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Name.....
Number.....
Cohort.....
Field.....
Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT

NURSING

PART 1

BSc



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 Supervisor.

Welcome to your Practice Assessment Document (PAD)

Student responsibilities

Practice Supervisor Responsibilities

Practice Assessor Responsibilities

Guidance for using the PAD to Facilitate and Guide Practice Learning

Assessment criteria in the PAD are based on the NMC *Future nurse: Standards of proficiency for registered nurses* and *Standards for education and training* (NMC 2018).

Components of Assessment (see individual university guidance/regulations)

Professional Values: These are assessed and must be achieved *by the end of each placement*.

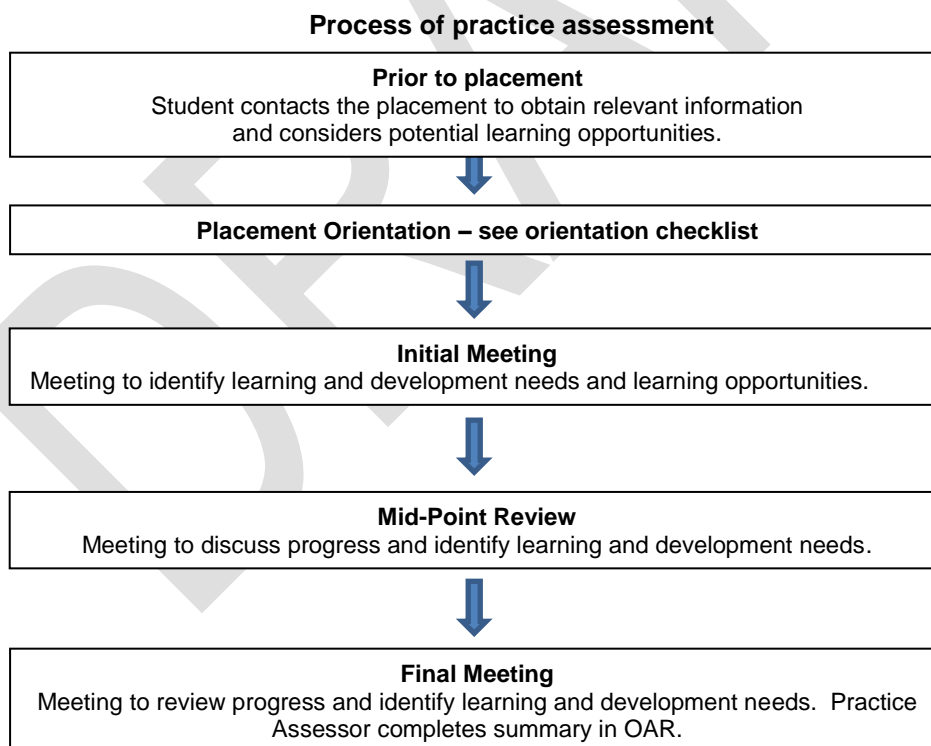
Proficiencies: These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part*.

Episode of Care: This assesses the student's progress towards competency and must be achieved *by the end of the Part*. Examples are included in the 'Practice Learning and Assessment Guide'.

Medicines Management: This assesses the student's progress towards competency and must be achieved *by the end of the Part*. Examples are included in the 'Practice Learning and Assessment Guide'.

Patient/Service User/Carer Feedback Form: The practice supervisor/practice assessor must give permission before the person receiving care is approached for feedback on the student's performance. This is not formally assessed but may contribute to the practice supervisor's/practice assessor's overall feedback.

Recording Additional Experiences and Feedback: To be agreed (to represent roles of Practice Supervisor, Practice Assessor and Academic Assessor).



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

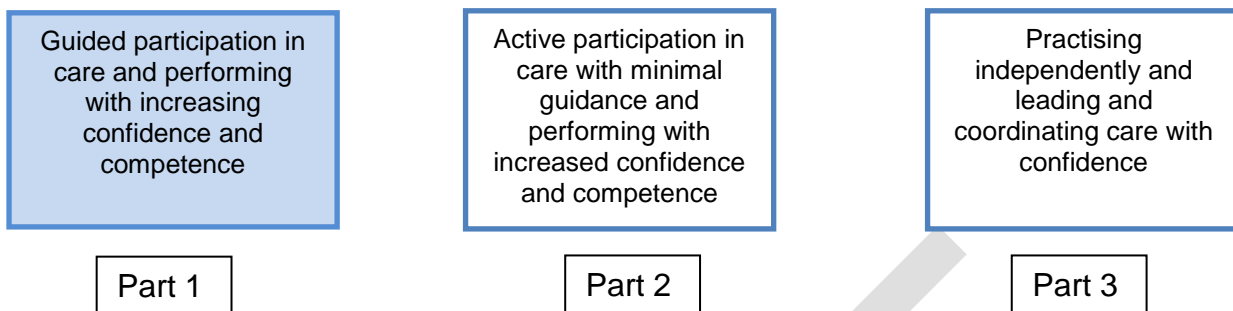
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Criteria for Assessment in Practice
Overall Framework Parts 1 – 3 to be achieved by the end of the part



Part 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 with 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	Inconsistent professional attitude towards others and not engaging with own learning needs.

NB: For some students a placement may be split across two areas

Placement 1

Placement Provider: (e.g. Trust)		
Name of Practice Area:		
Type of Experience: (e.g. Community/Ward based)		
Practice Placement Telephone:		
Placement Contact Email:		
Start Date.....	End Date.....	No. of Hours.....

Practice Assessor Details:	
Name:	Designation:
Name:	Designation:
Other Practice Staff/Key Contacts:	
Name:	Designation:

Academic Assessor Details: (e.g. Link Lecturer)	
Name:	Designation:
Name:	Designation:

I have seen and discussed the purpose of the student's Ongoing Achievement Record	
Practice Assessor's Signature:	Date:

Placement 1: Orientation

Name of Placement Area	Name of Area 1		Name of Area 2 (if app.)	
	Initial/Date (Student)	Initial/Date (Practice Supervisor)	Initial/Date (Student)	Initial/Date (Practice Supervisor)
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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 clinical area				
The student has been shown and given a demonstration of the medical devices used in the clinical area				

Placement 1: Initial Meeting

Area Name:

This meeting should take place within the first week of the placement

Student to identify learning and development needs (with guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor to negotiate and agree a learning plan.

Student's signature:

Date:

Practice Supervisor's signature:

Date:

Additional Signature (If Applicable):

Date:

Professional Values in Practice (Part 1)

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, 2015). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)

	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. (1 BAP 1.1)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.14)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. (3 ANPC 3.6, 4PEC 4.1)				
4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14)				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice. (4 PEC)				
7. The student is able to work effectively within the interdisciplinary team with the intent of building professional relationships. (1 BAP 1.13, 1 BAP 1.18, 5 LNCWIT 5.4)				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.8, 1.17)				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1 BAP 1.3, 3 ANPC 3.9)				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (1 BAP 1.11, A1.1, A1.6)				
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. (1 BAP 1.8, 1 BAP 1.17)				

	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. (1 BAP 1.19)				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1 BAP 1.19)				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1 BAP 1.10)				
End point: Student reflection on meeting Professional Values				
<p>Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.</p>				
<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>				
Student Signature:		Date:		
Practice Supervisor/Practice Assessor comments can be added to mid-point and final reviews.				
Practice Supervisor Signature:		Date:		

Students can complete their evidence at any stage prior to the Final Meeting. If there are any issues/areas for concern, these must be recorded in the Mid-Point Review or Final Meeting as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on Page **

Placement 1: Mid-Point Review

This review must take place half way through the placement

Practice Supervisor and Student to sign on the next page

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Professional Values:
Knowledge and Understanding:
Overall Performance:
Practice Supervisor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Professional Values:
Knowledge and Understanding:
Overall Performance:

Placement 1: Mid-Point Review
Ongoing learning and development needs

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

Following the Mid-Point review, student to identify learning and development needs for the rest of the placement.

Learning and development needs	How will these be achieved?

Review Date:	Sign when reviewed:
Student's signature:	Date:
Practice Supervisor's signature:	Date:
Additional Signature (If Applicable):	Date:
<i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i>	

Placement 1: Final Meeting

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 essential skills. Identify your strengths and document areas for development.
Professional Values:
Knowledge and Understanding:
Overall Performance:
Practice Supervisor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Professional Values:
Knowledge and Understanding:
Overall Performance:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Practice Supervisor and Student

Practice Assessor

Was an Action Plan required to support the student?	YES / NO
If Yes, was the Academic Assessor informed?	YES / NO
The Action Plan can be found on Page **	

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The Practice Supervisor has signed the professional value statements at both Mid-Point and Final Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Practice Supervisor has signed the relevant skills the student has achieved in this area (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Practice Supervisor has completed and signed the grading of practice document (depending on university requirements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student and Practice Supervisor has checked and signed the practice placement hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Practice Supervisor and Student have completed all the interview records and development plans, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Practice Supervisor has printed and signed their name on the List of Practice Supervisor's Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Practice Supervisor has completed the Ongoing Achievement Record (OAR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






Student's signature:	Date:
Practice Assessor's signature:	Date:
Additional Signature (If Applicable):	Date:

Patient/Service User/Carer Feedback Form

Practice Supervisors 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 nurse has supported your care.

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse...	Very Happy	Happy	I’m not sure	Unhappy	Very unhappy
					
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Student comment on feedback received

Practice Supervisor Signature:	Date:
Student Signature:	Date:

Record of working with other health care professionals/inter-professional working

Record reflections on your learning in outreach/short practice placements
or with members of the multi-disciplinary team.

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

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Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
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Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

Additional Feedback from Others

This page will be redesigned to reflect feedback from a range of supervisors/assessors
(both practice and academic)

Date/time	Signature/ Designation	Comments

Additional Feedback from Others

This page will be redesigned to reflect feedback from a range of supervisors/assessors (both practice and academic)

Date/time	Signature/ Designation	Comments

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Assessment of Proficiencies

Assessment of Proficiencies are undertaken across the Part. 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 Part. If a proficiency is assessed as Achieved (YES) early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements at the Practice Assessor's discretion.

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

Part 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 care, ensuring all care is underpinned by effective communication skills.

Participates in assessing needs and planning person-centred 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. Demonstrate and apply knowledge of commonly encountered conditions to inform a full nursing assessment (3ANPC 3.3)								
2. Demonstrates understanding of a person's age and development in undertaking an accurate nursing assessment. (3ANPC 3.1)								
3. Accurately processes all information gathered during the assessment process to identify needs for fundamental nursing care and develop and document person-centred care plans. (1BAP 1.16, 3ANPC 3.2, 3.5, A 1.8)								
Participates in providing and evaluating person-centred care								
4. Work in partnership with people, families and carers to encourage shared decision-making to manage their own care when appropriate. (1BAP 1.9, 3ANPC 3.4, 3.15)								

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

Participates in providing and evaluating person-centred 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. Provides an appropriate level of care to support people with mental health, behavioural, cognitive and learning challenges. (4PEC 4.4, B1.1.1, B1.1.2, B1.1.3)								
6. Provides an appropriate level of care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness. (4PEC 4.8, B1.1.1, B3.5, B8.1)								
7. Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health. (1BAP 1.12, 4PEC 4.8, B1.1.1 – 1.1.5, B1.2.1, B1.2.2, B10.1)								
8. Assesses comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for. (4PEC 4.1, B.3.1)								
9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate. (4PEC 4.1, B3.6)								

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

Participates in providing and evaluating person-centred 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
10. Assesses skin and hygiene status and determines the need for intervention, making sure that the individual remains as independent as possible. (4PEC 4.7, B4.1)								
11. Uses appropriate bed making techniques and assists with washing, bathing, shaving and dressing. (B 3.2, B4.3)								
12. Supports people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed. (4PEC 4.6, B5.3)								
13. Can explain the signs and symptoms of dehydration or fluid retention and accurately records fluid intake and output. (4PEC 4.6, B5.4)								
14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids including pans, bottles and commodes (4PEC 4.6, B6.1)								

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

Participates in providing and evaluating person-centred 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 appropriate continence products, for example, pads, sheaths and appliances (B6.2)								
16. Assesses the need for support in caring for people with reduced mobility and demonstrates understanding of the level of intervention needed to maintain safety and promote independence. (4PEC 4.7, B7.1)								

Participates in procedures for the planning, provision and management of person-centred care

17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility. (B7.2, B7.3)								
18. Consistently utilises evidence based hand washing techniques (B9.6)								
19. Identifies potential infection risks and responds appropriately using best practice guidelines (B9.1)								
20. Utilises personal protection equipment appropriately. (B9.4)								
21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs, and escalate as appropriate. (3ANPC 3.11, 3.12, B2.1, B4.8)								

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

Participates in procedures for the planning, provision and management of person-centred 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
22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings. (3ANPC 3.11, 3.12, B2.6)								
23. Collect and observe sputum, urine and stool specimens, undertaking routine analysis and interpreting findings. (3ANPC 3.11, 3.12, B2.9)								
Participates in improving safety and quality of person-centred care								
24. Accurately undertakes risk assessments proactively using a range of evidence based assessment and improvement tools. (6ISQC 6.5, B7.1)								
25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards. (6ISQC 6.1, 6ISQC 6.6)								
Participates in the coordination of person-centred care								
26. Demonstrate an understanding of the principles of partnership, collaboration and multi-agency working across all sectors of health and social care. (3ANPC 3.15, 7CC 7.1)								

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

Participates in the coordination of person-centred 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
27. Demonstrate an understanding of the challenges of providing safe nursing care for people with co-morbidities. (3 PEC 3.13, 7CC 7.5)								
28. Understand the principles and processes involved in supporting people and families so that they can maintain their independence as much as possible. (3ANPC 3.15, 4PEC 4.2, 7CC 7.8)								

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

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Part 1 Episode of Care

This assessment must be completed by the end of Part 1 under the direct supervision of the student's practice assessor during a specific episode of care

(a formative episode of care will also be included)

Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving meeting the needs of a person receiving care. Professionalism underpins all aspects of the student's performance. (BAP 1)

The aim of this assessment is to demonstrate the student's progression in the following 5 platforms within the *Future Nurse: Standards of proficiency (including skills from annexe A and B)* (NMC 2018) in the context of their field of nursing:

- Promoting health and preventing illness
- Assessing needs and planning care
- Providing and evaluating care
- Improving safety and quality of care
- Coordinating care

Effective communication and relationship management skills underpin all aspects of care (Annexe A)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment.

Learning outcomes

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), the student is able to undertake an accurate assessment and provide evidence based, compassionate and safe nursing care. (3ANPC 3.4, 3.5)
2. Demonstrate understanding and can apply the relevant knowledge and skills to meet the individual's needs relating to dignity, comfort, hygiene and mobility. (4PEC 4.7, B3.4, B3.5, B4.1, B7.1)
3. Communicate effectively utilising appropriate verbal and non-verbal skills in the delivery of person centred care decisions. (A1.1 – 1.6)
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. (2 PH 2.1, 2.4)
5. 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. (1 BAP 1.1, 3ANPC 3.9, 6ISQC 6.1)

Student reflection on an episode of care	
Within your reflection, describe the episode of care and how you assessed, delivered and evaluated care.	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 Grade Descriptors on Page 7)		
Standard of proficiency	Yes/No	Comments
Assessing needs and planning care Takes an accurate history and undertakes a person centred assessment in order to plan effective care. (3ANPC 3.4, 3.5)		
Providing and evaluating care Provides person-centred evidence based care in managing dignity, comfort, hygiene and mobility needs of the individual. (4PEC 4.7, B3.4, B3.5, B4.1, B4.3, B7.1)		
Promoting health and preventing illness Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families. (2 PH 2.1, 2.4)		
Improving safety and quality of care Undertakes relevant risk assessments (e.g. falls, skin integrity, mental capacity) that may be required and demonstrates an understanding of risk prevention. (6 ISQC6.5, B7.1)		
Coordinating Care Utilises a range of communication skills to effectively engage with the person receiving care, their family/carers and members of the multidisciplinary team in the provision and evaluation of care. (1 BAP 1.1, 3ANPC 3.4, 3.15, 6ISQC 6.1)		
If any of the standards are 'Not Achieved' this will require a re-assessment and the academic representative must be informed		
Student's signature:		Date:
Practice assessor's signature:		Date:

Part 1 Medicines Management

This assessment must be completed by the end of Part 1 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in any care settings under the supervision of the Practice Assessor.

During Part 1 the student should be developing their knowledge and skills 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: *Future Nurse: Standards of Proficiency for Registered Nurses* (NMC, 2018), *The Code* (NMC, 2015), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society, 2016)

The aim of this assessment is to ensure students can perform safe administration of medicines under direct supervision.

Learning outcomes (Annexe B 11.1, 11.2, 11.4 – 11.6, 11.7 – 11.8)

The Student is able to:

1. Apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action. (4PEC 4.14, 4.15)
2. Prepare routine medications where necessary, safely and effectively administer these via common routes and maintains accurate records B11.5, 11.8)
3. Safely and accurately perform medicines calculations. (1BAP 1.15, B11.4)
4. Demonstrate that they have maintained appropriate professional values, expected attitudes and behaviours during the administration of medicines. (1BAP 1.1)
5. Maintain safety and safeguard the patient from harm, demonstrating understanding of the Mental Capacity Act (DH 2005) and Deprivation of Liberty Safeguards (DH 2009) (6ISQC 6.1)

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		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. <ul style="list-style-type: none"> • Demonstrates to assess 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. <ul style="list-style-type: none"> • 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 non-compliance.	
			12.	Safely utilises and disposes of equipment.	
			13.	Maintains accurate records. <ul style="list-style-type: none"> • Records, signs and dates when safely administered 	
			14.	Monitors and reports effects and is aware of common side effects and how these are managed.	
6.	Checks for allergies demonstrating an understanding of the risks and management of these as appropriate <ul style="list-style-type: none"> • 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	

Practice Assessor Feedback

Student reflection on learning and development

Student's signature:

Date:

Practice Assessor's signature:

Date:

Action Plan

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

The Practice Supervisor/Practice Assessor must liaise with the academic representative and senior practice representative

Date	Placement Name			
Area of Concern	Criteria for Success	Support Available	Date for Review	Review Comments
Signed (Practice Assessor).....		Date.....	Practice Assessor's Name (please print)	
Signed (Student)		Date	
Signed (Academic Assessor).....		Date.....		

Action Plan

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

The Practice Supervisor/Practice Assessor must liaise with the academic representative and senior practice representative

Date	Placement Name			
Area of Concern	Criteria for Success	Support Available	Date for Review	Review Comments
Signed (Practice Assessor).....		Date.....	Practice Assessor's Name (please print)	
Signed (Student)		Date	
Signed (Academic Assessor).....		Date.....		

Please start a new page per placement
To be completed as per your local University Requirements
PRACTICE HOURS

Please ensure all details are printed CLEARLY and sickness days identified. All hours completed, alterations and totals should be initialled by **Practice Supervisor/Practice Assessor**

Date	Placement	Total Hrs	Registrant Initials	Shift Type	Date	Placement	Total Hrs	Registrant Initials	Shift Type	
Example of hours confirmation					Sun	1/7/13	Pixie Ward	7.5	FF	E
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
Weekly Total =					Weekly Total =					
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
Weekly Total =					Weekly Total =					
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
Weekly Total =					Weekly Total =					
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
Weekly Total =					Weekly Total =					

Total hours completed on this page.... Figures	Words
Signed: _____ (Supervisor)	Name (print): _____
Practice Supervisor: I have checked the hours of experience recorded by the student,	
Clinical Area: _____	Date: _____
Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.	
Signed: _____ (Student)	Date: _____

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
