

Introduction to the South PAD Documentation

Video No 1

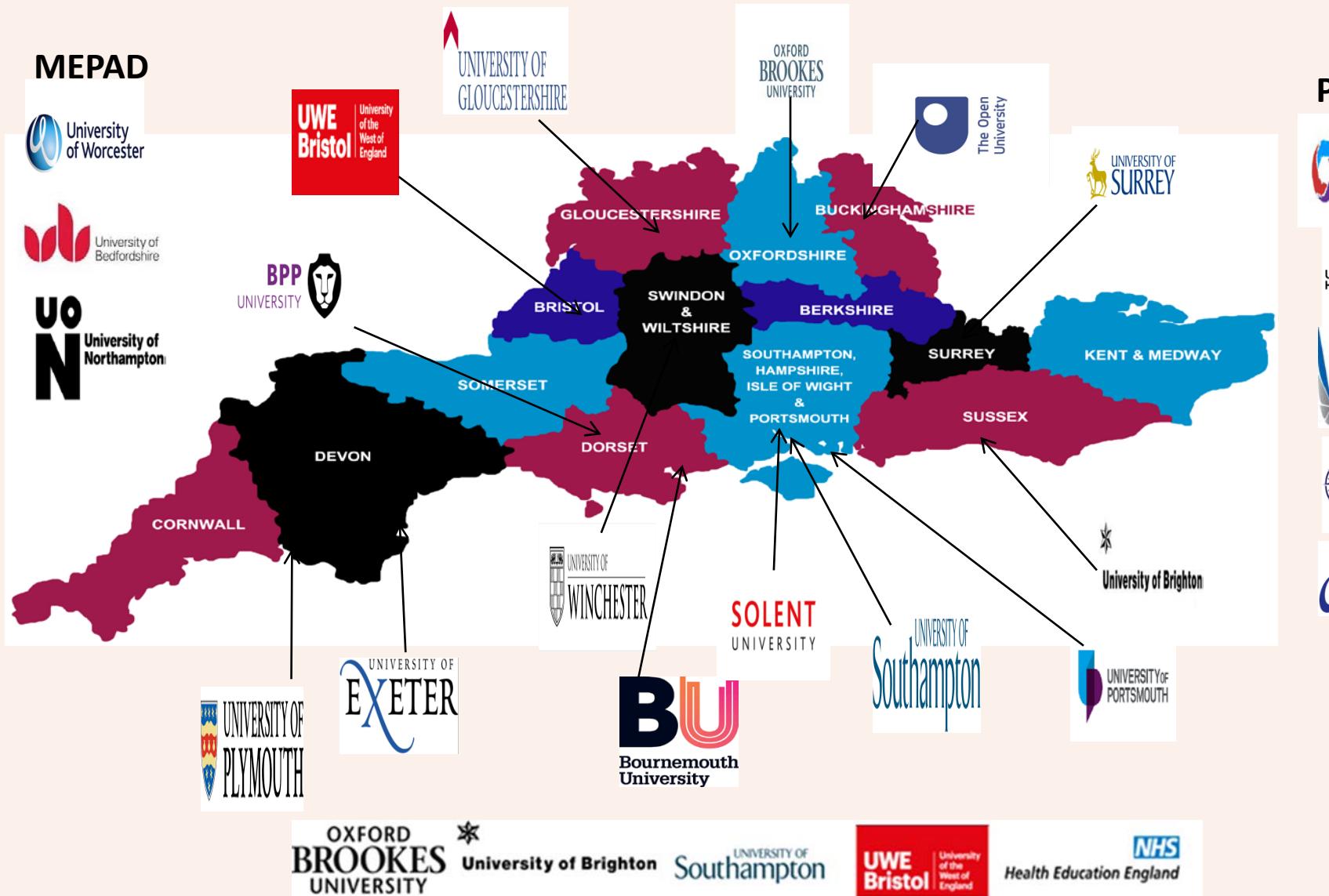
May 2019

Theresa Corkill and Erika Thorne – Senior Lecturers and HEE Project
Leads for South PAD development

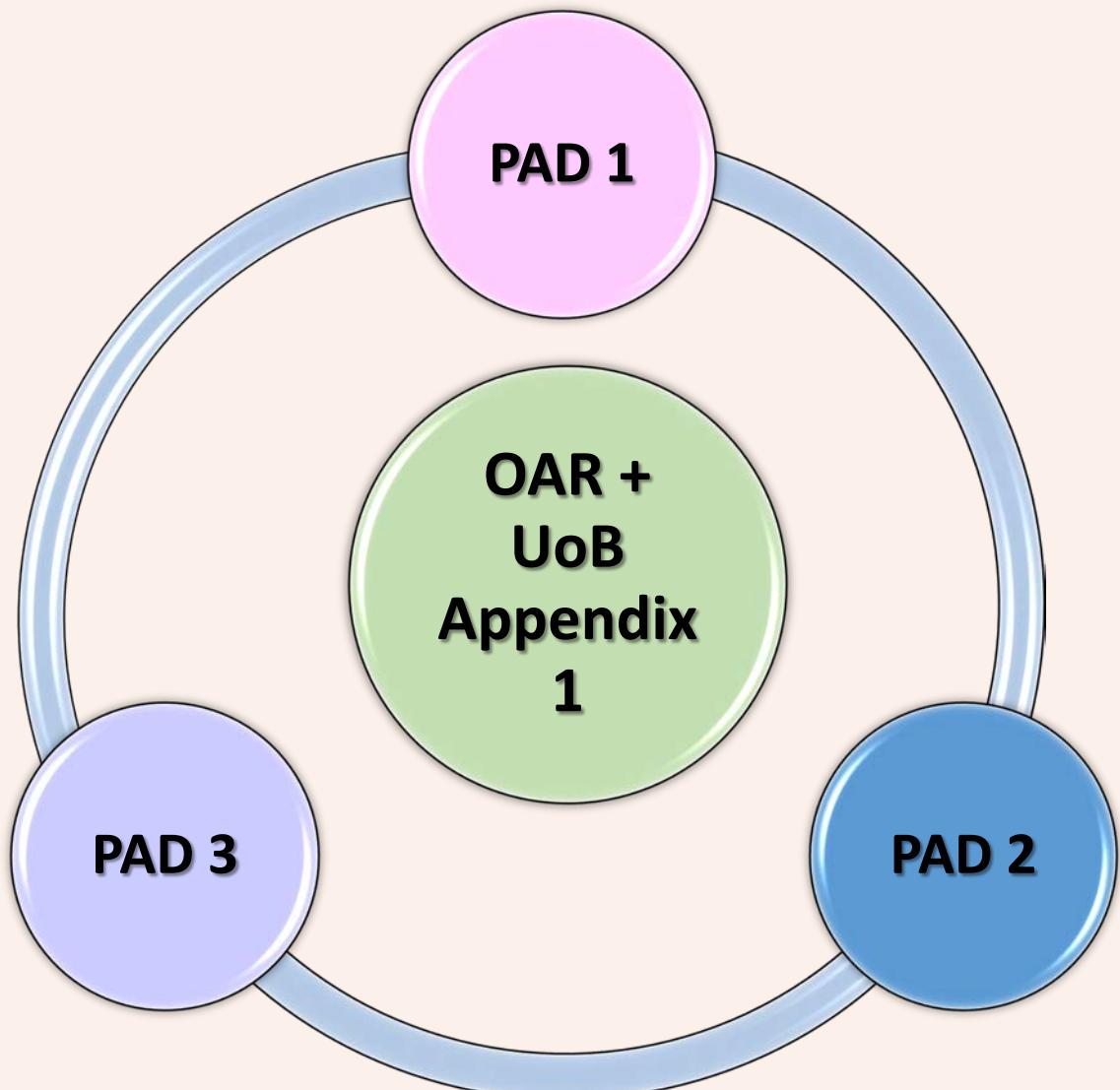


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South PAD AEIs x 22



What is the Practice Assessment Documentation?

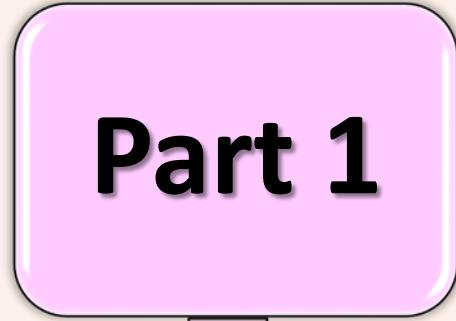


<div style="text-align: center;">  <h1>SOUTH PAD PRACTICE ASSESSMENT DOCUMENT</h1> <h2>NURSING</h2> <h3>PART 2</h3> <p>BSc Nursing</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Name..... Number..... Cohort..... Field..... Personal Tutor.....</p> </div> <div style="margin-top: 20px;"> <p>South Pad ONGOING ACHIEVEMENT RECORD</p> <h2>NURSING</h2> <p>BSc Nursing</p> </div> <div style="margin-top: 20px;"> <p>South Pad PRACTICE ASSESSMENT DOCUMENT</p> <h2>NURSING</h2> <h3>PART 3</h3> <p>BSc Nursing</p> </div>	<p>Name..... Number..... Cohort..... Field..... Personal Tutor.....</p> <p>SOUTH PAD PRACTICE ASSESSMENT DOCUMENT</p> <h2>NURSING</h2> <h3>PART 1</h3> <p>BSc Nursing</p> <p>1.1. Nurse: Standards of proficiency for registered nurses. (NMC 2018) Use Standards of proficiency with you at all times in practice in order to review your Practice Document with Supervisor, Practise Assessor and Academic Assessor</p> <p>1.2. Future Nurse: Standards of proficiency for registered nurses. (NMC 2018) Use with your Practice Supervisor, Practise Assessor and Academic Assessor</p>	<p>Name..... Number..... Cohort..... Field..... Personal Tutor.....</p> <p>SOUTH PAD PRACTICE ASSESSMENT DOCUMENT</p> <h2>NURSING</h2> <h3>PART 2</h3> <p>BSc Nursing</p> <p>1.1. Nurse: Standards of proficiency for registered nurses. (NMC 2018) Use Standards of proficiency with you at all times in practice in order to review your Practice Document with Supervisor, Practise Assessor and Academic Assessor</p> <p>1.2. Future Nurse: Standards of proficiency for registered nurses. (NMC 2018) Use with your Practice Supervisor, Practise Assessor and Academic Assessor</p>
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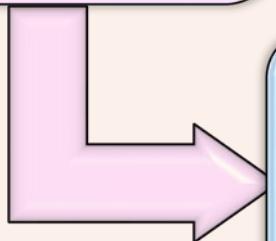
Overview of the PAD



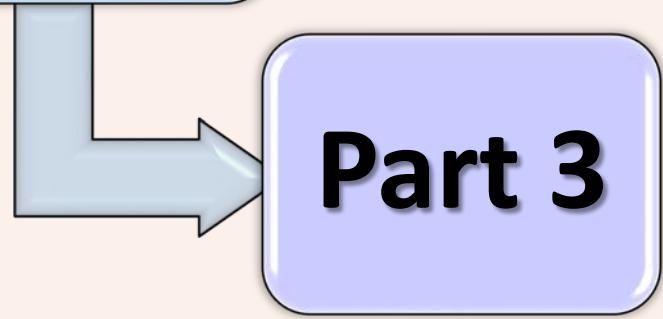
Parts and How they work



- Year 1
- 29 Proficiencies
- 1 Formative Episode of Care
- 1 Summative Episode of Care
- Medicine management



- Year 2
- 22 Proficiencies
- 2 Summative Episode of Care
- Medicine management



- Year 3
- 27 Proficiencies
- 2 Summative Episode of Care
- Medicine management

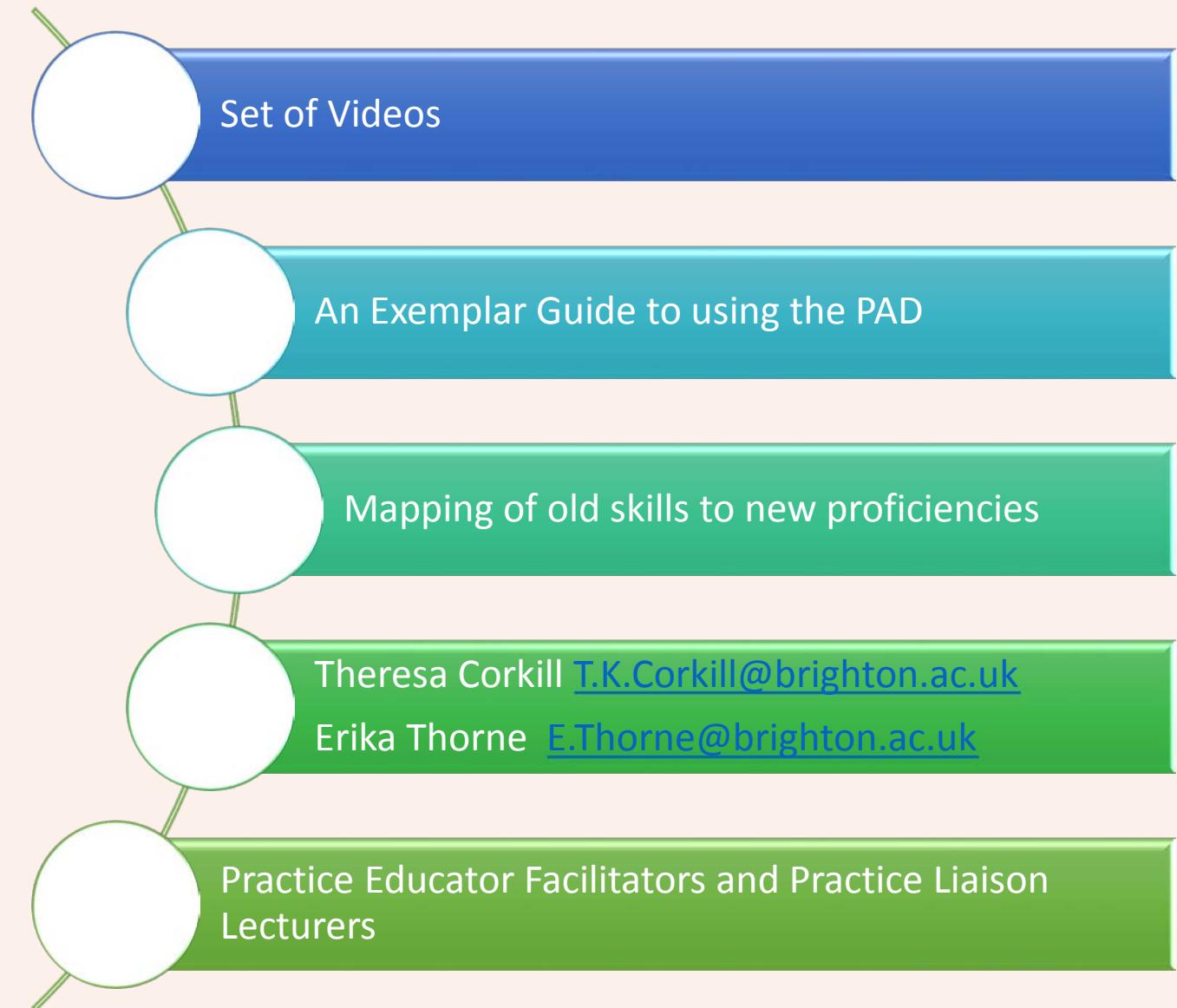
In Addition -Part 2 and 3; 14 Proficiencies that can be achieved in either part

Resources to Help you

For Practice supervisors and practice assessors
- website

Students – found on student central under
Placement Information

The screenshot shows the University of Brighton website. At the top, there's a navigation bar with links to About us, Business and employers, Alumni and supporters, Current students, Staff, and Accessibility options. Below the navigation is a search bar with options for STUDY and RESEARCH AND ENTERPRISE. A large image shows four people in a study setting. Below the image, the text "Studying here" is visible. The main content area has a purple header "Find a course" followed by "Subject areas | Choose Brighton | Applying to Brighton | Fees and finance | Visit us". Under "Find a course", there are links for "CPD in health sciences" and "Mentorship". Below this, there's a section titled "Resources and videos". It includes a paragraph about resources for mentors, a link to "Practice placement / learning opportunities information", and a section titled "Supporting students in practice" with a link to "Practice placement / learning opportunities information". There are also links for "Latest news from the NMC" and "Recent achievements by the mentorship team".



Practice Supervisors, Practice Assessors and Academic Assessors

Video No 2

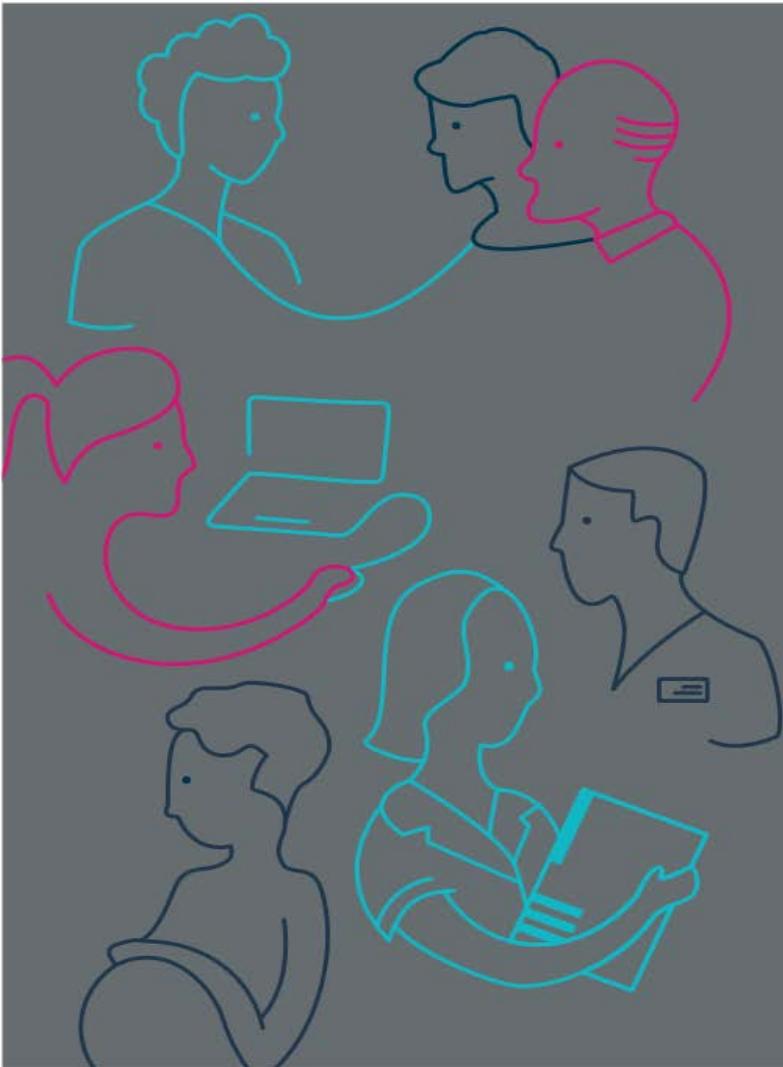
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Part 2



**Realising professionalism:
Standards for education and training**

**Part 2: Standards for
student supervision
and assessment**

Published 17 May 2018



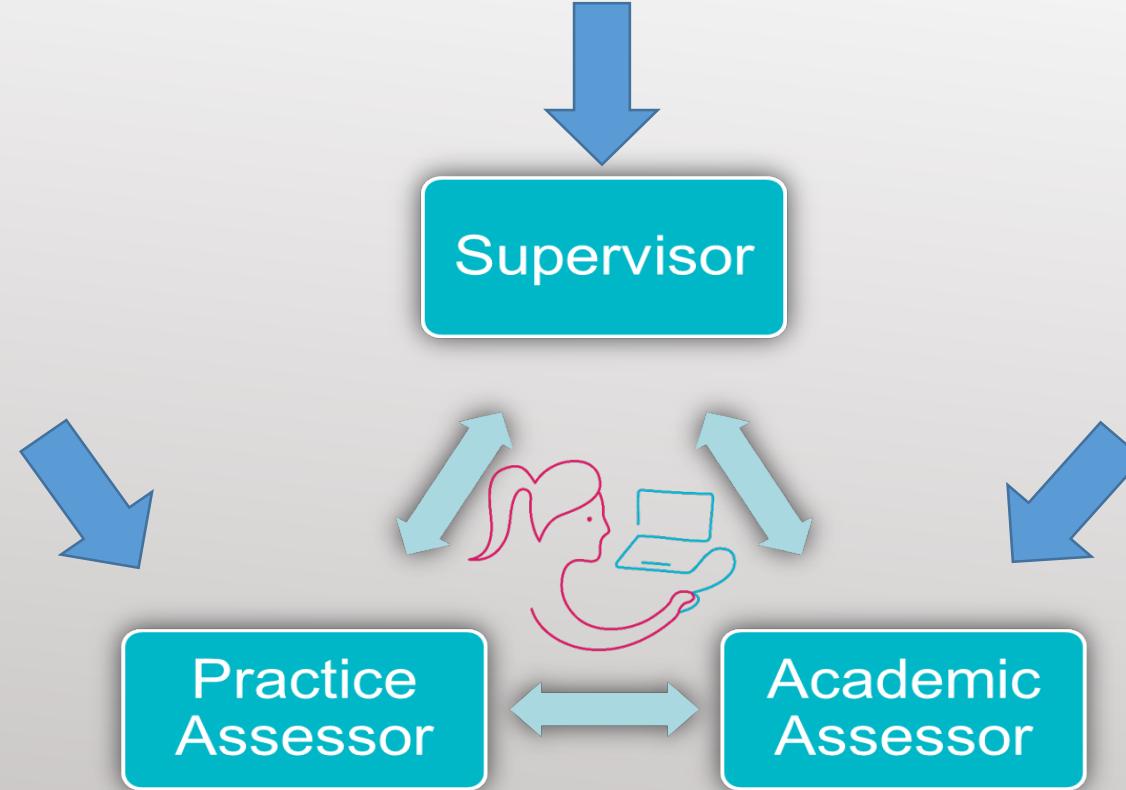
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Practice Supervisors (PS) will support and guide learners and contribute to assessment through recording regular feedback on progress in OAR and PAD



Nursing & Midwifery Council

Practice Assessors (PA) will assess and confirm the students proficiency. As well as facilitating learning opportunities, crucially will observe, conduct and records assessments informed by PS and student reflections and liaise with AA at relevant points.



Academic Assessors (AA) will work in partnership with the PA to evaluate and recommend the student for progression for each part of the educational programme. The AA will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

Practice Liaison Lecturers (PLL) work collaboratively with placement providers and will act as a point of contact for students, PS, PA, AA and other practice staff supporting student learning.

Record of Practice Supervisors, Practice Assessors and Academic Assessors

Mandatory requirement –

Page 12 of the PAD for Each Part

Any Registered professional who writes in the PAD or OAR must complete the appropriate signatories' page.

Responsibility of PS/PA and AA to do

Those supervisors/assessors who are not registered nurses should indicate their professional qualification

Students should remind their practice supervisor, practice assessor and academic assessor that this is a requirement

Assure the NMC that correct processes have been followed and that all practice supervisors, practice assessors and academic assessors are properly up to date and qualified to verify the student's competence.

List of Practice Supervisors				
A sample signature must be obtained for all entries within this document				
Name (please print)	Job Title	Signature	Initials	Placement
Frankie Jones	Staff Nurse	FJones	FJ	Ward 2b
Mark Matthews	Staff Nurse	MMatthews	MM	Rapid Response Team

List of Practice Assessors				
A sample signature must be obtained for all entries within this document				
Name (please print)	Job Title	Signature	Initials	Placement
Alan Peterson	Senior Staff Nurse	APeterson	AP	Ward 2b
Sam Makepiece	Charge Nurse	SMakepiece	SM	Rapid Response Team

List of Academic Assessors				
A sample signature must be obtained for all entries within this document				
Name (please print)	Job Title	Signature	Initials	Placement
Holly Grey	Senior Lecturer	HGrey	HG	Part 1

Orientation/First Interview/Nominated Person

Video No 3

May 2019

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Leads for South PAD development



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Placement Information

Students should complete these sections prior to the initial interview

Placement Provider:
(e.g. Trust/Organisation) *St Elsewhere Community Trust*

Name of Placement Area: *Rapid Response Team*

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

Placement Telephone number *01234 56789*

Placement Contact Email: *RRT@stelsewhere.nhs*

Start Date: *8/04/2019*. End Date: *14/06/2019* No. of Hours *37.5 hours per week*

Nominated person to support student and address concerns:

Name: *Jack Straw*

Designation: *Practice Education Facilitator*

Contact email address *J.Straw@nhs.net*

Practice Assessor Details

Name: *Sam Makepiece*

Designation: *Charge Nurse*

Contact email address: *SMakepiece@nhs.net*

Academic Assessor Details (for part):

Name: *Holly Grey*

Designation: *Senior Lecturer*

Contact email address: *H.Grey@uni.ac.uk*

	Placement Area 1		Placement Area 2 (if app.)	
Name of Placement Area				
Name of Staff Member				
This should be undertaken by a member of staff in the Placement Area	Initial/Date (Student)	Initial/Date (Staff signature)	Initial/Date (Student)	Initial/Date (Staff signature)
The following criteria need to be met within the first* day/week 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:				
<input type="checkbox"/> fire alarms* <input type="checkbox"/> fire exits* <input type="checkbox"/> 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				
<input type="checkbox"/> health and safety <input type="checkbox"/> incident reporting procedures <input type="checkbox"/> infection control <input type="checkbox"/> handling of messages and enquiries <input type="checkbox"/> other policies				
The student has been made aware of information governance requirements				
*The shift times, meal times and reporting sick policies have been explained.				
The student is aware of his/her professional role in practice.				
Policy regarding safeguarding has been explained				
The student is aware of the policy and process of raising concerns				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
The following criteria need to be met prior to use				
*The student has been shown and given a demonstration of the moving and handling equipment used in the placement area				

Initial Interview

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

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

Develop Confidence in assessing patients in the community who are acutely unwell

Develop skills in communicating news to relatives/patients about their condition

Practice handing over/referring patients to other HCP's

Learn more about how the RRT work as an multi-disciplinary team

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

Outline of learning plan	How will this be achieved?
<ul style="list-style-type: none">• To assess patients (initially under supervision) when on home visits• Stuart to carry out supervised handover/referral of care• Stuart to initially observe communication with relatives and then to carry out supervised communication with patients/relatives• Stuart to spend time with each professional body that makes up the RRT to appreciate their role in the team	<ul style="list-style-type: none">• Patients will be identified as suitable for assessment by the relevant HCP and Stuart to be supported in taking the lead on the assessment/handover/referral of patient• Communication with relatives/patients will be enabled initially following conversation with HCP but latterly initiated by Stuart• Weekly meeting with myself (practice supervisor) to discuss progression• Off duty will identify opportunities to work alongside members of MDT

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

Student's Name: Stuart Marl Signature:  Date: 10/04/2019

Practice Supervisor/Assessor's Name: Mark Matthews (PS) / Sam Makepiece (PA)

Signature:  /  Date: 10/04/2019

Mid Point Interview and Assessing Professional Values

Video No 4

May 2019

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What do you need to consider when undertaking a mid-point review?

Advice for students:

Your reflection should include evidence to support your self-assessment. Give examples of how you've demonstrated appropriate knowledge, professional values and essential skills.

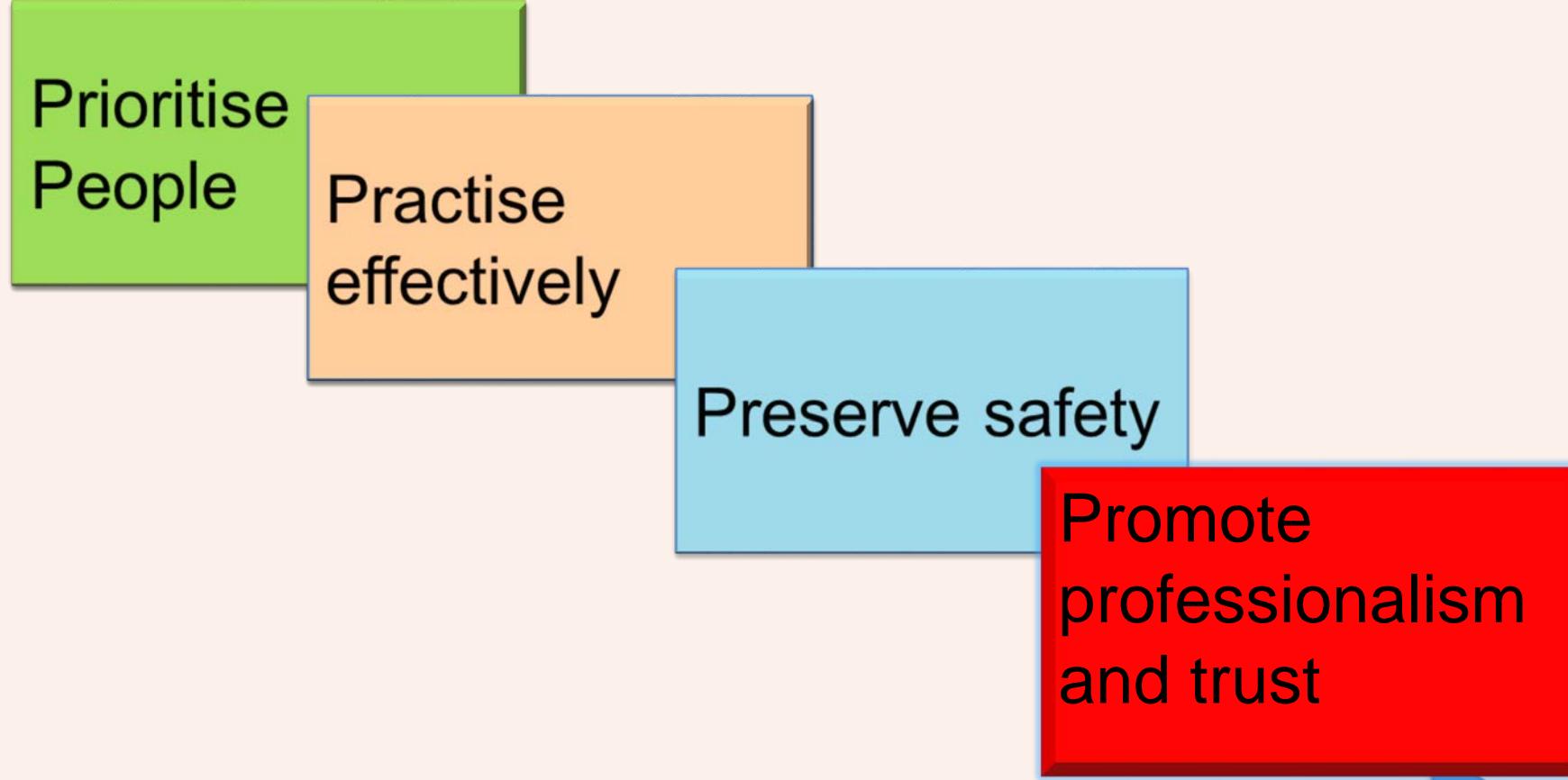
Personal Learning Needs	<ul style="list-style-type: none">• Am I meeting my personal learning needs set at the beginning of placement?• How am I achieving these?
Professional Value	<ul style="list-style-type: none">• What professional values have I achieved and how?• What professional values need developing?
Proficiencies	<ul style="list-style-type: none">• What Proficiencies have I achieved and how?• What Proficiencies need developing?

Advice for Practice Supervisors and Practice Assessors:

Consider the following areas for discussion and review

Personal Learning Needs	<ul style="list-style-type: none">• Is the student meeting their personal learning needs that they set at beginning of placement?• What evidence supports this?• Has there been any concerns/interruptions that has hindered this?
Professional Value	<ul style="list-style-type: none">• What professional values is the student achieving?• What professional values need developing?• What evidence supports both of these points?
Proficiencies	<ul style="list-style-type: none">• What Proficiencies is the student achieving?• What Proficiencies need developing and why?• What evidence supports both of these points?

Professional Values – The Code (NMC 2018)



Advice for Practice Supervisors and Practice Assessors

Assessment of professional values is a continuous process and practice supervisors and practice assessors should provide specific evidence of where standards are being met / not met at the midpoint and end of placement, or more frequently if required.

Students should be assessed on **ALL** professional values during **EVERY PLACEMENT**

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

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

Important information if a student is not maintaining competence of assessed elements

Where other components have been assessed and achieved e.g. a proficiency assessed at the beginning of the Part, the student needs to demonstrate continued competence and confidence in the proficiency.

Professional Value statement 8 enables the assessor to ensure and record that the student is meeting this requirement

“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”

If there are any issues/areas for concern, these must be recorded as ‘Not Achieved’.

If the student is not achieving any aspect of professional values this must be identified as a development need with the student. An [action plan](#) will be required.

The joint Action Plan must involve the Practice Assessor and Academic Assessor and/or delegated representative from the student’s university e.g. Practice Liaison Lecturer

Exemplar Of Professional Values Assessed

(taken from guidance document – please note not all professional values are shown here)

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)				
	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code.	Yes	10/4/2019	Yes	13/6/2019
2. The student is non-judgmental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.	Yes	10/4/2019	Yes	13/6/2019
Practice effectively				
6. The student maintains consistent, safe and person-centered practice based on best available evidence.	Yes	10/4/2019	Yes	13/6/2019
7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships.	Yes	10/4/2019	Yes	13/6/2019
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.	Yes	10/4/2019	No	13/6/2019
Preserve safety				
10. The student demonstrates openness (candour), trustworthiness and integrity.	Yes	10/4/2019	Yes	13/6/2019
11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding.	Yes	10/4/2019	Yes	13/6/2019
Promote professionalism and trust				
14. The student's personal presentation and dress code is in accordance with the local policy.	Yes	10/4/2019	No	13/6/2019
15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.	No	10/4/2019	No	13/6/2019
Mid-point assessment				
Practice Supervisor Name: <u>Mark Matthews</u>	Signature: <u>Mark</u>		Date: 10/04/2019	
Reviewed and agreed by Practice Assessor Practice Assessor Name: <u>Sam Makerspiece</u>	Signature: <u>Sam</u>		Date: 10/04/2019	
End point: Student reflection on meeting Professional Values				
Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (ensure confidentiality is maintained). For each placement, please select a different section of The Code to reflect on				
<i>Reflection on No 1 – Confidentiality – I have observed and am aware of the need to obtain patient permission prior to discussing a patient's condition with a relative. This can be hard at times when the relative insists on knowing and the patient does not want them told. I came across this with an elderly patient who had cancer and was insistent that their daughter should not know. The daughter was not happy and was threatening to complain, the RN sat down with the daughter and discussed sharing of information. In the end the daughter understood.</i>				
Student Name: <u>Stuart Marl</u>	Signature: <u>Mark</u>		Date: 10/06/2019	
Final assessment - please add comments on Final Interview Page				
Practice Assessor Name: <u>Sam Makerspiece</u>	Signature: <u>Sam</u>		Date: 13/06/2019	

Student's self-assessment/reflection on progress

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:**Skills:****Attitudes and values:****Practice Assessor's comments**

Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:**Skills:****Attitudes and values:****Placement 1: Mid-Point Review****Ongoing learning and development needs**

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

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

Learning and development needs	How will these be achieved?

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

<p>Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.</p>						
<p>Knowledge: <i>I have been assessed and achieved some of the proficiencies around communication, assessment and recognition of deterioration. I have practiced handing over to other staff, but still feel under confident especially when talking to relatives about the patient's condition</i></p>						
<p>Skills: <i>I have been given opportunities to practice the skills of assessment and communication, but find the lack of knowledge about patient's medications and conditions difficult. I am also struggling with discussing the deterioration of the patients with the patient and their relatives</i></p>						
<p>Attitudes and values: <i>I believe that I act in a professional manner at all times. There have been a couple of times when I have been late due to bus timetables and I have spoken about this with my practice supervisor and a plan has been formed as to how to contact the placement if this happens again</i></p>						
<p>Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.</p>						
<p>Knowledge: <i>Stuart has been working hard to develop his knowledge of the more common conditions encountered on this placement. He needs to develop confidence in this new knowledge to help him communicate more effectively with other HCP's, patients and relatives. We have agreed that Stuart needs to understand commonly used medications in more detail</i></p>						
<p>Skills: <i>Stuart is developing clear and empathetic communication skills with patients and relatives, but lacks confidence in his abilities. He is good at picking up on non-verbal cues. More practice will help Stuart to overcome his nervousness at handover</i></p>						
<p>Attitudes and values: <i>Stuart recognizes his limitations, although does need to step out of his comfort zone at times to develop further. There have been 3 occasions of lateness and 2 of absenteeism and Stuart and I have discussed this and agreed that if this happens again he is to text both Mark and myself, so that we are aware of a) his personal welfare and b) when he will be on duty</i></p>						
<p>Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.</p>						
<table border="1"> <thead> <tr> <th>Learning and development needs</th> <th>How will these be achieved?</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Gain more confidence in handing over to other HCPs, especially medical profession using SBAR • To develop knowledge on commonly used drugs • Stuart to spend time with each professional body that makes up the RRT to appreciate their role in the team • To ensure communication about attendance is maintained </td> <td> <ul style="list-style-type: none"> • Observe trained staff communicating with other agencies plus be prepared to take the lead more frequently. Be open to receiving feedback • Stuart to be provided with a list of common encountered medications and to develop cue cards around these to help with knowledge and understanding • Off duty will identify opportunities to work alongside members of MDT • Must attend every shift as planned to ensure learning objectives are met </td> </tr> </tbody> </table>			Learning and development needs	How will these be achieved?	<ul style="list-style-type: none"> • Gain more confidence in handing over to other HCPs, especially medical profession using SBAR • To develop knowledge on commonly used drugs • Stuart to spend time with each professional body that makes up the RRT to appreciate their role in the team • To ensure communication about attendance is maintained 	<ul style="list-style-type: none"> • Observe trained staff communicating with other agencies plus be prepared to take the lead more frequently. Be open to receiving feedback • Stuart to be provided with a list of common encountered medications and to develop cue cards around these to help with knowledge and understanding • Off duty will identify opportunities to work alongside members of MDT • Must attend every shift as planned to ensure learning objectives are met
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<p>Student's Name: Stuart Marl Signature:  Date: 10/05/2019</p>						
<p>Practice Assessor's Name: Sam Makepiece Signature:  Date: 10/05/2019</p>						
<p>Any outstanding learning and development needs are to be discussed and documented at the final interview.</p>						

Gathering Feedback and Recording it

Video No 5

May 2019

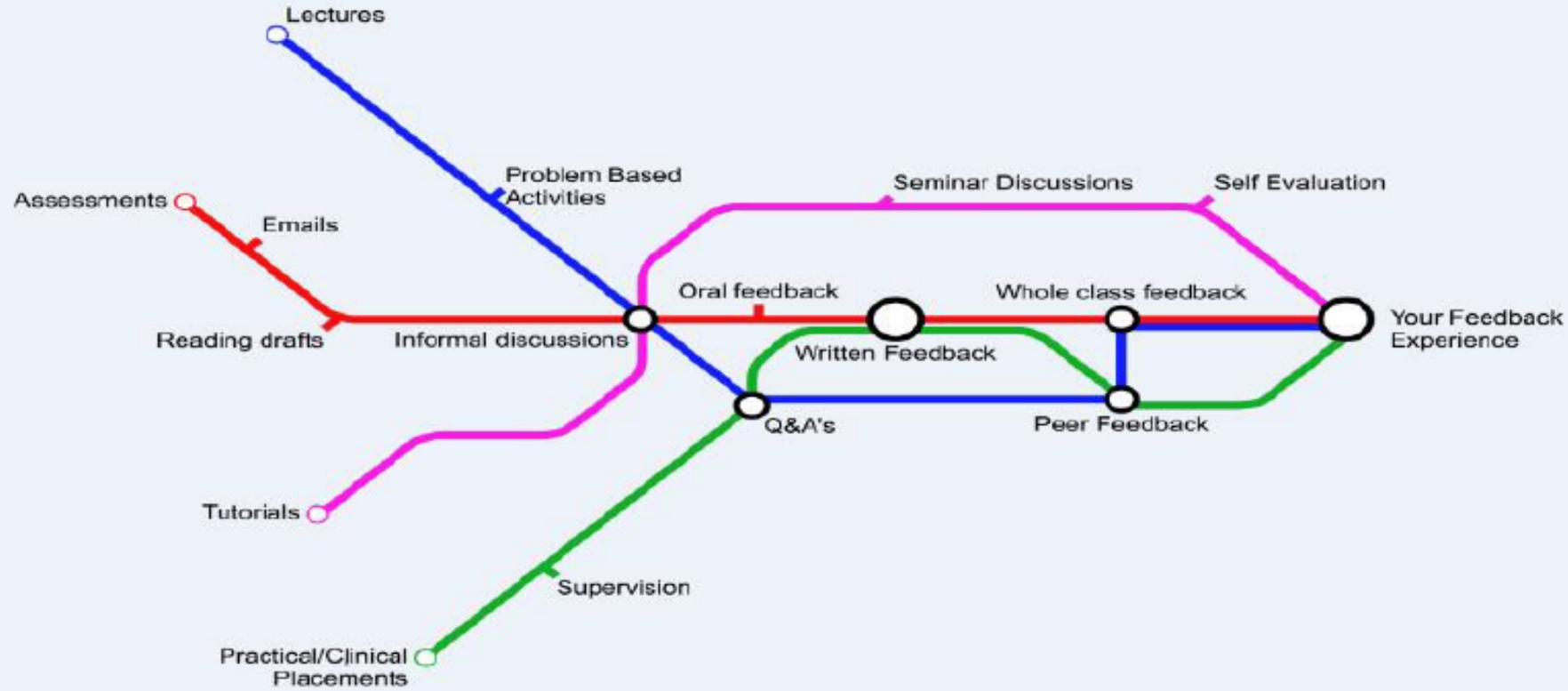
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Feedback is everywhere at the University of Brighton

Tube map developed by Angelo Pernetta



Service User feedback

Below is an example of 1 of the 4 forms that can be used

Tick if you are:		The Patient/Service User	Carer/Relative		
How happy were you with the way the student nurse...		Very Happy	Happy	I'm not sure	Unhappy
...cared for you?					
...listened to you?					
...understood the way you felt?					
talked to you?					
...showed you respect?					
What did the student nurse do well?					
What could the student nurse have done differently?					
Practice Supervisor/Practice Assessor					
Name:	Signature:	Date:			
Student Name:	Signature:	Date:			

Advice for Practice Supervisors/Practice Assessors

Please obtain consent from patients/service users/carers/families, who should feel able to decline to participate. The practice supervisor/practice assessor should offer the service user the option of completing the service user feedback themselves, or offers to complete it with them. It is important that the student receives feedback from a service user on every placement if possible. There may well be instances where service user feedback is not appropriate and practice supervisors/practice assessors should use their discretion with this

Advice for Students

The student will reflect on the feedback provided by the patient/service user/carer and discuss the outcomes, including any changes to practice that need to be made which can be included in the interviews or in an Action plan.

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

Advice for Practice Supervisors/Practice Assessors/Other Designated Registered Health Care Professionals

The Practice Supervisor or designated other Registered Health Care Professional will discuss the student's reflection on their learning from others and provide relevant feedback to the Practice Assessor as appropriate. The Practice Assessor will review documented records where the student has worked with other health and social care professionals and incorporate into assessment where appropriate.

Advice for Students

Students should reflect on their learning when working with members of the multi-disciplinary team and document this. Additional learning experiences (such as undertaken through spokes) should reflect learning that is in addition to the usual day to day learning experiences available in a placement area. All additional learning experiences should be undertaken through discussion with your practice supervisor to ensure they are appropriate for your level of learning. There is no set time period for an additional learning opportunity. The length is dependent on the experience being undertaken, but must be discussed and agreed by your practice supervisor.

Student Reflection: Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summaries below:

Student Name: _____ Signature: _____ Date: _____

Practice Supervisor's Comments:

Practice Supervisor Name: _____ Signature: _____ Date: _____

Student Reflection: Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summaries below:

Student Name: _____ Signature: _____ Date: _____

Practice Supervisor's Comments:

Practice Supervisor Name: _____ Signature: _____ Date: _____

Record of communication/additional feedback/Peer Feedback

Advice for Practice Supervisors/Practice Assessors/Academic Assessors and Others

Practice supervisors need to encourage all staff who have worked with students to give feedback using this section.

Practice Assessors can review feedback from others to help make judgements towards confirmation of student achievement

If students require additional advice, support or development of action plans then these meetings should be recorded here. For example; after the mid-point interview if identification of additional needs re student progression has been identified – then please record the meetings here but fill out an [action plan](#) as per usual practice

Communication/additional feedback

Name:

Designation:

Signature:

Date:

Peer feedback

Name:

Programme/year:

Signature:

Date:

Advice for Students

Students can seek feedback from staff members they have been working with on a daily basis as this will be useful feedback for their supervisors

Don't forget you should encourage feedback from other students to help with your development, and in addition be prepared to provide feedback if asked

Final Interview/Forward Planning

Video No 6

May 2019

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Practice Assessor Responsibility

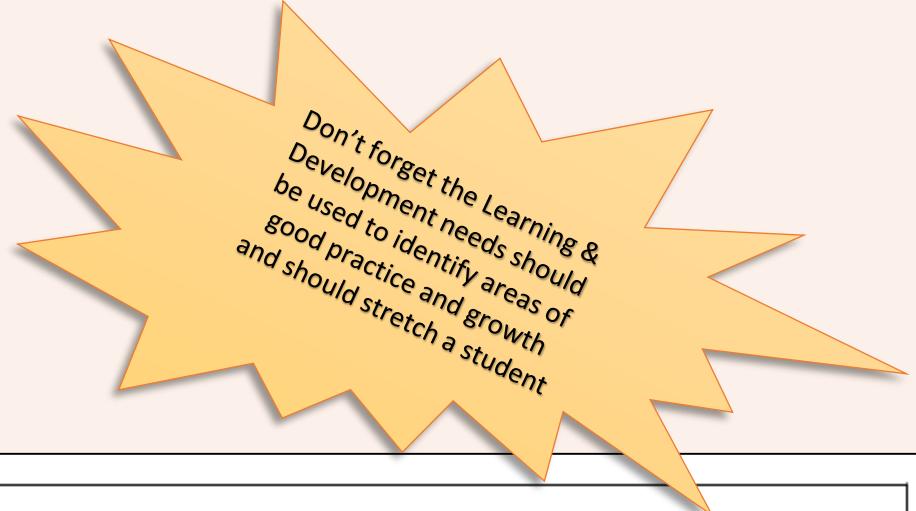
- Include Final Sign off of Professional Values
- Review of proficiencies
- Review of summative assessments
- Complete all paperwork in PAD and OAR

Student Advice

Use this section to identify specific learning opportunities that you feel would help you develop during your next practice learning experience. Revisit the advice for mid-point interview to help with this

Practice Assessor Advice

Use this section to summarise areas the student has achieved and any areas of non-achievement. Revisit the advice for mid-point interview to help with this. There should be an action plan completed at this time if the student has not achieved any outcome



Student's self-assessment/reflection on progress

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

I believe that I have learnt a lot from this placement and know more about conditions such as COPD, Chronic Asthma, Diabetes and Heart Failure. I still need to know more about drugs.

Skills:

I still feel under confident about discussing patient's conditions with relatives and at handover. I have enjoyed improving my skills in assessment and clinical decision making and have achieved proficiencies in these, although have been frustrated at times when I am not allowed to do things independently

Attitudes and values:

I believe that I have been professional at all times, although I know there are concerns expressed about my attendance and appearance. I have spoken to Mark about these and he is aware of why I have struggled with both of these things

Practice Assessor's comments

Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Stuart has developed his knowledge well regarding COPD and Diabetes but could still develop more knowledge in the management of heart failure. This is partly because Stuart has been absent for a number of shifts towards the end of this placement. He also did not engage in the development of cue cards regarding medications as agreed

Skills:

Due to lack of attendance Stuart has not really had the opportunity to develop his handover skills and gain confidence in this, which is a shame as he demonstrated good potential at the start of this placement to achieve this

Attitudes and values:

Professional Value No's 14 and 15 has not been met despite discussions at mid-point and an action plan drawn up in the 2nd part of the placement to help Stuart meet this. Stuart (when present on placement) shows a willingness to learn and participate in care, but over the latter part of the placement his attendance has remained sporadic, and when present his appearance is disheveled and uniform is stained and unclean

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

Attendance needs to be addressed and Stuart is to meet with his Personal Tutor and Student Support on return to uni to review the issues he has raised with myself and Mark his Practice Supervisor. Stuart needs to develop his knowledge on medications and continue to develop his skills on communication with HCP's and handover of patients

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

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

See Page 28 for more about [Action Plans](#)

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview	✓	SM	AM
The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed	✓	SM	AM
The practice placement hours have been checked and signed	✓	SM	AM
All the interview records and development plans have been completed and signed as appropriate	✓	SM	AM
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.	✓	SM	AM
The Practice Assessor has completed the Ongoing Achievement Record (OAR)	✓	SM	AM
Student's Name: Stuart Marl	Signature: <u>Mark</u>	Date: 13/06/2019	
Practice Assessor's Name: Sam Makenpiece	Signature: <u>Makessie</u>	Date: 13/06/2019	
Additional Signature (If Applicable e.g. Academic Assessor)			
Name: Holly Grey	Signature: <u>Holly</u>	Date 13/06/2019	

Action Planning

Video No 7

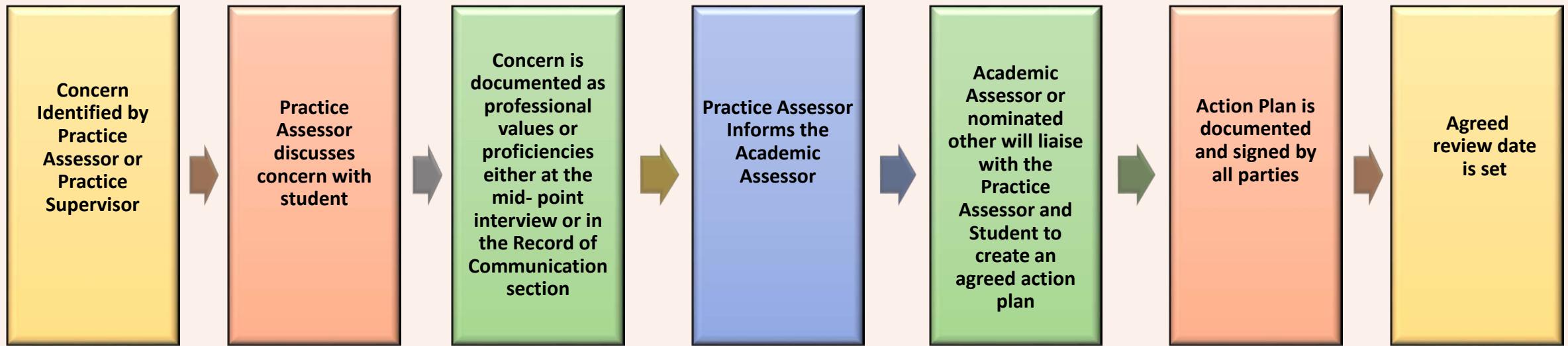
May 2019

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Leads for South PAD development



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Process for Action Planning



Remember: Action Planning can happen at any point of the students journey.
The earlier concerns are flagged up and addressed the better for the student.

Use the SMART principle to action plan:

- **S** - Be **specific** about your action(s)
- **M**- Ensure your action(s) is **measurable** with a clearly defined outcome
- **A**- Make sure your action(s) is **achievable**. Is it an appropriate outcome for your stage of study?
- **R**- Check that your action(s) is **realistic** taking account of your time, ability and resources
- **T**- Make sure your action(s) is **time** restricted. Set an achievable time frame with deadlines and milestones to check progress

Exemplar of a Completed Action Plan

Placement Name *Rapid Response Team*Date action plan initiated: 29th May 2019

Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the student need to demonstrate; objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review (Timed)	Review/feedback
<i>Professional Value 14 The Student's personal presentation and dress code is in accordance with the local policy</i>	<i>Stuart must attend placement with a clean uniform for every shift Stuart must comb his hair and ensure fingernails are clean and short for every shift</i>	<i>Stuart is responsible to ensure this occurs Support is available from his personal tutor and student support at university Practice supervisor and/or practice assessor will monitor compliance</i>	<i>Weekly and at end of placement</i>	Date: 13/6/2019 <i>Comments: Stuart has not fully addressed the reasons for his attire and poor attendance. This is to be further investigated on return to Uni by his personal tutor and Student support</i>
<i>Professional Value 15 The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement</i>	<i>Stuart must attend on time every pre-agreed shift for the remainder of the placement If Stuart is unwell, then he must follow university policy regarding notifying placements and the university for absence Stuart must provide his practice supervisor access to the attendance sheet so that attendance can be recorded</i>	<i>Stuart is responsible to ensure this occurs Support is available from his personal tutor and student support at university Practice supervisor and/or practice assessor will monitor compliance</i>		<i>Stuart will need to demonstrate better attendance and professional attire at his next placement</i>
Student's Name: <i>Stuart Marf</i>	Signature: <i>Marf</i>	Date: 29/5/2019		Practice Assessor Name: <i>Sam Makepiece</i> Signature: <i>Makepiece</i>
Practice Assessor's Name: <i>Sam Makepiece</i>	Signature: <i>Makepiece</i>	Date: 29/5/2019		
Academic Assessor's Name: <i>Holly Grey</i>	Signature: <i>Holly</i>	Date: 29/5/2019		

OAR and Appendix 1

Video No 8

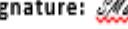
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Purpose of OAR

Organisation/Placement Provider: St Elsewheres Community Trust
Name of Practice Area: Rapid Response Team
Type of Experience: Acute Community Placement
Telephone/email contact: 01234 56789/RRT@stelsewhere.nhs
Start Date: 8/04/2019. End Date: 14/06/2019 No. of Hours 37.5 hours per week.
Summary of students strengths and areas for further development: <i>Stuart is capable of being an active and positive member of the nursing team. When engaged he demonstrates motivation to learn and can apply knowledge to his practice and is very patient-centric in his nursing care. Stuart needs to work on his confidence and challenge himself more, but this will only be achieved if he fully attends placements and engages with the feedback process.</i>
Has the student achieved the professional values? Yes/No
Has the student achieved the agreed proficiencies? Yes/No
Has the student achieved their agreed learning and development needs? Yes/No
Has the student completed the required hours? Yes/No
Has an Action Plan been put in place (if yes See PAD Document) Yes/No
Student's Name: Stuart Marl Signature:  Date: 13/06/2019
Practice Assessor's Name: Sam Makepiece Signature:  Date: 13/06/2019
Academic Assessors Comments/Review of PAD document: (This can be completed following the final review) <i>The personal tutor will be following up with Stuart (appointment has been arranged) to discuss concerns raised in practice. The action plan written needs to be carried forward for his next placement and this will be discussed with his next practice supervisor/assessor</i>
Name: Holly Grey Signature:  Date: 20/6/2019

The OAR tracks the students progression across all 3 years.

It is important that the student makes this available for both practice supervisors and practice assessors to review and along with the PAD should have it with them at all times.

Practice Assessors – it is your responsibility to ensure that the OAR is completed at the end of each placement to confirm student achievement of proficiencies and programme outcomes for practice learning.

UoB Appendix 1

- Confirmation of Mandatory Training Undertaken/Record of Exposure to Fields of Nursing and Declaration of Good Health and Character (NMC mandatory requirement)
- **ALL STUDENTS PLEASE NOTE:**
- This is a student self-declaration document that MUST be completed by all Students prior to Summative submission for each Part.
- It is an NMC/NHS mandatory requirement that the following information is recorded;
- Safe Medicate
- Basic Life Support
- Moving and Handling
- MH students – PMVA training (Part 1 only)
- Adult Students – Maternity Package of care – e-learning (once by the end of Part 3)
- Declaration of Good Health and Good Character
- This will be verified by Module Leaders at moderation, that the elements have all been completed.
- Failure to complete the document or meet the elements will result in a refer for the module
- The record of exposure to other fields is not a mandatory requirement, but is seen as good practice and provides evidence to your practice supervisors and assessors of the ranges of experience you have had

Criteria For Assessment and Assessment Strategies

Video No 9

May 2019

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Strategies used

- Discussion
- Observation
- Continual assessment vs snapshot

Advice for Students

Students are continually assessed. To pass a proficiency students must demonstrate Knowledge, Skills and Attitudes and Values appropriate to the Part (see above). To help with this consider the following:

Need to participate in activities that involve the proficiencies you want to be assessed in

Need to demonstrate knowledge by providing evidence of supportive reading/learning for the proficiencies to be achieved

Actively seek feedback from other HCP's who you have worked with in support of the proficiencies you want to achieve.

Ensure feedback is documented under either Peer Support or Record of working with and learning from others/inter-professional working

Can discuss with the PS PA examples from practice that they have participated in to meet the relevant proficiency

Students may wish to keep a record of participation with reflection as a tool as an aide memoire.

Advice for Practice Supervisors and Practice Assessors

The levels of expected supervision and achievement provide guidance of expected performance that a student should be working towards achieving by the end of the respective part. Use this in conjunction with the Criteria for Assessment relevant to the Part to assist in the decision making process regarding progression and achievement. Evidence should be sought via the various feedback mechanisms as discussed on pages 12-14 of this guide. To help with this consider the following points:-

Have you tested the students' knowledge and understanding appropriate to the part?

Has the student demonstrated appropriate professional values?

Have you observed/tested the student performing the proficiency/episode of care?

Have you received testimonial from patients/service users/carers/relatives?

Have you received feedback from other members of staff

Is all the above documented?

Remember - If the student's performance gives cause for concern at the mid-point interview or at any point during the experience feedback must be given and an action plan written to enable the student to address this prior to the final interview. The Practice Assessor must communicate with and involve the Academic Assessor in this process.

Part 1: Guided participation in Care

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

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

Achieved	Knowledge	Skills	Attitudes and Values
Yes	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. Maximizes opportunities to extend own knowledge.
No	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 self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning

Part 3: Leads and coordinates care

Achieved	Knowledge	Skills	Attitudes 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 centered 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 with poor understanding of rationale for care. Is unable to justify decisions made leading to unsafe practice.	With minimal supervision is not able to demonstrate safe practice despite guidance.	Demonstrates lack of self-awareness and professionalism. Does not take responsibility for their own learning.

Proficiencies

Video No 10

May 2019

Theresa Corkill and Erika Thorne – Senior Lecturers and HEE Project
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Assessment of Proficiencies

- The proficiencies ***“apply to all registered nurses, but the level of expertise and knowledge required will vary depending on the chosen field(s) of practice”***. (NMC, Future Nurse, 2018, p22, 26)
- 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.
- Professional Value No 8 can be used if a student does not maintain competency of a proficiency
- Proficiencies include skills and procedures, and should be assessed within the field of practice that the student is undertaking. However, when considering the person's age and a range of mental, physical, cognitive and behavioural health challenges, the student can learn and be assessed across different health and social care settings.
- The Grade Descriptors are 'Yes' (This proficiency has been achieved), 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice for further details.
- Proficiencies marked with an * can be met in either Part 2 or Part 3; please refer to the OAR to confirm achievement of these.

Advice for Practice Supervisors and Practice Assessors

The levels of expected supervision and achievement provide guidance of expected performance that a student should be working towards achieving by the end of the respective part. Use this in conjunction with the Criteria for Assessment relevant to the Part to assist in the decision making process regarding progression and achievement. Evidence should be sought via the various feedback mechanisms

as discussed on pages 12-14 of this guide. To help with this consider the following points:-

- Have you tested the students' knowledge and understanding appropriate to the part?
- Has the student demonstrated appropriate professional values?
- Have you observed/tested the student performing the proficiency/episode of care?
- Have you received testimonial from patients/service users/carers/relatives?
- Have you received feedback from other members of staff
- Is all the above documented?

Advice for Students

Students are continually assessed. To pass a proficiency students must demonstrate Knowledge, Skills and Attitudes and Values appropriate to the Part. To help with this consider the following:

- Need to participate in activities that involve the proficiencies you want to be assessed in
- Need to demonstrate knowledge by providing evidence of supportive reading/learning for the proficiencies to be achieved
- Actively seek feedback from other HCP's who you have worked with in support of the proficiencies you want to achieve.
- Ensure feedback is documented under either Peer Support or Record of working with and learning from others/inter-professional working
- Can discuss with the PS PA examples from practice that they have participated in to meet the relevant proficiency
- Students may wish to keep a record of participation with reflection as a tool as an aide memoire.

In Addition Practice Supervisors and Practice Assessors are advised to consider how a student is achieving the proficiencies under the 5 clusters and in relation to the Part; as many are related and can be achieved in combination. Also remember that a number of the proficiencies can be achieved whilst undertaking an Episode of Care Summative Assessment with a Practice Assessor.

PART 1	PART 2	PART 3
Participates in assessing needs and planning person-centered care	Participates in assessing needs and planning person-centered care with increased confidence	Confidently assess needs and plans person-centered care
Participates in providing and evaluating person-centered care	Participates in providing and evaluating person- centered care with increased confidence	Confidently delivers and evaluates person-centered care
Participates in procedures for the planning, provision and management of person- centered care	Participates in procedures for the planning, provision and management of person-centered care with increased confidence	Confidently manages the procedure in assessing, providing and evaluating care
Participates in improving safety and quality of person-centered care	Participates in improving safety and quality of person-centered care with increased confidence	Confidently contributes to improving safety and quality person-centered care
Participates in the co- ordination of person-centered care	Participates in the co-ordination of person-centered care with increased confidence	Confidently co- ordinates person-centered care

What If a student does not achieve a Proficiency by the end of a Part?

1. It must have been discussed between the student, practice supervisor and practice assessor that a student is struggling to achieve a proficiency.
2. The academic assessor must have been notified early on in the process. An **Action Plan** must also be completed to allow every opportunity for the student to achieve.
3. A decision regarding not-achievement is made at the final interview on the final placement.
4. Practice Assessors should record this by writing a ‘NO’ in the box.
5. They should then date and sign the assessment and record this in the ‘Learning and Development Needs’ page in the PAD (part of the final interview paperwork)

Summative Assessments Episodes of Care Medicine Management

Video No 11

May 2019

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Episodes of Care

Episodes of Care are holistic assessments which enable the student to demonstrate progression across a number of platforms and must be achieved by the end of the Part. Effective communication and relationship management skills underpin all aspects of care. **This assessment must be completed by a Practice Assessor**

Part 1:

Formative - Episode of direct care meeting the needs of a person receiving care.- can be completed by Practice Supervisor who must feed back to the Practice Assessor

Summative - Episode of direct care meeting the needs of a person receiving care. (completed by Practice Assessor)

Part 2:

Summative: Episode of Care 1 - group of people receiving care or individual with complex care needs.

Summative: Episode of Care 2 - group of people receiving care with increasingly complex health and social care needs.

Part 3:

Summative: Episode of Care 1 - Supervising and teaching a junior learner in practice, based on the delivery of direct person-centered care.

Summative: Episode of Care 2 - organisation and management of care for a group/caseload of people with complex care covering all seven platforms.

The Student and Practice Assessor should identify an appropriate time and patient to complete an Episode of care. The discussion should include expectations based on the [Levels of Expected Supervision and Assessment Criteria](#) against the Learning outcomes for that Episode of Care. In addition recognition of the proficiencies that also could be included within the assessment should also be identified.

Advice for Practice Assessors

This is a summative assessment and therefore 1 attempt is allowed to achieve this assessment per placement. If an Episode of Care is undertaken in placement and not achieved then a 2nd Opportunity to retake the assessment will be given in Placement 2

The levels of [expected supervision and achievement](#) provide guidance of expected performance that a student should be working towards achieving by the end of the respective part. Use this in conjunction with the Criteria for Assessment relevant to the Part to assist in the decision making process regarding progression and achievement. Evidence should be sought via the various feedback mechanisms as discussed on pages 12-14 of this guide. To help with this consider the following points:-

- Have you tested the students' knowledge and understanding appropriate to the part?
- Has the student demonstrated appropriate professional values?
- Have you observed/tested the student performing the proficiency/episode of care?
- Have you received testimonial from patients/service users/carers/relatives?
- Have you received feedback from other members of staff
- Is all the above documented?

In addition; Remember that an Episode of Care will also meet a number of Proficiencies, so please review and complete as required

Remember - If the student's performance gives cause for concern at the mid-point interview or at any point during the experience feedback must be given and an [action plan](#) written to enable the student to address this prior to the final interview. The Practice Assessor must communicate with and involve the Academic Assessor in this process.

Advice for Students

This is a summative assessment and therefore 1 attempt is allowed to achieve this assessment per placement. If an Episode of Care is undertaken in placement and not achieved then a 2nd Opportunity to retake the assessment will be given in Placement 2

To pass an Episode of Care assessment students must demonstrate [Knowledge, Skills and Attitudes and Values](#) appropriate to the Part (see page 15). To help with this consider the following:

- Familiarise themselves with the Aims and Learning Outcomes for each Episode of Care as each one is different
- Discuss with your Practice Supervisor about having Formative assessments on the Episode of Care – this is built into Part 1, but is good practice for students to do this in Part 2 and Part 3
- Need to participate in activities that relate to the Episode of Care you are being assessed in
- Need to demonstrate knowledge by providing evidence of supportive reading/learning for the proficiencies to be achieved
- Actively seek feedback from other HCP's who you have worked with in support of the proficiencies you want to achieve.
- An integral component of the assessment is the student reflection on the delivery of care being assessed – so make sure you complete it fully and at the time of the assessment

Exemplar of completed student reflection

Student reflection on an episode of care	
<p>Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated person-centered care.</p> <p>I undertook a holistic assessment of a patient who had just been referred to the Rapid Response Team. I undertook a full set of observations and completed the referral paperwork.</p> <p>I ensured that the patient was happy to be assessed, explaining the process before starting it. I also asked whether she wanted anyone with her during the assessment. I checked her peak flow and blood glucose level, and asked her about any medications that she took. I also asked the patient what she thought the problem was, so I could hear it in her own words.</p> <p>After the assessment, on discussion with my Practice Assessor, we decided on a plan of care to manage the patient's chest infection and prevent re-admission to hospital. I contacted the physiotherapist (who is part of the team) and asked for an urgent assessment by them and used SBAR to help me do this. I discussed with the patient about getting help at home for meals and support with personal needs, which she agreed to and this was arranged. I also arranged for the prescription of antibiotics to be delivered. Finally I arranged a follow-up review with the patient for the next day</p>	<p>Describe how you have begun to work more independently in the provision of care and the decision making process.</p> <p>Now I am familiar with the assessment process I am using my initiative and starting elements of it without prompting from my supervisor/assessor. I am initiating conversations with patients and relatives. I am not waiting to be asked to make referrals but confirming with my supervisor that I will be taking the lead on this and then doing it</p>
<p>What did you do well?</p> <p>I communicated well with the patient and struck up a rapport which she stated made her feel comfortable. I remembered to think about additional assessments such as peak flows and CBG's</p>	<p>What learning from this episode of care could be transferred to other areas of practice?</p> <p>To have more confidence in my knowledge and abilities and to put myself forward and suggest care more freely</p> <p>Need to learn more about chest auscultation and maybe spend a day with the physiotherapist</p>
<p>What would you have done differently?</p> <p>I should have led the discussion with my practice assessor regarding what I thought should happen for the patient, instead of being hesitant to suggest ideas, which in hindsight were correct</p>	

Exemplar of completed assessment feedback by Practice Assessor

Practice Assessor feedback		
Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Proficiencies	Yes/No	Comments
Promoting health 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, A2.8)	Yes	<i>Stuart recognised that the patient's COPD was not well controlled at the moment and recognised that the patient was requiring more frequent nebulizers to support her breathing. He also recognised that this was impacting on her ability to feed and care for herself – which in turn would also impact upon her ability to get better</i>
Assessing needs and planning care Accurately undertakes a comprehensive assessment and identifies need and plans care for a range of health needs. (3ANPC 3.2, 3ANPC 3.3)	Yes	<i>Stuart initiated and completed a full assessment on the patient, using his initiative by adding in peak flow assessments and review of medications. Stuart also managed to obtain a sputum sample which helped with the decision making for the patients plan of care. Planning care, Stuart (when prompted) came up with some good ideas about what was required for the patient</i>
Providing and evaluating care Demonstrates safe, compassionate, person- centered, 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)	Yes	<i>Stuart's demeanor and use of non-verbal communication skills immediately put the patient at ease. He communicated clearly and accurately with the patient and included her in the planning of care, making sure her wishes were heard and understood</i>
Improving safety and quality of care 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)	Yes	<i>Stuart recognised the vulnerability of the patient in not being able to maintain her self-care at home and initiated a referral to the Help at home services. Stuart completed the appropriate risk assessment forms clearly and completely</i>
Leading nursing care and working in teams 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. (IBAP 1.11, SLMNCWIT 5.4, 5.5, TCC7.5)	Yes	<i>Stuart used the SBAR tool well when referring the patient to the physiotherapist. Clear written documentation on the referrals to home support and in the nursing documentation were also completed</i>
If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed		
Student's signature: <u>Mel</u> Date: 12/4/2019		
Practice Assessor's signature: <u>Melanie</u> Date: 12/4/2019		

Summative Assessment II:

Medicine Management

(completed by Practice Assessors Only)

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 safety checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. Demonstrates to assessor the component parts of the calculation. Minimum of 3 calculations undertaken.	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <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	
6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. Records, signs and dates when safely administered	
		14. Monitors effects and is aware of common side effects and how these are managed.	
		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	

- The aim of this assessment is to demonstrate the student's knowledge and competence in administering medications safely.
- Students Must** familiarise themselves with the learning outcomes for the assessment and practice time can be sought with the Practice Supervisor prior to summative with the Practice Assessor
- The student and the Practice Assessor should identify the appropriate placement to complete this assessment.
- As there is only one opportunity for assessment the planning should take this into consideration to maximise the learning for the student.
- The student should be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment

Submission and Progression

Video No 12

May 2019

Theresa Corkill and Erika Thorne – Senior Lecturers and HEE Project
Leads for South PAD development



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Formative Submission and Summative Submission Points

- Formative Submission will occur at the end of placement 1
- The formative submission is to allow the academic assessor to review the students progress and discuss this with the practice assessor as required. The academic assessor may also contribute to an action plan at this point
- Summative Submission will occur at end of Placement 2
- This is the final submission for the part, and all proficiencies and summative assessments must have been completed. It is at this point when a decision to progress the student onto he next part will be made by the Practice Assessor and Academic Assessor
- Both the PAD and OAR document MUST be completed and submitted for both Formative and Summative Submission PointsWhat happens for both

What happens if a student does not meet the requirements on summative submission at first attempt?

Fully completed all elements at summative assessment	Pass
UoB Mandatory Requirements (Appendix 1 OAR) not met	*Refer with Conditional Progression – UoB Mandatory Requirements must be met by end of next placement
Professional Values not completed but all other elements met	*Refer with Conditional Progression – Professional values must be met by end of next placement
8 or more proficiencies not achieved	*Refer and Repeat Stage with attendance in placement to complete outstanding elements
Episode of Cares and /or Medicine Management not achieved	*Refer and Repeat Stage with attendance in placement to complete outstanding elements

*For full explanations of these terms please refer to the course handbook