

# PRACTICE ASSESSMENT DOCUMENT FOR PRE-REGISTRATION NURSING STAGE ONE (Year 1)

Student Name.....

Student ID Number.....

Cohort/Intake/Year.....

Name of Programme.....

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

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.**

<b>Content</b>	<b>Page number</b>
Welcome	3
Mentor information	4
The assessment of practice process	5-6
<b>Placement 2</b>	7
Placement details	8
Attendance record sheet	9-11
Orientation to practice setting	12
Initial interview	13
Professional behaviour in practice	15
Intermediate interview	16
Review of ongoing development plan	17
Record of alternative / complementary experience opportunities	18-21
Statement of placement achievement (placement 1)	22
<b>Placement 3</b>	23
Placement details	24
Attendance record sheet	25-27
Orientation to practice setting	28
Initial interview	29
Ongoing development plan	30
Professional behaviour in practice	31
Intermediate interview	32
Review of ongoing development plan	33
Record of alternative / complementary experience opportunities	34-37
Statement of placement achievement (Final placement)	38
<b>Practice Standards</b>	39-46

## Welcome

This Practice Assessment Document (PAD) records your progress towards becoming a registered nurse.

As these documents will be used by students from different universities, common terminology regarding the 'people' who will be working with and supporting you are identified below. Please note, however that these titles and roles may not be 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 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 identified by your mentor who supports you in practice.

**SUPERVISOR:** any other appropriately qualified practitioner who supports you in practice

**ACADEMIC SUPPORT TUTOR/ PERSONAL LECTURER:** 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 in the practice area.

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

## **STUDENTS INFORMATION**

You are required to achieve all Practice Standards in each placement to meet the assessment criteria for the module however in Stage 1 (Year 1) up to 5 Practice Standards may be deferred to the next placement and recorded as N/A, not achieved due to lack of opportunity. **All Practice Standards must be achieved by the end of the stage / year.** The expectation (just as in the skills log) is once a Practice Standard is signed as completed i.e. you are competent in that Practice Standard; you are then expected to perform that standard to a competent level in all your remaining placements for that stage. When the Practice Standard is not assessed until a later placement within the stage i.e. placement 2 or 3, you are expected to be working towards the Practice Standard in your earlier placements within the stage.

Placement 1 is completed by achieving a pass in the Skills for Practice module (SFP). Further information can be found in your module handbook

## **MENTORS INFORMATION**

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 the mentor handbook (available on [www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk)), as well as the NMC Standards to Support Learning and Assessment in Practice (2008), along with the guidance within the West Yorkshire & Humber Practice Assessment Documents themselves.

Although it is the students' responsibility to ensure that the documents are fully completed, of a high quality and are kept safely, we would ask that you treat them also with the same diligence, by role-modelling good quality record keeping (e.g. not using tippex, blue pen entries and using abbreviations, but using good grammar and spelling)

### **Practice Standards**

All the Practice Standards must be achieved in each placement to meet the assessment criteria for the module however in Stage 1 (Year 1) up to 5 Practice Standards may be deferred to the next placement and recorded as N/A, not achieved due to lack of opportunity.

**All Practice Standards must be achieved by the end of the stage / year.**

In Stage 2 (Year 2) and Stage 3 (Year 3) up to 10 Practice Standards may be deferred to the next placement and recorded as N/A, not achieved due to lack of opportunity. **All Practice Standards must be achieved by the end of the stage / year.**

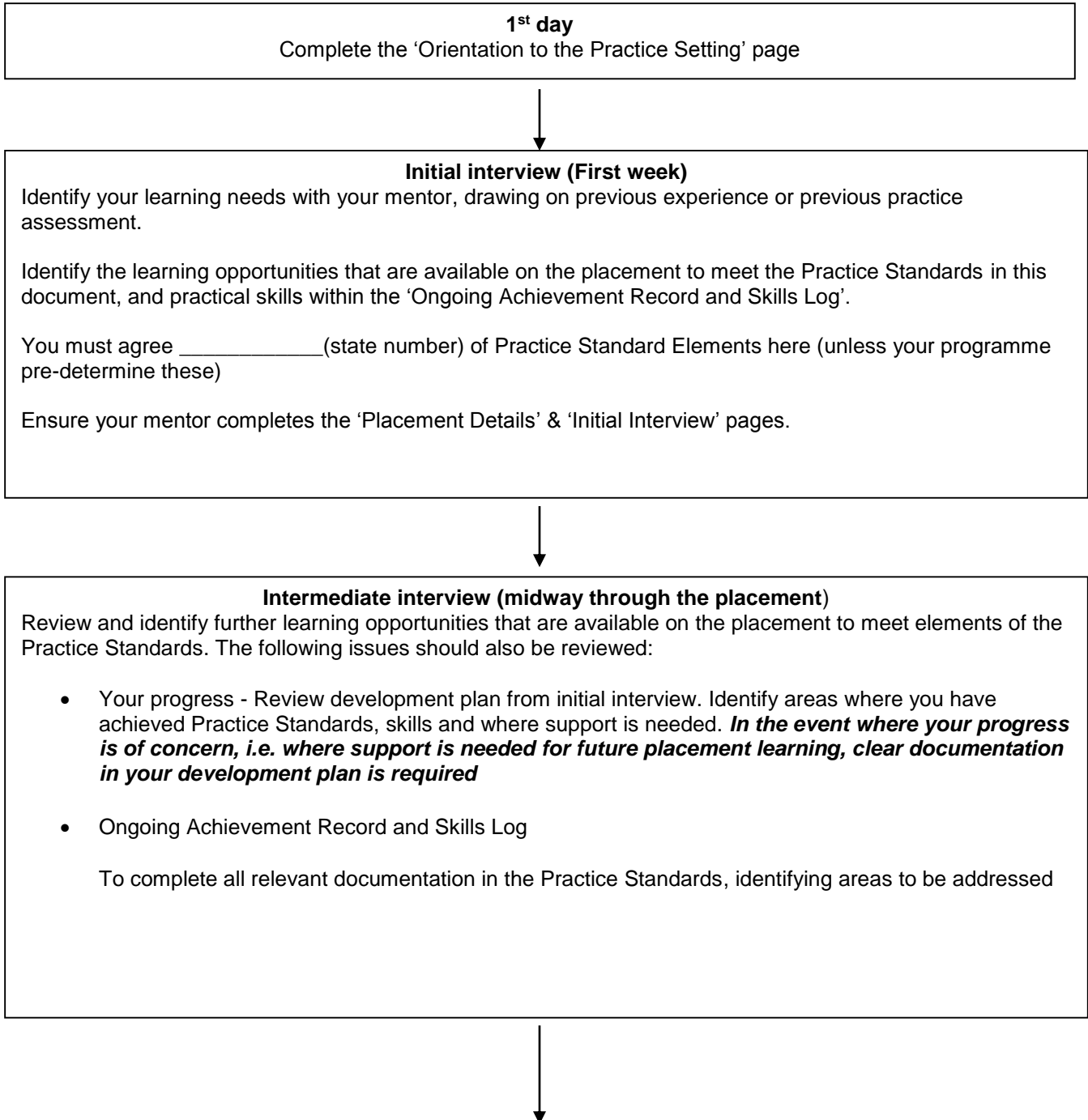
The expectation (just as in the skills log) is once a Practice Standard is signed as completed i.e. the student has been deemed competent in that Practice Standard; they are still expected to perform that standard to a competent level in all their remaining placements for that stage. When the Practice Standard is not assessed until a later placement within the stage i.e. placement 2 or 3, they are still expected to be working towards achievement of the Practice Standard in earlier placements within the stage.

Placement 1 is completed in the Centre for Clinical Skills, Skills for Practice (SFP) module during semester 1 which is documented in the students On-going Achievement Record. Completion of this module will mean that some skills have already been taught. These have been identified as SFP in the skills log however the Mentor should verify this as the student may have been absent from a taught session.

If you are unsure / unclear about anything to do with completion of the documentation, please contact your Academic Support Tutor (AST) or Link Lecturer.

## THE ASSESSMENT OF PRACTICE PROCESS

Assessment in practice is continuous in nature and students are expected to evidence consistency of achievement throughout the year. This means that all practice standards and some skills have to be addressed, assessed and achieved by the end of the stage.



**Final Interview**

Discuss the learning achieved with your mentor and complete all relevant documentation in the Ongoing Achievement Record and Skills Log; checking;

- Practice Standards using the following abbreviations

A (Achieved).	You have achieved the element
NA (Not achieved)	Some practice standards (as agreed) have not been achieved due to lack of opportunity.  N.B. agreed practice standards elements not achieved should be addressed as a priority in subsequent placements.
F (Fail)	You have not achieved the element

- Ongoing Achievement Record and Skills Log
- Attendance record
- Record of concerns (where appropriate)
- Grading criteria at the end of the document (**University of Bradford only**)



**End of Stage**

Your mentor is responsible for confirming whether you have successfully demonstrated practical skills and professional behaviours and that you have achieved ALL elements of the Practice Standards.

Mentor completes the 'Final Interview Page' which also recognises the end of the stage and this is repeated in the in the Ongoing Achievement Record and Skills Log.

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

PASS	You have achieved all practice standards for this stage of the programme
FAIL	You have not achieved all the practice standards for this stage of the programme.

# PLACEMENT 2

**Placement 2**

**Placement details**

To be completed by you and your mentors

Placement Area			
Dates of Placement	from		until
Placement Contact Number			
NMC Mentor name (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			
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)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Support Tutor /Link Lecturer			



**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					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
<b>SUB TOTAL</b>						

West Yorkshire & Humber Practice Assessment Document, Pre-Registration Nursing 2016/17

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					
	Tues					
	Wed					
	Thurs					
	Fri					
	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 .....**

**MAKING UP OF MISSED PRACTICE HOURS**

**Making up of missed practice hours from current placement**

Hours missed during the placement can be made up and documented here following discussion with your mentor. These should be made up within the allocated placement period.

<b>Date</b>	<b>Hours worked</b>	<b>Reason for missed hours (e.g. sickness / non-attendance)</b>	<b>Mentor's signature</b>

**Signature of mentor** ..... **Date** .....

**Signature of student** ..... **Date** .....

**Making up of missed practice hours from previous semester(s)**

Hours missed in previous semesters can ONLY be made up in this placement and recorded here if discussed with your Education Link, documented below and then negotiated with your mentor

Education Notes:

I have agreed this student can negotiate with their mentor the making up of \_\_\_\_\_ hours during this placement.

**Signed** ..... **Date** .....

<b>Date</b>	<b>Hours worked</b>	<b>Mentor's signature</b>

**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: <b>Yes / No</b>				
Other issues specific to this placement (Please Specify)				

**Placement 2**

**INITIAL INTERVIEW**  
**To be completed in the 1<sup>st</sup> week**

**Student to identify learning and development needs with reference to skills and Practice Standards in this setting:**

**Mentor to agree learning opportunities identified by the student.**

**Development Plan: All students must have an ongoing development plan. Areas of concern must be explicitly defined.** 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

**Mentor and student to negotiate a learning plan**

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

Proposed date for intermediate interview.....

Mentor Signature: .....	Date.....
-------------------------	-----------

Student Signature: .....	Date.....
--------------------------	-----------

**Placement 2**

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their response to the placement assessment question.

**Placement 2, Stage 1**

**Professional Behaviour– Formative**

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

**\* 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):**

**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):

**NB: there is a spare page overleaf for continuation of development / action 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).....

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
<b>Have any concerns or potential concerns been raised at this point? Yes / No</b>	<b>If yes, has the academic support tutor/ link lecturer / PLF / CST been informed? Yes / No</b>
Student Signature	Date
Mentor Signature	Date
Signature of others present;	Date



**Placement 2**

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to provide details for Placement 2.









**Placement 2**

**STATEMENT OF PLACEMENT ACHIEVEMENT (Placement 2)**

**Mentor: please note that this page also needs completing in the Ongoing Achievement Record and Skills Log document**

**NAME OF STUDENT (please print):** .....

**NAME OF PLACEMENT** .....

**ORGANISATION (e.g. name of NHS Trust)** .....

**NAME OF MENTOR (please print):** .....

**PASS** (the practice standards are being achieved).

*Some of the practice elements (.....) 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)*

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:**

**Date:**

**Signature of Student:**

**Date:**

**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.

<b>Signature of Mentor:</b>		<b>Date:</b>	
<b>Signature of Student:</b>		<b>Date:</b>	

# **PLACEMENT 3**

**Placement 3**

**Placement details**

To be completed by you and your mentors

Placement Area			
Dates of Placement	from		until
Placement Contact Number			
NMC Mentor name (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			
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)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Support Tutor / Link Lecturer			



**Placement 3** **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					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
<b>SUB TOTAL</b>						

West Yorkshire & Humber Practice Assessment Document, Pre-Registration Nursing 2016/17

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					
	Tues					
	Wed					
	Thurs					
	Fri					
	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 .....**

**MAKING UP OF MISSED PRACTICE HOURS**

**Making up of missed practice hours from current placement**

Hours missed during the placement can be made up and documented here following discussion with your mentor. These should be made up within the allocated placement period.

Date	Hours worked	Reason for missed hours (e.g. sickness / non-attendance)	Mentor's signature

**Signature of mentor** ..... **Date** .....

**Signature of student** ..... **Date** .....

**Making up of missed practice hours from previous semester(s)**

Hours missed in previous semesters can ONLY be made up in this placement and recorded here if discussed with your Education Link, documented below and then negotiated with your mentor

Education Notes:

I have agreed this student can negotiate with their mentor the making up of \_\_\_\_\_ hours during this placement.

**Signed** ..... **Date** .....

Date	Hours worked	Mentor's signature

**Placement 3**

**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.

<b>Information/Orientation</b>		<b>Date and RN / registered professional initial</b>	<b>Date/supervisor initial (for alternative / complementary placements)</b>	
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: <b>Yes / No</b>				
Other issues specific to this placement (Please Specify)				

**Placement 3**

**INITIAL INTERVIEW**  
 To be completed in the 1<sup>st</sup> week

**Student to identify learning and development needs with reference to skills and Practice Standards in this setting:**

**Mentor to agree learning opportunities identified by the student.**

**Development Plan: All students must have an ongoing development plan. Areas of concern must be explicitly defined.** 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

**Mentor and student to negotiate a learning plan**

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

Proposed date for intermediate interview.....

Mentor Signature: .....	Date.....
Student Signature: .....	Date.....

**Placement 3**

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their responses for Placement 3.

**Placement 3, Stage 1.**

**Professional behaviour - Formative**

<b>Professional Attitude in a Practice Setting - <u>Intermediate</u> Interview</b>	<b>Satisfactory</b>			<b>Unsatisfactory</b>
	Practice always reflects professional values & attitudes	Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)		Practice reflects unprofessional values & attitudes
<b>Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude</b>				
<b>2. Make the care of people their first concern, treating them as individuals and respecting their dignity</b>				
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.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
<b>3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community</b>				
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				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
<b>4. Be open and honest, act with integrity and uphold the reputation of your profession</b>				
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				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				
complying with hygiene, uniform and dress codes.				

**\* 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 3**

**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):**

**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):

**NB: there is a spare page overleaf for continuation of development / action 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).....

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
<b>Have any concerns or potential concerns been raised at this point? Yes / No</b>	<b>If yes, has the academic support tutor/ link lecturer PLF/CST been informed? Yes / No</b>
Student Signature	Date
Mentor Signature	Date
Signature of others if present;	Date



**Placement 3**

A large, empty rectangular box with a thin black border, occupying most of the page below the 'Placement 3' header. It is intended for the student to provide details or reflections related to their placement.





**Placement 3**

**Record of Alternative / Complementary /Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Base:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt          Comments from supervisor / other professionals          Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b>  Signature of supervisor:



**Placement 3**

**STATEMENT OF PLACEMENT ACHIEVEMENT (Placement 3)**

**Mentor: please note that this page also needs completing in the Ongoing Achievement Record and Skills Log document**

**NAME OF STUDENT (please print):** .....

**NAME OF PLACEMENT** .....

**ORGANISATION (e.g. name of NHS Trust)** .....

**NAME OF MENTOR (please print):** .....

**PASS** (the practice standards are being achieved).

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 and is ready to **progress to the next stage**.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

**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 and has not completed this stage.

**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** developed to be used in the next placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

# PRACTICE STANDARDS

These standards are reproduced from the Essential Skills Clusters (NMC 2010)

**Example page**

Mentors must assess students using the Practice Standards stem statement, with the sub-elements guiding their decisions. Below the example is a grid showing the full Practice Standards (ESC) for all 3 years, using the NMC stages and numbering.

Students cannot pass a Standard if they haven't achieved one or more of the sub-elements.

Please remember, the expectation 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.

Please note: Some elements may need to be achieved on all placements; others may be specified by the University programme managers.

	Placement 1	Placement 2	Final Placement
	By Final Interview	By Final Interview	By Final Interview
<b><u>Standard statement</u></b>			
<b>1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.</b>			
<i>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT of STANDARD. Please identify which elements haven't been achieved using codes A = Achieved NA = Not Achievable due to lack of opportunity F=Fail</i>			
1.1 Articulates the underpinning values of 'The code' (NMC 2015).	A <i>G.Porter</i>	A <i>S Hurt</i>	A
1.2 Works within limitations of the role and recognises own level of competence.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A
1.3 Promotes a professional image.	F <i>G.Porter</i>	F <i>S Hurt</i>	A
1.4 Shows respect for others.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A
1.5 Is able to engage with people and build caring professional relationships.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A

**Grid below shows the numbering of the Practice Standards (labelled ESC) across the Stages (years), demonstrating the increasing numbers required throughout the programme**

ESC	Stage1	Stage2	Stage3	ESC	Stage1	Stage2	Stage3	ESC	Stage1	Stage2	Stage3
1	1-5	1, 6-7	1, 8-14	15	1		2-5	29		1-4	5-7
2	1	2-7	8-14	16			1-6	30	1-2	3-4	5-8
3	1-3		4-7	17	1-2	3-6	7-12	31		1-2	3-6
4	1-3		4-7	18	1-6	7-8	9-15	32			1-4
5	1-5		6-13	19	1-2		3	33	1		2
6	1-5	6	7-13	20	1		2-5	34		1-3	4-6
7	1-3	4	5-9	21	1	2-6	7-11	35		1-2	3-4
8	1	2-3	4-7	22	1	2-6	7-11	36		1	2-6
9	1	2-11	12-22	23		1-4	5-8	37		1	2
10		1-5	6-10	24	1-3		4	38		1-3	4-6
11	1-3	4	5-10	25		1-3	4-6	39		1	2
12	1	2-4	5-9	26		1-3	4-5	40		1	2-5
13		1-3		27		1-5	6-11	41		1	2
14	1	2-5	6-11	28		1-4	5-10	42		1	2-3



### Practice Standards

		Placement 2	Placement 3
		By final Interview	By final interview
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved NA = Not Achieved due to lack of opportunity F = Fail</p>		
<b>Care, compassion and communication</b>			
<b>1</b>	<b><i>As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.</i></b>		
1.1	Articulates the underpinning values of <a href="#">The code: Standards of conduct, performance and ethics for nurses and midwives</a> (NMC 2015).		
1.2	Works within limitations of the role and recognises own level of competence.		
1.3	Promotes a professional image.		
1.4	Shows respect for others.		
1.5	Is able to engage with people and build caring professional relationships.		
<b>2</b>	<b><i>People can trust the newly registered graduate nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves</i></b>		
2.1	Takes a person-centered, personalised approach to care.		
<b>3</b>	<b><i>People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.</i></b>		
3.1	Demonstrates respect for diversity and individual preference, valuing differences, regardless of personal view.		
3.2	Engages with people in a way that ensures dignity is maintained through making appropriate use of the environment, self and skills and adopting an appropriate attitude.		
3.3	Uses ways to maximise communication where hearing, vision or speech is compromised.		
<b>4</b>	<b><i>People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation</i></b>		
4.1	Demonstrates an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability		

		Placement 2	Placement 3
		By final Interview	By final interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail		
4.2	Respects people's rights.		
4.3	Adopts a principled approach to care underpinned by <a href="#">the code</a> (NMC 2015).		
<b>5</b>	<b>People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.</b>		
5.1	Is attentive and acts with kindness and sensitivity		
5.2	Takes into account people's physical and emotional responses when engaging with them		
5.3	Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch		
5.4	Provides person centered care that addresses both physical and emotional needs and preferences.		
5.5	Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.		
<b>6</b>	<b>People can trust the newly registered graduate nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.</b>		
6.1	Communicates effectively both orally and in writing, so that the meaning is always clear.		
6.2	Records information accurately and clearly on the basis of observation and communication.		
6.3	Always seeks to confirm understanding.		
6.4	Responds in a way that confirms what a person is communicating		
6.5	Effectively communicates people's stated needs and wishes to other professionals		
<b>7</b>	<b>People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them.</b>		
7.1	Applies the principles of confidentiality.		
7.2	Protects and treats information as confidential except where sharing information is required for the purposes of safeguarding and public protection.		

		Placement 2	Placement 3
		By final Interview	By final interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail		
7.3	Applies the principles of data protection.		
<b>8</b>	<b><i>People can trust the newly registered graduate nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.</i></b>		
8.1	Seeks consent prior to sharing confidential information outside of the professional care team, subject to agreed safeguarding and protection procedures.		

<b>Organisational aspects of care</b>			
<b>9</b>	<b><i>People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times</i></b>		
9.1	Responds appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person.		
<b>10</b>	<b><i>Intentionally omitted</i></b>		
<b>11</b>	<b><i>People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.</i></b>		
11.1	Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations.		
11.2	Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty.		
11.3	Uses support systems to recognise, manage and deal with own emotions.		
<b>12</b>	<b><i>11. People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.</i></b>		
12.1	Responds appropriately to compliments and comments.		
<b>13</b>	<b><i>Intentionally Omitted</i></b>		

		Placement 2	Placement 3
		By final Interview	By final interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail		
<b>14</b>	<b>People can trust the newly registered graduate nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.</b>		
14.1	Works within <a href="#">the code</a> (NMC 2015) and adheres to the <i>Guidance on professional conduct for nursing and midwifery students.</i> (NMC 2010)		
<b>15</b>	<b>People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.</b>		
15.1	Accepts delegated activities within limitations of own role, knowledge and skill.		
<b>16</b>	<b>Intentionally omitted</b>		
<b>17</b>	<b>People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.</b>		
17.1	Recognises when situations are becoming unsafe and reports appropriately.		
17.2	Understands and applies the importance of rest for effective practice.		
<b>18</b>	<b>People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.</b>		
18.1	Under supervision, works within clinical governance frameworks.		
18.2	Reports safety incidents regarding service users to senior colleagues		
18.3	Under supervision assesses risk within current sphere of knowledge and competence		
18.4	Follows instructions and takes appropriate action, sharing information to minimise risk		
18.5	Under supervision works within legal frameworks to protect self and others.		
18.6	Knows and accepts own responsibilities and takes appropriate action.		
<b>19</b>	<b>People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.</b>		
19.1	Recognises signs of aggression and responds appropriately to keep self and others safe.		
19.2	Assists others or obtains assistance when help is required		

		Placement 2	Placement 3
		By final Interview	By final interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail		
<b>20</b>	<b>People can trust the newly registered graduate nurse to select and manage medical devices safely.</b>		
20.1	Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents.		

<b>Infection prevention and control</b>			
<b>21</b>	<b>People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.</b>		
21.1	Follows local and national guidelines and adheres to standard infection control precautions.		
<b>22</b>	<b>People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.</b>		
22.1	Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people.		
<b>23</b>	<b>Intentionally Omitted</b>		
<b>24</b>	<b>People can trust a newly registered graduate nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</b>		
24.1	Adheres to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercing and nails.		
24.2	Maintains a high standard of personal hygiene.		
24.3	Wears appropriate clothing for the care delivered in all environments.		
<b>25</b>	<b>Intentionally Omitted</b>		
<b>26</b>	<b>Intentionally Omitted</b>		

<b>Nutrition and fluid management</b>			
<b>27</b>	<b>Intentionally Omitted</b>		
<b>28</b>	<b>Intentionally Omitted</b>		
<b>29</b>	<b>Intentionally Omitted</b>		
<b>30</b>	<b>People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking</b>		
30.1	Reports to an appropriate person where there is a risk of meals being missed.		

		Placement 2	Placement 3
		By final Interview	By final interview
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved                      NA = Not Achieved due to lack of opportunity                      F = Fail</p>		
30.2	Follows food hygiene procedures in accordance with policy		
<b>31</b>	<b><i>Intentionally Omitted</i></b>		
<b>32</b>	<b><i>Intentionally Omitted</i></b>		

<b>Medicines management</b>			
<p>1 Medicines management is “the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm” (MHRA 2004). As the administration of a medicinal product is only part of the process, these Practice Standards reflect the process from prescribing, through to dispensing, storage, administration and disposal.</p>			
<p>2 A Medicinal product is “Any substance or combination of substances presented for treating or preventing disease in human beings or in animals. Any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring, correcting or modifying physiological functions in human beings or animals is likewise considered a medicinal product” (Council Directive 65/65/EEC).</p>			
<b>33</b>	<b><i>People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations.</i></b>		
33.1	<p>Is competent in basic medicines calculations relating to, for example</p> <ul style="list-style-type: none"> <li>• tablets and capsules</li> <li>• liquid medicines</li> <li>• injections including:                             <ul style="list-style-type: none"> <li>• unit dose</li> <li>• sub and multiple unit dose</li> <li>• SI unit conversion.</li> </ul> </li> </ul>		

**In Partnership with**



**Health Education  
Yorkshire and the Humber**