME OF MENTOR (please print):A Mentor</p>			
<p>PASS (the practice standards are being achieved).</p> <p><i>Some of the practice elements (3) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i></p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.</p>			
Signature of Mentor:		A. Mentor	Date: x/xx/xxxx
Signature of Student:		J. Bloggs	Date: x/xx/xxxx
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN will be developed with the appropriate lecturer and used in the next placement.</p>			
Signature of Mentor:			Date:
Signature of Student:			Date:

BSc (Hons) Nursing

Ongoing Achievement Record and Skills Log

STUDENT NAME:	_____	UNIVERSITY LECTURER:	_____
STUDENT ID NUMBER	_____	UNIVERSITY EMAIL:	_____
UNIVERSITY EMAIL:	_____	TELEPHONE CONTACT:	_____
TELEPHONE CONTACT:	_____		
COURSE	_____		
START DATE:	_____		
EXPECTED COMPLETION DATE:	_____		

This document is ESSENTIAL for the Student Nurse to evidence learning & achievement

If found please return to:

Stage 1, Placement 2 Professional Attitude in a Practice Setting – Final Interview	Satisfactory			Unsatisfactory
	Practice always reflects professional values & attitudes	Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
2. Make the care of people their first concern, treating them as individuals and respecting their dignity				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
communication with people (patients, their carers/family and colleagues) including listening.	A.Mentor Xx/xx/xx			
maintaining people's privacy and dignity	A.Mentor xx/xx			
being respectful and courteous and non-judgmental	A.Mentor Xx/xx/xx			
using their skills of empathy and is sensitive to the needs of others	A.Mentor Xx/xx/xx			
3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
maintaining confidentiality	A.Mentor xx/xx			
maintaining records	A.Mentor xx/xx			
using problem solving skills	A.Mentorxx/xx			
recognising their own limitations and seeking support when unsure of what to do	A.Mentor Xx/xx/xx			
maintaining professional boundaries		A.Mentor xx/xx		
4. Be open and honest, act with integrity and uphold the reputation of your profession				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
working alongside other members of the health care team	A.Mentor Xx/xx/xx			
taking responsibility for making the most out of their learning opportunities		A.Mentor Xx/xx/xx		
managing feedback about their learning	A.Mentor xx/xx			
using reflection as a means of identifying their own learning needs and limitations	A.Mentor Xx/xx/xx			
timekeeping is satisfactory and they communicate appropriately if unable to attend placement	A.Mentor Xx/xx/xx			
complying with hygiene, uniform and dress codes.	A.Mentor Xx/xx/xx			

*** Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student. NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement**

Date completed

Stage 1 -Placement 2

Final Interview

This interview gives you and your mentor an opportunity to reflect on the experience and for a progress assessment to be completed. There should be no 'surprises' at this time so you should be aware of your progress. It should be completed within the last week of the placement by the mentor.

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

You and your mentor should review your action plan(s) and evidence in all of the following sections of the Assessment in Practice Document (please circle).

- | | | |
|--|-----|-------------------------------|
| • Testimonies | N/A | Mentor's Initials: ...AM..... |
| • Record of attendance verified | Yes | Mentor's Initials: ...AM..... |
| • Skills Log checked, signed and discussed | Yes | Mentor's Initials: ...AM..... |

STUDENT self evaluation

You may wish to consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, nursing skills

- Strengths of my practice

I have found this placement challenging, I did not initially address the areas I was struggling with appropriately but with help and support from my mentor I feel I have now developed in those areas of admissions, documenting care, identifying gaps in my knowledge and finding information to address these. I have also become more aware of the importance of approaching issues in a professional way, and that means asking for help when I am feeling anxious.

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

I still need to work on medicine management and calculation of drugs as well as starting to look after more than one patient at a time.

Placement 1 - Stage 1

Mentor Feedback

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

For the University of Bradford and Huddersfield students only: have you graded their practice? Yes / No

- Strengths of students practice

Jane has worked hard to address the issues identified in the intermediate interview and development plan, She now approaches most issues in a professional way and with support identifies gaps in her knowledge and addresses these. She gave a talk on dietary advice following surgery post to an identified patient and family. She has been able to hand over a patient to the next nurse taking over care. Jane does still get anxious with new and challenging situations especially acute admissions and she needs to work on this in her next placement. She is mastering aseptic technique but is not yet proficient. Likewise her knowledge on pressure ulcer assessment and management still requires development, however she can assess a patient using the Braden scale and recommend appropriate interventions.

- Aspects of practice the student needs to develop in practice.

Jane must continue to demonstrate a professional approach to her practice and in her communication with patients and peers and needs to be able to hand over her patient to the team rather than just to the nurse taking over care and by the end of her next placement be responsible for at least 2 patients. As a second year nurse, she needs to be more proactive in identifying gaps in her knowledge practice and how she will address these; she needs to demonstrate her knowledge clearly by discussing and articulating rationale for care with her mentor. She needs to continue to develop her skills and knowledge re medicine management and calculations and needs to be involved in these for patients other than her own to enable her to get plenty of practice. The university has been made aware of Jane's progress and her development needs for the next placement. She also needs to continue to practice her aseptic technique to a proficient standard.

Practice Evaluation completed (www.healthcareplacements.co.uk) certificate date.....

Placement 2

Testimony

These pages provide an opportunity for other professionals and support staff who you have worked with to comment on your professional attributes, knowledge and practice skills.

Date	Comments	Print Name/Role

Student to identify which Practice Standards these comments can be mapped to:






Placement 2

Patient/Service User Feedback Form

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

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

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

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
	Very Happy	Happy	I'm not sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse:					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor signature:	Date:
Student signature:	Date:

Thank you for your help

This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Stage 1 - Placement 2

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print):Jane Bloggs			
NAME OF PLACEMENT Ward xx / Any team			
ORGANISATION (e.g. name of NHS Trust) A Trust			
NAME OF MENTOR (please print):A Mentor			
PASS (the practice standards are being achieved) <i>Some of the practice elements (3) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i> Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.			
Signature of Mentor:	A. Mentor	Date:	x/x/xx
Signature of Student:	J. Bloggs	Date:	x/x/xx
FAIL (some of the practice elements have not been achieved to the standard required) Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement. If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement. The student's progress has been discussed and an ACTION PLAN will be developed with the appropriate lecturer and used in the next placement.			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

