

Handbook for practice supervisors and practice assessors supporting Year 1 students who are using the West Yorkshire & Humber electronic practice assessment document (e-PAD)

2019/2020

Please note that whilst the supervision and assessment arrangements for year 1 pre-registration nursing students complies with the new *Standards for Student Supervision and Assessment* (NMC, 2018). All pre-registration nursing students are currently on programmes based on the *Standards for pre-registration nursing education* (NMC, 2010).

First things first: a note of thanks

Your contribution to the assessment in practice of our next generation of nurses is greatly valued. We would like to take this opportunity to thank you for your patience and for taking the time to work with the students while they are in practice with you.

Purpose of the handbook

This handbook explains the changes in student supervision and assessment that are occurring. These changes only affect year 1 pre-registration nursing students. The handbook sets out the responsibilities of the three new roles outlined in the NMC's Standards for Student Supervision and Assessment (SSSA, 2018) as well as providing guidance on completion of the West Yorkshire and Humber electronic Practice Assessment Document (ePAD).

Introducing *Standards for Student Supervision and Assessment (SSSA)* (NMC 2018)

In 2018 the new NMC standards for education and training *Part 2: Standards for Student Supervision and Assessment (SSSA)* (NMC, 2018b) were introduced. In 2019 the University of Hull and Practice Partners were granted approval for an organisation-wide approach to the implementation of SSSA (NMC, 2018). As a consequence of this approval, all pre-registration nursing cohorts that enrolled on or after September 2019, will be managed under the arrangements outlined in the SSSA (NMC, 2018). All all pre-registration nursing students who are on years 2 and 3 of their programme will be unaffected by this and will continue to be supported, supervised and assessed in practice placements by mentors. The reason that year 2 and year 3 students are unaffected by the introduction of SSSA (NMC, 2018) is that the University and Practice Partners wanted to maintain consistency in the assessment of practice-based learning for these students. Added to this, phasing in of the SSSA (NMC, 2018), allowed for a longer timescale for the conversion of existing mentors to practice assessors and practice supervisors.

The SSSA (NMC 2018), outline how a student must be supported, supervised and assessed in practice. In particular, these standards clearly separate supervision and assessment: a student must be supported by a practice supervisor and this person must **not** be the student's practice assessor. The SSSA (NMC 2018) identify three different roles that collectively contribute to supervision and assessment and the different roles and responsibilities for each of these different people are shown below.

The University of Hull and Practice Partners are part of a regional practice network called the Pan-Midlands, Yorkshire and East Practice Learning Group (MYE-PLG). One of the purposes of MYEPLG is to enable a consistent approach to the implementation of the NMC *Standards for Education and Training* (2018). In keeping with this approach, the University of Hull and Practice Partners will adopt the roles and responsibilities of Practice Supervisor, Practice Assessor and Academic Assessors outlined in the **Pan-Midlands, Yorkshire & East Practice Learning Group (2019), A guide to the Implementation of the Standards for Student Supervision and Assessment, page 8 and 9** for nursing associate and pre-registration programmes.

Practice Supervisors: Role and responsibilities regarding supervision and assessment

Practice Supervisor

- Is a registered nurse, nursing associate, midwife or registered health or social care professional
- Supports learning in line with their scope of practice
- Has current knowledge and experience of the area in which they are providing support, supervision and feedback
- Is appropriately prepared and receives ongoing support to reflect and develop
- Ensures learning opportunities are facilitated
- Contributes to the student's record of achievement by periodically recording relevant observations of conduct, proficiency and achievement.
- Contributes to assessment to inform decisions and records regular feedback
- Have sufficient opportunities to engage with Practice Assessor, Academic Assessor and Link Tutor.

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

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

Practice Assessor: Role and responsibilities regarding supervision and assessment

Practice Assessor

- Is a registered nurse or midwife
- Is appropriately prepared and maintains current knowledge and expertise
- Conducts assessments, informed by feedback from practice supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources,
- Periodically observes the student
- Gathers and coordinates feedback from practice supervisors and other relevant people
- Schedules communication with Academic Assessors/Link Lecturers at relevant points

As a practice assessor you have a key role in assessing and confirming the student's achievements in practice. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from practice supervisors and other relevant people to confirm achievement. You will liaise with your practice area link lecturer and academic assessor where you have concerns or queries about a student you are assessing.

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

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

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

The practice assessor will:

- review and verify the weekly attendance record
- review and verify the student's evidence of achievement of the practice standards,
- complete all the relevant sections in the document and specify if the student is working at the level expected for their stage of training at the final interview.
- inform the university if there are concerns about the performance, conduct or wellbeing of a student.

The Academic Assessor: Role and responsibilities regarding supervision and assessment

Academic Assessor

- Is a registered nurse or midwife
- Is appropriately prepared and maintains current knowledge and expertise
- Collates and confirms students' achievement of standards and programme outcomes.
- Makes recommendations for progression within the student's programme
- Works in partnership with the Practice Assessor and link lecturer to evaluate and recommend the student for progression for each part of the programme
- Is nominated per part or year of the student's programme. The academic assessor may not be nominated to a student for 2 consecutive years of parts of a student's programme
- Understands the student's learning and achievement in practice
- Enables scheduled communication and collaboration between academic and practice assessors and the practice learning environment's link lecturer.

Academic Assessors are Registered Nurses and are nominated for each part of the educational programme. The same Academic Assessor **cannot contribute to the student assessment in consecutive parts or years of the student's programme**. The Academic Assessor will work in partnership with the Practice Assessor and the placement's Link Lecturer to evaluate and recommend the student for progression for each part of the educational programme.

[Introduction to the West Yorkshire and Humber ePAD \(Hosted on PebblePad™\)](#)

Pre-registration nursing programmes constitute 50% practice and 50% theory. Mechanisms are included throughout the student's programme to integrate these two elements. The assessment of practice is as important as any academic work that students complete and requires a stringent process to ensure fair and rigorous assessment. Your contribution as a practice supervisor and/or practice assessor to this process is essential and requires your professional judgement of the student's competence for safe and effective patient care. The requirements that must be met are clearly laid out in the *Standards for Student Supervision and Assessment* (NMC, 2018) and *The Code* (NMC, 2018).

The document used in the assessment of practice in West Yorkshire and the Humber is provided as a workbook that is completed by the student in an online portfolio (ePAD). All staff involved in the

practice learning, teaching, supervision and assessment of pre-registration student nurses will need to be able to access the online portfolio. Login details will be provided on request.

The document needs completing by both the student and the nominated assessors and all practice supervisors contributing to the learning and teaching of the student to evidence progress towards becoming a registered nurse.

First year students remain on the NMC-approved programme of study that is based on the Standards for pre-registration nursing education (NMC, 2010). These standards specify what must be achieved in order for the student to enter the Nurse Register. There are 2 components; 'Competency Statements' and 'Essential Skills Cluster Statements'. The Practice Assessment Document uses the essential skills cluster statements as the indicators of competence. To avoid confusion with the 'Skills Log', these essential skills cluster statements are referred to as 'Practice Standards'.

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

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

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

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

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

SIGN-OFF MENTOR: a practice assessor who meets the NMC (2008) criteria to assess students in their final placement.

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

LINK LECTURER: The Link lecturer role is intended to support students, trainees and apprentices within practice-based learning across the whole placement circuit which includes provision of the Link Lecturer to private and non-NHS care providers (known as PIVOs (Private Independent & Voluntary Organisations))

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

Assessment Advice and Guidelines

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

The assessment in practice may involve:

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

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

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

Affective Skills: This is the way you do something;

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

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

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

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

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

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

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

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

Programme stages or parts

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

The statements below provide additional information of the student's expected involvement at the various stages, at all times demonstrating the ability to apply The Code (NMC, 2018):

Stage 1

- Observe practitioners within a range of settings
- Carry out aspects of care under the close supervision of a competent practitioner
- Practice to the satisfaction of the practice supervisor(s)/practice assessor the skills and competencies necessary to demonstrate achievement of the Practice Standards and relevant Skills

- Discuss with practitioners the rationale for aspects of care and reflect upon their own practice
- Identify relevant sources/types of information and apply that knowledge to practice
- Show an ability to relate underpinning theory to the practice observed/undertaken
- Demonstrate the ability to communicate effectively, both written and verbally
- Able to manage themselves in identifying learning needs and taking appropriate action and to be engaged, and questioning.

Stage 2

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

Stage 3

- Participate under the indirect supervision of a competent practitioner in carrying out aspects of care

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

Competency framework for each year or stage of the programme

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

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

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

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

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

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

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

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

TABLE 1 - COMPETENCY FRAMEWORK

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

Adapted from Steinaker and Bell (1979)

Evidence of Achievement of Meeting Practice Standards

The NMC does not define which elements of the Standards (2010) the students are expected to achieve in practice and those which should be achieved during the student's university-based studies. What students are expected to do is demonstrate links between theory and practice, through the various elements of the assessments.

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

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

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

- The student's whole performance, including
 - ❖ the quality of the student's written evidence
 - ❖ the student's performance in practice and through discussion
 - ❖ the student's ability to meet the criteria to achieve an overall 'Pass or Fail'. Your decision will be based for example on how the student is working to achieve the Practice Standards, and their behaviour and attitudes.

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

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

- Achievement of practice standards must be assessed and verified by a registered nurse who meets the standard required to be a practice assessor.
- The nominated practice supervisor or practice assessor will undertake an initial interview, identifying the learning outcomes for this placement, documenting in the development plan any further discussions. The practice assessor will review the on-going achievement towards the practice standards, verifying progression at the intermediate interview, updating any development plan and achievement at the final interview.

Completing the Practice Assessment Document

1st day

- 'Orientation to the Practice Setting' MUST be completed by the end of the 1st day (this may be undertaken by any qualified member of staff familiar with the practice setting)

First week

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

Intermediate interview

To be completed by the practice assessor

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

- Before the interview date, the student should undertake a self-assessment against the practice standards, professional behaviour and grading criteria (if a Bradford student or Huddersfield on final placement)
- You should review the student's progress to date and agree learning outcomes for the remaining time of the student's placement, identifying further learning opportunities that are available to meet elements of the Practice Standards.

- Review the attendance record
- Review any testimonies the student has obtained.
- Complete the Professional Behaviours assessment
- Complete the Ongoing Development Plan: to be agreed by you and the student and written by you. This should be used for all students as they progress through the placement, but MUST be completed if concerns have been identified. Ongoing Development Plans can be written at any time within the placement. Where the student is in danger of failing the placement a member of the University must be involved in the process of addressing their needs.
- You MUST discuss with your University contact if you have any concerns about the student's knowledge and performance in practice at this stage.
- Review achievement of elements of the practice standards.

Final Interview

To be completed by the practice assessor

- Before the interview date, the student should undertake a self-assessment against the practice standards, professional behaviour and grading criteria (if a Bradford student or Huddersfield on final placement)
- Complete the Professional Behaviours assessment. NB: Failure on ANY element of these behaviours at this stage will result in a failure of placement.
- Discuss the learning and any deficits in knowledge and skills achieved with the student and complete all relevant documentation in the ePAD; checking;
 - o Attendance record and verifying the hours weekly
 - o Record of concerns (where appropriate)
 - o Review the testimonies, taking these comments into consideration when assessing the student's performance. For some programmes testimonies are compulsory and the students will know when, who and how many testimonies they need to obtain from the placement. For other students testimonies are recommended. There is more information on testimonies within the ePAD.

- Complete the 'Statement of Placement Achievement'.
- The practice assessor signs and dates in the appropriate box how the student is performing. The final decision is based on the student's performance within practice and their achievement of skills, against the statement.

End of Stage

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

You should complete the 'Final Interview Page' in the ePAD which also recognises the end of the stage.

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

PASS The student has achieved all practice standards for this stage of the programme.

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

[Other sections in the Practice Assessment Document: attendance, testimonies, professional behaviours, action plans and skills log](#)

[Attendance record:](#)

This must be completed by the student in accordance with the instructions in the ePAD and reviewed and verified by the practice assessor at the end of each placement week. All absences need to be recorded by the student in the ePAD following the appropriate reporting procedures and completing the absence form in the ePAD. The student should ensure they have noted when they have worked with their allocated practice assessor in the 3rd column.

- Record of Alternative / Complementary Experience Opportunities:

These pages should be completed by the student when they spend time with all practice supervisors both in the allocated placement and with other practice areas. The student should link their experience with some of the Practice Standards. You may use these learning experiences and the testimonies towards the students overall evidence of achievement in practice.

Testimony:

These pages provide an opportunity for service users and carers to comment on the student's performance and practice. Permission MUST be sought by the student from their practice supervisor or another qualified member of staff before seeking testimony from any service user or carer. Service users and carers should NOT sign their entries (for reasons of confidentiality); instead practice supervisors should sign these entries. Entries may be dictated if appropriate. Things to be considered may include any of the following:

Students should consider the following as a minimum:

- ❖ How they took into consideration the needs of the service user (e.g. cultural background, physical and mental capacity, privacy and dignity etc)
- ❖ Did they introduce themselves fully?
- ❖ Did they gain informed consent after explaining what they need consent for? Did they ensure that the service user could refuse to consent?
- ❖ Did they give explanations in appropriate language so that the service user and/or carer could understand?
- ❖ Did they make the service user and/or carer feel at ease?
- ❖ Did they treat the service user with respect?
- ❖ Did they listen to the service user and value their opinion?
- ❖ Did they recognise the needs of the service user and/or carer?
- ❖ Was their documentation reflective of the interaction with the service user?

These pages summarise the student's achievement of the practice standards essential for completing the nursing programme and should be completed by the student and submitted in accordance with instruction from the University.

Professional behaviours

- Professional Behaviour in Practice: should be completed by the practice assessor at the final interview stage. Failure on ANY element of these behaviours at this interview stage will result in failure of the placement.
- Final interview: to be completed by the practice assessor within the last 3 days of placement. It contains a student self-evaluation and feedback. This should capture the strengths and challenges of the student throughout their placement, taking into consideration feedback from other professionals, service users and carers and their professionalism.

- Statement of Placement Achievement: this requires completing to provide evidence of achieving in practice across the 3 years.

Action Plan

In this you should include aspects of practice that need to be focused upon during the next clinical placement. These should be generic and include learning outcomes not previously attempted or achieved. To help keep the plan of action clear, it should take the form of SMART goals.

- Specific
- Measurable
- Achievable
- Realistic
- Time Framed

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

Skills Log

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

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

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

- complete the placement evaluation (some universities require this as compulsory) using the online Practice Assessment Record and Evaluation (PARE).

Practice supervisors and practice assessors are responsible for the student's practice, however the student is morally responsible and needs to take their role seriously and work within The Code (NMC, 2018). They should work conscientiously to the best of their ability, acknowledging their limitations, politely declining to do anything that they do not feel safe to do at the stage of the programme.

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

Uses professional support structures to learn from experience and make appropriate adjustments. (ePAD stage2 1C).

Works within limitations of the role and recognises own level of competence (ePAD stage 1 1b).

Works within the limitations of own knowledge and skills to question and provide safe and holistic care (ePAD Stage 2 9b).

Actively seeks to extend knowledge and skills using a variety of methods in order to enhance care delivery (ePAD stage 2 9d).

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

References

NMC (2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>. [accessed 21/1/20]

NMC (2018) *Standards for student supervision and assessment*. Available at <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> [accessed 21/1/20]

NMC (2010) *Standards for pre-registration nursing education*.
<https://www.nmc.org.uk/standards/standards-for-nurses/pre-2018-standards/standards-for-pre-registration-nursing-education/> [accessed 21/1/20]

Other Useful guidance and resources

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

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

University of Hull Placement Learning Unit webpage:
<https://www.hull.ac.uk/faculties/fhs/shsw/placement-learning-unit.aspx>

Practice Assessment Record and Evaluation (PARE) <https://onlinepare.net/>