



England Nursing Associate Practice Assessment Document

Guide to using the PAD

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

Completing the Practice Assessment Document

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Introduction

The purpose of this guide is to provide guidance for the completion of the England Nursing Associate Practice Assessment Document. General guidelines are provided for each element within the PAD. This guidance should be read alongside specific instructions that may apply to individual Universities.

The England NA PAD has been developed to ensure that student nursing associates are prepared to successfully meet the *Standards of proficiency for nursing associates* (NMC 2018) together with the *Apprenticeship Standards for Nursing Associates* (IATE, 2019) at the point of registration. The NMC standards specify the knowledge and skills that Nursing Associates must demonstrate when caring for people of all ages and across all care settings and comprise six platforms and two annexes. The role of the Nursing Associate in the 21st century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.

The platforms are:

1. Being an accountable professional
 2. Promoting health and preventing ill health
 3. Provide and monitor care
 4. Working in teams
 5. Improving safety and quality of care
 6. Contributing to integrated care
- Annexe A: Communication and relationship management skills
Annexe B: Procedures to be undertaken by the nursing associate

[N.B. This Guide has been adapted from the *Guide to Using the Pan London Practice Assessment Document 2.0, 2018* with kind permission from the PLPLG]

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may require to achieve the maximum benefit from the placement. Descriptions of these roles can be found within this guide.

As well as undertaking the required assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

The document has been designed around the following Components of Assessment and Feedback:

- Initial, Mid-Point and Final Interviews per placement
- Professional Values
- Proficiencies
- Episode(s) of Care
- Medicines Management
- Patient/Service User/Carer Feedback Form
- Record of working with and learning from others/interprofessional working
- Record of communication/additional feedback
- Record of peer feedback – PAD 2
- Ongoing Achievement Record

[N.B. The screen shots currently include the Mapping Codes from the *Standards of proficiency for nursing associates* (NMC 2018) Following validation the mapping codes are removed from the documents. The screen shots in this Guide will be updated following validation.]

Criteria for Assessment in Practice

Within the PAD three key statements have been developed to reflect the level of performance that the student is required to demonstrate at the end of each Year, as well as the level of assistance that may be required at each stage where the student by the end of the Year is practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Year: refer to table 1

By the end of Year 1	Guided participation in care and performing with increasing knowledge, skills and confidence
By the end of Year 2	Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge, skills and confidence.

Table 1

In addition to achieving the required level of performance at the end of each year the student is assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the PAD. These criteria are used to assess the student on different placements across the year as they work towards the overall performance level to be achieved by the end of the Year. For details of the criteria in each year refer to Table 2.

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.

Within the PAD there are guidelines relating to how the assessment is managed within each University, and the student should ensure that they have read and understood these.

Criteria for Assessment in Practice - Overall Framework Years 1 & 2

<div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px;"> Guided participation in care and performing with increasing knowledge, skills and confidence. </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">Year 1</div> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px; margin-left: 100px;"> Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge skills and confidence. </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px; margin-left: 100px;">Year 2</div>	<div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px;"> Guided participation in care and performing with increasing knowledge, skills and confidence. </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">Year 1</div> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px; margin-left: 100px;"> Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge, skills and confidence. </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px; margin-left: 100px;">Year 2</div>																								
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Table 2

Student Responsibilities

You should take responsibility for your own learning and know how to access support and;

- Engage positively with all learning opportunities
- Understand the assessment requirements
- Work with and receive written feedback from a range of staff (including identified Practice Supervisors) and Service-Users
- Reflect on your own learning
- Provide feedback on learning experience

FAQs

For many of your placements you will be in your employer placement. You will be allocated spoke placements to enable you to obtain a range of experiences.

Q: When should I contact my allocated placement?

A: It is advisable to contact your allocated placement in advance of starting your placement to obtain the information you need to enable you to prepare.

Q: Will I have a named contact on placement?

A: You will have a nominated person to support you and address any concerns. This could be a Placement Manager, Ward Manager, Team Leader, Service Manager or other.

Q: Who will supervise me on placement?

A: You will be supported by a number of Practice Supervisors who will support your learning and can contribute to assessment. (refer to page 8)

Q: Who will assess me on placement?

A: You will have a nominated Practice Assessor for your placement, who is responsible for assessing and confirming proficiency and achievement. The Practice Assessor will liaise with the Practice Supervisor and Academic Assessor to obtain feedback on your progress. (refer to page 9)

Q: Will there be support from the University when on placement?

A: You will have a named Academic Assessor for each Year of the programme. The Academic Assessor will liaise with your Practice Assessor. If you have any concerns on placement you should raise these with the university as soon as possible. (refer to page 10 and university guidelines)

Placement 1

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

Name of Placement Area:

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

Placement Telephone Number:

Placement Contact Email:

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



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

Name:

Designation:

Contact email address:

Practice Assessor Details:

Name:

Designation:

Contact email address:

Academic Assessor Details (for part):

Name:

Designation:

Practice Supervisor Responsibilities

Practice Supervisors (PS) are registered nurses, registered nursing associates, midwives or registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role;

- Ensures learning opportunities are facilitated
- Contributes to assessment and records regular feedback
- Seeks feedback from other supervisors

FAQs

Q: What is my role in supporting the student?

A: You have responsibilities for overseeing the student's progress during the placement. You will undertake the initial interview in the placement with the student which includes supporting the student to identify their learning opportunities and completion of the learning plan.

Q: What is my role in assessing the student?

A: The Practice Assessor has responsibility for student assessment. Practice Supervisors have an important role in contributing to assessment and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student's assessment;

- Initial interview on placement
- Professional Values at midpoint interview
- Proficiencies as appropriate and relevant to your scope of practice and professional role

Q: What is my relationship with other identified roles?

A: You will record feedback on the student's progress and liaise with other Practice Supervisors and the Practice Assessor to give feedback to inform the Practice Assessor's decisions.

Q: What if I am not a registered nurse and supervising the student?

A: A range of registered health or social care professionals can support and supervise student learning and contribute to the student's assessment within their scope of practice.

Placement 1: Initial Interview

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

Placement Area Name:

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

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

Outline of learning plan

How will this be achieved?

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

Student's Name:

Signature:

Date:

Practice Supervisor/Assessor's Name:

Signature:

Date:

Protected learning time – NMC guidance	Guidance on protected learning time in your AEI
<p>AEIs must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)</p> <p>Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>Option B: nursing associate students who are on work-placed learning routes:</p> <ul style="list-style-type: none"> • are released for at least 20 percent of the programme for academic study • are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and • protected learning time must be assured for the remainder of the required programme hours <ul style="list-style-type: none"> • The NMC does not require nursing associate students to be supernumerary while learning in practice, but the student must have protected learning time. The decision about how this is provided is for AEIs and their practice placement partners. • All students must be supervised when they are learning in practice. The level of supervision will depend on level of risk associated with particular tasks or interventions, and the competence and confidence of the student. 	

Practice Assessor Responsibilities

Practice Assessors (PA) are registered Nurses or registered nursing associates with current knowledge and expertise and are appropriately prepared for the role;

- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observes the student
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Schedules communication with Academic Assessors at relevant points

FAQs

Q: What is my role in assessing the student?

A: You have responsibility for student assessment and will liaise with the Practice Supervisors to obtain feedback and Academic Assessors to discuss student achievement and progression. You will review assessment documentation in the PAD that has been completed by a range of other health or social care professionals who have contributed to aspects of assessment.

Q: What specific elements do I need to assess and document?

A: The Practice Assessor assesses;

On each placement:

- Initial interview (can be undertaken by Practice Assessor or Practice Supervisor; if PS undertakes, must be agreed by PA)
- Midpoint interview
- Professional Values at final interview
- Final interview
- Confirmation of proficiencies

During the year:

- Episodes of Care and Medicines Management

Q: What is my responsibility when a student's performance causes concern?

A: If a student requires an Action Plan, you should liaise with the Academic Assessor. Depending on the AEI and the local practice placement policy you may have to inform the nominated person.

Placement 1: Final Interview

This should take place towards the end of the placement

<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:</p>
<p>Skills:</p>
<p>Attitudes and values:</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:</p>
<p>Skills:</p>
<p>Attitudes and values:</p>

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Practice Assessor and Student

<p>Practice Assessor to identify specific areas to take forward to the next placement</p>

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

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

Academic Assessor Responsibilities

Academic Assessors are registered Nurses and are nominated for each Year of the programme and are appropriately prepared for the role;

- Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each year of the programme
- Has understanding of the student's learning and achievement in practice
- Enables scheduled communication and collaboration between Academic and Practice Assessors

FAQs

Q: What is my role in relation to student assessment?

A: The student has an Academic Assessor for each Year of the programme and will provide continuity and have an overview of student achievement to inform progression. If there is cause for concern in relation to the student's performance you should be involved in agreeing an Action Plan.

Q: Who will I liaise with?

A: You will communicate and collaborate with the Practice Assessor at relevant scheduled points during the Year. This may be in person, via email or telephone as appropriate.

Q: What is my responsibility in relation to the student's progression towards registration?

A: In Year 3 to ensure the student is able to provide care, lead and co-ordinate care confidently they will meet with their Practice Assessor or Practice Supervisor weekly to discuss and summarise achievement. The Academic Assessor will review and confirm the overall achievement in the PAD and recommend progression to registration in the OAR.

End of PAD 1

To be completed by the Practice Assessor and Academic Assessor

Practice Assessor:

In addition to the achievement of professional values and proficiencies

Has the student achieved additional proficiencies in PAD 1 (if required) **Yes/No/NA**

Has the student achieved the Episode of Care? **Yes/No**

Has the student achieved Medicines Management? **Yes/No**

I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement.

I confirm that the student has participated in care (with guidance), achieved all the requirements of PAD 1 and is performing with increasing confidence and competence.

Practice Assessor: *(print name below)*

Practice Assessor's signature:

Date:

I recommend that the student can progress to PAD 2.

Academic Assessor: *(print name below)*

Academic Assessor's signature:

Date:

Document Signatories and Checklist for assessed documents

There are separate pages for Practice Supervisors, Practice Assessors and Academic Assessors to record information. It is your responsibility to complete these details.

Any registered professional who writes in the PAD must complete the appropriate signatories page. This includes the record of orientation, record of communication and/or record of practice hours.

This is required by the University to cross reference and prevent falsification of records.

Please ensure that you insert your name, signature and date as required throughout the document.

Checklist for assessed documents:

At the end of each placement in the final interview, the Practice Assessor completes the checklist to confirm all components have been assessed and records signed.

List of Practice Supervisors

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

Name (please print)	Job Title	Signature	Initials	Placement

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

Orientation

There are some elements of orientation that **must** be completed on the first day on placement. Refer to orientation page in the Practice Assessment Document.

FAQs

Q: Who can orientate the student and complete this page?

A: An appropriate member of staff familiar with the area, as identified by the nominated person/local manager can complete the student orientation and sign the appropriate section of the PAD.

Complete the appropriate signatory page.

Placement 1: Orientation				
Name of Placement Area	Placement Area 1		Placement Area 2 (if app.)	
Name of Staff Member	Initial/Date (Student)	Initial/Date (Staff signature)	Initial/Date (Student)	Initial/Date (Staff signature)
This should be undertaken by a member of staff in the Placement Area				
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 placement area				
The student has been shown and given a demonstration of the medical devices used in the placement area				

Professional Values

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). The Professional Values reflect a number of proficiency statements and are captured under the four sections of The Code.

Student reflection on meeting Professional Values:

The student selects one example from practice on each placement to demonstrate how they practise within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

Student achievement:

Where other components have been assessed and achieved e.g. a proficiency assessed at the beginning of the Year, 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.

FAQs

Q: Who assesses the professional values?

A: The Practice Supervisor or Practice Assessor can assess the mid-point professional values. If the Practice Supervisor assesses the mid-point this will be reviewed and agreed by the Practice Assessor. The final Professional Values on each placement are assessed by the Practice Assessor who will discuss and review with the student their reflection. If there are any concerns raised these should be discussed with the Academic Assessor.

Professional Values in Practice – PAD 1

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

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

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

	Achieved Mid-Point Yes/No	Initial Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMIC 3.8, 3PMIC 3.21)				
4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14 BAP 1.11)				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice. (1BAP-1.11, 3PMIC 3.1)				
7. The student is able to work effectively within the inter-disciplinary team demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships. (1BAP 1.10, 4 WIT 4.1)				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.2, 1.15, 1.17)				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				

	Achieved Mid-Point Yes/No	Initial Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				
13. The student's personal presentation and dress code is in accordance with the local policy. BAP 1.16				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1BAP 1.1, 1BAP 1.16)				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1BAP 1.8, 1BAP 1.10, 1BAP 1.15)				
Mid-point assessment				
Practice Supervisor Name:		Signature:		Date:
Reviewed and agreed by Practice Assessor		Signature:		Date:
Practice Assessor Name:		Signature:		Date:
End point: Student reflection on meeting Professional Values				
Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (ensure confidentiality is maintained). For each placement, please select a different section of The Code to reflect on.				
Student Name:		Signature:		Date:
Final assessment - please add comments on Final Interview Page				

Patient/Service User/Carer Feedback Form

Within each placement there is a page for the student to receive feedback directly from someone they have cared for and/or carers. Practice Supervisors or Practice Assessors are asked to support students by facilitating this and asking people or their families to complete the form and they should sign this on completion. It may not be possible to have this completed in every placement.

FAQs:

Q: Who asks the person receiving care or carer to complete the form?

A: The Practice Supervisor/Practice Assessor should obtain consent from patients/service users/carers who should feel able to decline to participate.

Q: Does the person receiving care or carer have to sign the form?

A: No.






Q: How is the feedback used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The student will reflect on the feedback provided by the patient/service user/carers 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.

Patient/Service User/Carer Feedback Form

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

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

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?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

Record of Working with and Learning from Others/Inter-professional working

Students will have opportunities across all Years to work with other professions across a range of teams and agencies and will be able to gain an understanding of the different roles and responsibilities and importance of teamwork in providing person centred care.

Student reflection:

Students should reflect on their learning when working with members of the multi-disciplinary team and document this. The Practice Supervisor will discuss the student's reflection and comment on their experience.

FAQs

Q: How are the reflections used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The Practice Supervisor 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.

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

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

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

Record of Communication and Additional Feedback

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

Complete the relevant signatory page.

This is for additional feedback that has not previously been documented in the PAD.

FAQs

Q: Should other members of the team be registered professionals?

A: No. It may be appropriate for an experienced health care assistant to give feedback on working with the student. However they would not be contributing to assessment decisions.

Q: What type of information should be recorded?

A: Any relevant information that can be used in the assessment process, or that records the student's progression.

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

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

More pages can be downloaded as per University guidelines

Record of peer feedback – Year 2

These records can be completed by the student's peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use this form below to obtain feedback.

FAQs

Q: Which students can complete peer feedback?

A: Any student in practice that you have worked with regularly. This could be Nursing, Midwifery, Allied Health, Medical and/or Social Work students.

Q: How is peer feedback used in the assessment process by the Practice Supervisor and Practice Assessor?

A: The Practice Supervisor will discuss with the student the feedback they have received from peers in relation to how they support other student's learning in practice and facilitate teaching. The Practice Assessor will review documented peer feedback where the student has received feedback from other students and incorporate into assessment where appropriate.

Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback. (NMC, 2018 5LMNCWIT 5.8, 5.9)

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

Peer feedback	
Name:	Programme/year:
Signature:	Date:
Peer feedback	
Name:	Programme/year:
Signature:	Date:

More pages can be downloaded as per University guidelines

Proficiencies

Assessment of proficiencies are undertaken across the Year. These can be assessed in a range of placements. If a proficiency is assessed as achieved early in the Year it is expected that the student maintains that level of competence and could be re-assessed in subsequent placements during the year. This is underpinned by Professional Value 8.

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

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

FAQs

Q: Who assesses the Proficiencies?

A: Practice Supervisors and other Registered health or social care professionals can contribute to the assessment of proficiencies, within their scope of practice. Practice Assessors will also assess proficiencies and have responsibility for confirming that proficiencies have been met at the final interview.

⊕

PAD 2 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high quality person/family-centred care in an increasingly confident manner, ensuring all care is underpinned by effective communication skills.

Provides and monitors care with increased confidence

	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Support people across the life span to make informed choices to promote their wellbeing and recovery, using appropriate therapeutic interventions e.g. positive behaviour support approaches. (2 PPHPIH 2.1, 2.2, 2.5, 2.8, A2.2, A 3.1, 3.2.4)								
2. Recognise when a person's capacity has changed and how this affects their ability to make decisions and understand where and how to seek guidance from others to ensure the best interests of the person receiving care are met. (3 PMC 3.21, 3 PMC 3.22)								
3. Recognise people at risk of abuse, self-harm and/or suicidal ideation using contemporary risk assessment tools and demonstrates an understanding of when to escalate to the appropriate professional for expert help and advice. (3 PMC 3.7, 3 PMC 3.23, 5 ISQC 5.3, 5 ISQC 5.4)								

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

Episode 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 Year. Effective communication and relationship management skills underpin all aspects of care. **This assessment must be completed by a Practice Assessor.**

Year 1:

Formative - episode of direct care meeting the needs of a person receiving care.

Summative - episode of direct care meeting the needs of a person receiving care.

Year 2:

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

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

The student and the Practice Assessor should identify the appropriate placement and episode of care 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.

Student reflection:

An integral component of this assessment is the student reflection on the delivery of person centred care and the student reflection forms an integral year of the end point assessment at the end of Year 2.

Student reflection on an episode of care

Within your reflection, describe the episode of care and how you planned and supervised the junior learner 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 supervision role?

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 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 2.4, 2.6)		
Provide and monitor care Applies relevant knowledge and skills in the provision of more complex person-centred care continually monitoring a person's condition, interpreting signs of deterioration or distress and escalate appropriately. (3 PMC 3.6, 3.11, 6 CIC 6.2, 6.3, B 1.9)		
Working in teams Is able to prioritise and manage their own workload recognising when elements of care can be safely delegated to other colleagues, carers and family members demonstrating effective communication skills and the ability to document effectively. (4 PMC 4.5, A 1.6, 1.9)		
Improving safety and quality of care Undertakes relevant risk assessments, is able to respond to and escalate risks and can implement actions as instructed. (5 ISQC 5.4, 5 ISQC 5.5, 5 ISQC 5.6)		
Contributing to integrated 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. (6 CIC 6.1, 6.4)		

If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed

Student's signature:

Date:

Practice Assessor's signature:

Date:

Medicines Management

The student is required to undertake a Medicines Management assessment during each Year. **This assessment must be completed by a 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.

By the end of Year 2 the student should be consolidating their knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to *Standards of proficiency for nursing associates* (NMC 2018), *The Code*, (NMC 2015) and *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016).

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 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-adherence	
		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 is aware of common side effects and how these are managed.	
6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice/education, including discharge/safe transfer where appropriate	

Action Plan

There are Action Plans available within each Year. An Action Plan should be completed if there is cause for concern in relation to the student's performance. For example, failure to achieve components of assessment such as Professional Values.

If a student requires an Action Plan, the Practice Assessor should liaise with the Academic Assessor and is responsible for reviewing progress and ensuring support and learning is available. Depending on the AEI and the practice placement's policy, the Practice Assessor may have to inform the nominated person on placement.

FAQs

Q: What timescale should be used for the student to achieve the Action Plan?

A: This will depend on the area of concern and the frequency of learning opportunities available within the length of the placement. The student has to be able to attend and engage in learning in order to achieve the action plan.

Q: How much support and learning should be provided?

A: This will depend on the Year that the student is undertaking and the complexity of the area of concern. The student has to be able to demonstrate competence or professionalism relevant to the stage of the programme.

Q: What happens if the student does not achieve the objectives within the Action Plan by the stated review date?

A: The Practice Assessor will need to document their decision regarding whether the student has failed the placement and communicate the outcome with the Academic Assessor.

Action Plan

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

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

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

Placement Name		Date action plan initiated:		
Nature of concern <small>Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)</small>	What does the student need to demonstrate; objectives and measure of success <small>(Measurable, Achievable and Realistic)</small>	Support available and who is responsible	Date for review <small>(Timed)</small>	Review/feedback
				Date: Comments:
Student's Name:		Signature:	Date:	Practice Assessor Name: Signature:
Practice Assessor's Name:		Signature:	Date:	
Academic Assessor's Name:		Signature:	Date:	

Record of Practice Hours

Students are required to provide evidence of having completed the required number of practice hours for NMC Registration.

Members of staff on placement must verify the student's hours at the end of each shift/week on this form. Staff verifying practice hours must complete the relevant signatory page towards the front of the PAD.

Students will have specific information from their university regarding how this is reported and recorded.

FAQs

Q: Is the staff member responsible for verifying all the hours recorded?

A: No, the staff member is only calculating those hours documented on the practice hours page once the six weeks are complete.

PRACTICE HOURS
Please start a new page per placement
 To be completed as per your local University Requirements
 Please ensure all details are printed CLEARLY and sickness days identified. All hours completed, alterations and totals should be Initialled by a member of staff

Date	Placement	Total Hrs	Shift Initials	Shift Type	Date	Placement	Total Hrs	Shift Initials	Shift Type	
Example of hours confirmation					Sun	1/7/22	Domic Ward	7.5	PP	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 =			

Total hours of completed practice on this page	Figures	Words
Total hours of Sickness/Absence on this page	Figures	Words
Staff member: I have checked the hours of experience recorded by the student,		
Signed: _____ (Staff member)	Name (print): _____	
Placement 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

Ongoing Achievement Record (OAR) – Part A

The Ongoing Achievement Record (OAR) summarises the student's achievements in each placement and with the Practice Assessment Document (PAD) provides a comprehensive record of professional development and performance in practice.

The Practice Assessor completes the summary page at the end of each placement and at the end of each Year completes the progression statement.

The Academic Assessor confirms the completion of each placement, adds comments and at the end of each Year completes the progression statement.

FAQs

Q: Should the Academic Assessor be present when the OAR is completed?

A: The Academic Assessor liaises with the Practice Assessor to confirm progression at the end of each Year in the PAD and OAR. Communication must be scheduled for this to occur and may be face to face or through other communication methods. If the student has not achieved assessment in order to progress, the Practice Assessor and the Academic Assessor will liaise and complete an Action Plan.

PAD 1 - PLACEMENT 1

To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date: End date: No. of hours allocated:

Summary of student's strengths and areas for further development

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 name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed: Outstanding hours:

Number of days of sickness: Absence: Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document
(This can be completed following the final review)

Ongoing Achievement Record (OAR) - Part B

HEI's to add their own specific guidance here as there will be variations

