

PRACTICE ASSESSMENT DOCUMENT FOR PRE-REGISTRATION NURSING STAGE THREE

Student Name.....

Student ID Number.....

Cohort/Intake/Year.....

Name of Programme.....

Identify University			
 UNIVERSITY OF LEEDS		 LEEDS BECKETT UNIVERSITY	
<i>University of</i> HUDDERSFIELD <i>Inspiring tomorrow's professionals</i>		 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.

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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. Mentors and sign off mentors need to be deemed 'live' by completing an annual mentor update and triennial review

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

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 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: a qualified practitioner who is a point of contact to support mentors and practice learning.

STUDENTS INFORMATION

You are required to complete all the Practice Standards in the PAD by the end of the stage.

The Practice Standards may be divided between your placements; however some may need repeating in all your placements in this stage. The Practice Standards for each placement will be clearly identified within your programme and/or module in which your placements sit.

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 to a competent level in all your remaining placements for that stage. When a 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.

Further information may be found in your student 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), as well as the NMC Standards to Support Learning and Assessment in Practice (2008), along with the guidance within the West Yorkshire 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

Practice Standards

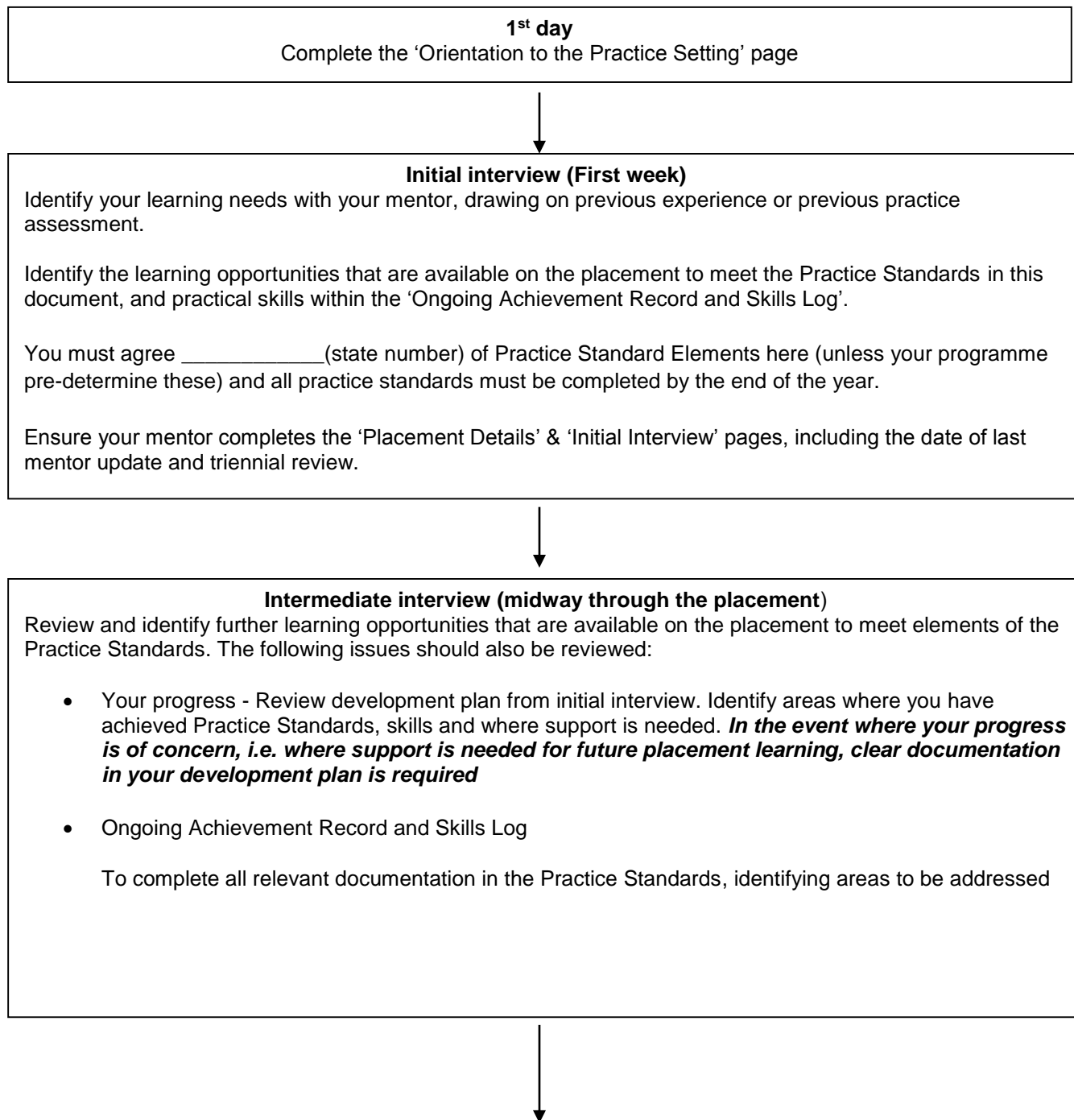
The Practice Standards may be divided between the students' placements; however some may need repeating in all placements in this stage. The Practice Standards for each placement will be clearly identified within their programme and/or module in which their placements sit, so please ask the students for any clarification.

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

If you are unsure / unclear about anything to do with completion of the documentation, please contact your local University contact

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 where opportunity exists) 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)	You have not achieved the element N.B. agreed practice standards elements not achieved should be addressed as a priority in subsequent placements

- 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)
- Sign in each individual box



End of Stage Interview

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 'End of Year Summary' and the 'Final Interview Page' 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 7

Placement 7

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 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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Tutor/Link Lecturer			

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18
Placement 7

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 Record it in hours & minutes e.g. 7hrs 30 mins, minus break times				Full Signature of Mentor/ Placement manager / registered nurse
		If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
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w/c	Mon					
	Tues					
	Wed					
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	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7hrs 30 mins, minus break times If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
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	Thurs					
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w/c	Mon					
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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 between the student and 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. Please refer to your handbook re making up hours for more detailed guidance

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 Link 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 7

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 7

INITIAL INTERVIEW

To be completed in the 1st 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 / learning plan

Proposed date for intermediate interview.....

Mentor Signature:

Date.....

Student Signature:

Date.....

Placement 7

INTERMEDIATE INTERVIEW - Formative

Placement 7	Satisfactory	Unsatisfactory
Professional Attitude in a Practice Setting - Intermediate Interview	Practice consistently reflects professional values & attitudes	Practice consistently reflects unprofessional values & attitudes (development plan must be agreed and recorded)
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.		
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		
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		
maintaining records		
using problems solving skills		
recognising their own limitations and seeking support when unsure of what to do		
maintaining professional boundaries		
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		
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 is 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 as well as requiring an action plan

Date completed Mentor signature.....Student signature.....

Placement 7

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 / 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
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	Date
Mentor Signature	Date

Placement 7

The following University staff have been informed that concerns continue to exist*/ have been resolved* by the mentor: *(please delete appropriately)

Name.....Date Mentor initials.....

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.	
Date of experience:	Supervisor
Experience Area Name: Contact person-Name and job title Address Tel no Email contact	
Purpose of experience and learning outcomes, mapped to practice standards and skills log.	
Record of experience Include short reflective account of what you have learnt Comments from supervisor / other professionals Name.....signature..... Professional background.....	
Number of hours	Name of supervisor (please print) Signature of supervisor:

Placement 7

Record of Alternative / Complementary / Short Experience Opportunities

<p>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</p>	
Date of experience:	Supervisor
<p>Experience Area Name: Contact person-Name and job title Address Tel no Email contact</p>	
<p>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</p>	
<p>Record of experience Include short reflective account of what you have learnt</p> <p style="margin-top: 200px;">Comments from supervisor / other professionals</p> <p>Name.....signature..... Professional background.....</p>	
Number of hours	<p>Name of supervisor (please print)</p> <p>Signature of supervisor:</p>

STATEMENT OF PLACEMENT ACHIEVEMENT (Placement 7)

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.

Signature of Mentor:

Date:

Signature of Student:

Date:

FAIL (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

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:

PLACEMENT 8

Placement details

To be completed by you and your mentors

Placement Area			
Dates of Placement	from		until
Placement Contact Number			
<hr/>			
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 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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
<hr/>			
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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
<hr/>			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
<hr/>			
Academic Tutor/Link Lecturer			

Placement 8

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 Record it in hours & minutes e.g. 7hrs 30 mins, minus break times				Full Signature of Mentor/ Placement manager / registered nurse
		If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
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	Sun					
SUB TOTAL						

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Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7hrs 30 mins, minus break times If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
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	Thurs					
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SUB TOTAL						

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Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7hrs 30 mins, minus break times If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
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 between the student and 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. Please refer to your handbook re making up hours for more detailed guidance

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 Link 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 8

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 8

INITIAL INTERVIEW

To be completed in the 1st 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 / learning plan

Proposed date for intermediate interview.....

Mentor Signature:

Date.....

Student Signature:

Date.....

Placement 8

INTERMEDIATE INTERVIEW - Formative

Placement 8	Satisfactory	Unsatisfactory
Professional Attitude in a Practice Setting - Intermediate Interview	Practice consistently reflects professional values & attitudes	Practice consistently reflects unprofessional values & attitudes (development plan must be agreed and recorded)
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.		
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		
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		
maintaining records		
using problems solving skills		
recognising their own limitations and seeking support when unsure of what to do		
maintaining professional boundaries		
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		
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 is 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 as well as requiring an action plan

Date completed Mentor signature.....Student signature.....

Placement 8

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 / 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
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	Date
Mentor Signature	Date

Placement 8

The following University staff have been informed that concerns continue to exist*/ have been resolved* by the mentor: *(please delete appropriately)

Name.....Date Mentor initials.....

Placement 8

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.

Date of experience:

Supervisor

Experience Area Name:

Contact person-Name and job title

Address

Tel no

Email contact

Purpose of experience and learning outcomes, mapped to practice standards and skills log.

Record of experience

Include short reflective account of what you have learnt

Comments from supervisor / other professionals

Name.....signature.....

Professional background.....

Number of hours

Name of supervisor (please print)

Signature of supervisor:

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.	
Date of experience:	Supervisor
Experience Area Name: Contact person-Name and job title Address Tel no Email contact	
Purpose of experience and learning outcomes, mapped to practice standards and skills log.	
Record of experience Include short reflective account of what you have learnt Comments from supervisor / other professionals	
Name.....signature..... Professional background.....	
Number of hours	Name of supervisor (please print) Signature of supervisor:

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.	
Date of experience:	Supervisor
Experience Area Name: Contact person-Name and job title Address Tel no Email contact	
Purpose of experience and learning outcomes, mapped to practice standards and skills log.	
Record of experience Include short reflective account of what you have learnt Comments from supervisor / other professionals Name.....signature..... Professional background.....	
Number of hours	Name of supervisor (please print)
	Signature of supervisor:

STATEMENT OF PLACEMENT ACHIEVEMENT (Placement 8)

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.

Signature of Mentor:

Date:

Signature of Student:

Date:

FAIL (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

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:

INTENTIONAL BLANK PAGE

FINAL PLACEMENT

Final Placement

Placement details

To be completed by you and your mentors

Placement Area			
Dates of Placement	from		until
Placement Contact Number			
SIGN-OFF 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 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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
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 <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Tutor/Link Lecturer			

Final Placement

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 Record it in hours & minutes e.g. 7hrs 30 mins, minus break times				Full Signature of Mentor/ Placement manager / registered nurse
		If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				
		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						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7hrs 30 mins, minus break times If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager / registered nurse
		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						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7hrs 30 mins, minus break times If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				Full Signature of Mentor/ Placement manager / registered nurse
		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						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. (37hours 30 minutes/week, minus break times)				Full Signature of Mentor/ Placement manager / registered nurse
		If sick/absent, write the shift hours followed by (sick) or (absent) and mentor to sign to confirm				
		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 between the student and 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. Please refer to your handbook re making up hours for more detailed guidance

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 Link 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

SIGNATURE OF MENTOR: _____ **DATE** _____

Final Placement

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)				

Final Placement

INITIAL INTERVIEW

To be completed in the 1st 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 / learning plan

Proposed date for intermediate interview.....

Mentor Signature:

Date.....

Student Signature:

Date.....

Final Placement

INTERMEDIATE INTERVIEW - Formative

Final Placement	Satisfactory	Unsatisfactory
Professional Attitude in a Practice Setting - Intermediate Interview	Practice consistently reflects professional values & attitudes	Practice consistently reflects unprofessional values & attitudes (development plan must be agreed and recorded)
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude		
3. 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.		
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		
4. 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		
maintaining records		
using problems solving skills		
recognising their own limitations and seeking support when unsure of what to do		
maintaining professional boundaries		
5. 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		
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 is 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 as well as requiring an action plan

Date completed Mentor signature.....Student signature.....

Final Placement

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 / 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
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	Date
Mentor Signature	Date

Final Placement

The following University staff have been informed that concerns continue to exist*/ have been resolved* by the mentor: *(please delete appropriately)

Name.....Date Mentor initials.....

Final Placement

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.	
Date of experience:	Supervisor
Experience Area Name: Contact person-Name and job title Address Tel no Email contact	
Purpose of experience and learning outcomes, mapped to practice standards and skills log.	
Record of experience Include short reflective account of what you have learnt Comments from supervisor / other professionals Name.....signature..... Professional background.....	
Number of hours	Name of supervisor (please print) Signature of supervisor:

Final Placement

Record of Alternative / Complementary /Short Experience Opportunities

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

STATEMENT OF PLACEMENT ACHIEVEMENT (Final Placement)

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 can pass to registration

Signature of Mentor:

Date:

Signature of Student:

Date:

FAIL (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

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:

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 8 or final), 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 7	Placement 8	Final Placement
	By Final Interview	By Final Interview	By Final Interview
<u>Standard statement</u>			
<i>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.</i>			
<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

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18
Practice Standards – All standards must be achieved by the end of stage

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
Care, compassion and communication				
1	<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>			
1.1 21.7	Articulates the underpinning values of The code: Standards of conduct, performance and ethics for nurses and midwives (NMC 2015), working within its requirements at all times in all areas of practice			
1.8	Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field.			
1.9	Is self-aware and self-confident, knows own limitations and is able to take appropriate action.			
1.10 1.11 1.12	Acts as a role model in promoting a professional image, developing trusting relationships, within professional boundaries, recognising and acting to overcome barriers in developing effective relationships with service users and carers			
1.13	Initiates, maintains and closes professional relationships with service users and carers			
1.14	Uses professional support structures to develop self awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise			
2	<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>			
2.8	Is sensitive and empowers people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care			
2.9 2.10 2.11	Recognises situations and acts appropriately when a person's choice may compromise their safety or the safety of others and uses strategies to manage situations where a person's wishes conflict with nursing interventions necessary for the person's safety, ensuring advocacy as appropriate			
2.12	Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves			

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
2.12	Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves			
2.13	Works autonomously, confidently and in partnership with people, their families and carers to ensure that needs are met through care planning and delivery, including strategies for self-care and peer support			
2.14	Actively helps people to identify and use their strengths to achieve their goals and aspirations.			
3	People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.			
3.4	Acts professionally to ensure that personal judgments, prejudices, values, attitudes and beliefs do not compromise care			
3.5	Is proactive in promoting and maintaining dignity.			
3.6	Acts autonomously to challenge situations or others when someone's dignity may be compromised			
3.7	Uses appropriate strategies to empower and support their choice			
4	People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation			
4.4	Upholds people's legal rights and speaks out when these are at risk of being compromised			
4.5	Is acceptant of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people, families and carers.			
4.6	Acts autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation.			
4.7	Manages and diffuses challenging situations effectively.			
5	People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.			
5.6 5.7	Anticipates how people might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort, making appropriate use of touch			
5.8	Listens to, watches for, and responds to verbal and non-verbal cues.			

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
5.9	Engages with people in the planning and provision of care that recognises personalised needs and provides practical and emotional support.			
5.10	Has insight into own values and how these may impact on interactions with others.			
5.11	Recognises circumstances that trigger personal negative responses and takes action to prevent this compromising care			
5.12	Recognises and acts autonomously to respond to own emotional discomfort or distress in self and others.			
5.13	Through reflection and evaluation demonstrates commitment to personal and professional development and life-long learning			
6	<i>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.</i>			
6.7 6.8 6.12	Consistently shows ability to communicate safely, sensitively and effectively with people providing guidance for others in different settings, using a range of methods & skills such as active listening, questioning, paraphrasing and reflection, to support a therapeutic intervention.			
6.9	Provides accurate and comprehensive written and verbal reports based on best available evidence.			
6.10 6.11	Acts autonomously to reduce and challenge barriers to effective communication & understanding, being proactive and creative in enhancing communication and understanding			
6.13	Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying "no", dealing with complaints, resolving disputes, de-escalating aggression, conveying 'unwelcome news'			
7	<i>People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them.</i>			
7.5	Acts professionally and autonomously in situations where there may be limits to confidentiality, for example, public interest and protection from harm.			
7.6	Recognises the significance of information and acts in relation to who does or does not need to know.			
7.7	Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries).			

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
7.8	Works within the legal frameworks for data protection including access to and storage of records.			
7.9	Acts within the law when confidential information has to be shared with others.			
8	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.			
8.4	Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent.			
8.5	Works within legal frameworks when seeking consent			
8.6 8.7	Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent, demonstrating respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people's safety.			
Organisational aspects of care				
9	People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times			
9.12 9.14	In partnership with the person, their carers and their families, makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care which is evidence based			
9.13 9.15	Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family and multi-professional team, to enhance the care of people, communities and populations			
9.16	Promotes health and well-being, self-care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying.			

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
9.17	Uses a range of techniques to discuss treatment options with people.			
9.18	Discusses sensitive issues in relation to public health and provides appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity.			
9.19	Refers to specialists when required.			
9.20	Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide.			
9.21	Measures, documents and interprets vital signs and acts autonomously and appropriately on findings			
9.22	Works within a public health framework to assess needs and plan care for individuals, communities and populations.			
10	People can trust the newly registered graduate nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan			
10.6	Provides safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages			
10.7	Prioritises the needs of groups of people and individuals in order to provide care effectively and efficiently			
10.8	Detects, records and reports deterioration or improvement and takes if necessary, appropriate action autonomously			
10.9	Evaluates the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes.			
10.10	Involves the person in review and adjustments to their care, communicating changes to colleagues			
11	People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.			
11.5 11.6	Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection, sharing information safely with colleagues and across agency boundaries for the protection of individuals and the public.			

		Placement 7	Placement 8	Final Placement
		By final interview	By final interview	By final interview
	MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
11.7 11.8	Makes effective referrals to safeguard and protect children and adults requiring support and protection and works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations			
11.9	Supports people in asserting their human rights			
11.10	Challenges practices which do not safeguard those in need of support and protection.			
12	People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.			
12.5	Shares complaints, compliments and comments with the team in order to improve care.			
12.6	Actively responds to feedback.			
12.7	Supports people who wish to complain.			
12.8	As an individual team member and team leader, actively seeks and learns from feedback to enhance care and own and others professional development.			
12.9	Works within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns			
13	Intentionally Omitted			
14	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.			
14.6 14.7	Actively consults and explores solutions and ideas with others to enhance care, and where appropriate challenges the practice of self and others across the multi-professional team			
14.8 14.9	Takes effective role within the team adopting the leadership role when appropriate and acts as an effective role model in decision making, taking action and supporting others.			
14.10	Works inter-professionally and autonomously as a means of achieving optimum outcomes for people			
14.11	Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes.			

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15	People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.			
15.2 15.3 15.4	Prepares, supports and supervises those to whom care has been delegated, taking responsibility and accountability for delegating care to others taking into account their knowledge and limitations			
15.5	Recognises and addresses deficits in knowledge and skill in self and others and takes appropriate action.			
16	People can trust the newly registered graduate nurse to safely lead, co-ordinate and manage care.			
16.1 16.2 16.3	Inspires confidence though providing clear direction to others when taking decisions and is able to answer for these decisions, giving clear rationale including utilisation of own experience and evidence			
16.4	Acts as a positive role model for others.			
16.5 17.7	Demonstrates effective time management			
16.6	Negotiates with others in relation to balancing competing & conflicting priorities.			
17	People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.			
17.8 16.6	Prioritises own workload and manages competing and conflicting priorities, negotiating with others as appropriate			
17.9	Appropriately reports concerns regarding staffing and skill-mix and acts to resolve issues that may impact on the safety of service users within local policy frameworks.			
17.10	Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times.			
17.11	Enables others to identify and manage their stress.			
17.12	Works within local policies when working in the community setting including in people's homes and ensures the safety of others			
18	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.			
18.9	Reflects on and learns from safety incidents as an autonomous individual and as a team member and contributes to team learning.			

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18.10	Participates in clinical audit to improve the safety of service users.			
18.11	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others.			
18.12	Assesses, evaluates and interprets risk indicators and balances risks against benefits, taking account of the level of risk people are prepared to take.			
18.13	Works within legal and ethical frameworks to promote safety and positive risk taking.			
18.14	Works within policies to protect self and others in all care settings including in the home care setting.			
18.15	Takes steps not to cross professional boundaries and put self or colleagues at risk			
19	People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.			
19.3	Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression			
20	People can trust the newly registered graduate nurse to select and manage medical devices safely.			
20.2	Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices			
20.3	Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices			
20.4	Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination processes required as per local and national guidelines.			
20.5	Explains the devices to people and carers and checks understanding			

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Infection prevention and control				
21	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.			
21.8	In partnership with people and their carers, plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control.			
21.9	Identifies, recognises and refers to the appropriate clinical expert.			
21.10	Explains risks to people, relatives, carers and colleagues and educates them in prevention and control of infection.			
21	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.			
21.11	Recognises infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies			
22	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.			
22.7	Initiates and maintains appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff.			
22.8	Applies legislation that relates to the management of specific infection risk at a local and national level			
22.9	Adheres to infection prevention and control policies and procedures at all times and ensures that colleagues work according to good practice guidelines.			
22.10	Challenges the practice of other care workers who put themselves and others at risk of infection.			
22.11	Manages overall environment to minimise risk.			
23	People can trust a newly registered graduate nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.			
23.5	Recognises and acts upon the need to refer to specialist advisers as appropriate.			
23.6	Assesses the needs of the infectious person, or people and applies appropriate isolation techniques			
23.7	Ensures that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures			

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23.8	Identifies suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances			
24	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.			
24.4	Acts as a role model to others and ensures colleagues work within local policy.			
25	People can trust a newly registered graduate nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.			
25.4 25.6	Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique and communicates potential risks to others, advising people on the management of their device, site or wound to prevent and control infection and to promote healing			
25.5	Safely performs wound care, applying non-touch or aseptic techniques in a variety of settings			
26	People can trust the newly qualified nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.			
26.4 26.5	Manages hazardous waste and spillages in accordance with local health and safety policies and instructs others to do the same.			
	Nutrition and fluid management			
27	People can trust the newly registered graduate nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.			
27.6	Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health.			
27.7	Supports people to make appropriate the choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatment requirements and special diets needed for health reasons			
27.8	Refers to specialist members of the multi-disciplinary team for additional or specialist advice			
27.9	Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately			
27.10	In liaison with a registered midwife provides essential advice and support to mothers who are breast feeding	This is achieved through the AFE outcomes		
27.11	Provides support and advice to carers when the person they are caring for has specific dietary needs			

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28	People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care			
28.5	Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk			
28.6 28.7 28.8 28.9	Seeks specialist advice as required in order to formulate an appropriate care plan, providing information to people and their carers, monitoring, recording progress against the plan as well as discussing progress and changes in condition with the person, carers and the multi-disciplinary team.			
28.10	Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, identifying cause (e.g. weight loss/weight gain, pharmacological interventions, lifestyle choices and poor dietary choices) and report this as an adverse event if appropriate.			
29	People can trust a newly registered graduate nurse to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.			
29.5 29.6	Uses negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids and identifies signs of dehydration and acts to correct these.			
29.7	Works collaboratively with the person their carers and the multi-disciplinary team to ensure an adequate fluid intake and output.			
30	People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking			
30.5	Challenges others who do not follow procedures			
30.6	Ensures appropriate assistance and support is available to enable people to eat			
30.7	Ensures provision is made for replacement meals for anyone who is unable to eat at the usual time, or unable to prepare their own meals.			
30.8	Ensures that appropriate food and fluids are available as required			
31	People can trust the newly qualified graduate nurse to ensure those unable to take food by mouth receive adequate fluid and nutrition to meet their needs			
31.3	Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised.			
31.4	Administers enteral feeds safely and maintains equipment in accordance with local policy			
31.5	Safely, maintains and uses naso-gastric, PEG and other feeding devices			

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31.6	Works within legal and ethical frameworks taking account of personal choice			
32	People can trust the newly qualified graduate nurse to safely administer fluids when fluids cannot be taken independently			
32.1	Understands and applies knowledge of intravenous fluids and how they are prescribed and administered within local administration of medicines policy.			
32.2	Monitors and assesses people receiving intravenous fluids.			
32.3	Documents progress against prescription and markers of dehydration			
32.4	Monitors infusion site for signs of abnormality, and takes the required action reporting and documenting signs and actions taken.			
Medicines management				
<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>				
33	People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations.			
33.2	<p>Is competent in relation to medication-related calculations in nursing field involving;</p> <ul style="list-style-type: none"> • tablets and capsules • liquid medicines • injections • IV infusions including; <ul style="list-style-type: none"> • unit dose • sub and multiple unit dose • complex calculations • SI unit conversion. 			
34	People can trust the newly registered graduate nurse to work within legal and ethical frameworks that underpin safe and effective medicines management.			
34.4	Applies legislation to practice to safe and effective ordering, receiving, storing administering and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same.			

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34.5	Fully understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions (PGDs), clinical management plans and other forms of prescribing.			
34.6	Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing.			
35	People can trust the newly registered graduate nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.			
35.3	Works confidently as part of the team and, where relevant, as leader of the team to develop treatment options and choices with the person receiving care and their carers.			
35.4	Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment.			
36	People can trust the newly registered graduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.			
36.2	Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.			
36.3	Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions.			
36.4	Safely manages drug administration and monitors effects.			
36.5	Reports adverse incidents and near misses.			
36.6	Safely manages anaphylaxis.			
37	People can trust the newly registered graduate nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting			
37.2	Orders, receives, stores and disposes of medicines safely (including controlled drugs).			
38	People can trust the newly registered graduate nurse to administer medicines safely and in a timely manner, including controlled drugs			
38.4	Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records.			

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38.5	Supervises and teaches others to do the same			
38.6	Understands the legal requirements.			
39	<i>People can trust the newly registered graduate nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home</i>			
39.2	Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same			
40	<i>People can trust the newly registered graduate nurse to work in partnership with people receiving medical treatments and their carers.</i>			
40.2	Works with people and carers to provide clear and accurate information.			
40.3	Gives clear instruction and explanation and checks that the person understands the use of medicines and treatment options.			
40.4	Assesses the person's ability to safely self-administer their medicines			
40.5	Assists people to make safe and informed choices about their medicines.			
40.4	Assesses the person's ability to safely self-administer their medicines			
40.5	Assists people to make safe and informed choices about their medicines.			
41	<i>People can trust the newly registered graduate nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.</i>			
41.2	Works within national and local policies and ensures others do the same.			
42	<i>People can trust the newly registered graduate nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction.</i>			
42.2	Through simulation and course work demonstrates knowledge and application of the principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability.			
42.3	Through simulation and course work demonstrates how to supply and administer via a patient group direction			

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