

# PRACTICE ASSESSMENT DOCUMENT FOR PRE-REGISTRATION NURSING STAGE TWO

Student Name.....

Student ID Number.....

Cohort/Intake/Year.....

Name of Programme.....

<b>Identify University</b>			
 <b>UNIVERSITY OF LEEDS</b>		 <b>LEEDS BECKETT UNIVERSITY</b>	
<i>University of</i> <b>HUDDERSFIELD</b> <i>Inspiring tomorrow's professionals</i>		 <b>UNIVERSITY OF BRADFORD</b> <small>MAKING KNOWLEDGE WORK™</small>	
 <b>UNIVERSITY OF Hull</b>			

This University document forms part of the **SUMMATIVE** assessment requirement for registered nurses. It may be retained by the University.

Data Protection: please note that the contents of this document may be photocopied and later used by the University and those persons named within it.

I confirm I have read and agreed with this statement.

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**NB:** This document should be completed in black ink and must be available in the clinical setting at all times. All parts of this document requiring a signature should be signed by the appropriate person. It is the student's responsibility to produce this document when required.

## **Welcome**

This Practice Assessment Document (PAD) records your progress towards becoming a registered nurse.

As these documents will be used by students from different universities, common terminology regarding the 'people' who will be working with and supporting you are identified below. Please note, however that these titles and roles may not be common to all universities.

**MENTOR:** a registered nurse who has a mentorship qualification recognised by the NMC. This person supports the student in practice and is responsible for and is responsible for assessing the student and documenting achievement or non-achievement in the PAD. Mentors and sign off mentors need to be deemed 'live' by completing an annual mentor update and triennial review

**SIGN-OFF MENTOR:** a mentor who meets the NMC additional criteria to assess students in their final placement of the programme

**ASSOCIATE MENTOR:** a qualified practitioner identified by your mentor who supports you in practice.

**SUPERVISOR:** any other appropriately qualified practitioner who supports you in practice

**ACADEMIC TUTOR/ PERSONAL LECTURER:** a member of the academic staff in the University.

**LINK LECTURER:** a member of the academic staff in the University who acts as a communication and support link between placement areas and the University. One aspect of this role involves supporting both staff and student in the practice area.

**PRACTICE LEARNING FACILITATOR:** a qualified practitioner who is a point of contact to support mentors and practice learning.

## **STUDENTS INFORMATION**

You are required to complete all the Practice Standards in the PAD by the end of the stage.

The Practice Standards may be divided between your placements; however some may need repeating in all your placements in this stage. The Practice Standards for each placement will be clearly identified within your programme and/or module in which your placements sit.

The expectation (just as in the skills log) is once a Practice Standard is signed as completed i.e. you are competent in that Practice Standard; you are then expected to perform to a competent level in all your remaining placements for that stage. When a Practice Standard is not assessed until a later placement within the stage i.e. placement 2 or 3, you are expected to be working towards the Practice Standard in your earlier placements within the stage.

Further information may be found in your student handbook.

**DO NOT use tippex or stickers in this document**

## **MENTORS INFORMATION**

Your contribution to the assessment in practice of our next generation of nurses is greatly valued, but would suggest that it is often not acknowledged.

We would like to take this opportunity to thank you for your patience and for taking the time to work with the students whilst they are in practice with you fulfilling your role as an NMC mentor.

Your responsibilities in mentoring are set out in the mentor handbook (available on [www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk)), as well as the NMC Standards to Support Learning and Assessment in Practice (2008), along with the guidance within the West Yorkshire Practice Assessment Documents themselves.

Although it is the students' responsibility to ensure that the documents are fully completed, of a high quality and are kept safely, we would ask that you treat them also with the same diligence, by role-modelling good quality record keeping

### **Practice Standards**

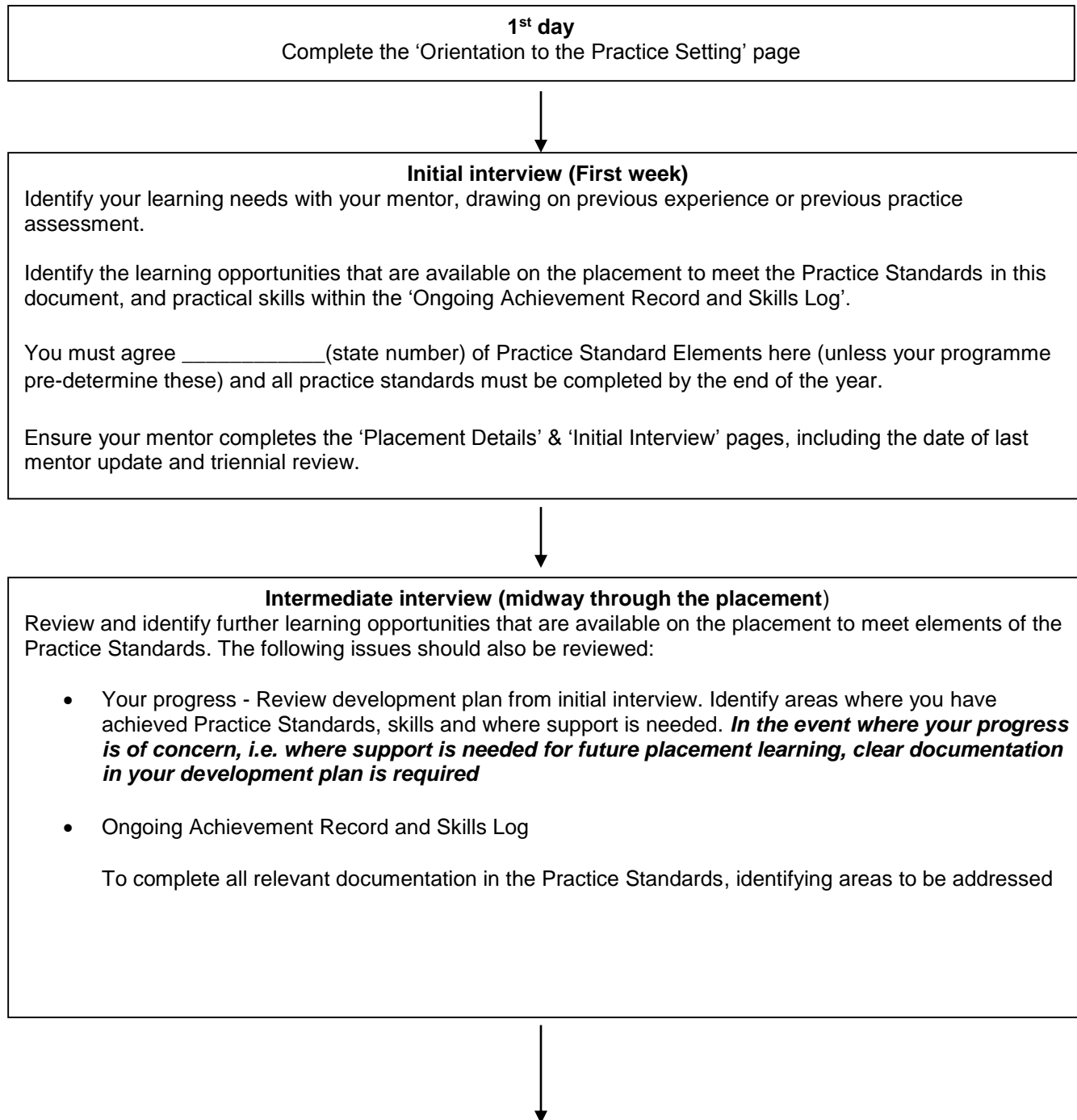
The Practice Standards may be divided between the students' placements; however some may need repeating in all placements in this stage. The Practice Standards for each placement will be clearly identified within their programme and/or module in which their placements sit, so please ask the students for any clarification.

The expectation (just as in the skills log) is once a Practice Standard is signed as completed i.e. the student has been deemed competent in that Practice Standard; they are still expected to perform that standard to a competent level in all their remaining placements for that stage. When the practice Standard is not assessed until a later placement within the stage i.e. placement 2 or 3, they are still expected to be working towards achievement of the Practice Standard in earlier placements within the stage

If you are unsure / unclear about anything to do with completion of the documentation, please contact your local University contact

## THE ASSESSMENT OF PRACTICE PROCESS

Assessment in practice is continuous in nature and students are expected to evidence consistency of achievement throughout the year. This means that all practice standards and some skills have to be addressed, assessed (and where opportunity exists) achieved by the end of the stage.



**Final Interview**

Discuss the learning achieved with your mentor and complete all relevant documentation in the Ongoing Achievement Record and Skills Log; checking;

- Practice Standards using the following abbreviations

A (Achieved).	You have achieved the element
NA (Not achieved)	You have not achieved the element  N.B. agreed practice standards elements not achieved should be addressed as a priority in subsequent placements for that stage

- Ongoing Achievement Record and Skills Log
- Attendance record
- Record of concerns (where appropriate)
- Grading criteria at the end of the document (University of Bradford only)
- Sign in each individual box



**End of Stage Interview**

Your mentor is responsible for confirming whether you have successfully demonstrated practical skills and professional behaviours and that you have achieved ALL elements of the Practice Standards.

Mentor completes the 'End of Year Summary' and the 'Final Interview Page' in the Ongoing Achievement Record and Skills Log

An overall decision for the stage will be given using the categories as below:

PASS	You have achieved all practice standards for this stage of the programme
FAIL	You have not achieved all the practice standards for this stage of the programme.

# PLACEMENT 1

**Placement 1**

## Placement details

To be completed by you and your mentors

Placement Area		Module code	
Dates of Placement	from	until	
Placement Contact Number			
NMC Mentor name (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (2) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Tutor/Link Lecturer			

Mentor and Associate Mentor Details (Cont).

NMC Mentor name (3) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (4) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Academic Tutor/Link Lecturer			



West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18  
**Stage 2, Placement 1**

**Attendance Record Sheet**

**(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)**

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late.  * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

**N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK**

**TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = ..... HOURS**

I verify that 40% of clinical placement time was between the student and mentor and that these documented details are accurate.

**Signature of mentor ..... Date .....**

**Signature of student ..... Date .....**

**Absences**

Please document all absences in the table below

<b>Date</b>	<b>Hours Missed</b>	<b>Reason for missed hours (e.g. sickness / non-attendance)</b>	<b>Mentor's signature</b>
<b>Total</b>			

**Signature of mentor** ..... **Date** .....

**Signature of student** ..... **Date** .....

**Does not need to be completed if no absences**

**Placement 1**

**Orientation to Placement Setting**

To be completed before the end of the first shift for each hub and spoke

The key element of orientation is for the student to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your mentor**.

Your mentor should signpost you to appropriate health and safety policies.

The items below are essential; please add any other specific practice setting requirements in the end box.

Information/Orientation		Date and RN / registered professional initial	Date/supervisor initial (for alternative/complementary/spoke placements)	
Responsibilities in Emergency situations:	- Cardiac arrest - alerting team/employees			
Fire	- alarm points - assembly points - standing orders, policies, procedures			
Accident/Incident Procedures	- staff - visitors - identified first aider -inform University if incident form completed			
Infection Control	- used equipment/sharps/linen - policies - disposal of waste			
Moving and Handling Policy and mobility techniques in this area				
Vulnerable Adults / Safeguarding Children				
Communication Process	- observation / duty hours - reporting sickness and absence - person to whom the student must report -understands the policy for receiving and referring messages and enquiries			
Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure				
Confidentiality and Information Governance				
Mobile Phones				
Dress and Attire - policy and regulations related to dress code whilst on placement				
Toured the placement area environment / Introduced to the staff / staffing structure				
Personal Safety and risk issues				
Management and storage of patients valuables				
Management and storage of students personal belongings				
Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Please circle: <b>Yes / No</b>				
Other issues specific to this placement (Please Specify)				

**Placement 1**

**INITIAL INTERVIEW**

To be completed in the 1<sup>st</sup> week

**Student to identify learning and development needs with reference to skills and Practice Standards in this setting:**

**Mentor to agree learning opportunities identified by the student.**

**Development Plan: All students must have an ongoing development plan. Areas of concern must be explicitly defined.** Where it is anticipated that opportunities to achieve specific practice standards elements or skills may not be available; a note of this should be made here, and the student should make their lecturer aware of this

**Mentor and student to negotiate a learning plan**

**NB: there is a spare page overleaf for continuation of development / learning plan**

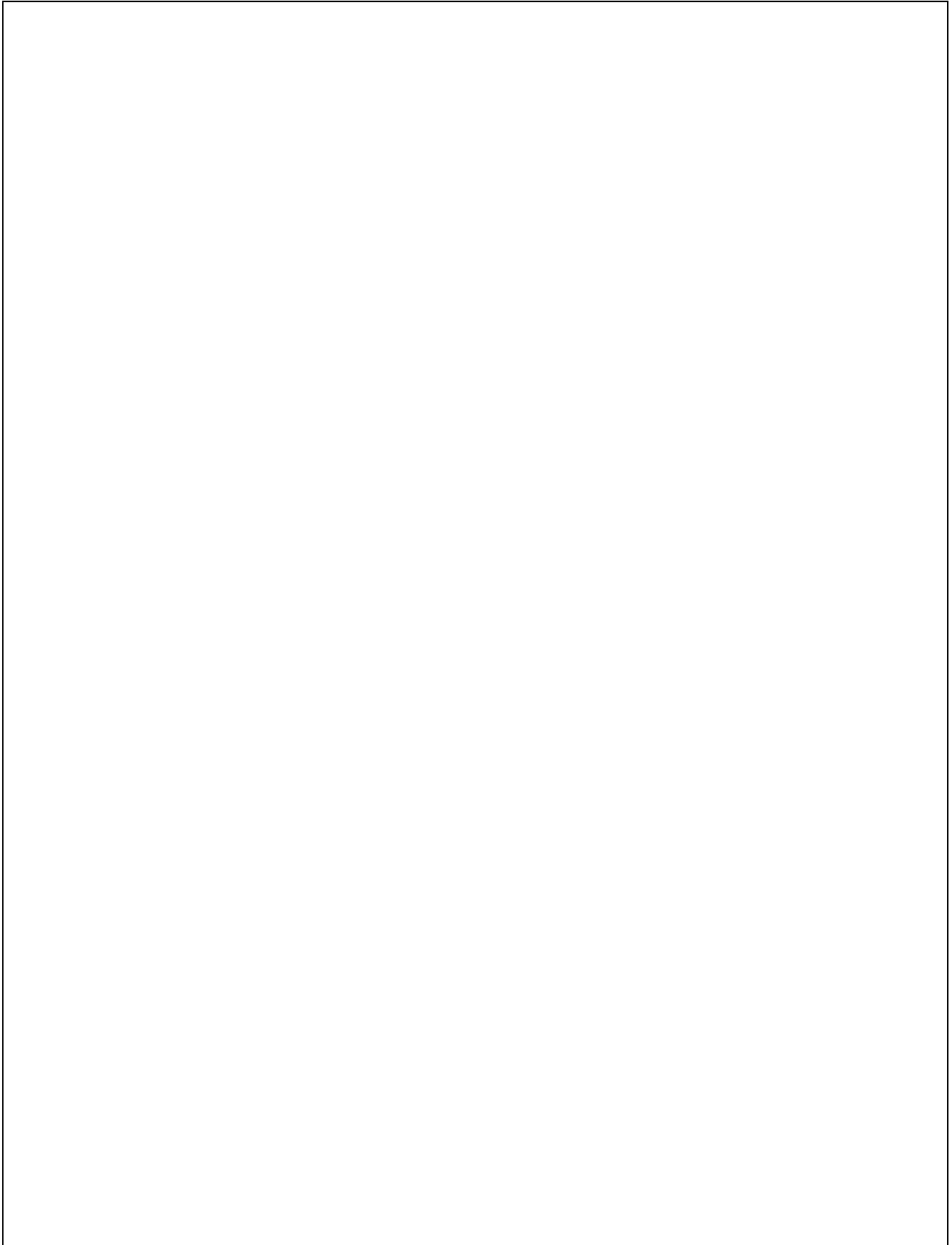
Proposed date for intermediate interview.....

Mentor Signature: .....

Date.....

Student Signature: .....

Date.....





West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

<b>Stage 2, Placement 1</b>	<b>Satisfactory</b>			<b>Unsatisfactory</b>
	<b>Practice consistently reflects professional values &amp; attitudes</b>	<b>Practice mainly reflects professional values &amp; attitudes (development plan must be agreed and recorded)</b>		<b>Practice consistently reflects unprofessional values &amp; attitudes</b>
<b>Professional Attitude in a Practice Setting - Intermediate Interview</b>				
<b>Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude</b>				
<b>1. Make the care of people their first concern, treating them as individuals and respecting their dignity</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
<b>2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
maintaining confidentiality				
maintaining records				
using problems solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
<b>3. Be open and honest, act with integrity and uphold the reputation of your profession</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately is unable to attend placement				
complying with hygiene, uniform and dress codes.				

\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student. NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement as well as requiring an action plan

Date completed ..... Mentor signature.....Student signature.....

**INTERMEDIATE INTERVIEW**

You and your mentor should review evidence in all sections of this document and the Ongoing Achievement Record and Skills Log to identify your strengths and development needs. The initial development plan should be carefully reviewed before formulating and documenting a new development plan. Areas of concern must be explicitly defined.

**Your review of your own progress in meeting learning needs (to be completed prior to the interview):**

**Mentor's review of your progress** (for mentors of University of Bradford and Huddersfield students, also use the grading tool at the back of the PAD document):

**NB: there is a spare page overleaf for continuation of development / learning plan**

**Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:**

Proposed date for final interview (the final interview documentation is in the Ongoing Achievement Record and Skills Log).....

Ongoing Achievement Record and Skills Log reviewed? Yes / No	Practice Standards elements reviewed? Yes / No
Professional Behaviours completed? Yes / No	Testimonies / Service user feedback reviewed? Yes / No / Not applicable
<b>Have any concerns or potential concerns been raised at this point? Yes / No</b>	<b>If yes, has the academic tutor/ link lecturer been informed? Yes / No</b>
Student Signature	Date
Mentor Signature	Date

The following University staff have been informed that concerns continue to exist\*/ have been resolved\* by the mentor: \*(please delete appropriately)

Name.....Date ..... Mentor initials.....









**Placement 1**

**STATEMENT OF PLACEMENT ACHIEVEMENT (Placement 1)**

**Mentor: please note that this page also needs completing in the Ongoing Achievement Record and Skills Log document**

**NAME OF STUDENT (please print):** .....

**NAME OF PLACEMENT** .....

**ORGANISATION (e.g. name of NHS Trust)** .....

**NAME OF MENTOR (please print):** .....

**PASS** (the practice standards are being achieved)

Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has **PASSED** the placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

**FAIL** (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has **FAILED** on the placement.

**If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.**

The student's progress has been discussed and an **ACTION PLAN** will be developed with the appropriate lecturer and used in the next placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**



# **FINAL PLACEMENT**

**Final Placement**

## Placement details

To be completed by you and your mentors

Placement Area		Module code	
Dates of Placement	from	until	
Placement Contact Number			
NMC Mentor name (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (2) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Tutor/Link Lecturer			

Mentor and Associate Mentor Details (Cont).

NMC Mentor name (3) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (4) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Academic Tutor/Link Lecturer			

**Attendance Record Sheet**

**(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)**

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late. * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

**N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK**

**TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = ..... HOURS**

I verify that 40% of clinical placement time was between the student and mentor and that these documented details are accurate.

**Signature of mentor ..... Date .....**

**Signature of student ..... Date .....**





### Orientation to Placement Setting

To be completed before the end of the first shift

The key element of orientation is for the student to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your mentor**.

Your mentor should signpost you to appropriate health and safety policies.

The items below are essential; please add any other specific practice setting requirements in the end box.

Information/Orientation		Date and RN / registered professional initial	Date/supervisor initial (for alternative/complementary/spoke placements)	
Responsibilities in Emergency situations:	- Cardiac arrest - alerting team/employees			
Fire	- alarm points - assembly points - standing orders, policies, procedures			
Accident/Incident Procedures	- staff - visitors - identified first aider -inform University if incident form completed			
Infection Control	- used equipment/sharps/linen - policies - disposal of waste			
Moving and Handling Policy and mobility techniques in this area				
Vulnerable Adults / Safeguarding Children				
Communication Process	- observation / duty hours - reporting sickness and absence - person to whom the student must report -understands the policy for receiving and referring messages and enquiries			
Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure				
Confidentiality and Information Governance				
Mobile Phones				
Dress and Attire - policy and regulations related to dress code whilst on placement				
Toured the placement area environment / Introduced to the staff / staffing structure				
Personal Safety and risk issues				
Management and storage of patients valuables				
Management and storage of students personal belongings				
Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Please circle: <b>Yes / No</b>				
Other issues specific to this placement (Please Specify)				

**Final Placement**

**INITIAL INTERVIEW**

To be completed in the 1<sup>st</sup> week

**Student to identify learning and development needs with reference to skills and Practice Standards in this setting:**

**Mentor to agree learning opportunities identified by the student.**

**Development Plan: All students must have an ongoing development plan. Areas of concern must be explicitly defined.** Where it is anticipated that opportunities to achieve specific practice standards elements or skills may not be available; a note of this should be made here, and the student should make their lecturer aware of this

**Mentor and student to negotiate a learning plan**

**NB: there is a spare page overleaf for continuation of development / learning plan**

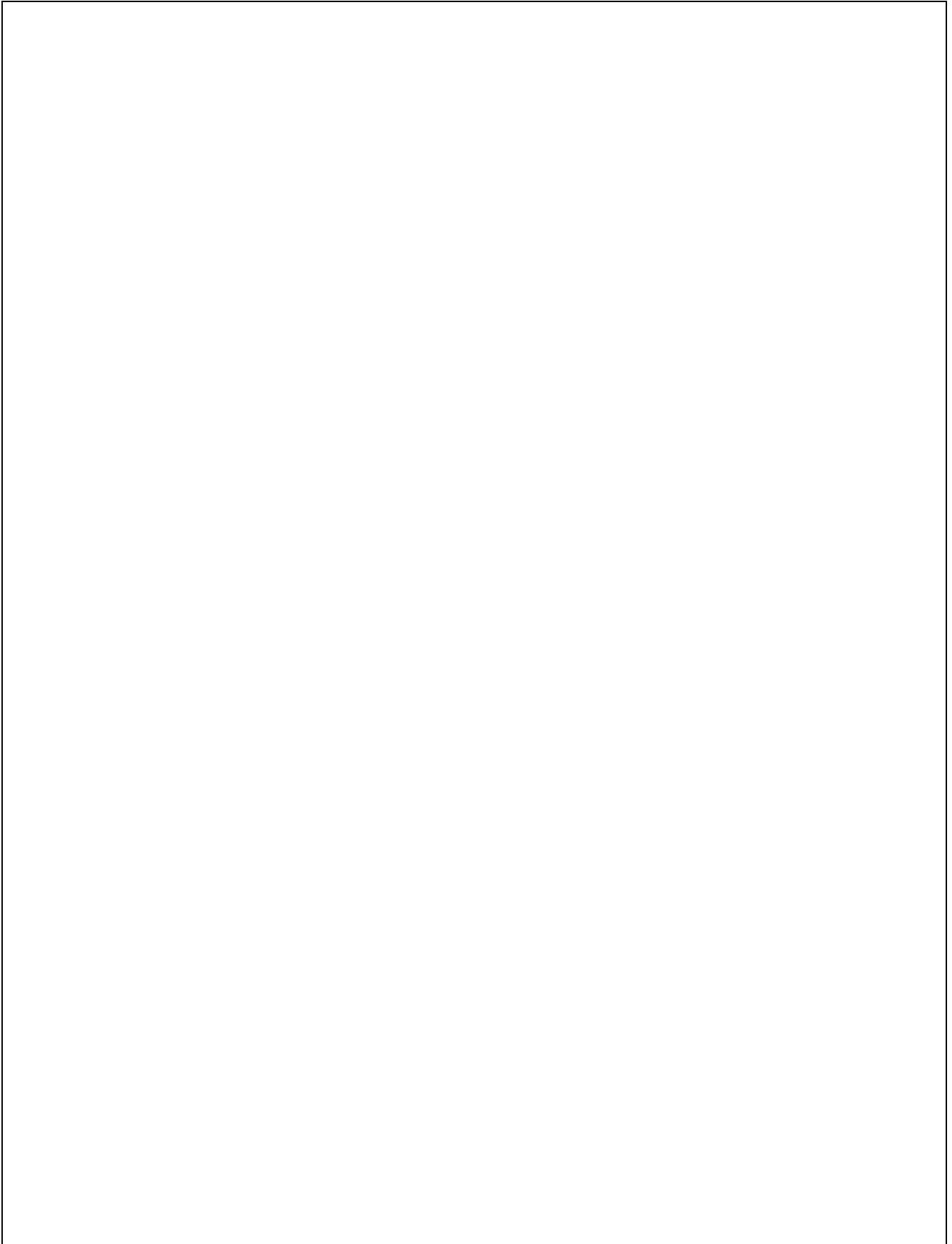
Proposed date for intermediate interview.....

Mentor Signature: .....

Date.....

Student Signature: .....

Date.....



West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

<b>Stage 2, Final Placement</b>	<b>Satisfactory</b>			<b>Unsatisfactory</b>
	<b>Practice consistently reflects professional values &amp; attitudes</b>	<b>Practice mainly reflects professional values &amp; attitudes (development plan must be agreed and recorded)</b>		<b>Practice consistently reflects unprofessional values &amp; attitudes</b>
<b>Professional Attitude in a Practice Setting - Intermediate Interview</b>				
<b>Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude</b>				
<b>2. Make the care of people their first concern, treating them as individuals and respecting their dignity</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
<b>3. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
maintaining confidentiality				
maintaining records				
using problems solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
<b>4. Be open and honest, act with integrity and uphold the reputation of your profession</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately is unable to attend placement				
complying with hygiene, uniform and dress codes.				

\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student. NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement as well as requiring an action plan

Date completed ..... Mentor signature.....Student signature.....

**INTERMEDIATE INTERVIEW**

You and your mentor should review evidence in all sections of this document and the Ongoing Achievement Record and Skills Log to identify your strengths and development needs. The initial development plan should be carefully reviewed before formulating and documenting a new development plan. Areas of concern must be explicitly defined.

**Your review of your own progress in meeting learning needs (to be completed prior to the interview):**

**Mentor’s review of your progress** (for mentors of University of Bradford and Huddersfield students, also use the grading tool at the back of the PAD document):

**NB: there is a spare page overleaf for continuation of development / learning plan**

**Identify any practice standards, professional behaviour or other concerns related to the student’s ability to progress. Supporting evidence should be provided for each concern:**

Proposed date for final interview (the final interview documentation is in the Ongoing Achievement Record and Skills Log).....

Ongoing Achievement Record and Skills Log reviewed? Yes / No	Practice Standards elements reviewed? Yes / No
Professional Behaviours completed? Yes / No	Testimonies / Service user feedback reviewed? Yes / No / Not applicable
<b>Have any concerns or potential concerns been raised at this point? Yes / No</b>	<b>If yes, has the academic tutor/ link lecturer been informed? Yes / No</b>
Student Signature	Date
Mentor Signature	Date

The following University staff have been informed that concerns continue to exist\*/ have been resolved\* by the mentor: \*(please delete appropriately)

Name.....Date ..... Mentor initials.....

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<p><b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b></p>	
<p><b>Date of experience:</b></p>	<p><b>Supervisor</b></p>
<p><b>Experience Area Name:</b>          Contact person-Name and job title          Address          Tel no          Email contact</p>	
<p><b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b></p>	
<p><b>Record of experience</b>          Include short reflective account of what you have learnt</p>             <p>Comments from supervisor / other professionals</p>             <p>Name.....signature.....          Professional background.....</p>	
<p><b>Number of hours</b></p>	<p><b>Name of supervisor (please print)</b>            Signature of supervisor:</p>





**Final Placement**

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt	
Comments from supervisor / other professionals	
Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b>  Signature of supervisor:

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt          Comments from supervisor / other professionals          Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b>  Signature of supervisor:

**Final Placement**

**STATEMENT OF PLACEMENT ACHIEVEMENT (Final Placement)**

**Mentor: please note that this page also needs completing in the Ongoing Achievement Record and Skills Log document**

**NAME OF STUDENT (please print):** .....

**NAME OF PLACEMENT** .....

**ORGANISATION (e.g. name of NHS Trust)** .....

**NAME OF MENTOR (please print):** .....

**PASS** (the practice standards are being achieved)

Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has **PASSED** the placement and can pass to the next stage.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

**FAIL** (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has **FAILED** on the placement.

**If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.**

The student's progress has been discussed and an **ACTION PLAN** will be developed with the appropriate lecturer and used in the next placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

# PRACTICE STANDARDS

These standards are reproduced from the Essential Skills Clusters (NMC 2010)

**Example page**

Mentors must assess students using the Practice Standards stem statement, with the sub-elements guiding their decisions. Below the example is a grid showing the full Practice Standards (ESC) for all 3 years, using the NMC stages and numbering.

Students cannot pass a Standard if they haven't achieved one or more of the sub-elements.

Please remember, the expectation is that once a Standard is signed as achieved, the student is expected to perform that Standard to a competent level for that stage in all the remaining placements. Where the Standard is not assessed until a later placement within that stage (i.e. placement 2 or 3), the student is expected to be working towards that Standard in the earlier placements.

Please note: Some elements may need to be achieved on all placements; others may be specified by the University programme managers.

	Placement 1	Placement 2	Final Placement
	By Final Interview	By Final Interview	By Final Interview
<b><u>Standard statement</u></b>			
<b>1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.</b>			
<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT of STANDARD. Please identify which elements haven't been achieved using codes</b> A = Achieved NA = Not Achievable due to lack of opportunity F=Fail			
1.1 Articulates the underpinning values of 'The code' (NMC 2015).	A <i>G.Porter</i>	A <i>S Hurt</i>	A <i>P Smith</i>
1.2 Works within limitations of the role and recognises own level of competence.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A <i>P Smith</i>
1.3 Promotes a professional image.	F <i>G.Porter</i>	F <i>S Hurt</i>	A <i>P Smith</i>
1.4 Shows respect for others.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A <i>P Smith</i>
1.5 Is able to engage with people and build caring professional relationships.	N A <i>G.Porter</i>	A <i>S Hurt</i>	A <i>P Smith</i>

**Grid below shows the numbering of the Practice Standards (labelled ESC) across the Stages (years), demonstrating the increasing numbers required throughout the programme**

ESC	Stage1	Stage2	Stage3	ESC	Stage1	Stage2	Stage3	ESC	Stage1	Stage2	Stage3
1	1-5	1, 6-7	1, 8-14	15	1		2-5	29		1-4	5-7
2	1	2-7	8-14	16			1-6	30	1-2	3-4	5-8
3	1-3		4-7	17	1-2	3-6	7-12	31		1-2	3-6
4	1-3		4-7	18	1-6	7-8	9-15	32			1-4
5	1-5		6-13	19	1-2		3	33	1		2
6	1-5	6	7-13	20	1		2-5	34		1-3	4-6
7	1-3	4	5-9	21	1	2-6	7-11	35		1-2	3-4
8	1	2-3	4-7	22	1	2-6	7-11	36		1	2-6
9	1	2-11	12-22	23		1-4	5-8	37		1	2
10		1-5	6-10	24	1-3		4	38		1-3	4-6
11	1-3	4	5-10	25		1-3	4-6	39		1	2
12	1	2-4	5-9	26		1-3	4-5	40		1	2-5
13		1-3		27		1-5	6-11	41		1	2
14	1	2-5	6-11	28		1-4	5-10	42		1	2-3

## Practice Standards

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
	<b>Care, compassion and communication</b>			
<b>1</b>	<b><i>As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.</i></b>			
1.1 4.3 14.1	Articulates and adopts a principled approach to care and works within the code (NMC 2015) and adheres to the Guidance on professional conduct for nursing and midwifery students (NMC 2010) in all areas of practice			
1.6	Forms appropriate and constructive professional relationships with families and other carers.			
1.7	Uses professional support structures to learn from experience and make appropriate adjustments.			
<b>2</b>	<b><i>People can trust the newly registered graduate nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves</i></b>			
2.2 2.3	Actively empowers people to be involved in the assessment and care planning process, determining people's preferences to maximise comfort & dignity			
2.4 2.5	Actively supports people in their own care and self-care, considering with the person and their carers their capability for self-care.			
2.6	Provides personalised care, or makes provisions for those who are unable to maintain their own activities of living maintaining dignity at all times.			
2.7	Assists people with their care.			
<b>3</b>	<b><i>People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.</i></b>			
3.1	Demonstrates respect for diversity and individual preference, valuing differences, regardless of personal view.			
3.2	Engages with people in a way that ensures dignity is maintained through making appropriate use of the environment, self and skills and adopting an appropriate attitude			
<b>4</b>	<b><i>Intentionally omitted</i></b>			
<b>5</b>	<b><i>People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.</i></b>			
5.3	Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch			

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

		By final interview	By final interview	By final interview
		Placement 1	Final Placement	Catch-up Placement
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved NA = Not Achieved due to lack of opportunity F = Fail</p>			
<b>5</b>	<b>People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.</b>			
5.3	Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch			
5.2	Takes into account people's physical and emotional responses when engaging with them			
5.3	Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch			
5.4	Provides person centred care that addresses both physical and emotional needs and preference			
5.5	Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.			
<b>6</b>	<b>People can trust the newly registered graduate nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.</b>			
3.3 6.6	Uses strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication and uses ways to maximise communication where hearing, vision or speech is compromised.			
<b>7</b>	<b>People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them.</b>			
7.4	Distinguishes between information that is relevant to care planning and information that is not and responds accordingly.			
<b>8</b>	<b>People can trust the newly registered graduate nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.</b>			
8.2 8.3	Applies principles of consent in relation to restrictions relating to specific client groups and seeks consent for care, ensuring that the meaning of consent to treatment and care is understood by the people or service users			

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved NA = Not Achieved due to lack of opportunity F = Fail</p>			
<b>Organisational aspects of care</b>				
<b>9</b>	<b><i>People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times</i></b>			
9.2	Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices.			
9.3	Understands the concept of public health and the benefits of healthy lifestyles and the potential risks involved with various lifestyles or behaviours, for example, substance misuse, smoking, obesity			
9.4	Recognises indicators of unhealthy lifestyles			
9.5	Contributes to care based on an understanding of how the different stages of an illness or disability can impact on people and carers.			
9.6	Measures and documents vital signs under supervision and responds appropriately to findings outside the normal range.			
9.7	Performs routine, diagnostic tests for example urinalysis under supervision as part of assessment process (near client testing).			
9.8	Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources.			
9.9	Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares & responds to clear indicators & signs.			
9.10	With the person and under supervision, plans safe and effective care by recording and sharing information based on the assessment.			
9.11	Where relevant, applies knowledge of age & condition-related anatomy, physiology & development when interacting with people.			
<b>10</b>	<b><i>People can trust the newly registered graduate nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan</i></b>			
10.1	Acts collaboratively with people and their carers enabling and empowering them to take a shared and active role in the delivery and evaluation of nursing interventions			
10.2	Works within the limitations of own knowledge and skills to question and provide safe and holistic care			



West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
10.3	Prepares people for clinical interventions as per local policy			
10.4	Actively seeks to extend knowledge and skills using a variety of methods in order to enhance care delivery			
10.5	Detects, records, reports and responds appropriately to signs of deterioration or improvement.			
<b>11</b>	<b>People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.</b>			
11.4	Documents concerns and information about people who are in vulnerable situations.			
<b>12</b>	<b>People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.</b>			
12.2	Responds appropriately when people want to complain, providing assistance and support.			
12.3	Uses supervision and other forms of reflective learning to make effective use of feedback			
12.4	Takes feedback from colleagues, managers and other departments seriously and shares the messages and learning with other members of the team.			
<b>13</b>	<b>People can trust the newly registered graduate nurse to promote continuity when their care is to be transferred to another service or person</b>			
13.1	Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information, reporting any issues or concerns			
13.2				
13.3				
<b>14</b>	<b>People can trust the newly registered graduate nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.</b>			
14.2	Values others' roles and responsibilities within the team, interacts appropriately, supporting and assisting			
14.5				
14.3	Reflects on own practice and discusses issues with other members of the team to enhance learning considering their own contribution			
17.3				
14.4	Communicates with colleagues verbally, face-to-face & by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood			
<b>15</b>	<b>People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.</b>			
15.1	Accepts delegated activities within limitations of own role, knowledge and skill.			
<b>16</b>	<b>Intentionally omitted</b>			
<b>17</b>	<b>People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.</b>			
17.4	Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered			

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
17.4	Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered			
17.5	Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively			
17.6 18.8	Adheres to safety policies and under supervision works safely within the community setting taking account of local policies, for example, lone worker policy			
<b>18</b>	<b>People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.</b>			
18.7	Contributes to promote safety and positive risk taking			
<b>19</b>	<b>People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.</b>			
19.1 19.2	Recognises signs of aggression and responds appropriately to keep self and others safe, assisting others or obtaining assistance when help is required			
<b>20</b>	<b>Intentionally omitted</b>			

<b>Infection prevention and control</b>				
<b>21</b>	<b>People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.</b>			
21.2	Participates in assessing and planning care appropriate to the risk of infection thus promoting the safety of service users			
21.3	Participates in completing care documentation and evaluation of interventions to prevent and control infection.			
21.4	Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral			
21.5	Recognises potential signs of infection and reports to relevant senior member of staff.			
21.6	Discusses the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population			
<b>22</b>	<b>People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.</b>			
22.2	Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for standard infection control precautions			

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
22.3	Participates in the cleaning of multi-use equipment between each person.			
22.4	Uses multi-use equipment and follows the appropriate procedures.			
22.5	Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions.			
22.6	Adheres to requirements for cleaning, disinfecting, decontaminating of 'shared' nursing equipment, including single or multi-use equipment, before and after every use as appropriate, according to recognised risk, in accordance with manufacturers' and organisational policies.			
<b>23</b>	<b>People can trust a newly registered graduate nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.</b>			
23.1	Safely delivers care under supervision to people who require to be nursed in isolation or in protective isolation settings.			
23.2	Takes appropriate actions in any environment including the home care setting, should exposure to infection occur, for example, chicken pox, diarrhoea and vomiting, needle stick injury.			
23.3	Applies knowledge of an 'exposure prone procedure' and takes appropriate precautions and actions.			
23.4	Takes personal responsibility, when a student knowingly has a blood borne virus, to consult with occupational health before carrying out exposure prone procedures.			
<b>24</b>	<b>People can trust a newly registered graduate nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</b>			
	24.1, 24.2, 24.3 integrated into professional behaviour section			
<b>25</b>	<b>People can trust a newly registered graduate nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.</b>			
25.1	Demonstrates understanding of the principles of wound management, healing and asepsis			
25.2	Safely performs basic wound care using clean and aseptic techniques in a variety of settings			
25.3	Assists in providing accurate information to people and their carers on the management of a device, site or wound to prevent and control infection and to promote healing wherever that person might be, for example, in hospital, in the home care setting, in an unplanned situation.			

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved NA = Not Achieved due to lack of opportunity F = Fail</p>			
<b>26</b>	<b>People can trust the newly qualified nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.</b>			
26.1	Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting.			
26.2	Ensures dignity is preserved when collecting and disposing of bodily fluids and soiled linen.			
26.3	Acts to address potential risks within a timely manner including in the home setting			

<b>Nutrition and fluid management</b>				
<b>27</b>	<b>People can trust the newly registered graduate nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.</b>			
27.1	Under supervision helps people to choose healthy food and fluid in keeping with their personal preferences and cultural needs.			
27.2	Accurately monitors dietary and fluid intake and completes relevant documentation.			
27.3	Supports people who need to adhere to specific dietary and fluid regimens and informs them of the reasons.			
27.4 27.5	Identifies people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided, maintaining independence and dignity wherever possible, providing assistance as required.			
<b>28</b>	<b>People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care</b>			
28.1	Takes and records accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status.			
28.2	Assesses baseline nutritional requirements for healthy people related to factors such as age and mobility.			
28.3 28.4	Contributes to formulating a care plan through assessment of dietary preferences, including local availability of foods and cooking facilities, reporting to other members of the team when agreed plan is not achieved			

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
<b>29</b>	<b>People can trust a newly registered graduate nurse to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.</b>			
29.1	Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.			
29.2	Accurately monitors and records fluid intake and output.			
29.3	Recognises and reports to other members of the team			
29.4	reasons for abnormal fluid intake and output.			
<b>30</b>	<b>People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking</b>			
30.3	Follows local procedures in relation to mealtimes, ensuring that people are ready for the meal; that is in an appropriate location, position, offered opportunity to wash hands, offered appropriate assistance			
30.4				
<b>31</b>	<b>People can trust the newly qualified graduate nurse to ensure those unable to take food by mouth receive adequate fluid and nutrition to meet their needs</b>			
31.1	Recognises, responds appropriately and reports when people have difficulty eating or swallowing.			
31.2	Adheres to an agreed plan of care that provides for individual difference, for example, cultural considerations, psychosocial aspects and provides adequate nutrition and hydration when eating or swallowing is difficult.			
<b>32</b>	<b>Intentionally omitted</b>			

### Medicines management

1 Medicines management is “the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm” (MHRA 2004). As the administration of a medicinal product is only part of the process, these Practice Standards reflect the process from prescribing, through to dispensing, storage, administration and disposal.

2 A Medicinal product is “Any substance or combination of substances presented for treating or preventing disease in human beings or in animals. Any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring, correcting or modifying physiological functions in human beings or animals is likewise considered a medicinal product” (Council Directive 65/65/EEC).

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<p><b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b></p> <p>A = Achieved NA = Not Achieved due to lack of opportunity F = Fail</p>			
<b>33</b>	<b>People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations.</b>			
33.1	<p>Is competent in the process of medication-related calculation in nursing field involving for example:</p> <ul style="list-style-type: none"> <li>• tablets and capsules</li> <li>• liquid medicines</li> <li>• injections</li> <li>• IV infusions including:               <ul style="list-style-type: none"> <li>• unit dose</li> <li>• sub and multiple unit dose</li> <li>• complex calculations</li> </ul> </li> </ul>			
<b>34</b>	<b>People can trust the newly registered graduate nurse to work within legal and ethical frameworks that underpin safe and effective medicines management.</b>			
34.1	Demonstrates understanding of legal and ethical frameworks relating to safe administration of medicines in practice.			
34.2	Demonstrates an understanding of types of prescribing, types of prescribers and methods of supply.			
34.3	Demonstrates understanding of legal and ethical frameworks for prescribing.			
<b>35</b>	<b>People can trust the newly registered graduate nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.</b>			
35.1	Demonstrates awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice.			
35.2	Discusses referral options			
<b>36</b>	<b>People can trust the newly registered graduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.</b>			
36.1	Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur			

		Placement 1	Final Placement	Catch-up Placement
		By final interview	By final interview	By final Interview
	<b>MENTOR TO SIGN and indicate ACHIEVEMENT / NON ACHIEVEMENT FAIL of STANDARD. Please identify which elements haven't been achieved using codes below</b> A = Achieved NA = Not Achieved due to lack of opportunity F = Fail			
<b>37</b>	<b>People can trust the newly registered graduate nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting</b>			
37.1	Demonstrates ability to safely store medicines under supervision.			
<b>38</b>	<b>People can trust the newly registered graduate nurse to administer medicines safely and in a timely manner, including controlled drugs</b>			
38.1	Uses prescription charts correctly and maintains accurate records.			
38.2	Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.			
38.3	Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection.			
<b>39</b>	<b>People can trust the newly registered graduate nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home</b>			
39.1	Demonstrates awareness of roles and responsibilities within the multi-disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings			
<b>40</b>	<b>People can trust the newly registered graduate nurse to work in partnership with people receiving medical treatments and their carers.</b>			
40.1	Under supervision involves people and carers in administration and self-administration of medicines.			
<b>41</b>	<b>People can trust the newly registered graduate nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.</b>			
41.1	Accesses commonly used evidence based sources relating to the safe and effective management of medicine			
<b>42</b>	<b>People can trust the newly registered graduate nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction.</b>			
42.1	Demonstrates knowledge of what a patient group direction is and who can use them.			

**Additional Mentor Guidance for Completion of Student Assessment  
(FINAL INTERVIEW)**

**MENTOR ASSESSMENT OF STUDENT ATTAINMENT  
CLINICAL PRACTICE PLACEMENT 1, 3 & 5**

**TO ACHIEVE AN OVERALL PLACEMENT PASS (Final Interview)**



**RELEVANT Practice Standards should also be signed off if the student has been assessed as having ACHIEVED these**



**ALL 5 Practice Areas (AS MARKING GRID) MUST score a minimum of 8 marks for an overall PASS**

**\*\*\*PLEASE NOTE**

marks awarded for each of the 5 areas must reflect the student's overall performance and underpinning knowledge

***This judgement should be made by considering which RELATED practice standards have/have not been achieved during the placement***



**FAILED/FAILING PLACEMENT**

***YOU MUST contact a Link Lecturer or Practice Learning Facilitator AS SOON AS POSSIBLE for additional support & advice for any student who is 'failing to Progress' for any reason at any point during placement***

**Students will be deemed to have FAILED Clinical Placement 1, 3 OR 5 if:**

**1 PRACTICE AREA (as per marking grid) is NOT achieved** (evidenced by related practice standards NOT being achieved)

(Will require a 4 week supplementary placement to be undertaken)

**OR**

**2 OR MORE PRACTICE AREAS (as per marking grid) are NOT achieved** (evidenced by related practice standards NOT being achieved)

(Will require a FULL supplementary placement to be undertaken)



**MENTOR ASSESSMENT OF STUDENT ATTAINMENT  
CLINICAL PRACTICE PLACEMENT 2, 4 & 6 (Programme Progression Points)**

**To ACHIEVE AN OVERALL PLACEMENT PASS (Final Interview)**

**ALL Practice Standards MUST BE SIGNED OFF as ACHIEVED by the end of placement**



**PRACTICE ABILITIES (as MARKING GRID)  
ALL 5 Practice Areas MUST score a minimum of 8 marks EACH TO ACHIEVE AN  
OVERALL PLACEMENT PASS**

**\*\*\*PLEASE NOTE**

marks awarded for each of the 5 areas must reflect the student's overall performance and underpinning knowledge

***This judgement should be made by considering which RELATED practice standards have/have not been achieved during the placement***



**FAILED/FAILING PLACEMENT**

***YOU MUST contact a Link Lecturer or Practice Learning Facilitator AS SOON AS POSSIBLE for additional support & advice for any student who is 'failing to Progress' for any reason at any point during placement***

**Students will be deemed to have FAILED the placement if:**

**1 PRACTICE AREA (as per marking grid) is not achieved** (evidenced by related practice standards NOT being achieved)  
(Will require a 4 week supplementary placement to be undertaken)

**OR**

**2 OR MORE PRACTICE AREAS (as per marking grid) are not achieved** (evidenced by related practice standards NOT being achieved)  
(Will require a FULL supplementary placement to be undertaken)

**University of Bradford and Huddersfield students****Grading in Practice****Guidance on grading underpinning knowledge for year 2 students**

University of Bradford students are graded in practice on their clinical practice abilities and underpinning knowledge – please see overleaf for criteria. Although there is information in the Mentor handbook (page 6) about the students expected level of involvement in clinical practice for their stage/year, please find below additional guidance on grading underpinning knowledge that students must demonstrate. University of Huddersfield students are formatively assessed in year 2 using this grading criteria

Category	Sub Standard	Good	Very Good	Outstanding	Exceptional
<b>Accuracy of knowledge</b>	Significant errors/ inaccuracies	Some errors/ inaccuracies	Mainly accurate	Minimal errors/ inaccuracies	No errors/ inaccuracies
<b>Key issues</b>	Not identified	Some identified	Key issues identified	Broad range identified	Extensive and original range identified
<b>Understanding</b>	None evident	Limited	Moderate	Good level of	Evidence of deep understanding
<b>Ability to discuss underpinning knowledge</b>	Limited	Some discussion	Inconsistent / lacks depth	Good use of informed discussion	Highly informed
<b>Reflection on practice</b>	None evident	Limited	Appropriate	Good personal & professional reflections	In-depth personal & professional reflections
<b>Questioning</b>	Does not ask and/or responds poorly/ inappropriately	Does not ask or makes limited responses	Asks and responds appropriately	Asks and responds well	Asks and responds thoroughly

Students need to be graded in all practice abilities, listed below, which demonstrate their level of performance in practice and underpinning knowledge. Students will demonstrate varying levels of performance and underpinning knowledge across the different practice abilities however, they **must achieve a minimum of 8 marks in each ability in order to pass. ALL ABILITIES MUST BE PASSED TO ACHIEVE AN OVERALL PASS FOR THE PLACEMENT.**

Please read the stem for each practice ability and related descriptors. Each descriptor carries a numerical marking range and you (the mentor/s) judge the student's level of performance and underpinning knowledge. **Initial** in the box with the most appropriate descriptor for each practice ability, which best describes the student's overall level of performance and underpinning knowledge. For example if you feel that the student *just* meets the good descriptor for communication then it seems reasonable to award 10 marks for that practice ability. Write these marks in the relevant column (intermediate or final). Finally add up all marks and put the total in the total marks box. If a student is failing the placement, the University Link Lecturer and Practice Learning Facilitator must be involved in the assessment of practice process.

For more guidance please read the Mentor Handbook.

**Clinical Practice Grading Criteria, Year 2**

**Placement 1**

Name:			Placement:			Pass / Refer / Fail	
Practice Abilities – Stem Statements	Max 20 marks for each Descriptor		Sub Standard (0-7)	Good (8-9)	Very Good (10 -11)	Outstanding (12 - 15)	Exceptional (16 -20)
	Intermediate Marks	Final Marks	Descriptors for Practice Abilities				
Uses a <b>wide range of communication</b> & interpersonal skills to maintain effective & sensitive interactions with patients/carers & colleagues.			Makes limited use of verbal and/or written communication & interpersonal skills to interact with others.	Makes good use of verbal and written communication & interpersonal skills to interact with others.	Makes very good use of verbal and written communication & interpersonal skills to interact with others.	Makes outstanding use of verbal and written communication & interpersonal skills to interact with others.	Makes excellent use of verbal and written communication & interpersonal skills to interact with others.
Applies & analyses a wide range of <b>knowledge which informs practice</b>			Applies a limited range of knowledge in practice.	Applies a good range of knowledge in practice with some analysis.	Applies a very good range of knowledge in practice with appropriate analysis.	Applies an outstanding range of knowledge in practice with good analysis.	Applies an exceptionally wide range of knowledge in practice with thorough analysis.
Applies <b>organised and responsive approaches</b> to individualised patient care			Limited application of organised & responsive approaches to care.	Good application of organised & responsive approaches to care.	Very good application of organised & responsive approaches to care.	Outstanding application of organised & responsive approaches to care.	Excellent application of organised & responsive approaches to care.
Responds appropriately to <b>professional standards &amp; guidance</b> influencing conduct of self / others			Makes limited responses to professional standards and conduct.	Makes satisfactory responses to professional standards and conduct.	Upholds good professional standards and conduct.	Upholds very good professional standards and conduct.	Upholds excellent professional standards and conduct at all times.
<b>Reflects, analyses, identifies &amp; acts upon</b> personal & professional development needs of self & others.			Demonstrates limited analytical insights into personal & professional development needs.	Demonstrates satisfactory analytical insights into personal & professional development needs & acts accordingly.	Demonstrates good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates very good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates comprehensive analytical insights into personal & professional development needs & acts accordingly.
<b>Total Marks (% mark)</b>			<b>Mentor's signature:</b>				

**Definition of Terms – these may help you in deciding which descriptor best fits the students performance**

Sub-Standard	Student has not demonstrated safe skills, abilities & underpinning knowledge in the practice ability expected in <b>year 2</b> . Student may be unaware of areas of performance that need improving; may lack self awareness.
Good	Student adequately demonstrates safe skills, abilities & underpinning knowledge in the practice abilities expected in <b>year 2</b> . Student is aware of areas of performance that need improving.
Very Good	Student clearly demonstrates skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Outstanding	Student demonstrates high skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Exceptional	Student demonstrates exceptionally high skills, abilities and underpinning knowledge in the practice ability for <b>year 2</b> .

**Clinical Practice Grading Criteria, Year 2****Final Placement**

Name:			Placement:			Pass / Refer / Fail	
Practice Abilities – Stem Statements	Max 20 marks for each Descriptor		Sub Standard (0-7)	Good (8-9)	Very Good (10 -11)	Outstanding (12 - 15)	Exceptional (16 -20)
	Intermediate Marks	Final Marks	Descriptors for Practice Abilities				
Uses a <b>wide range of communication</b> & interpersonal skills to maintain effective & sensitive interactions with patients/carers & colleagues.			Makes limited use of verbal and/or written communication & interpersonal skills to interact with others.	Makes good use of verbal and written communication & interpersonal skills to interact with others.	Makes very good use of verbal and written communication & interpersonal skills to interact with others.	Makes outstanding use of verbal and written communication & interpersonal skills to interact with others.	Makes excellent use of verbal and written communication & interpersonal skills to interact with others.
Applies & analyses a wide range of <b>knowledge which informs practice</b>			Applies a limited range of knowledge in practice.	Applies a good range of knowledge in practice with some analysis.	Applies a very good range of knowledge in practice with appropriate analysis.	Applies an outstanding range of knowledge in practice with good analysis.	Applies an exceptionally wide range of knowledge in practice with thorough analysis.
Applies <b>organised and responsive approaches</b> to individualised patient care			Limited application of organised & responsive approaches to care.	Good application of organised & responsive approaches to care.	Very good application of organised & responsive approaches to care.	Outstanding application of organised & responsive approaches to care.	Excellent application of organised & responsive approaches to care.
Responds appropriately to <b>professional standards &amp; guidance</b> influencing conduct of self / others			Makes limited responses to professional standards and conduct.	Makes satisfactory responses to professional standards and conduct.	Upholds good professional standards and conduct.	Upholds very good professional standards and conduct.	Upholds excellent professional standards and conduct at all times.
<b>Reflects, analyses, identifies &amp; acts upon</b> personal & professional development needs of self & others.			Demonstrates limited analytical insights into personal & professional development needs.	Demonstrates satisfactory analytical insights into personal & professional development needs & acts accordingly.	Demonstrates good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates very good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates comprehensive analytical insights into personal & professional development needs & acts accordingly.
<b>Total Marks (% mark)</b>			<b>Mentor's signature:</b>				

**Definition of Terms – these may help you in deciding which descriptor best fits the students performance**

Sub-Standard	Student has not demonstrated safe skills, abilities & underpinning knowledge in the practice ability expected in <b>year 2</b> . Student may be unaware of areas of performance that need improving; may lack self awareness.
Good	Student adequately demonstrates safe skills, abilities & underpinning knowledge in the practice abilities expected in <b>year 2</b> . Student is aware of areas of performance that need improving.
Very Good	Student clearly demonstrates skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Outstanding	Student demonstrates high skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Exceptional	Student demonstrates exceptionally high skills, abilities and underpinning knowledge in the practice ability for <b>year 2</b> .

**Clinical Practice Grading Criteria, Year 2****Catch-Up Placement**

Name:			Placement:			Pass / Refer / Fail	
Practice Abilities – Stem Statements	Max 20 marks for each Descriptor		Sub Standard (0-7)	Good (8-9)	Very Good (10 -11)	Outstanding (12 - 15)	Exceptional (16 -20)
	Intermediate Marks	Final Marks	Descriptors for Practice Abilities				
Uses a <b>wide range of communication</b> & interpersonal skills to maintain effective & sensitive interactions with patients/carers & colleagues.			Makes limited use of verbal and/or written communication & interpersonal skills to interact with others.	Makes good use of verbal and written communication & interpersonal skills to interact with others.	Makes very good use of verbal and written communication & interpersonal skills to interact with others.	Makes outstanding use of verbal and written communication & interpersonal skills to interact with others.	Makes excellent use of verbal and written communication & interpersonal skills to interact with others.
Applies & analyses a wide range of <b>knowledge which informs practice</b>			Applies a limited range of knowledge in practice.	Applies a good range of knowledge in practice with some analysis.	Applies a very good range of knowledge in practice with appropriate analysis.	Applies an outstanding range of knowledge in practice with good analysis.	Applies an exceptionally wide range of knowledge in practice with thorough analysis.
Applies <b>organised and responsive approaches</b> to individualised patient care			Limited application of organised & responsive approaches to care.	Good application of organised & responsive approaches to care.	Very good application of organised & responsive approaches to care.	Outstanding application of organised & responsive approaches to care.	Excellent application of organised & responsive approaches to care.
Responds appropriately to <b>professional standards &amp; guidance</b> influencing conduct of self / others			Makes limited responses to professional standards and conduct.	Makes satisfactory responses to professional standards and conduct.	Upholds good professional standards and conduct.	Upholds very good professional standards and conduct.	Upholds excellent professional standards and conduct at all times.
<b>Reflects, analyses, identifies &amp; acts upon</b> personal & professional development needs of self & others.			Demonstrates limited analytical insights into personal & professional development needs.	Demonstrates satisfactory analytical insights into personal & professional development needs & acts accordingly.	Demonstrates good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates very good analytical insights into personal & professional development needs & acts accordingly.	Demonstrates comprehensive analytical insights into personal & professional development needs & acts accordingly.
<b>Total Marks</b> (% mark)			<b>Mentor's signature:</b>				

**Definition of Terms – these may help you in deciding which descriptor best fits the students performance**

Sub-Standard	Student has not demonstrated safe skills, abilities & underpinning knowledge in the practice ability expected in <b>year 2</b> . Student may be unaware of areas of performance that need improving; may lack self awareness.
Good	Student adequately demonstrates safe skills, abilities & underpinning knowledge in the practice abilities expected in <b>year 2</b> . Student is aware of areas of performance that need improving.
Very Good	Student clearly demonstrates skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Outstanding	Student demonstrates high skills, abilities & underpinning knowledge in the practice ability for <b>year 2</b> .
Exceptional	Student demonstrates exceptionally high skills, abilities and underpinning knowledge in the practice ability for <b>year 2</b> .

# **CATCH-UP PLACEMENT**

**Catch-up Placement**

**Placement details**

To be completed by you and your mentors

Placement Area		Module code	
Dates of Placement	from	until	
Placement Contact Number			
NMC Mentor name (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (2) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (1)			
Signature and Initials			
Associate Mentor (2)			
Signature and Initials			
Academic Tutor/Link Lecturer			

Mentor and Associate Mentor Details (Cont).

NMC Mentor name (3) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
NMC Mentor (4) (please print) <i>(as appears on local mentor register)</i>			
Date of mentor qualification/last update <i>Mentors are reminded that they are now required by the NMC to affirm that they have attended at least one mentor update in the preceding 12 months</i>		Date triennial review completed <i>Mentors are reminded that they are required by the NMC to affirm that they have completed a triennial review</i>	
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Associate Mentor (3)			
Signature and Initials			
Academic Tutor/Link Lecturer			



**Catch-up Placement**

**Attendance Record Sheet**

**(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)**

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late.  * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late.  * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late.  * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

Week Commencing	Day Code as follows: A = Absent. S = Sick. L = Attended late.  * = worked with mentor	Hours worked per shift Record it in hours & minutes e.g. 7 hours 30 minutes minus break times If sick/absent, write the shift hours in separate table				Full Signature of Mentor/ Placement manager / registered nurse
		Days		Nights		
		Hours	Minutes	Hours	Minutes	
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
w/c	Mon					
	Tues					
	Wed					
	Thurs					
	Fri					
	Sat					
	Sun					
SUB TOTAL						

**N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK**

**TOTAL FOR PLACEMENT (calculated by student and checked by mentor) ..... HOURS**

I verify that 40% of clinical placement time was between the student and mentor and that these documented details are accurate.

**Signature of mentor ..... Date .....**

**Signature of student ..... Date .....**

**Absences**

Please document all absences in the table below

Date	Hours Missed	Reason for missed hours (e.g. sickness / non-attendance)	Mentor's signature
Total			

Signature of mentor ..... Date .....

Signature of student ..... Date .....

**Does not need to be completed if no absences**

**Orientation to Placement Setting**

To be completed before the end of the first shift

The key element of orientation is for the student to understand emergency and safety procedures and protocols and their responsibilities within these. It may be undertaken by an **RN / person delegated by your mentor**.

Your mentor should signpost you to appropriate health and safety policies.

The items below are essential; please add any other specific practice setting requirements in the end box.

Information/Orientation		Date and RN / registered professional initial	Date/supervisor initial (for alternative / complementary/spoke placements)	
Responsibilities in Emergency situations:	- Cardiac arrest - alerting team/employees			
Fire	- alarm points - assembly points - standing orders, policies, procedures			
Accident/Incident Procedures	- staff - visitors - identified first aider -inform University if incident form completed			
Infection Control	- used equipment/sharps/linen - policies - disposal of waste			
Moving and Handling Policy and mobility techniques in this area				
Vulnerable Adults / Safeguarding Children				
Communication Process	- observation / duty hours - reporting sickness and absence - person to whom the student must report -understands the policy for receiving and referring messages and enquiries			
Student understands their responsibility in reporting unsafe/poor quality of care and using the Complaints Procedure				
Confidentiality and Information Governance				
Mobile Phones				
Dress and Attire - policy and regulations related to dress code whilst on placement				
Toured the placement area environment / Introduced to the staff / staffing structure				
Personal Safety and risk issues				
Management and storage of patients valuables				
Management and storage of students personal belongings				
Does the student require any reasonable adjustments? If yes, follow-up in the initial interview. Please circle: <b>Yes / No</b>				
Other issues specific to this placement (Please Specify)				

**INITIAL INTERVIEW**  
 To be completed in the 1<sup>st</sup> week

**Student to identify learning and development needs with reference to skills and Practice Standards in this setting:**

**Mentor to agree learning opportunities identified by the student.**

**Development Plan: All students must have an ongoing development plan. Areas of concern must be explicitly defined.** Where it is anticipated that opportunities to achieve specific practice standards elements or skills may not be available; a note of this should be made here, and the student should make their lecturer aware of this

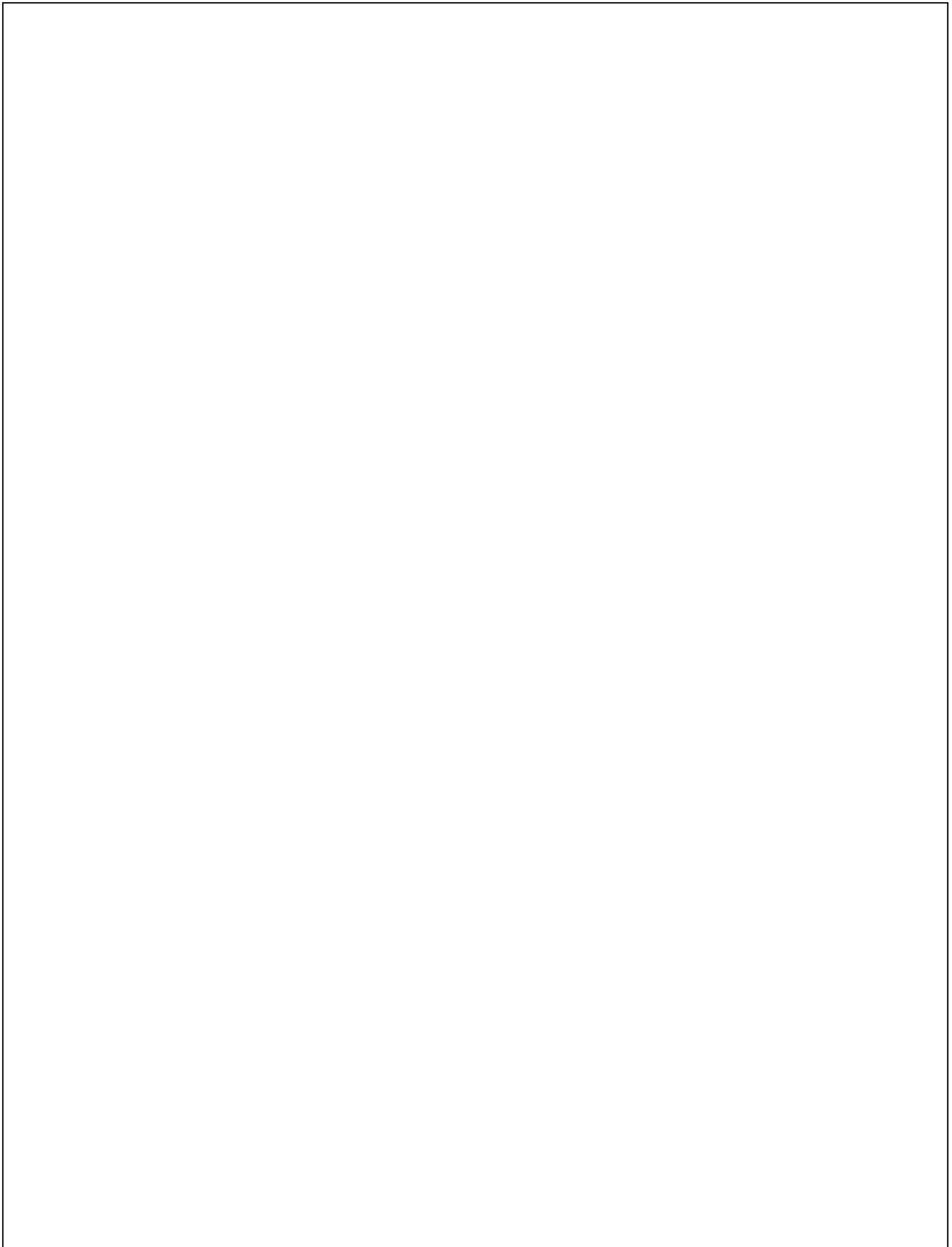
**Mentor and student to negotiate a learning plan**

**NB: there is a spare page overleaf for continuation of development / learning plan**

Proposed date for intermediate interview.....

Mentor Signature: .....	Date.....
-------------------------	-----------

Student Signature: .....	Date.....
--------------------------	-----------





West Yorkshire and Humber Practice Assessment Document for Pre-Registration Nursing 2017/18

<b>Catch-up Placement</b>	<b>Satisfactory</b>			<b>Unsatisfactory</b>
	<b>Practice consistently reflects professional values &amp; attitudes</b>	<b>Practice mainly reflects professional values &amp; attitudes (development plan must be agreed and recorded)</b>		<b>Practice consistently reflects unprofessional values &amp; attitudes</b>
<b>Professional Attitude in a Practice Setting - Intermediate Interview</b>				
<b>Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude</b>				
<b>3. Make the care of people their first concern, treating them as individuals and respecting their dignity</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
<b>4. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
maintaining confidentiality				
maintaining records				
using problems solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
<b>5. Be open and honest, act with integrity and uphold the reputation of your profession</b>				
The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately is unable to attend placement				
complying with hygiene, uniform and dress codes.				

\* Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student. NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement as well as requiring an action plan

Date completed ..... Mentor signature.....Student signature.....

**INTERMEDIATE INTERVIEW**

You and your mentor should review evidence in all sections of this document and the Ongoing Achievement Record and Skills Log to identify your strengths and development needs. The initial development plan should be carefully reviewed before formulating and documenting a new development plan. Areas of concern must be explicitly defined.

**Your review of your own progress in meeting learning needs (to be completed prior to the interview):**

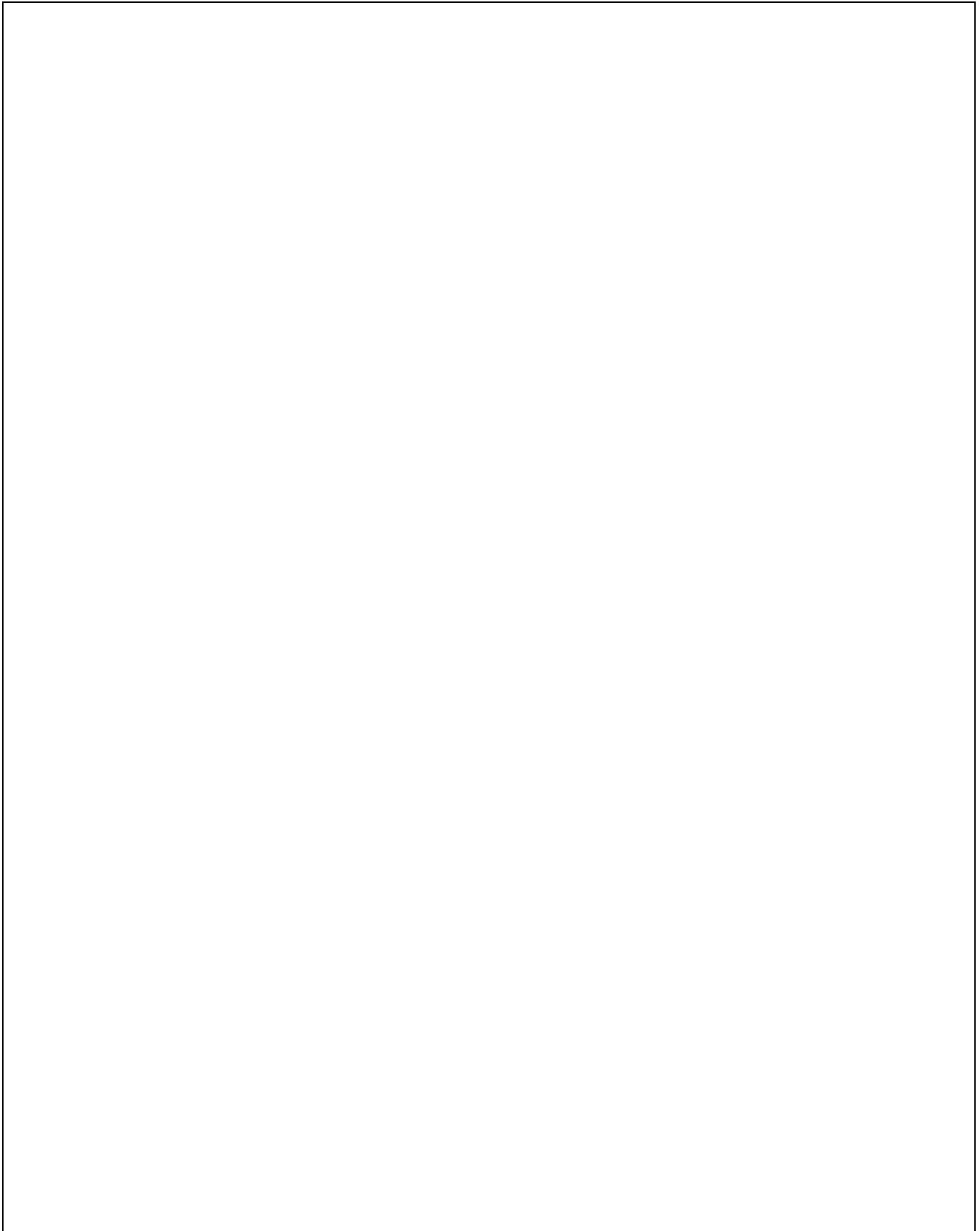
**Mentor's review of your progress** (for mentors of University of Bradford and Huddersfield students, also use the grading tool at the back of the PAD document):

**NB: there is a spare page overleaf for continuation of development / learning plan**

**Identify any practice standards, professional behaviour or other concerns related to the student's ability to progress. Supporting evidence should be provided for each concern:**

Proposed date for final interview (the final interview documentation is in the Ongoing Achievement Record and Skills Log).....

Ongoing Achievement Record and Skills Log reviewed? Yes / No	Practice Standards elements reviewed? Yes / No
Professional Behaviours completed? Yes / No	Testimonies / Service user feedback reviewed? Yes / No / Not applicable
<b>Have any concerns or potential concerns been raised at this point? Yes / No</b>	<b>If yes, has the academic tutor/ link lecturer been informed? Yes / No</b>
Student Signature	Date
Mentor Signature	Date

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their response to the placement question.

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt          Comments from supervisor / other professionals	
Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b> Signature of supervisor:

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt	
Comments from supervisor / other professionals	
Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b>
	Signature of supervisor:

**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt	
Comments from supervisor / other professionals	
Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b> Signature of supervisor:



**Record of Alternative / Complementary/Spoke/ Short Experience Opportunities**

<b>Students should record experience gained in other areas. Entries must be verified with a mentor / supervisor's signature.</b>	
<b>Date of experience:</b>	<b>Supervisor</b>
<b>Experience Area Name:</b> Contact person-Name and job title Address Tel no Email contact	
<b>Purpose of experience and learning outcomes, mapped to practice standards and skills log.</b>	
<b>Record of experience</b> Include short reflective account of what you have learnt          Comments from supervisor / other professionals          Name.....signature..... Professional background.....	
<b>Number of hours</b>	<b>Name of supervisor (please print)</b>  Signature of supervisor:



**STATEMENT OF PLACEMENT ACHIEVEMENT (Catch-up Placement)**

**Mentor: please note that this page also needs completing in the Ongoing Achievement Record and Skills Log document**

**NAME OF STUDENT (please print):** .....

**NAME OF PLACEMENT** .....

**ORGANISATION (e.g. name of NHS Trust)** .....

**NAME OF MENTOR (please print):** .....

**PASS** (the practice standards are being achieved)

Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has **PASSED** the placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

**FAIL** (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has **FAILED** on the placement.

**If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.**

The student's progress has been discussed and an **ACTION PLAN** will be developed with the appropriate lecturer and used in the next placement.

**Signature of Mentor:**

**Date:**

**Signature of Student:**

**Date:**

**In Partnership with**



**Health Education  
Yorkshire and the Humber**