

<b>Name</b>	Meriel Swann
<b>Number</b>	7654321
<b>Cohort</b>	September 2019
<b>Field</b>	Adult Nursing

# PRACTICE ASSESSMENT DOCUMENT

## NURSING

### PART 1

#### BSc/PGDip/MSc

Future Nurse: Standards of Proficiency for Registered Nurses, (NMC 2018)

This Practice Assessment Document has been developed by the Pan London Practice Learning Group in collaboration with practice partners, mentors, academic staff, students and service users across London, the Midlands, Yorkshire and the East of England regions.

The development of this document was funded by Health Education England (London).



**Pan-Midlands, Yorkshire & East  
Practice Learning Group**



Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your practice supervisor, practice assessor and/or academic assessor.

## **Pan Midlands, Yorkshire and East Practice Learning Group**

This Practice Assessment Document has been developed by the Pan London Practice Learning Group in collaboration with practice partners, mentors, academic staff, students and service users across London, the Midlands, Yorkshire and the East of England regions and will be used by students attending the following Universities:

### **Membership of the Pan Midlands Yorkshire and East Practice Learning Group (MYEPLG)**

Anglia Ruskin University  
Birmingham City University  
Coventry University  
De Montfort University  
Keele University  
Leeds Beckett University  
Nottingham Trent University  
Sheffield Hallam University  
Staffordshire University  
University College Birmingham  
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University of Bradford  
University of Derby  
University of East Anglia  
University of Essex  
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University of Northampton  
University of Nottingham  
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University of York



**Pan-Midlands, Yorkshire & East  
Practice Learning Group**



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### Standards regarding the use of the term 'Parts'

There are three Practice Assessment Documents in total, which incorporate the range of Future Nurse Standards in Proficiency (NMC 2018). 'Parts' in this context is used to represent the range of outcomes to be achieved by students at different levels. These parts may differ from the parts of the education programme that will be defined locally by each university provider.

## Welcome to the Practice Assessment Document (PAD)

### Student responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the *Future Nurse: Standards of Proficiency for Registered Nurses and Standards for Education and Training* (NMC 2018).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal university systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including practice supervisors and practice assessors and you are required to reflect on your learning.

You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning.

You should ensure you are familiar with your university assessment and submission processes for this document and contact the academic representative from your university, or refer to your university's intranet if you require support or advice on specific university procedures.

The Ongoing Achievement Record (OAR) is a separate document that summarises your achievements in each placement and with the main PAD provides a comprehensive record of your professional development and performance in practice.

You are responsible for the safekeeping and maintenance of the PAD. It should be available to your practice supervisor, practice assessor and academic assessor at all times when you are in placement together with the OAR. Alterations should be made in this document by crossing through with one line, with a signature and date.

You will have access to confidential information when in practice placements. The PAD should not contain any patient/service user/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carer for feedback you must discuss with your practice supervisor/practice assessor who will facilitate consent.

### Practice supervisor responsibilities (Registered nurse/midwife or other registered health/social care professional)

In many practice areas the students will be supported by a number of practice supervisors. Some areas may adopt a team based approach due to the nature of the experience.

As a practice supervisor you have an important role in supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their proficiencies. Specific feedback must be provided to the practice assessor on the student's progress.

### Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support student learning and have a vital role in student learning and development though may not be contributing formally to assessment of proficiencies.

However, these staff members are encouraged to support learning and can provide valuable student feedback within the PAD on the *Record of communication/additional feedback pages*.

## **Practice assessor responsibilities (Registered nurse)**

As a practice assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from practice supervisors and other relevant people to confirm achievement. You will liaise with the academic assessor scheduling communication at relevant points.

Practice assessors must have appropriate equivalent experience in the student's field of practice.

There are numerous elements requiring assessment in practice. One or more practice supervisors can contribute to the assessment of some of the proficiencies in discussion with you, but they must be working in their scope of practice.

When assessing the student, you should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

If the student is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action, an action plan should be instigated to address specific needs or concerns within a specified timeframe. In the event of this, seek guidance from the academic assessor and/or senior practice representative.

## **Academic assessor responsibilities**

Academic assessors are registered nurses and are nominated for each part of the educational programme. The same academic assessor cannot contribute to the student assessment in consecutive parts. The academic assessor will work in partnership with the practice assessor to evaluate and recommend the student for progression for each part of the educational programme. The academic assessor will enable scheduled communication and collaboration with the practice assessor and this communication can take a variety of forms.

**All communications/additional feedback (not already recorded in the scheduled interviews) from the practice supervisors, practice assessor and academic assessor and other staff members needs to be recorded on the relevant pages in the PAD.**

## Guidance for Using the PAD to Facilitate Learning and Assessment in Practice

Assessment criteria in the PAD are based on the NMC *Future Nurse: Standards of Proficiency for Registered Nurses and Standards for Education and Training* (NMC 2018). The outcome statements have been designed by the NMC to apply across all four fields of nursing practice and all care settings (NMC 2018). *Students must be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice (NMC, 2018, p6). This Practice Assessment Document can be used in any field of practice.*

### **Components of Assessment and Feedback** (see individual University guidance/ regulations)

#### **Professional Values:**

Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved *by the end of each placement*.

#### **Proficiencies:**

These reflect aspects of the seven platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements, but must be achieved at least once *by the end of the Part*.

#### **Episode of Care:**

This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved *by the end of the Part*.

#### **Medicines Management:**

There is one assessment included in each part and each must be achieved *by the end of the Part*.

#### **Patient/Service User/Carer Feedback Form:**

Feedback will be sought in relation to how the student cared for the person receiving care. This is not formally assessed, but will contribute to overall student feedback.

#### **Recording Additional Experiences and Feedback:**

There are additional pages for the student to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

#### **Ongoing Achievement Record (OAR):**

The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.

## Process of Practice Assessment

### Prior to placement

Student makes contact to obtain relevant information to support their preparation for practice



### Placement Orientation

(see orientation checklist)



### Initial Interview

Learning and development needs are identified and planned



### Mid-Point Interview

Progress, learning and development needs are identified by the practice assessor



### Final Interview

Progress and achievement are explored by the practice assessor, who also completes summary in the OAR

Further information/guidance is included in the university specific pages (overleaf) and in the Practice Assessment Document Guide

## Birmingham City University Placement Specific Information.

### **Mandatory Training Prior to placement**

You must attend pre-placement preparation, induction sessions and mandatory training on basic life support, patient handling and information governance. You will not be permitted to attend placement if mandatory training has not been attended.

### **Students with Disclosed Disabilities and Learning Differences including Dyslexia**

This PAD must be completed in line with all reasonable adjustments to which you may be entitled if you have a diagnosed disability or Specific Learning Difference which has been disclosed, assessed and recognised by the University. You will require evidence of such entitlement. The reasonable adjustments applied to student placement learning opportunities must not detract from the level of competence to be met in order to be successful. Further advice is available from the Associate Professor (Accessibility and Inclusivity) or via 0121 331 6071.

### **Risk Assessments**

If you are pregnant a risk assessment must be undertaken by the organisation offering the placement. To facilitate this please ensure that you notify your Academic Lecturer for Placement Development and Support prior to your placement or as soon as you are aware of your pregnancy. Any adjustments or recommendations from the assessment can then be considered prior to your attendance. If this has not been carried out in the first week of the placement you must contact your Academic Lecturer for Placement Development and Support immediately. It is also advisable that you disclose any illness or disability that may be a risk during a placement so that a risk assessment can be undertaken and adjustments recommended by any such assessment can be considered.

### **Attendance**

You are required to undertake 2300 practice hours across the programme and must complete a record of practice hours in this document. A supervisor/assessor must sign this sheet to confirm the accuracy of the hours undertaken. You must work the hours and shift pattern of the placement area. This includes weekends, night duty and bank holidays. You will undertake the placement hours as per your course plan. If you have individual needs which may affect your ability to accommodate certain working patterns you must contact the relevant Academic Lecturer for Placement Development and Support during your placement.

### **Reporting Sickness & Absence**

It is your responsibility to report sickness/absence to the practice learning area prior to the commencement of your working hours. This must be done in accordance with the policies and procedures of the area. You must also report this information to the University by emailing [healthstudentabsence@bcu.ac.uk](mailto:healthstudentabsence@bcu.ac.uk). Further information is available on iCity and the relevant field placement Moodle site. Supervisors/assessors are also welcome to report student sickness/absence.

### **Student and Supervisors/Assessors Support**

Should either students or supervisors/assessors require support and advice the following help is available:

- Practice Placement Manager or equivalent
- Academic Lecturers for Placement Development and Support
- Placement Moodle Sites
- Course Lead
- Academic Assessors
- Supported Practice and Clinical Excellence (SPACE) <https://www.bcu.ac.uk/health-sciences/facilities/space>
- Student affairs [www.bcu.ac.uk/student-info/student-services](http://www.bcu.ac.uk/student-info/student-services)
- 

### **Submission date and time**

You must submit your '**End of Part**' Confirmation Sheet by 12:00 midday on the submission date. This date can be found on the assessment schedules. Failure to submit will result in a fail at first attempt.

## Raising and Escalating Concerns

### Safeguarding

As a student nurse you have a duty to put the interests of the people in your care first and to act to protect them if you consider they may be at risk. It is therefore important that you know how to raise and escalate concerns appropriately. You are therefore encouraged to raise any concerns that you have over the standard of care you witness with your supervisor/assessor, practice learning area manager, practice education facilitator, academic assessor or Academic Lecturer for Placement Development and Support.

The NMC guidance on Raising and Escalating concerns can be accessed at:

<http://www.nmc-uk.org/Documents/RaisingandEscalatingConcerns/Raising-and-escalating-concerns-guidance-A5.pdf>

The Faculty of Health Whistle blowing policy also offers guidance for students.

### Fitness to Practice

When there are concerns at any time about a student's personal professional suitability to remain on their course, Practice Supervisors/Assessors must raise and escalate these concerns via their local practice education facilitator or Academic Lecturer for Placement Development and Support. This might happen, for example, if you

- Have physical or mental health problems which may put you or others at risk
- demonstrate unprofessional behaviour
- have committed an offence under the University's Student Disciplinary Procedure which raises doubts about professional suitability

This list is not exhaustive and other behaviour may raise concerns about your fitness to practice.

If a Practice Supervisor or Assessor raises a concern about your Fitness to Practice this may result in your placement being withdrawn whilst an investigation takes place.

### Patient/client's Consent

You and your Practice Supervisors and Assessor have a responsibility to ensure that service users are aware that nursing care is being delivered by a student nurse and that patient/client's consent is given. Where appropriate a record of this consent should be made in the patient/client's notes. The process for seeking consent will vary from placement to placement.

### Supernumerary Status

When undertaking the BSc (Hons) Nursing Course, you have supernumerary status when attending placement. Supernumerary means that you will not, as part of your course, be contracted by any person or body to provide nursing care. This means that you are additional to workforce requirements and staffing figures. You will make an evolving contribution to enable you to learn and meet professional standards and competence required during the course. Supernumerary status does not imply the right for students to change allocated duty at will, or always to have off-duty/leave requests honoured.

### Confidentiality

You must adhere to the NMC requirements related to confidentiality and the placements confidentiality policy. Please ensure that you do not refer to individuals personal details in any reflections or episodes of care. **Clinical Documentation bearing patient/client/service user details should NOT UNDER ANY CIRCUMSTANCES be removed from the placement areas.**

### On-going Achievement Record

Alongside this PAD you have been provided with an On-going Achievement Record (OAR). Your OAR is a tool which enables judgements to be made by your Practice Supervisors, Practice Assessors and Academic Assessors about your progress where placements form an integral part of your programme of study.

Your OAR is a compilation of successive PSs, PAs and AAs' comments and assessment of practice decisions from placements undertaken by you during your course of study. You should present each successive PS and PA with this OAR during your PLOs. Your AA will be responsible for the on-going review of your OAR throughout each part of your course. The safe keeping of the OAR is your responsibility.

# Birmingham City University: Guidelines for Assessment and Progression

## Preparation in university prior to student placement

### Base placement - Initial Interview

The nominated person will be identified and the induction and orientation will be completed. A meeting between the student and Practice Supervisor will be held within the first week of the placement. Initial learning and development needs and agreement of a learning plan will be documented. Date for mid-point interview agreed.

### Base placement - Mid-Point Interview

This involves a review of the professional values as well as the students overall progression and achievement to date and a formative review\* of Episodes of Care and Medicine Management. Feedback can be recorded by the Practice Supervisor but requires agreement/input from the Practice Assessor and student. If there are any concerns about student conduct, learning and progress, contact must be made with the Senior Lecturer for Practice, Development and Support and, where relevant, the Practice Placement Manager/nominated practice staff by email or telephone, who will communicate to the Academic Assessor. If an **Action Plan** is required a representative may be present. Support can also be accessed via Clinical Placement Support Teams and / or nominated practice staff

### Base placement - Final Interview

Overall performance is reviewed and feedback from all staff in practice as well as the Academic Assessor is considered. The Academic Assessor may be present or may communicate via phone/email as appropriate. All sections in PAD and OAR completed and confirmed by relevant individuals. This is a summative assessment\*.

Relevant assessment documentation submitted electronically by the student at the end of each placement experience. Course Leader/Academic Assessor reviews documentation and action, as necessary. The Course Leader/ Practice Development and Support team undertakes moderation of submitted PADs.

**Refer/Fail**

**ALL Assessments must be achieved by the end of the year/part**

**Pass**

Decision options if the student does not achieve:

- \*Any EoC assessed and not achieved an action plan must be developed and the student will have the opportunity for reassessment
  - \* Students must demonstrate consistency in competence in accordance with Professional Values (8)
- If professional values have not been achieved or a concern has been raised these will be reviewed in line with Fitness to Practise policy.
- \* **Formative review = ongoing, not a final assessment. May be carried out at mid-point interview**
  - \* **Summative assessment = an evaluation of all learning. A final assessment.**

### Second Attempt/Retrieval Process

Course Leader contacts the placement team to arrange a new placement. Academic Assessor to liaise with Senior Lecturer for Practice, Development and Support to initiate support with Practice Supervisors and Practice Assessor. Retrieval Documentation to be completed and submitted at the end of the retrieval placement.

**Academic Assessor review and confirms the assessment:**

**PASS** – Progression to next Year/Part

**FAIL** – No further attempts – student required to leave the course

**All Fails and 2<sup>nd</sup> attempt submissions must be moderated.**

### Progression to next Year/Part

A 10% sample of PADs is reviewed at the Moderation of Practice Committees for submitted PADs

## Criteria for Assessment in Practice

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

Guided participation in care and performing with increasing confidence and competence

Part 1

Active participation in care with minimal guidance and performing with increased confidence and competence

Part 2

Practising independently with minimal supervision and leading and coordinating care with confidence

Part 3

*The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence (NMC, 2018, p5).*

### **Part 1: Guided participation in care and performing with increased confidence and competence**

'Achieved' must be obtained in all three criteria by the student.

Achieved	Knowledge	Skills	Attitude and Values
<b>Yes</b>	Is able to identify the appropriate knowledge base required to deliver safe, person-centred care under 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. Demonstrates positive engagement with own learning.
<b>No</b>	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.



## List of Practice Assessors

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

Name (please print)	Job Title	Signature	Initials	Placement
Lizzie Blue	Senior Staff Nurse	<i>L. Blue</i>	LB	Ward 1 Surgical

## List of Academic Assessors

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

Name (please print)	Job Title	Signature	Initials	Placement
Chris Beech	Senior Lecturer	<i>C. Beech</i>	CB	Ward 1 Surgical

## Base Placement ♦

**Placement Provider:** HELS NHS Trust  
(e.g. Trust/Organisation)

**Name of Placement Area:** Ward 1 Surgical

**Type of Experience:** Acute surgery/Ward Based  
(e.g. Community/Ward Based)

**Placement Telephone Number:** 0121 0001111

**Placement Contact Email :** n/a

**Start Date :** 06/01/2020.      **End Date :** 09/08/2020.....      **No. of Hours :** 672 hours..

### Nominated Person to Support Student and Address Concerns

**Name :** Andrew Rose

**Designation :** Practice Placement Manager

**Contact Email:** a.rose@nhshels.co.uk

### Practice Assessor Details:

**Name :** Lizzie Blue

**Designation :** Staff Nurse

**Contact Email:** l.blue@nhshels.co.uk

### Academic Assessor Details (for part) :

**Name :** Chris Beech

**Designation :** Senior Lecturer

**Contact Email:** Chris.Beech@ac.uk

## Base Placement: Orientation ♦

Name of Placement Area :	Ward 1 Surgical	
Name of Staff Member :		
This should be undertaken by a member of staff in the Placement Area	Initial/Date (Student signature)	Initial/Date (Staff signature)
<b>The following criteria need to be met within the first day of placement</b>		
A general orientation to the health and social care placement setting has been undertaken	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The local fire procedures have been explained and Telephone number provided. Tel: .....	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
Resuscitation policy and procedures have been explained and telephone number provided Tel.: .....	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
Resuscitation equipment has been shown and explained	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student knows how to summon help in the event of an emergency	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student is aware of where to find local policies: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection prevention and control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student has been made aware of information governance requirements	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The shift times, meal times and reporting sickness and absence policies have been explained	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student is aware of their professional role in practice	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
Policy regarding safeguarding has been explained	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student is aware of the policy and process of raising concerns	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
Lone working policy has been explained ( <i>if applicable</i> )	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
<b>The following criteria need to be met prior to use</b>		
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>
The student has been shown and given a demonstration of the medical devices used in the placement area	<i>M.B. 07/01/2020</i>	<i>J.B. 07/01/2020</i>

## Base Placement: Initial Interview ♦

This can be completed by a practice supervisor (PS) or practice assessor (PA). 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: Ward 1 Surgical

**Student to identify learning and development needs** (*with guidance from the practice supervisor or practice assessor*)

Admission of Patients – what assessments are needed  
 Personal Hygiene needs of patients – how to assist or undertake  
 Medication Administration  
 Preparation of Patients for surgery  
 Observations of patients – what is needed after surgery.

**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?
Admission of patients	Observation of supervisors and other staff, then undertake admissions under supervision
Patients personal hygiene	Assist supervisors and other staff with patients hygiene needs
Medication Administration	Work with supervisors on medication administration round. Learn common medicines for this area
Preparation of patients for surgery	Help supervisors and other staff prepare patients for surgery.
Observations	Undertake patient observations and report abnormalities to supervisors

Learning plan for placement agreed by practice assessor (*where applicable*) : YES / NO

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 07/01/2020

**Practice Supervisor/Assessor's Name:**

**Signature:** *J. Black*

**Date:** 07/01/2020

## Base placement - Professional Values in Practice (Part 1) ♦

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

The practice assessor has responsibility for assessing Professional Values though 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)
<b>Prioritise People</b>				
1. The student maintains confidentiality in accordance with the NMC code.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
4. The student is caring, compassionate and sensitive to the needs of others.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
<b>Practise Effectively</b>				
6. The student maintains consistent, safe and person-centred practice.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
7. The student is able to work effectively within the inter-disciplinary team with the intent of building professional relationships.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
<b>Preserve Safety</b>				
9. The student demonstrates openness (candour), trustworthiness and integrity.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
10. The student reports any concerns to the appropriate professional member of staff when appropriate, e.g. safeguarding.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
11. The student demonstrates the ability to listen, seeks clarification and carries out instructions safely.	Yes	LB 25/03/2020	Yes	LB 24/07/2020
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.	Yes	LB 25/03/2020	Yes	LB 24/07/2020



## Base Placement: Mid-Point Interview ♦

This discussion must take place half way through the placement.

### 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 understand most of the assessments needed for a safe admission. I would like to learn more about falls assessments.

My knowledge of common medications is developing and I can answer most of my supervisor's questions. I need to learn some more and more about routes of administration.

I understand what is needed to safely prepare a patient for surgery and I know how to help a patient with their hygiene needs.

I am able to recognise abnormal observations and report them to my supervisor.

**Skills:** I have consolidated my vital signs observations. I would like more practice at manual blood pressures.

I have, under supervision, safely given a sub cutaneous injection.

I have learnt about post-operative wound care.

My communication is improving and I am more confident to chat to patients. I would like to practice handover a patient.

### Attitudes and Values:

I have realised people may not always want what we suggest but that I should not take it personally and that they have the right to make their choices. It is important that I always ask people what they would like to do; for example with regard to diet, or washing, or faith requirements.

### 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:** Meriel can identify when a patients observations are abnormal and reports appropriately. Medication knowledge is developing. She still needs to think about why we give a medication by a certain route. Meriel can safely assist patients with their hygiene needs. She understands why it is important to safely prepare a patient for surgery and what is required.

### Skills:

Meriel skills are developing nicely. She needs to continue to practice injection technique to boost her confidence. She also needs to gain experience with emptying catheters/catheter care and she has not had opportunity as yet.

### Attitudes and Values:

Meriel shows a kind and compassionate attitude to her patients. She has been non-judgemental when patients have gone against medical advice and we have discussed the reasons why patients may choose to do so.

## Base Placement: 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?
Falls assessments	Observe assessments by supervisor then undertake under supervision
Manual Blood Pressure	Practice manual blood pressure on patients, other students and staff who may be willing for me to practice.
Medicine administration	Continue to learn identified common medications and more about routes of administration.
Catheter care	Observe catheter emptying and catheter care then under take under supervision.
Handover of a patient	Undertake the handover of a patient to my supervisor

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 27/03/2020

**Practice Assessor's Name:**

**Signature:** *L. Blue*

**Date:** 27/03/2020

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

## Base Placement: Final Interview ♦

This should take place towards the end of the placement.

### Student's self-assessment/reflection on progress

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

**Knowledge:** I understand the main assessment needed to admit a patient safely. I understand how to meet the personal hygiene needs of patients who need help. I know the parameters relating to vital sign observations and when to report abnormal readings. My medication knowledge has improved and I am able to explain some routes of administration. I fully understand the importance of assessing patients prior to having surgery and afterwards.

**Skills:** Under supervision I can give subcutaneous injections. I have improved my manual BP technique. I can safely empty a catheter and document correctly on the fluid balance chart. My written and verbal communication skills are improving. I have given handover of a patient to my supervisor.

**Attitudes and Values:** I have learnt a lot about how people react under stress and when they are worried. I know when I should seek help. I have learnt that the small things are important to people such as using their preferred name or helping them to get up and dressed and not sit in their pyjamas. I have made sure I have asked for consent from service users before undertaking any episodes of care with them.

### 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:** Meriel has demonstrated a steady progression of her knowledge particularly medication, assessment and observations. Her communication skills are improving. More practice giving a handover would be useful in future placements.

**Skills:** Meriel has safely admitted patients to the ward undertaking the relevant assessments clearly and thoroughly. She has learnt about catheter care and wound assessments. Keep practicing your manual blood pressure observations.

### Attitudes and Values:

Meriel has demonstrated a caring and compassionate nature. She is genuinely interested in people and patients respond well to her. She has ensured she respects patient's views and wishes even when it may be difficult to understand why they may respond in a particular way.

*Please record any further comments on the next page.*

## Base placement - Learning and Development Needs ♦

To be agreed between the practice assessor and student.

### Practice assessor to identify specific areas to take forward to the next placement:

Communication – practice handover, speaking to MDT practitioners to help build up your confidence further.

Develop assessment knowledge further – there will be different assessments in other areas. Learn about these and how they help the holistic care of patients.

Keep expanding your medication knowledge.

Was an action plan required to support the student?

YES / **NO**

If Yes, was the academic assessor informed?

YES / NO

If Yes, have the objectives been achieved?

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	✓	L.B	MS
The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed	✓	L.B	MS
The practice placement hours have been checked and signed	✓	L.B	MS
All the interview records and development plans have been completed and signed as appropriate	✓	L.B	MS
The practice supervisors and practice assessor have printed and signed their name on the appropriate list at the beginning of the document	✓	L.B	MS
The practice assessor has completed the Ongoing Achievement Record (OAR)	✓	L.B	MS

**Student's Name: Meriel Swann**

**Signature:** *M. Swann*

**Date:** 24/07/2020

**Practice Assessor's Name: Lizzie Blue**

**Signature:** *L. Blue*

**Date:** 24/07/2020

**Additional Signature** (if applicable, e.g. nominated person / academic assessor):

**Signature and designation:** *Chris Beech*

**Date:** 28/7/20

## Base placement - Patient/Service User/Child/Young Person/Carer Feedback Guidance ♦

Thank you for agreeing to provide feedback on the care you have received from one of our student nurses. There are four different forms for you to choose from. The form you select is entirely up to you as the service user. Prior to providing feedback the student nurse's practice supervisor or practice assessor will gain your consent. If you are under the age of 16, parental consent will be needed. In consenting you are agreeing to provide honest feedback about the student's professionalism, this will inform the assessment process along with future practice, audit and evaluation purposes.

Should you not wish for your information to be used in this way, please tick the box on the relevant form and your data will only be used to inform the students' assessment.

Please note, to maintain all aspects of confidentiality and in line with General Data Protection Regulations (GDPR) you should ensure that you do not identify yourself or the organisation in which you are receiving care. Once you have provided your feedback, the practice supervisor/ assessor will review this and sign and date it. This information will then be stored and accessed in line with AEI and professional regulations.

**Please Note: Patient/Service User/Child/Young Person/Carer should not sign this form.**

## Patient/Service User/Child/Young Person/Carer Feedback Form 1

✓ I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

**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       Carer/Relative

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

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

She understood and respected when I did not feel up to doing something. But then she came back later to check if I felt up to it then.

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

Sometimes she seemed a little hesitate which made me feel a bit nervous.

**Practice Supervisor/Practice Assessor's Name:** Joe Black

**Signature:** *J Black*

**Date:** 24/07/2020

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 24/07/2020

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

## Patient/Service User/Child/Young Person/Carer Feedback Form 2

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

Please answer the following questions relating to the student nurse by circulating one answer to each question and adding any comment you wish to share in the space provided. Thank you.

### Q1. How would you rate the nursing care provided by the student nurse?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Vey Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q2. How compassionate was the student nurse's care?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q3. How respectfully did the student nurse treat you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q4. How well did the student nurse listen to you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

**Q5. How clearly did the student nurse communicate with you?**

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

Practice Supervisor/Practice Assessor's Name:

Signature:

Date:

Student's Name:

Signature:

Date:

TEACHING PURPOSE ONLY

## Patient/Service User/Child/Young Person/Carer Feedback Form 3

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

How happy were you with the way the student nurse.....	Please place an 'X' on the line for each statement <i>0 = Very Unsatisfied.....10 = Very Satisfied</i>
..... met your needs?	0 .....10
..... understood the way you felt?	0 .....10
..... talked to you?	0 .....10
..... informed you of your care?	0 .....10
.....showed you respect?	0 .....10
<b>What did they do well?</b>	
<b>How can they improve?</b>	
<b>Practice Supervisor/Practice Assessor's Name:</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Student's Name:</b>	
<b>Signature:</b>	<b>Date:</b>

## Patient/Service User/Child/Young Person/Carer Feedback Form 4

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

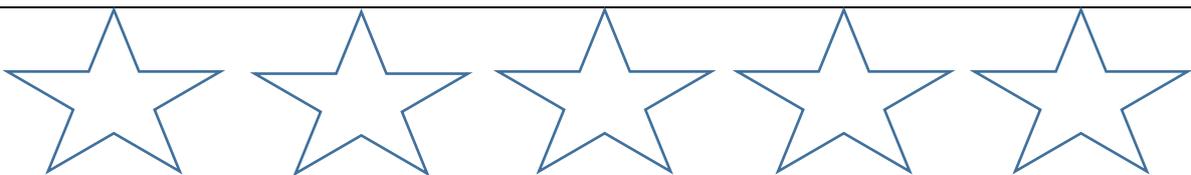
*Please answer the following questions relating to the student nurse*

**Q1. Did the student nurse talk to you?**

**Q2. Was the student nurse kind to you?**

**Q3. Did the student nurse listen to you?**

**Colour in how many stars you would give the student nurse**



Please use this space to draw a picture of the student nurse

TEACHING PURPOSE ONLY

**Practice Supervisor/Practice Assessor's Name:**

**Signature:**

**Date:**

**Student's Name:**

**Signature:**

**Date:**

## Base placement - 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.

Today I worked with the ward physiotherapist. I was surprised because the role of a physiotherapist is extremely varied. The physio assessed the physical condition of a patient, to diagnose problems and implement a treatment plan. The physio also helped patients to walk, or helping others to cope with crutches, walking frames, or wheelchairs. I was interested to understand the physio is also responsible for educating their patients and their families.

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 20<sup>th</sup> January 2020

**Practice Supervisor's Comments:** Meriel was attentive and willing to learn about the role of a physiotherapist. Meriel demonstrated a kind and caring approach to the patients.

**Practice Supervisor's Name:** J Black

**Signature:** *J. Black*

**Date:** 20<sup>th</sup> January 2020

**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.

Today I observed the pharmacist. It was interesting to see how they gave information to multidisciplinary health care team. The pharmacist also prepares medications by reviewing the prescription chart.

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 17<sup>th</sup> February 2020

**Practice Supervisor's Comments:** Meriel was attentive and willing to learn about the role of a pharmacist

**Practice Supervisor's Name:** J. Black

**Signature:** *J. Black*

**Date:** 17<sup>th</sup> February 2020

*More pages can be downloaded as per university guidelines.*

## Base placement - Record of Communication/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/or assessment of the student.

Communication/Additional Feedback	
<p>Meriel administered medication for two patients under my direct supervision. She was able to systematically check the prescription chart thoroughly. Meriel has been practising her medicines calculations with my supervision. We worked together looking through the BNF and Meriel checked for allergies demonstrating an understanding of the risks and managing these. We decided Meriel she will learn 5 commonly used medicines on the ward, Meriel will work towards improving her communication when offering support/advice/education to patients.</p>	
<b>Name:</b> M. White	<b>Designation:</b> Staff Nurse
<b>Signature:</b> <i>M White</i>	<b>Date:</b> 24 <sup>th</sup> January 2020
Communication/Additional Feedback	
<p>Meriel administered medication for three patients under my direct supervision. She was able to systematically check the prescription chart thoroughly. We worked together looking through the BNF and Meriel checked for allergies demonstrating an understanding of the risks and managing these. Meriel is developing an understanding of the 5 commonly used medicines on the ward, Meriel's communication skills are improving when she is offering support/advice/education to patients.</p>	
<b>Name:</b> M. White	<b>Designation:</b> Staff Nurse
<b>Signature:</b> <i>M White</i>	<b>Date:</b> 23 March 2020
Communication/Additional Feedback	
<p>Meriel administered medication for three patients under my direct supervision. She was able to systematically check the prescription chart thoroughly. We worked together looking through the BNF and Meriel checked for allergies demonstrating an understanding of the risks and managing these. Meriel is developing an understanding of the 5 commonly used medicines on the ward, Meriel's communication skills are improving when she is offering support/advice/education to patients.</p>	
<b>Name:</b> M. White	<b>Designation:</b> Staff Nurse
<b>Signature:</b> <i>M White</i>	<b>Date:</b> 6 July 2020

*More pages can be downloaded as per university guidelines.*

## Allied Health Placement Area 1 ▲

**Placement Provider:** HELS NHS Trust  
(e.g. Trust/Organisation)

**Name of Placement Area:** Theatres

**Type of Experience:** Specialised Department  
(e.g. Community/Ward Based)

**Placement Telephone Number:** 0121 123 4567

**Placement Contact Email:**

**Start Date :** 27 April 2020..      **End Date :** 24<sup>th</sup> May 2020.....      **No. of Hours :** 32 hours

### Nominated Person to Support Student and Address Concerns

**Name :** Andrew Rose

**Designation :** Practice Placement Manager

**Contact Email:** a.rose@nhshels.co.uk

### Practice Assessor Details:

**Name :** Lizzie Blue

**Designation :** Staff Nurse

**Contact Email:** l.blue@nhshels.co.uk

### Academic Assessor Details (for part) :

**Name :** Chris Beech

**Designation :** Senior Lecturer

**Contact Email:** Chris.Beech@ac.uk

## Allied Health Placement: Orientation ▲ ♥

	Allied Placement Area 1		Allied Placement Area 2	
<b>Name of Placement Area :</b>	Theatres			
<b>Name of Staff Member :</b>	Sarah Green			
<b>This should be undertaken by a member of staff in the Placement Area</b>	Initial/Date (Student signature)	Initial/Date (Staff signature)	Initial/Date (Student signature)	Initial/Date (Staff signature)
<b>The following criteria need to be met within the first day of placement</b>				
A general orientation to the health and social care placement setting has been undertaken	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The local fire procedures have been explained and Telephone number provided. Tel: .....	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student has been shown the: <ul style="list-style-type: none"> <li>fire alarms</li> <li>fire exits</li> <li>fire extinguishers</li> </ul>	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
Resuscitation policy and procedures have been explained and telephone number provided Tel.: .....	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
Resuscitation equipment has been shown and explained	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student knows how to summon help in the event of an emergency	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student is aware of where to find local policies: <ul style="list-style-type: none"> <li>health and safety</li> <li>incident reporting procedures</li> <li>infection prevention and control</li> <li>handling of messages and enquiries</li> <li>other policies</li> </ul>	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student has been made aware of information governance requirements	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The shift times, meal times and reporting sickness and absence policies have been explained	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student is aware of their professional role in practice	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
Policy regarding safeguarding has been explained	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student is aware of the policy and process of raising concerns	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
Lone working policy has been explained ( <i>if applicable</i> )	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
<b>The following criteria need to be met prior to use</b>				
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>
The student has been shown and given a demonstration of the medical devices used in the placement area	<i>JLG 27/04/2020</i>	<i>SG 27/04/2020</i>	<i>JLG 25/05/2020</i>	<i>DR 25/5/20</i>

**Allied Health Placement**  
**Patient/Service User/Child/Young Person/Carer Feedback**  
**Guidance**

Thank you for agreeing to provide feedback on the care you have received from one of our student nurses. There are four different forms for you to choose from. The form you select is entirely up to you as the service user. Prior to providing feedback the student nurse's practice supervisor or practice assessor will gain your consent. If you are under the age of 16, parental consent will be needed. In consenting you are agreeing to provide honest feedback about the student's professionalism, this will inform the assessment process along with future practice, audit and evaluation purposes.

Should you not wish for your information to be used in this way, please tick the box on the relevant form and your data will only be used to inform the students' assessment.

Please note, to maintain all aspects of confidentiality and in line with General Data Protection Regulations (GDPR) you should ensure that you do not identify yourself or the organisation in which you are receiving care. Once you have provided your feedback, the practice supervisor/ assessor will review this and sign and date it. This information will then be stored and accessed in line with AEI and professional regulations.

**Please Note: Patient/Service User/Young Person/Carer should not sign this form.**

## Patient/Service User/Carer Feedback Form 1

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

**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"/>			
<b>How happy were you with the way the student nurse.....</b>	<b>Very Happy</b> 	<b>Happy</b> 	<b>I'm Not Sure</b> 	<b>Unhappy</b> 	<b>Very Unhappy</b> 
..... 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"/>
<b>What did the student nurse do well?</b>					
<b>What could the student nurse have done differently?</b>					
<b>Practice Supervisor/Practice Assessor's Name:</b>					
<b>Signature:</b>			<b>Date:</b>		
<b>Student's Name:</b>					
<b>Signature:</b>			<b>Date:</b>		

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

## Patient/Service User/Child/Young Person/Carer Feedback Form 2

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

Please answer the following questions relating to the student nurse by circulating one answer to each question and adding any comment you wish to share in the space provided. Thank you.

### Q1. How would you rate the nursing care provided by the student nurse?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q2. How compassionate was the student nurse's care?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q3. How respectfully did the student nurse treat you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q4. How well did the student nurse listen to you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

**Q5. How clearly did the student nurse communicate with you?**

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

Practice Supervisor/Practice Assessor's Name:

Signature:

Date:

Student's Name:

Signature:

Date:

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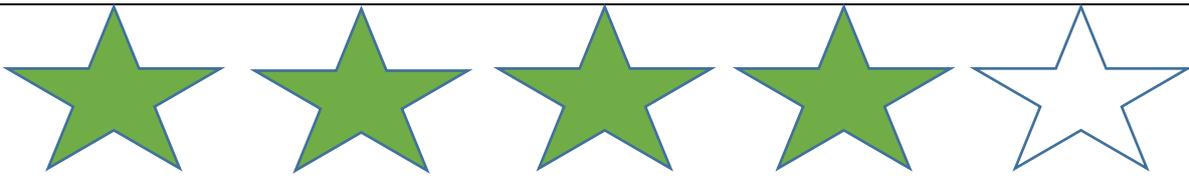
## Patient/Service User/Child/Young Person/Carer Feedback Form 3

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

How happy were you with the way the student nurse.....	Please place an 'X' on the line for each statement <i>0 = Very Unsatisfied.....10 = Very Satisfied</i>
..... met your needs?	0 .....10
..... understood the way you felt?	0 .....10
..... talked to you?	0 .....10
..... informed you of your care?	0 .....10
.....showed you respect?	0 .....10
<b>What did they do well?</b>	
<b>How can they improve?</b>	
<b>Practice Supervisor/Practice Assessor's Name:</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Student's Name:</b>	
<b>Signature:</b>	<b>Date:</b>

## Patient/Service User/Child/Young Person/Carer Feedback Form 4

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

<i>Please answer the following questions relating to the student nurse</i>	
<b>Q1. Did the student nurse talk to you?</b>	Yes
<b>Q2. Was the student nurse kind to you?</b>	Yes, very
<b>Q3. Did the student nurse listen to you?</b>	Yes, she was very helpful
<b>Colour in how many stars you would give the student nurse</b>	
	

Please use this space to draw a picture of the student nurse

TEACHING PURPOSE ONLY

**Practice Supervisor/Practice Assessor's Name:**

**Signature:** *Sarah Green*

**Date:** 23 MARCH 2020

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 23 March 2020

## Allied Health Placement Area 1- Record of working with and learning from others/inter-professional working ▲

<b>Student Reflection:</b> Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below.
<p>Today I spent time with the anaesthetist. I observed how she ensured that general anaesthetic was safely administered to the patient and how she ensured that the patient was kept asleep and pain free throughout the operation. Afterwards she ensure the anaesthetic was reversed so the patient was woken up. She made sure that the patient had pain management medication (analgesia) prescribed for any pain after the operation. I did not realise how important the anaesthetist role was and how closely they work with the surgeon to ensure the patient is safe throughout the whole procedure.</p> <p><b>Student's Name:</b> Meriel Swann</p> <p><b>Signature:</b> <i>M. Swann</i> <span style="float: right;"><b>Date:</b> 04/05/2020</span></p>
<p><b>Practice Supervisor's Comments:</b> Meriel has taken on board some valuable aspects of team working whilst observing the anaesthetist today. She has been able to explain to me the key aspects of the role. She has also learnt a little about some of the medications used in theatre as anaesthetic agents and common analgesics.</p> <p><b>Practice Supervisor's Name:</b> <i>Sarah Green</i></p> <p><b>Signature:</b> <i>S. Green</i> <span style="float: right;"><b>Date:</b> 04/05/2020</span></p>
<b>Student Reflection:</b> Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below.
<p>I spent 4 weeks in theatre following a patient's journey to theatre. I learnt how important the checklist that we complete on the ward is and how the patient's safety is maintained by all the checks that are done in theatre before the patient has their operation. It was interesting to watch the operation and it has helped me understand the anatomy of the body a little more. The recovery aspect of the patients was interesting and especially how staff ensure the patient's pain was addressed. Following this I am going to read up about 'Never incidents' as this was a term I was told about on my visit and how they can be prevented. I am also going to look at how to assess patient's pain especially if they cannot communicate very well.</p> <p><b>Student's Name:</b> Meriel Swann</p> <p><b>Signature:</b> <i>M. Swann</i> <span style="float: right;"><b>Date:</b> 20/05/2020</span></p>
<p><b>Practice Supervisor's Comments:</b> Meriel has settled in well during her time with the theatres team. She has asked appropriate questions around safety checks and has been able to observe several different types of procedures. She has assisted with the recovery of patients and has taken on board the important aspects of theatre care. She has also developed her knowledge of infection prevention and control measure in theatres.</p> <p><b>Practice Supervisor's Name:</b> Sarah Green</p> <p><b>Signature:</b> <i>S. Green</i> <span style="float: right;"><b>Date:</b> 20/05/2020</span></p>

*More pages can be downloaded as per university guidelines.*

## Allied-Health Placement Area 1- Record of Communication/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/or assessment of the student.

Communication/Additional Feedback	
<p>Meriel has been a keen student whilst with the team in theatres. She has maintained her professionalism at all times ensuring that she has been punctual, respected both patients and staff members. She was a little hesitate to ask questions to start with, I think due to this being a new area but as time went on she became more confident to ask.</p> <p>She was very interested in how patients are assessed and how safety was maintained. We would be happy to have Meriel back.</p>	
<p><b>Name:</b>     <i>Sarah Green</i></p>	<p><b>Designation:</b> Staff Nurse</p>
<p><b>Signature:</b> <i>S. Green</i></p>	<p><b>Date:</b> 20/05/2020</p>
Communication/Additional Feedback	
<p><b>Name:</b></p>	<p><b>Designation:</b></p>
<p><b>Signature:</b></p>	<p><b>Date:</b></p>
Communication/Additional Feedback	
<p><b>Name:</b></p>	<p><b>Designation:</b></p>
<p><b>Signature:</b></p>	<p><b>Date:</b></p>

More pages can be downloaded as per university guidelines.

## Allied Health Placement Area 2 ♥

**Placement Provider: HELS NHS Trust**  
(e.g. Trust/Organisation)

**Name of Placement Area: Poppy Ward**

**Type of Experience: Specialist Dementia Care Unit, Ward Based**  
(e.g. Community/Ward Based)

**Placement Telephone Number: 0121 445566**

**Placement Contact Email:**

**Start Date :** 25 May 2020..... **End Date :** 21 June 2020..... **No. of Hours :**  
.....

**Nominated Person to Support Student and Address Concerns**

**Name :** Andrew Rose

**Designation :** Practice Placement Manager

**Contact Email:** a.rose@nhshels.co.uk

**Practice Assessor Details:**

**Name :** Lizzie Blue

**Designation :** Senior Staff Nurse

**Contact Email:** l.blue@nhshels.co.uk

**Academic Assessor Details (for part) :**

**Name :** Chris Beech

**Designation :** Senior Lecturer

**Contact Email:** Chris.Beech@ac.uk

## **Allied Health Placement Patient/Service User/Child/Young Person/Carer Feedback Guidance**

Thank you for agreeing to provide feedback on the care you have received from one of our student nurses. There are four different forms for you to choose from. The form you select is entirely up to you as the service user. Prior to providing feedback the student nurse's practice supervisor or practice assessor will gain your consent. If you are under the age of 16, parental consent will be needed. In consenting you are agreeing to provide honest feedback about the student's professionalism, this will inform the assessment process along with future practice, audit and evaluation purposes.

Should you not wish for your information to be used in this way, please tick the box on the relevant form and your data will only be used to inform the students' assessment.

Please note, to maintain all aspects of confidentiality and in line with General Data Protection Regulations (GDPR) you should ensure that you do not identify yourself or the organisation in which you are receiving care. Once you have provided your feedback, the practice supervisor/ assessor will review this and sign and date it. This information will then be stored and accessed in line with AEI and professional regulations.

**Please Note: Patient/Service User/Young Person/Carer should not sign this form.**

## Patient/Service User/Carer Feedback Form 1

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

**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"/>			
	Very Happy	Happy	I'm Not Sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse.....					
..... 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?**

She always treated mum as an individual and was very patient with her. She tried to engage her in conversation and was always very helpful whenever we asked for anything to be done for mum.

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

Nothing that I can think of.

**Practice Supervisor/Practice Assessor's Name:**

Signature: *Daniel Red*

Date: **28<sup>th</sup> May 2020**

**Student's Name: Meriel Swann**

Signature: *M. Swann*

Date: **28<sup>th</sup> May 2020**

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

## Patient/Service User/Child/Young Person/Carer Feedback Form 2

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

Please answer the following questions relating to the student nurse by circulating one answer to each question and adding any comment you wish to share in the space provided. Thank you.

### Q1. How would you rate the nursing care provided by the student nurse?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q2. How compassionate was the student nurse's care?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q3. How respectfully did the student nurse treat you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

### Q4. How well did the student nurse listen to you?

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

**Q5. How clearly did the student nurse communicate with you?**

<i>Poor</i>	<i>Acceptable</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Exceptional</i>
<input type="radio"/>						

Comments:

Practice Supervisor/Practice Assessor's Name:

Signature:

Date:

Student's Name:

Signature:

Date:

TEACHING PURPOSE ONLY

## Patient/Service User/Child/Young Person/Carer Feedback Form 3

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

How happy were you with the way the student nurse.....	Please place an 'X' on the line for each statement <i>0 = Very Unsatisfied.....10 = Very Satisfied</i>
..... met your needs?	0 .....10
..... understood the way you felt?	0 .....10
..... talked to you?	0 .....10
..... informed you of your care?	0 .....10
.....showed you respect?	0 .....10
<b>What did they do well?</b>	
<b>How can they improve?</b>	
<b>Practice Supervisor/Practice Assessor's Name:</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Student's Name:</b>	
<b>Signature:</b>	<b>Date:</b>

## Patient/Service User/Child/Young Person/Carer Feedback Form 4

- I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the student nurse's assessment

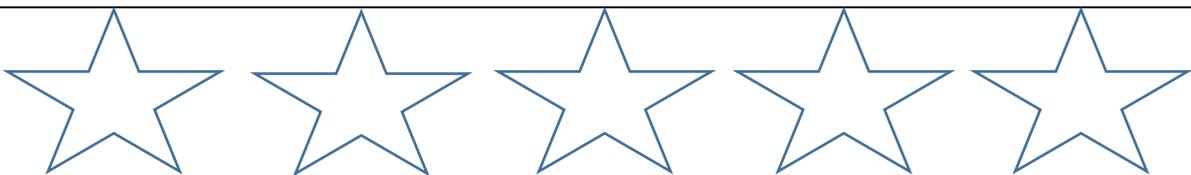
*Please answer the following questions relating to the student nurse*

**Q1. Did the student nurse talk to you?**

**Q2. Was the student nurse kind to you?**

**Q3. Did the student nurse listen to you?**

**Colour in how many stars you would give the student nurse**



Please use this space to draw a picture of the student nurse

TEACHING PURPOSE ONLY

**Practice Supervisor/Practice Assessor's Name:**

**Signature:**

**Date:**

**Student's Name:**

**Signature:**

**Date:**

## Allied Health Placement Area 2- 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.

Today I shadowed the dietitian and watched how she assessed a lady's nutritional needs. The lady had Alzheimer's disease and was getting agitated about sitting down to eat and drink. The dietitian discussed with the lady and her family alternatives that could be tried to help improve dietary intake. She explained to me that due to the disease people can forget to eat and drink and also they may not sit still long enough to take adequate nutrition and hydration. By looking at alternatives such as food they can carry or finger foods this may help encourage the person to eat. I had never thought about the fact that people with dementia may not eat enough and suddenly realised that they would starve if we did not try to help intervene. I will certainly look out for instances where people with dementia may not be eating or drinking enough in the future.

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 2<sup>nd</sup> June 2020

**Practice Supervisor's Comments:**

This has been a valuable learning opportunity for Meriel in relation to dietary needs. She has been very observant when documenting patient's dietary intake since shadowing the dietitian.

**Practice Supervisor's Name:** Daniel Red

**Signature:** *Daniel Red*

**Date:** 2<sup>nd</sup> June 2020

**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.

This morning I spent time with the speech and language team (known as SALT). The assessment I saw was for safety when swallowing food and drink. When people have advanced dementia they may have difficulty swallowing and aspirate. This is when the food or drink goes into their lungs and not down their oesophagus. I learnt that this can lead to an infection often called aspiration pneumonia. I realised it is very important to have an assessment carried out to make sure the person does not aspirate.

The SALT team can recommend that a person becomes nil by mouth or may liaise with the dietitian to have thicker foods provided to try to help avoid aspiration.

I will observe patients when they are eating and drinking and if there appears to be any problems then ask mentor whether they should be referred for a SALT assessment.

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date:** 11<sup>th</sup> June 2020

**Practice Supervisor's Comments:**

Meriel has been proactive when observing our patients with advanced dementia and asking whether they have been or need to be referred to the SALT team. She has been able to explain to me why this is an important assessment and the consequences of not acting upon this information.

**Practice Supervisor's Name:** Daniel Red

**Signature:** *Daniel Red*

**Date:** 11<sup>th</sup> June

*More pages can be downloaded as per university guidelines.*

## Allied Health placement Area 2- Record of Communication/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/or assessment of the student.

### Communication/Additional Feedback

Meriel confidence has developed when communicating with the patients. Meriel has been practising her medicines calculations with my supervision, she is able to safely perform accurate medicines calculations. Meriel is clear at checking prescriptions thoroughly and also checks for patient allergies, by asking the patient and checking the prescription chart and identification band. Under direct supervision Meriel maintains accurate records. Meriel is able to offer patient further support and education.

**Name:** Daniel Red

**Designation:** staff nurse

**Signature:** *Daniel Red*

**Date:** 20<sup>th</sup> June 2020

### Communication/Additional Feedback

**Name:**

**Designation:**

**Signature:**

**Date:**

### Communication/Additional Feedback

**Name:**

**Designation:**

**Signature:**

**Date:**

*More pages can be downloaded as per university guidelines.*

## Assessment of Proficiencies

Incorporating Platforms 1 - 7

Annexe A: Communication and Relationship Management Skills

Annexe B: Nursing Procedures

These 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.

The Grade Descriptors are 'Yes' (this proficiency has been achieved) or 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice for further details.

Some of the proficiencies may be met within simulated learning as per the individual university's policy.

## Part 1 Assessment of Performance

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

	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. Demonstrates and apply knowledge of commonly encountered presentations to inform a holistic nursing assessment including physical, psychological and socio-cultural needs.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
2. Demonstrates understanding of a person's age and development in undertaking an accurate nursing assessment.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
3. Accurately processes all information gathered during the assessment process to identify needs for fundamental nursing care and develop and document person-centred care plans.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
4. Work in partnership with people, families and carers to encourage shared decision-making to manage their own care when appropriate.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
5. Demonstrates an understanding of the importance of therapeutic relationships in providing an appropriate level of care to support people with mental health, behavioural, cognitive and learning challenges.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
6. Provides person-centred care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
7. Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
8. Assesses comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
10. Assesses skin and hygiene status and determines the need for intervention, making sure that the individual remains as independent as possible.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
11. Assists with washing, bathing, shaving and dressing and uses appropriate bed making techniques.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
12. Supports people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
13. Can explain the signs and symptoms of dehydration of fluid retention and accurately records fluid intake and output.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids including pans, bottles and commodes.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
15. Selects and uses continence and feminine hygiene products, for example, pads, sheaths and appliances as appropriate.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
16. Assesses the need for support in caring for people with reduced mobility and demonstrates understanding of the level of intervention needed to maintain safety and promote independence.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
19. Identifies potential infection risks and responds appropriately using best practice guidelines and utilises personal protection equipment appropriately.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
20. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs, and escalate as appropriate.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
23. Collect and observe sputum, urine and stool specimens, undertaking routine analysis and interpreting finding.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
24. Accurately undertakes person-centred risk assessments proactively using a range of evidence based assessment and improvement tools.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
26. Demonstrates an understanding of the principles of partnership, collaboration and multi-agency working across all sectors of health and social care.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
27. Demonstrate an understanding of the challenges of providing safe nursing care for people with co-morbidities including physical, psychological and socio-cultural needs.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
28. Understand the principles and processes involved in supporting people and families so that they can maintain their independence as much as possible.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		
29. Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others.	Yes	L. Blue 09/03/2020	Yes	M White 29/06/2020	Yes	L. Blue 20/07/2020		

**Base placement - Part 1 Episode of Care – Formative ●**  
**(to support development & gain feedback)**

This assessment must be completed by the end Part 1.

The Part 1 summative episode of care (final) assessment will be undertaken by the practice assessor.

**The practice supervisor/assessor and student will identify an appropriate episode of direct care involving meeting the needs of a person/family receiving care. Professionalism underpins all aspects of the students' performance.**

The aim of this assessment is to demonstrate the student's progression in the following five platforms within the *Future Nurse: Standards of Proficiency (including skills from Annexe A and B)* (NMC 2018) **in the context of their intended field(s) of practice:**

- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Improving safety and quality of care
- Co-ordinating care.

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

Students are required to use appropriate therapeutic approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment, applying understanding of mental capacity and health legislation as appropriate.

### **Learning Outcomes**

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), can undertake an accurate assessment and provide evidence based, compassionate and safe nursing care.
2. Demonstrate understanding and can apply the relevant knowledge and skills to meet the individual's needs relating to dignity, comfort, hygiene and mobility.
3. Communicate effectively utilising appropriate verbal and non-verbal skills in the delivery of person-centred care decisions, taking into consideration the use of personal communication aids as appropriate.
4. Identify the impact of lifestyle choices on the individual's mental and physical health and wellbeing and demonstrates the principles of health promotion and preventing ill health.
5. Demonstrate that they have maintained professional values and demonstrates knowledge of safety and safeguarding for the person receiving care and the carers and/or family.

## Base placement - Student Reflection on an Episode of Care ●

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

During my shift I looked after a pre-operative patient. I completed the pre-operative assessment with my supervisor. I was able to assess and plan their individual needs relating to dignity, comfort, hygiene and mobility. I was able to communicate effectively using verbal and non-verbal skills. I took into consideration the patient had a hearing aid when preparing them for theatre.

I assessed and planned the patient's medical, physical, psychological and spiritual needs before surgery. I helped co-ordinate care by liaising with the family to plan for the patients discharge home. I spent time with the patient and family talking about the impact of lifestyle choices on their mental and physical health and wellbeing, demonstrating the principles of health promotion and preventing ill health.

**What did you do well?**

I feel I explained the operation to the patient and family well. This offered an ideal opportunity to establish that the patient still wanted the operation to go ahead and that he fully understood why he was having the procedure. It also allowed the patient to understand the benefits and disadvantages of having the surgery; what will happen in hospital in terms of any drips, drains or pain control they may need; and details of the surgical procedure.

**What would you have done differently?**

I would like to improve my understanding of the role of the pharmacist in the first part of the pre-operative assessment, who gives advice on changing treatments or stopping medications, such as the contraceptive pill, aspirin and warfarin.

## Base placement - 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)								
Standard of Proficiency	Yes/No	Comments						
<b>Promoting health and preventing ill health</b> Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families.	Yes	Meriel has a growing understanding of the applied the principles of health promotion and improvement when caring for the individual and their families.						
<b>Assessing needs and planning care</b> Takes an accurate history and undertakes a person-centred assessment in order to plan effective care.	Yes	Meriel confidence is developing when taking an accurate history and undertaking a person-centred assessment in order to plan effective care.						
<b>Providing and evaluating care</b> Provides person-centred evidence-based care in managing dignity, comfort, hygiene and mobility needs of the individual.	Yes	Meriel provides a good standard of person-centred evidence-based care in managing dignity, comfort, hygiene and mobility needs of the individual.						
<b>Improving safety and quality of care</b> Undertakes relevant risk assessment (e.g. falls, skin integrity, mental capacity), that must be required and demonstrates an understanding of the difference between risk aversion and risk management.	Yes	Meriel ability to undertake relevant risk assessment is developing. She is demonstrating an understanding of the difference between risk aversion and risk management.						
<b>Co-ordinating care</b> Utilises a range of communication skills to effectively engage with the person receiving care, their family/carers and members of the multi-disciplinary team in the provision and evaluation of care.	Yes	Meriel uses a range of communication skills to effectively engage with the patients receiving care, their family/carers and members of the multi-disciplinary team in the provision and evaluation of care.						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Student's Name:</b> Meriel Swann</td> <td style="width: 25%; border: none;"><b>Signature:</b> <i>M. Swann</i></td> <td style="width: 25%; border: none;"><b>Date:</b> 29 June 2020</td> </tr> <tr> <td style="border: none;"><b>Practice Assessor's Name:</b> L. Blue</td> <td style="border: none;"><b>Signature:</b> <i>L. Blue</i></td> <td style="border: none;"><b>Date:</b> 29/6/20</td> </tr> </table>			<b>Student's Name:</b> Meriel Swann	<b>Signature:</b> <i>M. Swann</i>	<b>Date:</b> 29 June 2020	<b>Practice Assessor's Name:</b> L. Blue	<b>Signature:</b> <i>L. Blue</i>	<b>Date:</b> 29/6/20
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## Base placement - Part 1 Episode of Care - Summative ■

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

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

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

- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Improving safety and quality of care
- Co-ordinating care.

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

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment, applying understanding of mental capacity and health legislation as appropriate.

### Learning Outcomes

The student is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate), can undertake an accurate assessment and provide evidence based, compassionate and safe nursing care.
2. Demonstrate understanding and can apply the relevant knowledge and skills to meet the individual's needs relating to dignity, comfort, hygiene and mobility.
3. Communicate effectively utilising appropriate verbal and non-verbal skills in the delivery of person-centred care decisions, taking into consideration the use of personal communication aids as appropriate.
4. Identify the impact of lifestyle choices on the individual's mental and physical health and wellbeing and demonstrates the principles of health promotion and preventing ill health.
5. Demonstrate that they have maintained professional values and demonstrates knowledge of safety and safeguarding for the person receiving care and the carers and/or family.

## Base placement - Student Reflection on an Episode of Care ■

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

During my shift I looked after a post-operative patient. I completed the post-operative assessment with my supervisor. I was able to assess and plan their individual needs relating to dignity, pain and comfort, surgical site, hygiene and mobility. I was able to communicate effectively using verbal and non-verbal skills.

I closely monitored the patient in order to identify early and prevent any complications from occurring. I recorded the patient's blood pressure, breathing, temperature, and pulse. I also assessed the surgical site for signs of bleeding or infection.

**What did you do well?**

I feel I showed care and compassion. I talked to the patient explaining everything I did to help alleviate any fears and anxiety by maintaining a calm presence. I monitored and assessed the patient closely for any deterioration in condition, by implementing the patients post-operative care plan. I understand post-operative patients are at risk of clinical deterioration. It is important to read local policies to help reduce potential problems. The early warning score system are used to identify deteriorating patients. The early warning score are based on the patient's pulse and respiratory rate, systolic blood pressure, temperature and level of consciousness. Additional monitoring may include pain assessment, capillary refill time, percentage of oxygen administered, oxygen saturation, central venous pressure, infusion rates and hourly urine output.

**What would you have done differently?**

I would like to feel more confident when a patient's condition is identified as deteriorating, I plan to pass on this information verbally to my supervisor or nurse in charge by using the Situation, Background, Assessment and Recommendation (SBAR) tool.

## Base placement - 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)		
Standard of Proficiency	Yes/No	Comments
<b>Promoting health and preventing ill health</b> Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families.	Yes	Meriel applies the principles of health promotion and improvement when caring for the individual and their families.
<b>Assessing needs and planning care</b> Takes an accurate history and undertakes a person-centred assessment in order to plan effective care.	Yes	Meriel confidence has developed when taking an accurate history and undertaking a person-centred assessment in order to plan effective care.
<b>Providing and evaluating care</b> Provides person-centred evidence based care in managing dignity, comfort, hygiene and mobility needs of the individual.	Yes	Meriel provides a good standard of person-centred evidence-based care in managing dignity, comfort, hygiene and mobility needs of the individual.
<b>Improving safety and quality of care</b> Undertakes relevant risk assessment (e.g. falls, skin integrity, mental capacity), that must be required and demonstrates an understanding of the difference between risk aversion and risk management.	Yes	Meriel undertakes relevant risk assessment is developing. She has demonstrated an understanding of the difference between risk aversion and risk management.
<b>Co-ordinating care</b> Utilises a range of communication skills to effectively engage with the person receiving care, their family/carers and members of the multi-disciplinary team in the provision and evaluation of care.	Yes	Meriel uses a range of communication skills to effectively engage with the patients receiving care, their family/carers and members of the multi-disciplinary team in the provision and evaluation of care.
<b>If any of the Standards are 'Not Achieve' this will require a re-assessment and the academic assessor must be informed.</b>		
<b>Student's Name:</b> Meriel Swann	<b>Signature:</b> <i>M. Swann</i>	<b>Date:</b> 24 July 2020
<b>Practice Assessor's Name:</b> L. Blue	<b>Signature:</b> <i>L. Blue</i>	<b>Date:</b> 24/7/20

## Base placement - Part 1 Medicines Management

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

During Part 1 the student should be developing their knowledge and skills in relation to the safe administration of medicines. This assessment should normally be undertaken with one or more patients/service users.

The student must be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment.

**The student must work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies.**

**Regulatory requirements:** *Future Nurse: Standards of Proficiency for Registered Nurses* (NMC 2018), *The Code* (NMC 2018), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016).

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

### Learning Outcomes

The student is able to:

1. Apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.
2. Prepare routine medications where necessary, safely and effectively administer these via common routes and maintains accurate records.
3. Safely and accurately perform medicines calculations.
4. Demonstrate that they have maintained appropriate professional values, expected attitudes and behaviours during the administration of medicines.
5. Maintain safety and safeguard the patient from harm, demonstrating understanding of the Mental Capacity Act (DH 2005) and the Mental Health Act (DH 1983, amended 2007), where appropriate.

## Base placement - Part 1 Medicines Management

YES = Achieved; NO = Not Achieved	
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.	<i>Yes</i>
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.	<i>Yes</i>
3. Understands safe storage of medications in the care environment.	<i>Yes</i>
4. Maintains effective hygiene/infection control throughout.	<i>Yes</i>
5. Checks prescriptions thoroughly: <ul style="list-style-type: none"> <li>• Right patient/service user</li> <li>• Right medication</li> <li>• Right time/date/valid period</li> <li>• Right dose/last dose</li> <li>• Right route/method</li> <li>• Special instructions</li> </ul>	<i>Yes</i>
6. Checks for allergies demonstrating an understanding of the risks and managing these as appropriate: <ul style="list-style-type: none"> <li>• Asks patient/service user</li> <li>• Checks prescription chart or identification band</li> </ul>	<i>Yes</i>
7. Prepares medications safely. Checks expiry date. Notes any special instructions/contraindications.	<i>Yes</i>
8. Calculates doses accurately and safely: <ul style="list-style-type: none"> <li>• Demonstrates to assessor the component parts of the calculation</li> <li>• Minimum of three calculations undertaken</li> </ul>	<i>Yes</i>
9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home).	<i>Yes</i>
10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	<i>Yes</i>
11. Describes/demonstrates the procedure in the event of reduced capacity and non-adherence.	<i>Yes</i>
12. Safely utilises and disposes of equipment.	<i>Yes</i>
13. Maintains accurate records: <ul style="list-style-type: none"> <li>• Records, signs and dates where safely administered.</li> </ul>	<i>Yes</i>
14. Monitors effects and is aware of common side effects and how these are managed.	<i>Yes</i>
15. Uses appropriate sources of information, e.g. British National Formulary.	<i>Yes</i>
16. Offers patient/service user further support/advice/education, including discharge/ safe transfer where appropriate.	<i>Yes</i>

### Practice Assessor's Feedback

Meriel confidence has developed when communicating with the patients. She is able to provide clear and accurate information and checks the patients understanding. Meriel has a high standard of effective hygiene and infection control throughout the medication round. Meriel has been practising her medicines calculations with my supervision, she is able to safely perform the minimum of three accurate medicines calculations.

Meriel is clear at checking prescriptions thoroughly and also checks for patient allergies, demonstrating an understanding of the risks and managing these, by asking the patient and checking the prescription chart and identification band. Under direct supervision Meriel maintains accurate records. Meriel is able to offer patient further support and education, including discharge information.

### Student Reflection on Learning and Development

I feel my confidence has grown during my placement when communicating with the patients. I am able to talk to patients and check their understanding. I feel it is really important to demonstrate a high standard of hand hygiene and infection control throughout the medication round. I have been practising medicines calculations with my Assessor and I am now able to safely perform accurate medicines calculations.

I am able to check the prescription chart thoroughly and also check for patient allergies. I feel I am able to understand the risks and how to manage these, by asking the patient and checking the prescription chart and identification band. I feel more confident completing records and offering patients further support and education about their discharge arrangements to go home. Learning the 5 commonly used medicines on the ward has helped my confidence and development on the ward.

**Student's Name:** Meriel Swann

**Signature:** *M. Swann*

**Date :** 13 July 2020

**Practice Assessor's Name:** L. Blue

**Signature:** *L. Blue*

**Date :** 13/7/20

## Action Plan

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

Practice assessor must liaise with the academic assessor.

The **SMART** principles should be used to construct the action plan.

Placement Name :		Date Action Plan Initiated :	
Nature of Concern Refer to Professional Value(s). Proficiency and/or Episode of Care (Specific)	What Does the Student Need to Demonstrate? Objectives and measures of success (Measurable, Achievable and Realistic)	Support Available and Who Is Responsible	Date for Review (Timed)
Student's Name :		Signature :	
Practice Assessor's Name :		Date :	
Academic Assessor's Name:		Signature :	
		Date :	
<b>Review/Feedback</b>			
Have the objectives been achieved?		YES/NO	
Comments:			
Practice Assessor Name:		Signature:	
		Date:	

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<b>Review/Feedback</b>			
Have the objectives been achieved?		YES/NO	
Comments:			
Practice Assessor Name:		Signature:	Date:

## PRACTICE HOURS

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*To be completed as per your local University Requirements*

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Date	Placement	Total Hrs	Staff Initials	Shift Type		Date	Placement	Total Hrs	Staff Initials	Shift Type	
Example of hours confirmation						Sun	1/7/19	Pixie Ward	7.5	FF	E
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Placement Area: _____	Date: _____	
<b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.		
Signed: _____ (Student)	Name (print): _____	

**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

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