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

PRACTICE ASSESSMENT DOCUMENT

NURSING

PART 3

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*.

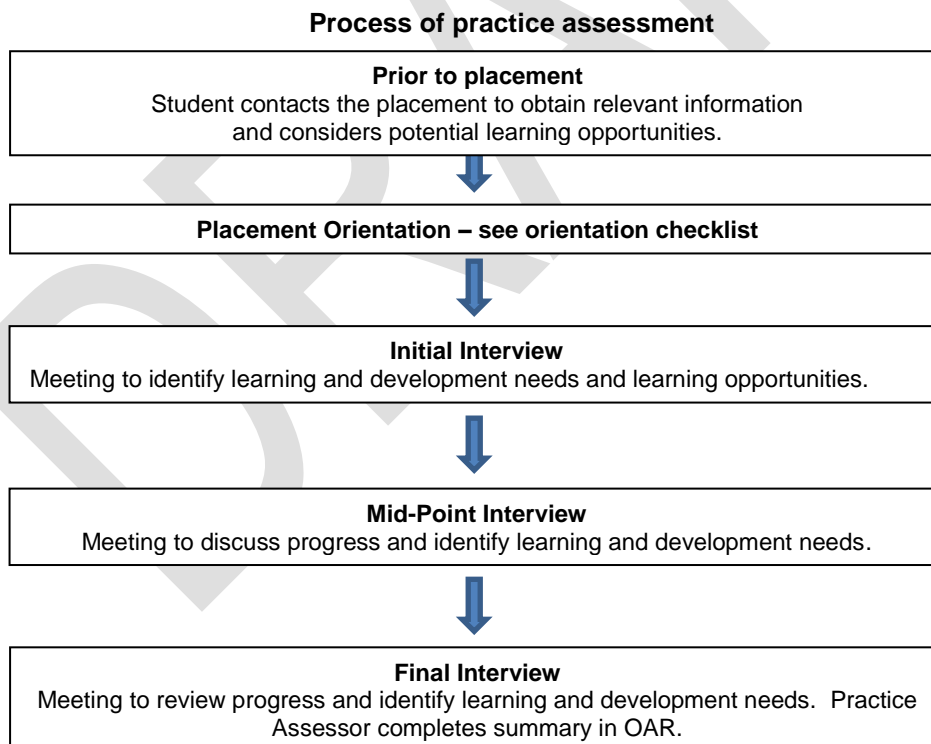
Proficiencies: These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part*.

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*

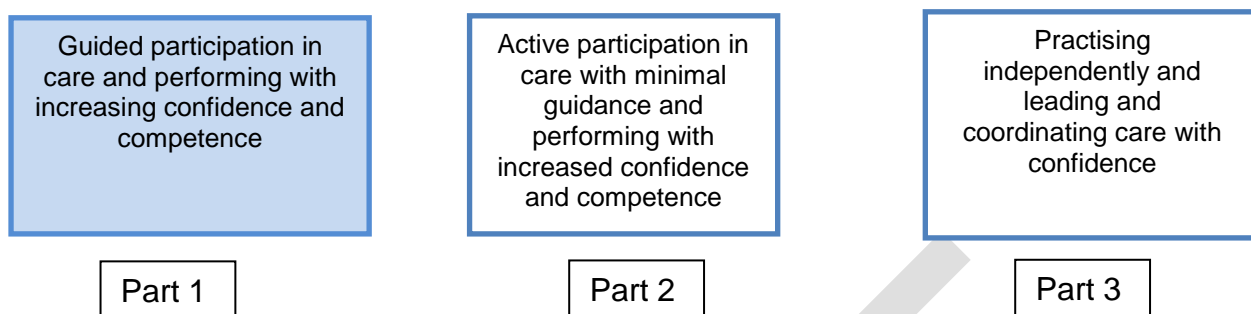
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Criteria for Assessment in Practice
Overall Framework Parts 1 – 3 to be achieved by the end of the part



Part 3: Leads and coordinates care

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

Achieved	Knowledge	Skills	Attitude and Values
YES	Has a comprehensive knowledge-base to support safe and effective practice and can critically justify decisions and actions using an appropriate evidence-base.	Is able to safely, confidently and competently manage person centred care in both predictable and less well recognised situations, demonstrating appropriate evidence based skills.	Acts as an accountable practitioner in responding proactively and flexibly to a range of situations. Takes responsibility for own learning and the learning of others.
NO	Is only able to identify the essential knowledge-base and unable to justify decisions made leading to unsafe practice.	With minimal supervision is not able to demonstrate safe practice despite guidance.	Demonstrates lack of professionalism and does not engage with their own learning and the learning of others.

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 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 3)

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)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm. (1BAP 1.1, 3ANPC 3.9)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues. (1BAP 1.14)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1BAP 1.4, 3 ANPC 3.6, 4PEC 4.1)				
4. The student is caring, compassionate and sensitive to the needs of others demonstrating positive role modelling. (1BAP 1.14, 4PEC 4.4)				
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 consistently delivers safe, person-centred and evidence based care ensuring patients/service users/carers are at the centre of decision-making. (4 PEC)				
7. The student is able to work confidently and as an equal partner within the inter-disciplinary team and can build effective professional relationships. (1BAP1.13, 1BAP 1.18, 5LNCWIT 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 leadership skills and is able to work autonomously, seeks support where appropriate and responds positively to feedback. (5LNCWIT 5.1, 5.6, A1.1, A1.6)				
Preserve safety				
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 and escalates as required (as per local policy/professional guidance) e.g. safeguarding. (1 BAP 1.3, 3ANPC 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)
Promote professionalism and trust				
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 critical self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and the decision making process. (1BAP 1.10, 4 PEC 4.10)				
17. The student acts as a role model in promoting a professional image and acts as an ambassador for the profession. (1 BAP1.19)				
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 of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.</p>				
<p>Student Signature: _____ Date: _____</p>				
<p>Practice Supervisor/Practice Assessor comments can be added to mid-point and final reviews.</p> <p>Practice Supervisor Signature: _____ Date: _____</p>				

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			
The Practice Supervisor has signed the relevant skills the student has achieved in this area (where applicable)			
The Practice Supervisor has completed and signed the grading of practice document (depending on university requirements)			
The student and Practice Supervisor has checked and signed the practice placement hours			
The Practice Supervisor and Student have completed all the interview records and development plans, as appropriate			
The Practice Supervisor has printed and signed their name on the List of Practice Supervisor's Record			
The Practice Supervisor has completed the Ongoing Achievement Record (OAR)			

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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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

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

Assessment of Skills

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 3 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 in co-ordinating high quality person-centred care.

Confidently assesses needs and plans 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. Utilises a range of strategies/resources (including relevant diagnostic equipment) to undertake a comprehensive whole body assessment to plan and prioritise evidence-based person-centred care (3ANPC 3.2,3.3)								
2. Assesses a persons' capacity to make sound decisions about their own care and applies processes for making reasonable adjustments when a person does not have capacity (1BAP 1.12, 3ANPC 3.6. 3ANPC 3.7)								
3 Actively participates in the safe referral of people to other professionals or services across health and social care as appropriate (3ANPC 3.16)								

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

Confidently delivers and evaluates 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
4. Recognises signs of deterioration (mental distress/emotional vulnerability/physical symptoms) and takes prompt and appropriate action to prevent or reduce risk of harm to the person and others. (1BAP 1.12, 4PEC 4.10, 3ANPC 3.9, 3.10, B1.1.1-B1.1.5, B10.1)								
5. Accurately and legibly records care, with the use of available digital technologies where appropriate, in a timely manner. (5LMNWIT 5.11, A1.8, A1.10)								
6. Works in partnership with people, families and carers and provides them with accurate information to encourage shared decision making in managing their own care, using available digital technologies where appropriate. (4PEC 4.2, 4.3, 5LMNWIT 5.11, 4PEC 4.10)								
7. Manages a range of commonly encountered symptoms of increasing complexity including pain, distress, anxiety and confusion. (4PEC4.4, 4.5, 4.8, A1.10)								

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

Confidently delivers and evaluates 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
8. Uses skills of active listening, questioning, paraphrasing and reflection to support therapeutic interventions and is able to support people distressed by hearing voices or experiencing distressing thoughts or perceptions. (A1.1, A2.6, A3.6, 3.8, 3.9)								
Confidently manages the procedures in assessing, providing and evaluating care								
9. Manages all aspects of personal hygiene, promotes independence and makes appropriate referrals to other healthcare professionals as needed (e.g. dentist, optician, audiologist) (B4.1, B4.3, B4.5)								
10. Utilises aseptic techniques when undertaking wound care and in managing wound and drainage processes (including management of sutures and vacuum removal where appropriate) (B4.6, B4.7)								
11. Undertakes a comprehensive assessment of nutrition and hydration needs and participate in the selection and use of appropriate devices to support evidence-based care needs (B5.1, B5.2)								

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

Confidently manages the procedures in assessing, providing and evaluating 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
12. Manages the care of people with specific nutrition and hydration needs demonstrating understanding of and the contributions of the multidisciplinary team. (4PEC 4.6, 5LMNCWIT 5.4)								
13. Manages the care of people who are receiving IV fluids and accurately records fluid intake and output, demonstrating understanding of potential complications. (B5.4, 5.8)								
14. Manages the care of people receiving fluid and nutrition via infusion pumps and devices including the administration of medicines where required. (B5.9)								
15. Demonstrates knowledge and skills related to safe and effective venepuncture and can interpret normal and abnormal blood profiles (B2.2)								
16. Demonstrates knowledge and skills related to safe and effective cannulation. (B2.2)								

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

Confidently manages the procedures in assessing, providing and evaluating 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
17. Manage and monitor the effectiveness of symptom relief medication, with the use of infusion pumps and other devices (B10.2)								
18. Manages the care of people with specific elimination needs for example urinary and faecal incontinence and stoma care. (4PEC 4.6, B6.4, B6.6)								
19. Demonstrates an understanding of the need to administer enemas and suppositories and undertake rectal examination and manual evacuation as appropriate. (B6.5)								
20. Observe, assess and respond to potential infection risks using best practice guidelines for hand washing standard precaution protocols, isolation procedures and safe decontamination and disposal of equipment as appropriate (B9.1 – B9.8)								

Confidently leads and manages person-centred care and working in teams								
	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. Understands roles, responsibilities and scope of practice of all members of the multidisciplinary team and interacts confidently when working with these members (5LNCWIT 5.1, 5.2, 5.4)								
22. Effectively manages and prioritises the care needs of a group of people demonstrating appropriate leadership skills to delegate to others in the team as required. (5LNWIT 5.1, 5.5)								
23. Monitors and evaluates the quality of care delivery by all members of the team to promote improvements in practice and understand the process for performance management of staff (if required). (5LNCWIT 5.3, 5.7, 5.10, A4.2.2)								
Confidently contributes to improving safety and quality of person-centred care								
24. Actively participates in audit activity and demonstrates understanding of appropriate quality improvement strategies (6ISQC 6.4, 6.7, 6.9)								

Confidently contributes to improving safety and quality 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
25. Undertakes accurate risk assessments and demonstrates an understanding of relevant frameworks, legislation and regulations for managing and reporting risks (6ISQC 6.1,6.2, 6.3, 6.5)								
26. Participates in appropriate decision making regarding safe staffing levels, appropriate skill mix and understands process for escalating concerns (6ISQC 6.2, A4 2.6.2)								
27. Demonstrates understanding of processes involved in managing near misses, critical incidents or major incidents (6ISQC 6.8, 6.9, 6.12)								
Confidently coordinates person-centred care								
28. Co-ordinates the care for people with complex co-morbidities and understands the principles of partnership collaboration and interagency working in managing multiple care needs. (7CC, 7.1, 7.2, 7.5, 7.6)								

Confidently coordinates 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
29. Evaluates the quality of peoples' experience of complex care, maintains optimal independence and avoids unnecessary interventions and disruptions to their lifestyle. (7CC 7.7, 7.8)								
30. Engages in difficult conversations including breaking bad news with compassion and sensitivity. (A2.9)								
31. Facilitates the safe discharge and transition of people with complex care needs advocating on their behalf when required. (7CC 7.4, 7.9, 7.10)								
32. Assess and reviews the individual care needs and preferences of people and their families and carers at the end of life, respecting cultural requirements and preferences. (ANPC 3.12, 4PEC 4.9, B10.3, B10.6)								

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

Part 3 Episode of Care 1

This assessment must be undertaken and assessed by a Practice Assessor by the end of Part 3

Guidelines

The student will be given the opportunity to supervise and teach a junior learner/colleague in practice under the supervision of their Practice Assessor and provide a written reflection on this experience. This needs to be based on the delivery of direct person-centred 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 five 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:

- Assessing needs and planning care
- Providing and evaluating care
- Improving safety and quality of care
- Leading nursing care and working in team
- 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 (Annexe B 11.1 – 11.11)

The student is able to:

1. Supervise and teach less experienced students and colleagues, appraising the quality of the nursing care they provide, documenting performance, promoting reflection and providing constructive feedback. (5LMNCWIT 5.8, 5.9, 5.10)
2. Demonstrate an understanding of the factors that both facilitate and impede learning in practice. (4PEC 4.1, 5LNCWIT 5.8, 5.9)
3. Demonstrate leadership potential in the assessment, planning, implementation and evaluation of care. (5LNCWIT5.6)
4. Apply the appropriate knowledge and skills in appraising the quality of the nursing care provided by the junior learner colleague. (5LNCWIT 5.10)
5. Demonstrate effective verbal, non-verbal communication and interpersonal skills in engaging with the learner and others involved in the care and act as a positive role model. (4PEC 4.3)
6. Critically reflect on their own role and the role of the nurse in the supervision, facilitation and evaluation of learning for the whole team. (5LNCWIT 5.3, 5.9, 5.10)

Student reflection on an episode of care

Within your reflection, describe the episode of care and how you planned and supervised the junior learner/peer in practice who delivered person-centred care.

What would you have done differently?

What did you do well?

What learning from this episode of care will support your professional development going forward in your teaching and learning role?

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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)		
Proficiencies	Yes/No	Comments
Assessing, planning, providing and evaluating care Chooses an appropriate care activity for the junior learner/peer to engage in and considers the learner's needs and their current level of knowledge and skills (5LNCWIT 5.6, 5.7,5.8)		
Leading nursing care and working in teams Effectively prepares the junior learner/peer and provides them with clear instructions and explanations about the care activity they are to engage in. (5LNCWIT 5.3, 5.4, A4.1.1, 4.1.2)		
Improving safety and quality of care The student undertakes a risk assessment to ensure that the person(s) receiving care is not at risk from the learner/care activity. Continuous supervision and support is provided to the junior learner/peer throughout the care activity. (6ISQC 6.5, 6.6)		
Co-ordinating care: Effectively communicates throughout the care activity, evaluates the care given and provides the junior learner / peer with constructive verbal and written feedback. (CC 7.7, A4.1.1 – 4.1.5)		
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 3 Episode of Care 2

This assessment must be undertaken and assessed by a Practice Assessor by the end of Part 3

Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving the organisation and management of care for a group/caseload of people with complex care needs. 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 and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Improving safety and quality of care
- Leading and managing nursing care and working in teams
- 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. Being an accountable professional should underpin all aspects of this episode.

Learning outcomes

The student is able to:

1. Demonstrate the knowledge, skills and ability to coordinate the care for a group of people with complex and multiple care needs and act as a role model in managing person centred, evidence based approach to care. (4PEC4.4)
2. Evaluate a team based approach to the quality of care delivery and demonstrates understanding of the roles, responsibilities and scope of practice of all team members. (5LMNCWIT 5.7, 5.10, A4.2.1)
3. Demonstrate leadership potential in the assessment, planning, implementation and evaluation of care within the practice setting through effective interaction and engagement with people, services and communities. (5LMNCWIT 5.5, 5.6)
4. Critically appraise the quality and effectiveness of nursing care, demonstrate how to use service delivery evaluation in practice and how to bring about service improvement and audit findings to improve care. (6ISQC 6.7)

Student reflection on the Episode of Care

Reflect on how you have worked in partnership with health and social care professionals, service users, carer and families ensuring that decision-making about care is shared.

What would you have done differently?

What did you do well?

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

DRAFT

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)		
Proficiencies	Yes/No	Comments
Promoting health 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)		
Assessing needs and planning care Utilises relevant knowledge and skills to undertake a comprehensive assessment, continually monitor a person's condition, interpret signs of deterioration or distress and report appropriately. (3ANPC 3.4,3.12, 3.11, 4PEC 4.10, B10.1)		
Providing and evaluating care 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 4.10, 7CC 7.7, 7.8, A 1.8, 1.10, A1.11)		
Improving safety and quality of care Undertakes relevant risk assessments, discusses risk management and can propose improvements to enhance the quality of care. (6ISQC 6.4, 6.5, 6.6, 6.9, 7CC7.11)		
Coordinating and leading nursing care 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. (5LMNCWIT5.4, 7CC 7.8)		
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 3 Medicines Management

This assessment must be completed by the end of Part 3 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 3 the student should be consolidating 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 (including skills from annexe A and B)* (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, 4PEC 4.17)

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 medications where necessary, safely and effectively administer these via common routes and maintains accurate records. (B11.2, B11.8)
3. Demonstrate proficiency and accuracy when calculating dosages for a range of prescribed medicines. (1BAP 1.15, 4PEC 4.13, B11.4)
4. Administer and monitor medications using vascular access devices and enteral equipment. (B11.4, B11.9)
5. Recognise and respond to adverse or abnormal drug reactions to medications. (B11.10)
6. Maintain safety and safeguard the patient from harm, including awareness of 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"> • Demonstrates to assess the component parts of the calculation. • Minimum of 5 calculations undertaken demonstrating increased complexity 	
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 reduced capacity and 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 effects and has an understanding of common side effects, contraindications incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy.	
6. Checks for allergies and sensitivities demonstrating an understanding of risks and managing these as appropriate <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		15. Uses relevant frameworks for medicine use as appropriate. E.g. local formularies, care pathways, protocols and guidelines.	
		16. Offers patient /service users and their carers 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

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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 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					
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
