

<b>Name</b> .....
<b>Number</b> .....
<b>Cohort</b> .....
<b>Field</b> .....
<b>Personal Tutor</b> .....

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# PRACTICE ASSESSMENT DOCUMENT

## NURSING

### PART 2

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*.

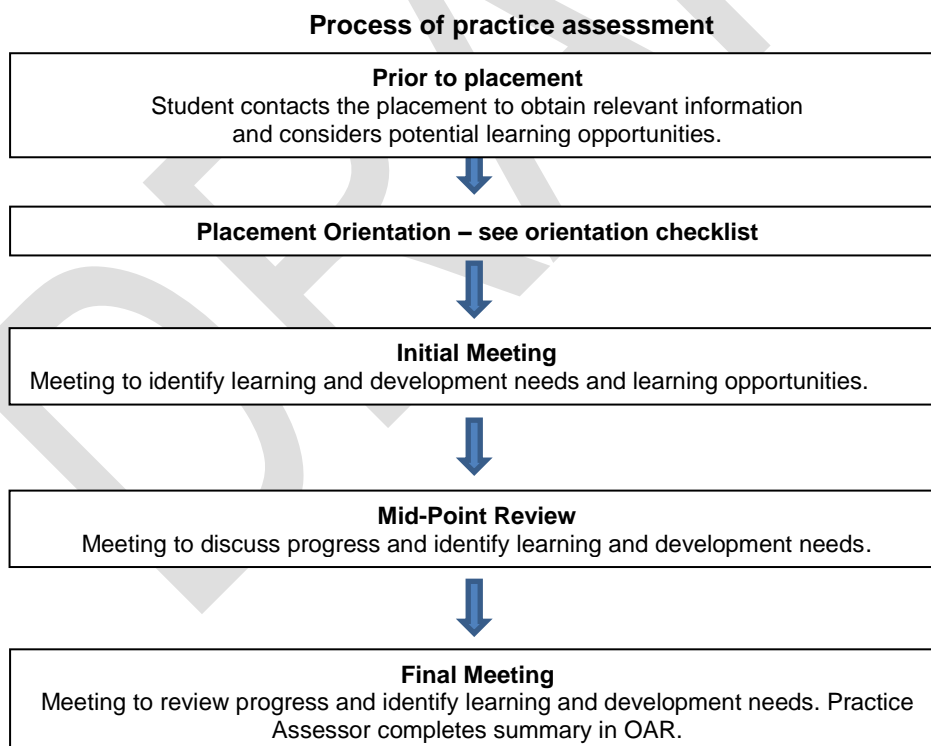
**Proficiencies:** These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part*.

**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 *Practice Assessment Document Guide*

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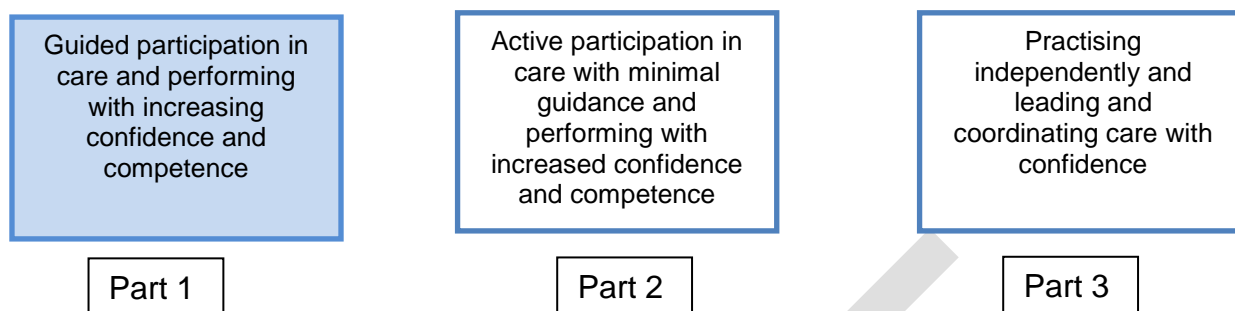
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## Criteria for Assessment in Practice

Overall Framework Parts 1 – 3 to be achieved by the end of the part



### Part 2: Active participation in care with minimal guidance and increasing confidence

‘Achieved’ must be obtained in all three criteria by the student

Achieved	Knowledge	Skills	Attitude and Values
<b>YES</b>	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to deliver safe, person centred and evidence based care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
<b>NO</b>	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice	With supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance	Demonstrates lack of awareness of professional role and responsibilities. Is not engaged with their own learning.







**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)
<b>The following criteria need to be met within the first day in placement</b>				
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"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>				
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"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>				
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)				
<b>The following criteria need to be met prior to use</b>				
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 interview takes 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.**

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**Student's signature:**

**Date:**

**Practice Supervisor's signature:**

**Date:**

**Additional Signature (If Applicable):**

**Date:**

## Professional Values in Practice (Part 2)

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 expectations are reflected in the statements below. (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)
<b>Prioritise people</b>				
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)				
<b>Practise effectively</b>				
6. The student maintains consistent, safe and person-centred practice based on best available evidence. (4 PEC)				
7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. (1 BAP 1.13, 1 BAP 1.18, 5 LNCWIT 5.1, 5.4)				
8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. (1 BAP 1.7, 1.8, 1.17)				
9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. (5LNCWIT 5.1, 5.6, A1.1, A1.6)				
<b>Preserve safety</b>				
10. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				
11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. (1 BAP 1.3, 3 ANPC 3.9)				
12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. (1 BAP 1.11, A1.1, A1.6)				
13. 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)
<b>Promote professionalism and trust</b>				
14. The student's personal presentation and dress code is in accordance with the local policy. (1 BAP 1.19)				
15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1 BAP 1.19)				
16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. (1 BAP 1.10)				
<b>End point: Student reflection on meeting Professional Values</b>				
<p><b>Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct</b> (<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: 0.2; transform: rotate(-30deg);">DRAFT</p>				
<b>Student Signature:</b>		<b>Date:</b>		
Practice Supervisor/Practice Assessor comments can be added to mid-point and final reviews.				
<b>Practice Supervisor Signature:</b>		<b>Date:</b>		

**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**

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Professional Values:</b>
<b>Knowledge and Understanding:</b>
<b>Overall Performance:</b>
<b>Practice Supervisor's comments</b> 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.
<b>Professional Values:</b>
<b>Knowledge and Understanding:</b>
<b>Overall Performance:</b>

**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?

<b>Review Date:</b>	<b>Sign when reviewed:</b>
<b>Student's signature:</b>	<b>Date:</b>
<b>Practice Supervisor's signature:</b>	<b>Date:</b>
<b>Additional Signature (If Applicable):</b>	<b>Date:</b>
<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

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Professional Values:</b>
<b>Knowledge and Understanding:</b>
<b>Overall Performance:</b>
<b>Practice Supervisor's comments</b> 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.
<b>Professional Values:</b>
<b>Knowledge and Understanding:</b>
<b>Overall Performance:</b>

Please record any further comments on the next page

## Learning and Development Needs

To be agreed between the Practice Supervisor and Student

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

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"/>






<b>Student's signature:</b>	<b>Date:</b>
<b>Practice Assessor's signature:</b>	<b>Date:</b>
<b>Additional Signature (If Applicable):</b>	<b>Date:</b>

## 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"/>		
<b>How happy were you with the way the student nurse...</b>	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
					
<b>...cared for you?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...listened to you?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...understood the way you felt?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...talked to you?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...showed you respect?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What did the student nurse do well?**


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**What could the student nurse have done differently?**


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**Student comment on feedback received**


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**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

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

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

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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

DRAFT

### 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

## 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 2 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the students demonstrates the required knowledge, skills, attitudes and values to achieve high quality person-centred care in an increasingly confident manner.

<b>Participates in assessing needs and planning person-centred care with increased confidence</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
1. Support people to make informed choices to prevent ill health, manage health challenges assessing their motivation and capacity for change to maximise their health and wellbeing. (2PHPIH 2.8, 2.9, 2.10, A2.7)								
2. Apply the principles underpinning partnerships in care demonstrating understanding of a person's capacity in shared assessment, planning, decision-making and goal setting. (1BAP 1.9, 2PHPIH 2.9, 3ANPC 3.4, 4 PEC 4.2)								
3. Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice. (3ANPC 3.9, 3.10, 4PEC 4.11)								
4. Demonstrates an understanding of the needs of people and families for care at the end of life and contributes to the decision-making relating to treatment and care preferences. (3ANPC 3.14, 4PEC 4.9, B10.3, B 10.6)								

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

<b>Participates in delivering and evaluating person centred care with increased confidence</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
5. Provides people, their families and carers with accurate information, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required. (4PEC 4.3 A1.2, A1.12, A2.6)								
6. Works in partnership with people, families and carers to monitor and evaluate the effectiveness of agreed evidence based care plans and readjust goals as appropriate drawing on the person's strengths and assets. (3ANPC 3.15, 4PEC 4.2, A3.9)								
7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required. (5LMNLWIT 5.11, A1.8, A10)								
8. Makes informed judgements and initiate appropriate interventions in managing a range of commonly encountered evidence based presentations. (4PEC 4.4, 4PEC 4.5, B1.1.1, B1.2.2)								

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

<b>Participates in the procedures for the planning, provision and management of person-centred care with increased confidence</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
9. Assesses skin and hygiene status and demonstrates knowledge of appropriate products to prevent and manage skin breakdown. (B4.1, B4.2, B4.4)								
10. Undertakes evidence based wound care, using aseptic technique and demonstrates knowledge of the management of drains where applicable. (B4.6, B4.7)								
11. Effectively uses evidence based nutritional assessment tools to determine the need for intervention. (B5.1, B5.2)								
12. Manages artificial nutrition and hydration and is able to insert, manage and remove oral/nasal gastric tubes. (B5.6, B5.7)								
13. Assess level of urinary and bowel continence to determine the need for support, intervention and the person's potential for self-management (B6.1, B6.2, 2PHPIH 2.8)								
14. Insert, manage and remove catheters and assist with self-catheterisation when required. (B6.2)								

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

Participates in the procedures for the planning, provision and management of person-centred care with increased confidence								
	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. Undertakes, responds to and interprets neurological observations and assessments and can recognise and manage seizures (where appropriate) (B2.12, B2.16)								
16. Uses contemporary risk assessment tools to determine need for support and intervention with mobilising and the person's potential for self-management. (2PHPIH 2.8, B3.3, B7.1)								
17. Effectively manages the risk of falls using best practice approaches. (B7.1, B7.2, B 7.3)								
18. Uses appropriate safety techniques and devices when meeting a person's needs and support with mobility providing evidence based rationale to support decision making. (B7.4)								
19. Undertakes a comprehensive respiratory assessment e.g. peak flow and pulse oximetry to identify the need for and manage the administration of oxygen using a range of routes and best practice approaches. (B8.1, B8.2, B8.3, B8.6)								

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

<b>Participates in the procedures for the planning, provision and management of person-centred care with increased confidence</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
20. Uses best practice approaches to undertake nasal and oral suctioning techniques. (B8.4)								
21. Effectively uses standard precaution protocols and isolation procedures when required and provides appropriate rationale. (B9.2, B9.5)								
22. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps. (B9.7, B9.8)								
23. Undertakes assessments using appropriate diagnostic equipment in particular blood glucose monitors and can interpret findings. (3ANPC 3.11, 3.12, 4PEC 4.12, B2.5, B2.10)								
24. Undertakes an effective cardiac assessment and demonstrated the ability to undertake an ECG and interpret findings (3ANPC 3.11, 3.12, 4PEC 4.12, B2.3)								

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

<b>Participates in improving safety and quality of person-centred care with increased confidence</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
25. Manage and monitor blood component transfusions in line with local policy and evidence base practice (4PEC 4.12, B2.4)								
26. Can identify signs and symptoms of deterioration and sepsis and initiate appropriate interventions as required. (B 1.2.3, B2.13)								
27. Applies an understanding of the differences between risk management, positive risk taking and risk aversion to avoid compromising quality of care and health outcomes. (6ISQC 6.10)								
28. Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice. (6ISQC 6.11)								
<b>Participates in the coordination of person-centred care with increased confidence</b>								
29. Participates in the planning to ensure safe discharge and transition across services, caseloads and settings demonstrating the application of best practice. (4 PEC4.18,7CC 7.10)								

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

<b>Participates in the coordination of person-centred care with increased confidence</b>								
30. Negotiates and advocates on behalf of people in their care and makes reasonable adjustments to the assessment, planning and delivery of their care. (BAP 1.12, 7CC 7.9)								
31. Demonstrates effective persons and team management approaches in dealing with concerns and anxieties using appropriate de-escalation strategies when dealing with conflict. (A 4.2.1 – 4.2.5)								

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

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## Part 2 Episode of Care 1

This assessment must be completed by the end of Part 2 with less direct supervision from the student's practice supervisor during a specific episode of care.

### Guidelines

**The practice assessor and student will identify an appropriate episode of direct care involving meeting the needs of a group of people receiving care or in caring for an individual with complex health care needs. Within this episode students should demonstrate skills to undertake a comprehensive assessment and understanding of commonly encountered presentations. Professionalism underpins all aspects of the student's performance. (BAP1)**

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 annex A and B)* (NMC 2018) in the context of their field of nursing:

- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care

Effective communication and relationship management skills underpin all aspects of care (Annex 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. Provide safe, person-centred care, evidence based care in an increasingly confident manner, within an appropriate timeframe in partnership with the person receiving care/family and the multidisciplinary team. (4PEC 4.4, 4PEC 4.5, A2.1, B1.1.1 – 1.1.5, B1.2.1, B1.2.2)
2. Identify and use appropriate opportunities and effective communication skills to explore the importance of healthy lifestyle choices in relation to the mental and physical health and wellbeing of the persons receiving care. (2PHPIH 2.1, 2PHPIH 2.6, 2PHPIH 2.7)
3. Demonstrate that they can undertake a '*whole person assessment*' and effectively contribute to the decision making process and provision of safe, person-centred, evidence based care. (3ANPC 3.2, 3ANPC 3.3, B2.7)
4. Demonstrate that they can co-ordinate the nursing care of a small group of people/person with complex care needs, demonstrating understanding of risk assessment and management and can access appropriate support and resources as required. (7CC 7.5, 5LMNCWIT 5.5, 6ISQC 6.5)
5. Demonstrate their potential to work more independently, making the most of opportunities to extend knowledge, skills and practice.



**Student reflection on an episode of care**

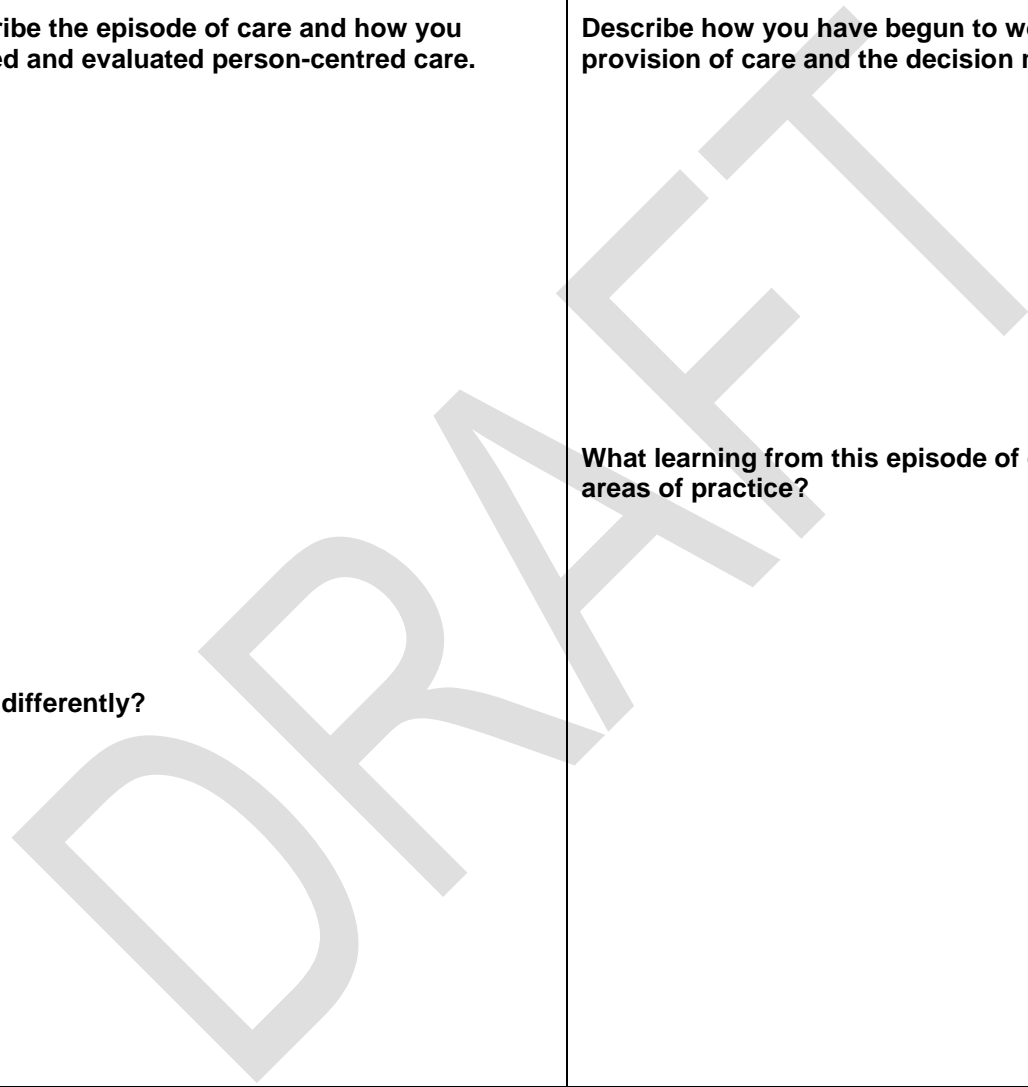
**Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated person-centred care.**

**Describe how you have begun to work more independently in the provision of care and the decision making process.**

**What did you do well?**

**What learning from this episode of care could be transferred to other areas of practice?**

**What would you have done differently?**



<b>Practice Assessor feedback</b>		
Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: <b>YES = Achieved No = Not Achieved (Refer to Grade Descriptors on Page 7)</b>		
<b>Proficiencies</b>	<b>Yes/No</b>	<b>Comments</b>
<b>Promoting health</b> Applies knowledge of healthy lifestyle choices in relation to the person/persons physical health, mental health and wellbeing. e.g. smoking cessation. (2PHPIH 2.1, 2PHPIH 2.4)		
<b>Assessing needs and planning care</b> Accurately undertakes a comprehensive assessment and identifies need and plans care for a range of health needs. (3ANPC 3.2, 3ANPC 3.3)		
<b>Providing and evaluating care</b> Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains the person/persons dignity and human rights when managing a range of commonly encountered presentations e.g. anxiety, pain, restlessness, confusion. (4PEC 4.4, 4PEC4.5)		
<b>Improving safety and quality of care</b> Accurately undertakes risks assessments and demonstrates an understanding of local and national frameworks for managing and reporting risks. (6 ISQC 6.1, 6ISQC 6.7)		
<b>Leading nursing care and working in teams</b> Uses effective communication skills to manage the care of a small group of people/individuals with complex care needs, demonstrating the ability to prioritise care recognising when and whom to refer/delegate to as appropriate. (1BAP 1.11, 5LMNCWIT 5.4, 5.5, 7CC7.5)		
<b>If any of the Standards are 'Not Achieved' this will require a re-assessment and the academic representative must be informed</b>		
<b>Student's signature:</b>		<b>Date:</b>
<b>Practice Assessor's signature:</b>		<b>Date:</b>

## Part 2 Episode of Care 2

This assessment must be completed by the end of Part 2  
with less direct supervision from the student's practice supervisor during a specific episode of care.

### Guidelines

**The practice assessor and student will identify an appropriate episode of direct care involving caring for people with increasingly complex health and social care needs (may be a single or a group of individuals depending on the care environment). 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 six 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
- Assessing needs and planning care
- Providing and evaluating care
- Leading nursing care and working in team
- Improving safety and quality of care
- Coordinating care

Effective communication and relationship management skills underpin all aspects of care (Annex 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. Demonstrate and applies knowledge of a range of mental health and physical health conditions in the assessment, planning, implementation and evaluation of person centred, evidence based care. (3ANPC 3.1, 3ANPC 3.3, 3ANPC 3.5, B1.1.1 – 1.1.5, B1.2.1, B1.2.2)
2. Demonstrate understanding of the contribution of social influences, health literacy, behaviours and lifestyle choices to the mental health and physical health outcomes in people, families and communities. (2PHPIH 2.7)
3. Demonstrate relevant knowledge in the prioritisation of care and is able to identify changes in a person's condition and responds appropriately. (4PEC 4.10, 5LMNCWIT 5.5)
4. Interact and engage confidently with families/carers and members of the multidisciplinary team in coordinating care for a small group of people (or in caring for an individual with complex care needs). (4PEC 4.3, 5LMNCWIT 5.4, A2,1, A2.2)
5. Accurately undertake risk assessments demonstrating understanding of risk management and health improvement strategies. (6ISQC 6.4, 6ISQC 6.5, 6ISQC 6.6)

**Student reflection on an episode of care**

**Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated patient care.**

**Describe how you have begun to work more independently in the provision of care and the decision making process.**

**What did you do well?**

**What learning from this episode of care could be transferred to other areas of practice?**

**What would you have done differently?**

<b>Practice Assessor feedback</b>		
Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: <b>YES = Achieved No = Not Achieved (Refer to Grade Descriptors on Page 7)</b>		
<b>Proficiencies</b>	<b>Yes/No</b>	<b>Comments</b>
<b>Promoting health</b> Discusses the possible influences on the person's/group of people's mental health and physical health and can highlight a range of factors impacting on them and the wider community. (2PHPIH 2.1, 2.4, 2.6, 2.7)		
<b>Assessing needs and planning care</b> Utilises relevant knowledge and skills to undertake a comprehensive assessment, continually monitoring a person's condition, interpret signs of deterioration or distress and escalate appropriately. (3ANPC 3.1,3.2, 3.3, 3.5, 3.11, 3.13 B10.1, B3.5, 4PEC 4.10)		
<b>Providing and evaluating care</b> Applies relevant knowledge and skills in the provision of more complex person-centred, evidence based care demonstrating effective communication skills and the ability to document effectively. (4PEC 4.3, 4.4, 4.5, 7CC 7.5, A1.8)		
<b>Improving safety and quality of care</b> Undertakes relevant risk assessments, discusses risk management and can propose improvements to enhance the quality of care. (6ISQC 6.4, 6ISQC 6.5, 6ISQC 6.6)		
<b>Coordinating and leading nursing care</b> Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating understanding of the need for multi-agency working. (7CC7.8)		
<b>If any of the Standards are 'Not Achieved' this will require a re-assessment and the academic representative must be informed</b>		
<b>Student's signature:</b>		<b>Date:</b>
<b>Practice Assessor's signature:</b>		<b>Date:</b>

## Part 2 Medicines Management

This assessment must be completed by the end of Part 2 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings under the supervision of the Practice Assessor.

During Part 2 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:** *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 demonstrate the student's knowledge and competence in administering medications safely.

**Learning outcomes** (Annexe B 11.1 – 11.11)

**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. (4PEC4.14, 4.15)
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications. (B11.1)
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. (B11.2)
4. Safely and accurately perform medicines calculations for a range of medications. (1BAP 1.15, B11.4)
5. Coordinate the process and procedures involved in managing the safe discharge, move or transfer between care settings of the person. (4PEC 4.18)
6. Maintain safety and safeguard the patient from harm, including non-compliance, 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 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. <ul style="list-style-type: none"> <li>• Demonstrates to assessor the component parts of the calculation.</li> <li>• Minimum of 3 calculations undertaken.</li> </ul>	
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"> <li>• Right patient/service user</li> <li>• Right medication</li> <li>• Right time/Date/Valid period</li> <li>• Right dose/last dose</li> <li>• Right route/method</li> <li>• Special instructions</li> </ul>		11. Describes/demonstrates the procedure in the event of reduced capacity and non-compliance	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. <ul style="list-style-type: none"> <li>• Records, signs and dates when safely administered</li> </ul>	
		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 <ul style="list-style-type: none"> <li>• Asks patient/service user.</li> <li>• Checks prescription chart or identification band</li> </ul>		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	

<b>Practice Assessor Feedback</b>	
<b>Student Reflection on Learning and Development</b>	
<b>Student's signature:</b>	<b>Date:</b>
<b>Practice Assessor's signature:</b>	<b>Date:</b>



### 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
<b>Signed (Practice Assessor).....</b>		<b>Date.....</b>	<b>Practice Assessor's Name (please print)</b>	
<b>Signed (Student) .....</b>		<b>Date .....</b>		
<b>Signed (Academic Assessor).....</b>		<b>Date.....</b>		

### Action Plan

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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 Assessor/Supervisor

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					
<b>Weekly Total =</b>					<b>Weekly Total =</b>					
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
<b>Weekly Total =</b>					<b>Weekly Total =</b>					
Mon					Mon					
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Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
<b>Weekly Total =</b>					<b>Weekly Total =</b>					
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
<b>Weekly Total =</b>					<b>Weekly Total =</b>					

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

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

<b>Shift Codes</b> <b>D = Day Shift, N= Night Shift, S= Sickness, A = Absent</b>
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