Health Education England

Name……
Number…….
Cohort…….....
Personal Tutor……

University of Worcester

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England Nursing Associate

PRACTICE ASSESSMENT DOCUMENT

PAD 1

FdSc Nursing Associate
FdSc Nursing Associate (Apprentice)

NAPAD, Standards of proficiency for nursing associates, (NMC 2018)

Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your Practice Supervisor, Practice Assessor and/or Academic Assessor

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Contents	Page
Welcome to the Practice Assessment Document (PAD)	3
Guidance for Using the PAD	5
University Specific Guidelines	6
Criteria for Assessment in Practice	7
List of Practice Supervisors	8
List of Practice Assessors	9
Placement 1	10
Placement 2	27
Assessment of Proficiencies	43
PAD 1 Episode of Care Formative	52
PAD 1 Episode of Care Summative	55
Action Plan	61
Record of Practice Hours	63

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

Terminology

Throughout the document the term student is used. “Student” has been used to be consistent with the terminology used by the NMC in their documentation *Standards for pre-registration Nursing Associate* Programmes (2018).

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Protected learning time

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

Option A: nursing associate students are supernumerary when they are learning in practice

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

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

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Welcome to the Practice Assessment Document (PAD)

Student responsibilities

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

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on your learning.

You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning.

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

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

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

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

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

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

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

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

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

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

Practice Assessor responsibilities (Registered nurse/nursing associate)
As a Practice Assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. You will liaise with the Academic Assessor scheduling communication at relevant points.

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

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

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

Academic Assessor responsibilities
Academic Assessors are Registered Nurses or Registered Nursing Associate and are nominated for each part of the educational programme. The same Academic Assessor cannot contribute to the student assessment in consecutive parts. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

Flexibility in assessment approach

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

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

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

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Guidance for using the PAD to facilitate learning and assessment in practice

Assessment criteria in the PAD are based on the NMC *Standards of proficiency for nursing associates* (NMC 2018).

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

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

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

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

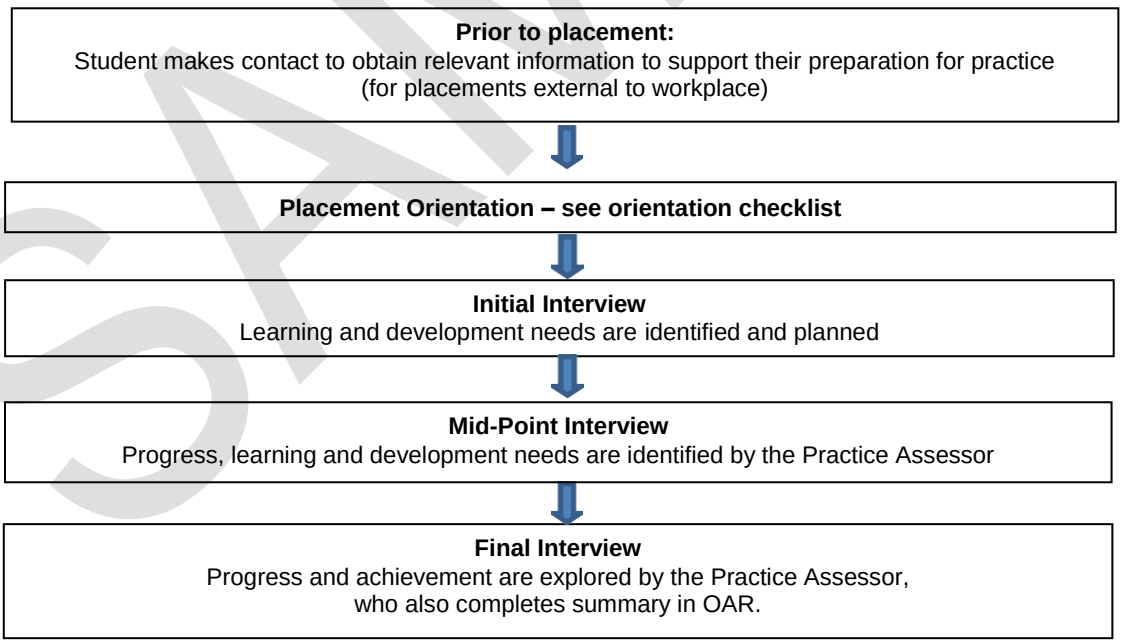
Medicines Management: There is one assessment included in each PAD and this must be achieved *by the end of the year.*

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

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

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

Process of practice assessment



Further information / guidance is included in the university specific pages (overleaf) and in the *Practice Assessment Document Guide*

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University of Worcester

THREE COUNTIES SCHOOL OF NURSING AND MIDWIFERY

PRACTICE LEARNING PROCESS

Prior to placement

- Placement allocation uploaded to SOLE – please locate contact details in the SOLE placement directory. You will normally have 2 placements per year (Part)
- Contact placement a minimum of 2 weeks prior to the start date

Placement 1

- Induction within 2 days
- Initial interview held during first week of placement with PS and/or PA – to identify learning opportunities and learning needs/reasonable adjustments
- PS/PA/AA details to be provided in the document
- Student to sign declaration form
- Date of mid-point interview agreed
- PS provides ongoing support and feedback. Raises concerns if necessary
- **For Nursing Associate students (Apprentices), Personal Academic Tutor (PAT's will visit apprentices in week 4 of placement to undertake Individual Learner Progress Review (ILP).**

Placement 2

- Induction within 2 days
- Initial interview held during first week of placement with PS and/or PA (**for Nursing Associate students (Apprentices), this will also include Personal Academic Tutor)** – identify learning opportunities and learning needs/ reasonable adjustments
- PS/PA/AA details to be provided in the document
- Date of mid-point interview agreed
- PS provides ongoing support and feedback. Raises concerns if necessary
- **For Nursing Associate students (Apprentices), Personal Academic Tutor (PAT's will visit apprentices in at the start of the placement to undertake Individual Learner Progress Review (ILP).**

Mid-point interview

- Completed between student and PA, although PS can sign mid-point professional values
- PA gathers feedback from PS and others
- Overall progression and achievement to date – knowledge, skills and attitude/values
- If concerns exist and/or an action plan is required, AA and PF notified – by email, phone call, e-pad
- Date for final interview agreed
- For Nursing Associate Students Zoned academic will visit all students during year one and during year 2. They may complete additional visits at the request of the AA.
- **For Nursing Associate student (Apprentices), Personal Academic Tutors will visit all apprentices in week 16 and 43 to review ILP (scheduled within the programme)**

Mid-point interview

- Completed between student and PA, although PS can sign mid-point professional values
- PA gathers feedback from PS and others
- Overall progression and achievement to date – knowledge, skills and attitude/values
- If concerns exist and/or an action plan is required, AA and PF notified – by email, phone call, e-pad
- Date for final interview agreed
- For Nursing Associate Students Zoned academic will visit all students during year one and during year 2. They may complete additional visits at the request of the AA.

Final Interview (formative)

- PA gains feedback from PS
- Prior to interview PA and AA will discuss student progress – by email, phone call, e-pad. AA may attend final interview if PA requests
- Completed between student and PA
- Placement hours recorded
- All sections in PAD and OAR completed and signed
- Confirmation that student is making satisfactory progress, if not a supportive action plan will be put in place to support progression to placement 2

Final Interview (summative)

- PA gathers feedback from PS
- Prior to interview PA and AA will discuss student progress – by email, phone call, e-pad. AA may attend final interview if PA requests
- Completed between student and PA
- Placement hours recorded
- All sections in PAD and OAR completed and signed
- Confirmation that the student has achieved all requirements for the Part

End of Part 1

Submission of PAD and OAR is completed electronically by date identified in practice learning module outline

Module lead records pass/fail and arranges moderation of the PADs with the module team and practice partners and arranges for external examiner to moderate PADs. Moderation reports completed

Pass

- AA completes OAR confirming progression and achievement following disucussion with PA - by email, phone call, e-pad
- Where students have passed placement, but are still required to complete placement hours – arrangments to achieve these hours will be made by the practice panel

Fail

- AA completes OAR
- Referred to Practice Panel – reviews practice fail to confirm process followed, review claims for mitigation and decide reassessment – attended by AA and PA. Reassessment placement arrangements made and confirmed in writing to the student
- Where fail due to persistent non-achievement of professional values, student may be referred to fitness to practice processes

Examination board

Ratifies proggression for students who have sucessfully passed the Part of the programme

Ratifies fails – students allowed one reassessment attempt of 4 weeks – fail at reassessment unless mitigation exists will result in the student being withdrawn from their studies

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STUDENT PLACEMENT CONDUCT AND HEALTH AND SAFETY AGREEMENT

To be completed by the Student prior to the commencement of Placement

STUDENT'S NAME	
STUDENT NUMBER	
PROGRAMME/COURSE	

This agreement outlines the expectations of the University and the responsibilities of the Student in respect of the provision of placement learning, work shadowing or visits that are required as part of your University of Worcester course/programme of study.

The Student, as a representative of the University (and its collaborative partners), will behave in a professional and responsible manner and in accordance with University Regulations. The Student will attend any pre-placement briefing, induction and/or health and safety training offered by the Placement/WBL Learning Provider or the University (or its collaborative partners).

If the Student has to be withdrawn from the Placement for disciplinary reasons, action may be taken in accordance with the University's Academic Regulations and Procedures: Student Code of Conduct and the associated disciplinary procedures.

Where placements form part of academic qualifications leading to a professional qualification, admission to a professional body and/or statutory registration, the University must be satisfied that the student will be a safe and suitable entrant to the given profession. The 'Principles relating to Student Behaviour' in the University's Fitness to Practise Procedures are relevant here and these procedures will apply in investigating cases where there are grounds for concern regarding a student's fitness to practise.

The Student on Placement agrees:

- To not act in any way that brings the University of Worcester (and its collaborative partners) into disrepute and to actively work to promote a good reputation for the University (and its collaborative partners) and their fellow students
- To inform the University (and its collaborative partner) of any personal factors or changes to personal factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk or may require reasonable adjustments to be made whilst on placement, work shadowing or visits.
- To attend/complete any health, safety or other briefing provided as part of their placement, visit or work shadowing opportunity and familiarise themselves with all information provided
- To abide by all rules regarding health and safety requirements, and other practices and procedures of the host organisation
- To carry out the work specified by the Placement Learning Provider under the supervision of the specified Supervisor/Mentor(s)/Contact(s), agreed to be appropriate to the learning experience
- To evaluate their learning experience providing feedback to the University (and its collaborative partner) as required
- When on placement, to report to the University (or collaborative partner) Placement/WBL Coordinator if any incidents or issues occur or if they have any concerns about health and safety at their host organisation, that may jeopardise their welfare and/or the success of the learning experience.
- To allow personal data which is reasonably believed to be relevant to the host organisation to be shared by the University (and/or collaborative partner) and the Placement Learning Provider, if appropriate
- To confirm that any vehicle insurance covers travel to/from work and business use if requested to travel during the placement (if driving to the placement by private vehicle).
- To consult with the University (or collaborative partner) prior to seeking any changes in the terms and duration of the placement.
- To share next of kin information with the placement host if required

Use this space to state any information that the Placement/WBL Coordinator should be aware of in relation to your personal circumstances while on placement:

I have read and agree to the above.

Student name (print in CAPITALS) **Signature**

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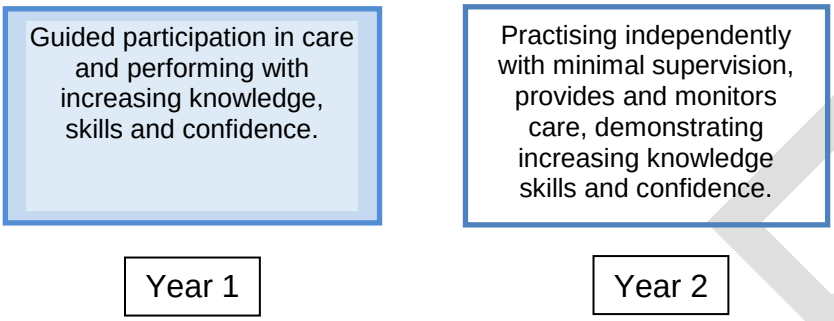
Criteria for Assessment in Practice
Overall Framework; these criteria should be achieved by the end of each year.



PAD 1: Guided participation in Care

'Achieved' must be obtained in all three criteria by the student

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

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List of Practice Supervisors

A sample signature must be obtained for all entries within this document

Name (please print)	Job Title	Signature	Initials	Placement

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List of Practice Assessors

A sample signature must be obtained for all entries within this document

Name (please print)	**Job Title**	**Signature**	**Initials**	**Placement**

List of Academic Assessors

A sample signature must be obtained for all entries within this document

Name (please print)	**Job Title**	**Signature**	**Initials**	**Placement**

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Placement 1

Placement Provider:
(e.g. Trust/Organisation)

Name of Placement Area:

Type of Experience:
(e.g. Community/Ward based)

Placement Telephone Number:

Placement Contact Email:

Start Date…….. End Date……. No. of Hours……

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

Name: **Designation:**

Contact email address:

Practice Assessor Details:

Name: **Designation:**

Contact email address:

Academic Assessor Details (for part)**:**

Name: **Designation:**

Contact email address:

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Placement 1: Orientation

	Placement Area 1		Placement Area 2 (if app.)	
Name of Placement Area:				
Name of Staff Member:				
This should be undertaken by a member of staff in the Placement Area	Initial/Date **(Student)**	Initial/Date **(Staff signature)**	Initial/Date **(Student)**	Initial/Date **(Staff signature)**
The following criteria need to be met within the first day in placement				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel……				
The student has been shown the: • fire alarms • fire exits • fire extinguishers				
Resuscitation policy and procedures have been explained Tel:				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained				
The student is aware of his/her professional role in practice.				
Policy regarding safeguarding has been explained				
The student is aware of the policy and process of raising concerns				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
The following criteria need to be met prior to use				
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area				
The student has been shown and given a demonstration of the medical devices used in the placement area				

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Placement 1: Initial Interview

(This can be completed by a Practice Supervisor or Practice Assessor.
If completed by the PS they must discuss and agree with the PA)
This meeting should take place within the first week of the placement

Placement Area Name:

Student to identify learning and development needs (with guidance from the Practice Supervisor)	
Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.	
Outline of learning plan	**How will this be achieved?**

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Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO

Student's Name: **Signature:** **Date:**

Practice Supervisor/Assessor's Name:

Signature: **Date:**

Professional Values in Practice

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

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

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

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.				
3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf.				
4. The student is caring, compassionate and sensitive to the needs of others.				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice.				
7. The student is able to work effectively within the inter-disciplinary team demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships.				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.				

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Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity.				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.				

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				
13. The student's personal presentation and dress code is in accordance with the local policy.				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations.				
Mid-point assessment **Practice Supervisor Name:** **Signature:** **Date:** **Reviewed and agreed by Practice Assessor** **Practice Assessor Name:** **Signature:** **Date:**				
End point: Student reflection on meeting Professional Values				

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Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code *(ensure confidentiality is maintained).* For each placement, please select a different section of The Code to reflect on. **Student Name:** **Signature:** **Date:**
Final assessment - please add comments on Final Interview Page **Practice Assessor Name:** **Signature:** **Date:**

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

Placement 1: Mid-Point Interview

This discussion must take place half way through the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:

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Skills:
Attitudes and values:
Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

SAMPLE

Placement 1: Mid-Point Review

Ongoing learning and development needs

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

Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.	
Learning and development needs	**How will these be achieved?**

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Student's Name: **Signature:** **Date:**

Practice Assessor's Name: **Signature:** **Date:**

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

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Placement 1: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress
Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

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Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Practice Assessor and Student

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Practice Assessor to identify specific areas to take forward to the next placement

Was an Action Plan required to support the student?	**YES / NO**
If Yes, was the Academic Assessor informed?	**YES / NO**

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

Student's Name: **Signature:** **Date:**

Practice Assessor's Name: **Signature:** **Date:**

Additional Signature (If Applicable, e.g. Academic Assessor):
Name: **Signature:** **Date:**

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Patient/Service User/Carer Feedback Form

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

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

Tick if you are:	**The Patient/Service User** ☐		**Carer/Relative** ☐		
How happy were you with the way the student …	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
…cared for you?	○	○	○	○	○
…listened to you?	○	○	○	○	○
…understood the way you felt?	○	○	○	○	○
talked to you?	○	○	○	○	○
…showed you respect?	○	○	○	○	○

What did the student do well?

What could the student have done differently?

Practice Supervisor/Practice Assessor:

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

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

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.
More pages can be downloaded as per University guidelines

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

Student Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:
Practice Supervisor's Comments: **Practice Supervisor Name:** **Signature:** **Date:**
Student Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:
  Student Name: **Signature:** **Date:**
Practice Supervisor's Comments: **Practice Supervisor Name:** **Signature:** **Date:**

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

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Student Name:	**Signature:**	**Date:**
Practice Supervisor's Comments:		
Practice Supervisor Name:	**Signature:**	**Date:**

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Record of communication/additional feedback

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

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

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

SAMPLE

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

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

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Placement 2

Placement Provider:
(e.g. Trust/Organisation)

Name of Placement Area:

Type of Experience:
(e.g. Community/Ward based)

Placement Telephone Number:

Placement Contact Email:

Start Date…….. End Date……. No. of Hours……

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

Name: **Designation:**

Contact email address:

Practice Assessor Details:

Name: **Designation:**

Contact email address:

Academic Assessor Details (for part)**:**

Name: **Designation:**

Contact email address:

SAMPLE

Placement 2: Orientation

	Placement Area 1		**Placement Area 2 (if app.)**	
Name of Placement Area:				
Name of Staff Member:				
This should be undertaken by a member of staff in the Placement Area	Initial/Date **(Student)**	Initial/Date **(Staff signature)**	Initial/Date **(Student)**	Initial/Date **(Staff signature)**
The following criteria need to be met within the first day in placement				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel……				
The student has been shown the: • fire alarms • fire exits • fire extinguishers				

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Resuscitation policy and procedures have been explained Tel:				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained				
The student is aware of his/her professional role in practice.				
Policy regarding safeguarding has been explained				
The student is aware of the policy and process of raising concerns				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
The following criteria need to be met prior to use				
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area				
The student has been shown and given a demonstration of the medical devices used in the placement area				

SAMPLE

Placement 2: Initial Interview

(This can be completed by a Practice Supervisor or Practice Assessor.
If completed by the PS they must discuss and agree with the PA)
This meeting should take place within the first week of the placement

Placement Area Name:

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Student to identify learning and development needs (with guidance from the Practice Supervisor)	
Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.	
Outline of learning plan	**How will this be achieved?**

Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO

Student's Name: **Signature:** **Date:**

Practice Supervisor/Assessor's Name:

Signature: **Date:**

SAMPLE

Professional Values in Practice

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

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

statements and are captured under the 4 sections of The Code. (1BAP 1.2)

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

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

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.				
3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf.				
4. The student is caring, compassionate and sensitive to the needs of others.				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice.				
7. The student is able to work effectively within the inter-disciplinary team demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships.				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity.				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.				

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				

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13. The student's personal presentation and dress code is in accordance with the local policy.				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations.				

Mid-point assessment
Practice Supervisor Name: **Signature:** **Date:**

Reviewed and agreed by Practice Assessor
Practice Assessor Name: **Signature:** **Date:**

End point: Student reflection on meeting Professional Values

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

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

Final assessment - please add comments on Final Interview Page

Practice Assessor Name: **Signature:** **Date:**

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

SAMPLE

Placement 2: Mid-Point Interview

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

This discussion must take place half way through the placement

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

SAMPLE

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Placement 2: Mid-Point Review

Ongoing learning and development needs

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

Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

Learning and development needs	How will these be achieved?

Student's Name: **Signature:** **Date:**

Practice Assessor's Name: **Signature:** **Date:**

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

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Placement 2: Final Interview

This should take place towards the end of the placement

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

Please record any further comments on the next page

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Learning and Development Needs

To be agreed between the Practice Assessor and Student

Practice Assessor to identify specific areas to take forward to the next placement

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

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

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

Student's Name: **Signature:** **Date:**

Practice Assessor's Name: **Signature:** **Date:**

Additional Signature (If Applicable, e.g. Academic Assessor):
Name: **Signature:** **Date:**

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Patient/Service User/Carer Feedback Form

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

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

Tick if you are: **The Patient/Service User** ☐ **Carer/Relative** ☐

How happy were you with the way the student …	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
…cared for you?	○	○	○	○	○
…listened to you?	○	○	○	○	○
…understood the way you felt?	○	○	○	○	○
talked to you?	○	○	○	○	○
…showed you respect?	○	○	○	○	○

What did the student do well?

What could the student have done differently?

Practice Supervisor/Practice Assessor:

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

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

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.
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Record of working with and learning from others/inter-professional working

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Student Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:
Student Name: **Signature:** **Date:**
Practice Supervisor's Comments: **Practice Supervisor Name:** **Signature:** **Date:**

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Practice Supervisor's Comments:		
Practice Supervisor Name:	**Signature:**	**Date:**

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Practice Supervisor's Comments:		
Practice Supervisor Name:	**Signature:**	**Date:**
Student Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		

SAMPLE

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Student Name:	**Signature:**	**Date:**
Practice Supervisor's Comments:		
Practice Supervisor Name:	**Signature:**	**Date:**

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

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Practice Supervisor's Comments:		
Practice Supervisor Name:	**Signature:**	**Date:**

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Record of communication/additional feedback

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Signature:	**Date:**
Communication/additional feedback	

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

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Assessment of Proficiencies

Incorporating Platforms 1 – 6
Annexe A: Communication and relationship management skills
Annexe B: Procedures to be undertaken by the nursing associate

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies are undertaken across the year. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year it is expected that the student maintains that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved), 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice on page 7 for further details.

The Practice Supervisor can contribute to the assessment of some of these proficiencies by providing specific feedback regarding the student level of performance and achievement to the Practice Assessor in line with the SSSA.

Flexibility in assessment approach

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

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

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

PAD 1 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Demonstrates an understanding of human development from conception to death to enable delivery of safe and effective care								
2. Applies knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions and maintains clear, accurate and timely records.								
3. Understands and applies relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice.								
4. Works in partnership with people, families and carers to encourage shared decision-making to manage their own care when appropriate.								

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

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
5. Uses appropriate approaches to develop therapeutic relationships in providing an appropriate level of care to support people with a range of mental, physical, cognitive and behavioural health challenges.								
6. Provides person centred care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning.								
7. Takes appropriate action in responding promptly when a person's condition has deviated from their normal state and they may be showing signs of deterioration or distress, considering mental, physical, cognitive and behavioural health.								
8. Observe and maintain comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for.								

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

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

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate.								
10. Observe and reassess skin and hygiene status and determines the need for intervention, making sure that the individual remains as independent as possible								
11. Provides appropriate assistance with washing, bathing, shaving and dressing and uses appropriate bed making techniques.								
12. Advises people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed.								
13. Can record fluid intake and output to identify signs and symptoms of dehydration or fluid retention, accurately record and escalate as necessary.								

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England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids including pans, bottles and commodes.								

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

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
15. Selects and uses continence and feminine hygiene products, for example, pads, sheaths and appliances as appropriate								
16. Uses appropriate risk assessment tools to determine the ongoing support and intervention needed regarding an individual's mobility and safety and the level of independence and self-care they can manage.								
17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility ensuring appropriate use of pressure relieving techniques.								
18. Consistently utilises evidence based hand washing techniques.								
19. Observes and responds rapidly to potential infection risks using appropriate guidelines and utilises personal protection equipment appropriately.								

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20. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps.								

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

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs to identify signs of improvement, deterioration or concern and escalate as appropriate.								
22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings.								
23. Collect and observe sputum, urine (routine analysis) and stool specimens, interpreting findings and reporting as appropriate.								
24. Accurately undertakes person centred risk assessments proactively using established assessment and improvement tools and escalating hazards as appropriate.								

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25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards.								

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

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
26. Acts in line with appropriate local and national evidence-based frameworks to seek advice, report or escalate risks, and implement actions as appropriate to maintain the quality of care								
27. Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies								
28. Recognises the different ways by which medicines can be prescribed and demonstrates the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contradictions and adverse reaction								

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29. Demonstrates the ability to undertake accurate drug calculations								

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

Contributes to the provision and monitoring of safe and compassionate evidence based care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
30. Demonstrates an understanding of the roles of the different providers of healthcare and is able to work collaboratively in interdisciplinary teams across all sectors of health and social care.								
31. Demonstrate an understanding of the challenges of providing safe nursing care for people with co-morbidities and complex care needs including physical, psychological and socio-cultural needs.								

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32. Understand the principles and processes involved in supporting people and families so that they can maintain their independence and avoid unnecessary interventions and disruptions to their lives								
33. Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others.								
34. Recognise and accommodates sensory impairments during all communications providing support for those using personal communication aids								

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

Additional Proficiencies

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

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred/family- centred care, ensuring all care is underpinned by effective communication skills.

Proficiency	Achieved YES / NO	Comments	Signature of Practice Assessor / Date

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

SAMPLE

SAMPLE

PAD 1 Episode of Care - Formative

(This assessment is to support development/ feedback and can be facilitated by a practice supervisor)

There is also a summative assessment required before final submission of PAD 1.

Guidelines

The practice supervisor/assessor and student will identify an appropriate episode of direct care to enable the student to demonstrate effective communication and relationship management skills (Annex A) in promoting health and preventing ill health (2 PHPIH). Professionalism underpins all aspects of the student's performance. (BAP 1)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

England NAPAD 1.0 _PAD_ V12. Final Print. 10.06.19.UWFDNA.Aug19

Learning outcomes

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), to provide evidence based, compassionate and safe nursing care
2. Demonstrate the underpinning communication skills for providing and monitoring care
3. Communicate effectively to support people to prevent ill health and manage any health challenges
4. Identify the impact of lifestyle choices on the individual's mental and physical health and wellbeing and demonstrates the principles of health promotion and preventing ill health.
5. Demonstrate effective skills for working in professional teams.
6. Demonstrate that they have maintained professional values and demonstrates knowledge of safety and safeguarding for the person receiving care and the carers and/or family.

Student reflection on an episode of care

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Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.	What did you do well? What would you have done differently?

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Practice Assessor feedback
Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following:
Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

Standard of proficiency	Yes/No	Comments
Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families and demonstrate understanding of the importance of health screening.		
Demonstrates understanding of the contribution of the individuals social circumstances, behaviours and lifestyle choices to their mental, physical and behavioural health outcomes.		
Uses appropriate verbal and non-verbal communication skills to explain to the individual and family how their lifestyle choices may influence their health and checks understanding using clarification techniques.		
Utilises a range of communication skills when working with others in the team, and recognises when to refer to others in order to provide an accurate response.		
Recognises how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent.		

Student's Name: **Signature:** **Date:**

Practice Supervisor/Practice Assessor's Name:

Signature: **Date:**

SAMPLE

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PAD 1 Episode of Care - Summative

This assessment must be completed prior to submission of the completed PAD.

This summative episode of care assessment must be undertaken by the Practice Assessor.

Guidelines

The practice supervisor/assessor and student will identify an appropriate episode of direct care to enable the student to demonstrate effective communication and relationship management skills (Annex A) in promoting health and preventing ill health (2 PHPIH). Professionalism underpins all aspects of the student's performance. (BAP 1)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), to provide evidence based, compassionate and safe nursing care.
2. Demonstrate the underpinning communication skills for providing and monitoring care.
3. Communicate effectively to support people to prevent ill health and manage their health challenges.
4. Identify the impact of lifestyle choices on the individual's mental and physical health and wellbeing and demonstrates the principles of health promotion and preventing ill health.
5. Demonstrate effective skills for working in professional teams.
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Student reflection on an episode of care

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Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.	What did you do well? What would you have done differently?

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Practice Assessor feedback Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: **Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)**		
Standard of proficiency	**Yes/No**	**Comments**
Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families and demonstrate understanding of the importance of health screening. .		
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Recognises how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent.		
Student's Name:	**Signature:**	**Date:**
Practice Supervisor/Practice Assessor's Name: **Signature:** **Date:**		

SAMPLE

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PAD 1 Medicines Management

This assessment must be completed by the end of PAD 1 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings.

During PAD 1 the student should be developing their knowledge, skills and competencies in relation to the safe administration of medicines. This assessment should normally be undertaken with a small group of patients/service users or caseload.

The student must be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment.

The student must work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies

Regulatory requirements: *Standards of proficiency for nursing associates* (NMC 2018)*, The Code* (NMC 2015), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016)

The aim of this assessment is to demonstrate the student's knowledge and competence in administering medications safely.

Learning outcomes

The student is able to:

1. Demonstrate and apply knowledge to recognise how medicines act and interact in the systems of the body, their therapeutic actions, contraindications and side effects.
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications.
3. Prepare medications where necessary, safely and effectively administer these via common routes, maintains accurate records and is aware of the laws, policies, regulations and guidance which underpin medicines management.
4. Safely and accurately perform medicines calculations for a range of medications.
5. Coordinate the process and procedures involved in managing the safe discharge, move or transition between care settings of the person
6. Maintain safety and safeguard the patient from harm, including non-compliance, demonstrating understanding of the Mental Capacity Act (DH 2005) the Mental Health Act (DH 1983, amended 2007), where appropriate.

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YES = Achieved No = Not Achieved			
Competency	**Yes/No**	**Competency**	**Yes/No**
1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. • Demonstrates to assessor the component parts of the calculation. • Minimum of 3 calculations undertaken.	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions		11. Describes/demonstrates the procedure in the event of reduced capacity and non-adherence	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. • Records, signs and dates when safely administered	
		14. Monitors effects and is aware of common side effects and how these are managed.	
6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate • Asks patient/service user. • Checks prescription chart or identification band		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice/education, including discharge/safe transfer where appropriate	

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Practice Assessor Feedback		
Student reflection on learning and development		
Student's Name:	**Signature:**	**Date:**
Practice Assessor's Name:	**Signature:**	**Date:**

SAMPLE

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Action Plan

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

The

Placement Name	**Date action plan initiated:**			
Nature of concern **Refer to Professional Value(s), Proficiency and/or Episode of Care (S**pecific**)**	**What does the student need to demonstrate;** *objectives and measure of success* **(M**easurable**, A**chievable and **R**ealistic**)**	**Support available and who is responsible**	**Date for review** **(T**imed**)**	**Review/feedback**
				Date: **Comments:**
Student's Name:	**Signature:**	**Date:**		
Practice Assessor's Name:	**Signature:**	**Date:**		**Practice Assessor Name:**
Academic Assessor's Name:	**Signature:**	**Date:**		**Signature:**

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

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

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Action Plan

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

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

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

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SAMPLE

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PRACTICE HOURS – Placement

Please start a new page per placement

To be completed as per your local University Requirements

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Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.

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It is expected that the student will work a range of shifts to meet NMC Requirements

Shift Codes D = Day Shift, N= Night Shift, S= Sickness, A = Absent

Nursing Associate Student (Apprentices)
Please indicate Protected Learning Time Hours (PLT) against the shift code for eg. D (PLT)

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