BN (Hons) Nursing (Adult)

Practice Assessment Document Level 4

Introduction

This online Practice Assessment Document (PAD) provides a record for achievement of practice skills for students following a programme of study leading to eligibility for application to the Nursing and Midwifery Council (NMC) as a Registered Nurse (Adult), and subsequent use of the protected title.

Within the various documents of this PAD, a number of clinical competencies and Essential Skills Clusters (ESC) are listed, all of which must be achieved at specified stages during the programme. All practice competencies are assessed as either pass or fail. Some competencies are assessed more than once, and a progression of skill through continuous assessment is expected, with the student being deemed competent in all required skills at threshold, according to the NMC Standards for Pre-Registration Nursing Education (2010), in order to qualify as an Adult Nurse.

In order to progress, the student is required to meet all of the standards at each Progression Point (at the end of the first and second year of the programme); in order to meet the entry requirements for the professional register, all of the final year competencies and ESCs must be passed and agreed by the student's Mentor (or other designated professional) at the end of the final placement. All of the competencies and ESCs are underpinned by the four NMC Domains:

1. Professional values.
2. Communication and interpersonal skills.
3. Nursing practice and decision-making.
4. Leadership, management and team working.

Please note that not all of the standards need to be met during each individual placement – they can be worked towards throughout each placement. They must, however, all be met by the end of the Progression Point (at the end of the first, second and third year of the programme).

Should a student not make satisfactory progress on any assessed aspect during their placement, they will receive appropriate feedback and an action plan will be put in place to support them and the mentor on return to placement.

The Student Placement Handbook found on Moodle should be read in conjunction with this document (requires an internet connection).

Assessment Process for Students

1. Following orientation to the practice area, the student and mentor should meet and agree a plan for meeting the competencies and skills for their placement. This meeting should be recorded in the PAD. Students have been provided with Google Chromebooks, which can be set up to allow offline access to the PAD in order for it to be completed. For instructions on how to do this see the guide: [Work on Google Drive Files Offline on your Chromebook](#) (requires an internet connection).

2. The PAD remains the sole responsibility of the student for management of names/dates and competency completion. The student can work on this 'offline'. They will need to connect to the internet, login to their Chromebook, and open Google Drive to sync any changes.

3. Approximately mid-way through the placement (though ideally more frequently) the student and mentor should meet again to discuss progress. The student should offer an evaluation of their own progress, including achievements and any areas of difficulty **before** attending the Mid-point Progress Interview. The 'Mid-point Progress Interview' document should be completed by the student and the mentor.

    At this meeting, progress should be discussed, and **any concerns recorded** using the 'Mentor Cause for Concern' form OR the 'Action Plan' form.

    If the student appears **unlikely** to meet their learning objectives due to a lack of effort or aptitude, this should be highlighted and the University tutor (via the link lecturer) informed. If objectives are unlikely to be met for reasons beyond the control of the student, this again should be raised with the link lecturer/course leader to explore alternatives.

4. During the final week of the placement, the student and the mentor should meet for a final interview. At this stage outstanding competencies should be assessed and initialed and dated by the mentor.
    The mentor completes the summary of progress, making a final assessment of the student's development.

5. The unit coordinator will record the outcome of the assessment in the student's records. In the event of the student not making satisfactory progress, the unit co-ordinator will inform the course leader, and a plan for remedial action will be constructed.

Record of Hours

Record of hours and absences are to be administered by the [Faculty of Science Placement Office.](#)

You can collect Record of Hours forms from the Faculty of Science Placement Office, James Watson West.

You should return your Record of Hours forms to the Faculty of Science Placement Office, James Watson West at the end of each month. For Foundation Placements, the Record of Hours can be returned at the end of the foundation placement block.

Learning Outcomes

The Learning Outcomes for Level 4 are:

1. Meet the requirements of the 'Passport to Practice'.
2. Engage in the unit placement requirements and meet programme hours for Level 4.
3. Demonstrate effective professionalism, communication and interpersonal skills, nursing practice and decision-making according to NMC requirements at PP1.
4. Describe their role in relation to accountable practice and professional conduct in relation to NMC Standards.
5. Identify, through reflection, how the NMC Standards are met.

Foundation Placements

During the first two years of the programme students will undertake 'foundation' placements. These are short, non-assessed practice experiences. During this period the student will be supervised by a registered professional; depending upon the nature of the practice area, this may not necessarily be by a registered nurse.

The purpose of the foundation placements are to provide the student with experience of some of the diverse roles a nurse can undertake. Some of these placements will not be available as assessed placements, so present a unique opportunity to develop knowledge of health and social care and its impact on the public, which supports learning across all of the academic units.

Prior to a foundation placement the student should consider the learning objectives that could be achieved and these will be discussed and agreed with the supervisor at the start of the placement (Initial Interview). As these are 3-week placements, only initial and final interviews will be completed. The supervisor will provide feedback on the student's performance. There may be opportunity to complete EU directives during this time, and a reflection of the placement is required as part of the Person Centred Practice unit in year 1 (formative feedback). Competencies and skills will not be formally assessed during foundation placements.

Progression Points

In order to enter the register, the NMC requires students to demonstrate achievement of specific outcomes by set 'Progression Points' at the end of each year/Progression Point, and on completion of the programme, prior to seeking entry to the NMC register. By the end of Level 4, the student will need to have met all the requirements set out in the 'First Progression Point Criteria' in Annexe 2 of the Standards for pre-registration nursing education (requires internet access to view).

The NMC has identified skills and professional behaviours that a student must demonstrate by the First Progression Point. These criteria must normally be achieved during the student's practice learning but some may be met through simulation.

These criteria cover:

● Safety, safeguarding and protection of people of all ages, their carers and their families.
● Professional values, expected attitudes and the behaviours that must be shown towards people, their carers, their families, and others.

The criteria reflect public expectations about nurses' basic skills and their ability to communicate effectively with people in vulnerable situations, ensuring their dignity is maintained at all times.

If a student is unable to demonstrate the required competencies, skills and behaviours by Progression Point One, through the assessment procedures set by the programme provider and their partners, they will not normally be allowed to progress to the second part of the programme. Most of the assessment will take place when providing direct care, but some may be through simulation.

Competencies (Progression Point One)

The competencies list the criteria that must be met as a minimum requirement by Progression Point One in any practice setting where people are receiving care, or through simulation. These are listed within the 'Progression Point One Competencies' document in the PAD. The student must ensure that these documents are completed throughout their Placement time.

During Placement One students may not be able to evidence all the Progression Point One competencies. Students are required to complete the "Progression Point One Competencies" (for Placement One) document in the PAD, giving clear evidence of where they have consistently demonstrated any competencies. Mentors will initial and date this document.

During Placement Two students will need to maintain the competencies met in Placement One, and demonstrate any other competencies not yet met. Students will be required to complete the 'Progression Point One Competencies' (for Placement Two) document in the PAD, giving clear evidence of where they have consistently met any remaining competencies.
All Progression Point One Competencies must be consistently met by students, and initialed and

dated by mentors at the end of Placement Two.

Essential Skills Clusters

The Essential Skills Clusters (ESCs) are used as guidance and are incorporated into all pre-registration nursing programmes. All the ESCs apply to all fields of nursing.

There are five **essential skills clusters**:
- care, compassion and communication;
- organisational aspects of care;
- infection prevention and control;
- nutrition and fluid management;
- medicines management.

Skills have not been identified for all Progression Points, therefore not all areas in the ESC tables have been filled. ESCs support the achievement of the Competencies, however the ESCs do not include all the skills and behaviours required of a registered nurse.

Click Here to View the Essential Skills Clusters to be completed by Progression Point 1 (by the end of Level 4/Year 1).

Click Here to View the Essential Skills Clusters to be completed by Progression Point 2 (by the end of Level 5/Year 2).

Click Here to View the Essential Skills Clusters to be completed by Progression Point 3/Entry to the Register (by the end of Level 6/Year 3).

The achievement of the ESCs at each Progression Point will be recorded by the student within the Clinical Skills Log/ Essential Skills Clusters Booklet.

Clinical Skills Log/ Essential Skills Clusters Booklet

The Clinical Skills Log/ Essential Skills Clusters Booklet is a paper document given to the student to record the skills they have gained whilst in simulation and practice. It is also where the ESCs are signed by mentors and academic staff. The student must ensure that they keep this document with them at all times whilst on Placement, as the mentor may request to see it, and may record and sign-off the student's skills.

This document remains the property of the University of Portsmouth and its care is the responsibility of the student.

It must be presented on request to the University of Portsmouth.

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Feedback from Those Receiving Care

Feedback from those receiving care is required for each **assessed** placement. The student will be provided with a paper copy of that form in the Clinical Skills Log/ Essential Skills Clusters Booklet.

The mentor will approach the service user/carer/relative (anonymously) to ask them to complete the feedback. The student should wait in a different room/area whilst the feedback is undertaken, to ensure the service user can give open and honest feedback.

The mentor should discuss the feedback with the student either before or during the mid-point and/or final interview. The student is required to reflect on this feedback and discuss with their mentor during the mid-point and/or final interview.

Guidance on reflection can be found in the Foundations of Nursing Practice unit. Please see Reflection and Reflective Strategies and Reflective Writing for further guidance.

Meeting EU Directive 2005/36/EC

During your programme you are required to demonstrate that you have met the EU Directive 2005/36/ EC, and this section of your PAD enables you to do so.

A student studying to become a Registered Nurse (Adult) must achieve EU Directive 2005/36/EC and gain experience in:

- General and specialist medicine
- General and specialist surgery
- Child care and paediatrics
- Maternity care
- Mental health
- Care of the older person
- Home nursing

The academic tutor will support the student to identify and plan how they will meet this requirement. The student should discuss this with their mentor in practice to determine whether the opportunity will arise in that practice placement. Please use the instructions below, and the documents 'Meeting EU Directive 2005/36/EC' to support this.

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Instructions:

- You should refer to the table on page 2 for examples of evidence that you could offer to demonstrate that you have achieved the directive.
- Complete the forms in this document, providing evidence to demonstrate that you have achieved **all areas of this directive**. Students are expected to complete a reflection when they have encountered the following areas:

    - Midwifery
    - Child
    - Mental Health
    - Elderly
    - Medicine
    - Surgery
    - Home nursing
    - Learning disability

- You need to provide **at least** 1 piece of evidence for each area within this EU Directive per academic year of the programme.
- Overall, you need to provide **at least** 3 pieces of evidence for each area within this EU Directive, over the three years of the programme. This must be completed by the end of the programme in order to ensure that you have met the EU Directives and can been recorded as such by the University, at a Board of Examiners.
- A blank template form is included at the end of this document. Please duplicate this by template by copying and pasting it if you need further forms to provide evidence.
- If you have any queries regarding these you should contact your academic tutor.

At the end of each academic year, you will need to download and submit your completed EU Directive document. Further guidance in relation to this will be given to you via Moodle.

Examples of Evidence

The table below shows examples of evidence that you could offer as evidence to demonstrate achievement of EU Directive 2005/36/EC.

Field	Potential practice placement opportunities	Examples of clinical placements and simulation/skills based learning opportunities (Examples are not exclusive)*
Midwifery	• Taster/Assessed placements • Elective placement • Simulation	• Community nursing • Medical/acute placements • GP practice • Emergency department • Simulated practice
Child	• Taster/Assessed placements • Emergency Department • Community based unscheduled care services • Theatres • Critical Care • Outpatients • GP practice • Elective placement • Simulation	• Medical/acute placements • GP practice • Community nursing • Emergency department • Simulated practice • Basic Life Support skills (paediatrics)
Mental Health	• Taster/Assessed placements • Elective placement • Simulation	• Community nursing • Medical/acute placements • GP practice • Emergency department • Simulated practice
Elderly	• Taster/Assessed placements • Elective placement • Simulation	• Community nursing • Medical/acute placements • GP practice • Emergency department • Simulated practice

Medicine	- Taster/Assessed placements - Elective placement - Simulation - Community based unscheduled care services - Outpatients - Critical Care	- Community nursing - Medical/acute placements - GP practice - Emergency department
Surgery	- Elective - Community nursing - Surgical directive acute placements - GP practices - Emergency department - Community based unscheduled care services - Outpatients - Critical Care - Theatres	- Community nursing - Medical/acute placements - GP practice - Emergency department - Simulated practice
Home nursing	- Taster/Assessed placements - Elective placement - Simulation	- Community nursing - GP practice - Emergency department - Simulated practice - Nursing and residential homes Out patients departments
Learning disability	- Elective - All	- Community nursing - GP practice - Emergency department - Simulated practice - Nursing and residential homes Out patients departments

*Simulated practice and skills will encompass a range of high and low fidelity teaching and will comprise care based scenarios and individual clinical skills

Second Attempt (Retrieval)

At the end of the year all results are taken to the Unit Assessment Board (UAB) and then the Board of Examiners (BOE). If the student fails to complete all aspects of the Practice Assessment at the first attempt the the Board may decide that they will be able to undertake a repeat placement to complete the assessment requirements (retrieval of hours and/or retrieval of practice competencies). Students who do not achieve the requirements of the Practice Assessment at the second attempt may be subject to discontinuation from the programme.

- If a student fails to complete the required number of hours for the first year (800 hours) they will need to ensure that they complete additional placement hours at the end of the academic year **if** the BOE agrees they can go into retrieval .
- If a student fails to meet **all** the competencies for Progression Point One, they will be required to complete additional practice time to ensure they can meet and demonstrate all competencies **if** the BOE agrees they can go into retrieval.

If it is felt a student is failing their placement, or is not on track to pass their placement, the mentor will advise that the student needs to complete an Action Plan. Details for this can be found in the Action Plan Template.

Supernumerary Status

The role of the student in practice is that of a learner, therefore they are required to be supernumerary. The supernumerary status of students means that the student is extra to the workforce establishment of the placement area. Therefore the service would continue to be delivered without the student's presence. This permits the student to undertake 'spoke' elements of their placement when a learning opportunity has been identified by the student and agreed by their mentor, to follow the patient's journey where this involves leaving the placement area (hub) to observe and learn from another experience or place of practice.

Despite this flexibility the student is still required to experience 24/7 healthcare provision and should ensure that their working pattern still allows for 40% of their working time to be spent with their mentor.

Infection Control

To reduce the risk of cross contamination of the Chromebook, it must be regularly cleaned with sterile wipes. The student should not take their Chromebook onto the Ward and it should not be used by patients or those receiving care.

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It must be presented on request to the University of Portsmouth.

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The Role of the Student

It is the role of the student to:

1. Contact new placement areas prior to commencing to introduce self and establish a contact for the first day. If supervisors/mentors request to see any practice assessments documents, students should send these to supervisors/mentors as required.

2. Negotiate duty rotas with the supervisor/mentor/co-ordinator to enable them to complete **37.5 hours a week in clinical practice** (an additional 5 hours/week reflection time is added by FPO making a total of 42.5hours /week). 40% of placement time should be spent with their mentor (NMC requirement).

3. Negotiate the learning competencies expected for the stage and work towards achieving them.

4. Seek help/advice from mentor/link lecturer when required.

5. Notify nurse in charge/placement co-ordinator/personal tutor/course leader as soon as possible if difficulties arise in identifying/working with mentor.

6. Ensure that the Practice Assessment Document (PAD) is maintained and completed, and is made available to the mentor/link lecturer whenever it is required.

7. Keep records of practice achievement as required.

8. Completed practice assessment documents should be sent to mentors in a timely fashion.

9. Take equal responsibility with the mentor in ensuring the initial, midpoint, and end of placement meetings are carried out in a timely manner. All initial, midpoint, and end of placement meetings should be face-to-face.

10. Undertake remedial action as required.

11. Only work within own limitations and adhere to local and national policies/professional body guidance and regulatory standards.

Key Documents

[Faculty of Science Placement Handbook](#) (on Moodle, requires internet connection).

[NMC Code of Professional Conduct for Students](#) (requires internet connection).

[NMC Social Media Guidance](#) (requires internet connection).

[Raising Concern Guidance](#) (requires internet connection).

[Student Charter](#) (requires internet connection).

Difficulties and Who to Contact

Experience or opportunities not available

If a student is having difficulty in achieving their required learning outcomes, skills or competencies during a placement due to the practice experience or opportunities being unavailable, they should contact their Personal Tutor or Link Lecturer.

Academic Difficulties

If a student is experiencing any other academic difficulties during their placements they should contact their Personal Tutor.

Technical Difficulties

If a student is experiencing technical difficulties completing their PAD online, or using their Chromebook, they should contact sci-elearn@port.ac.uk

Key Contacts

Link Lecturers

Link lecturers are assigned based on the postcode of the area in which the placement is being undertaken.

Postcode Areas	Link Lecturer
North West Hampshire	Hannah Liversidge (hannah.liversedge@port.ac.uk) or Chris Allen (chris.allen@port.ac.uk)
Portsmouth area	Raph Morgan (raph.morgan@port.ac.uk) or Lisa Farley (lisa.farley@port.ac.uk) or Shelley Peacock (shelley.peacock@port.ac.uk)
Isle of Wight	Yvette Revell-Smith (yvette.revell-smith@port.ac.uk)
West Sussex	Suzanne Rampton (suzanne.rampton@port.ac.uk) or Carole Phillips (carole.phillips@port.ac.uk) or Steve Searby (steve.searby@port.ac.uk)
Surrey and Sussex borders	Marj Woodhouse (marjolein.woodhouse@port.ac.uk) or Jenny Roddis (jenny.roddis@port.ac.uk)

Other Contacts

Faculty of Science Placements Office:

Phone: 023 9284 4409

Email: sci.placements@port.ac.uk

Address: James Watson (West)

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Guidance on the use of IT, Chromebooks and Google Drive

For information on guidance on the use of IT, Chromebooks and Google Drive, please see the PAD IT Policy.

Naming conventions for documents and emails - please Click Here for guidance.

Definition of Terms

For the purpose of this assessment process the following terms have been defined.

Assess	To gather appropriate information to enable the identification of specific care needs required by each individual patient/client. This will include consideration of physical, psychological, social, economic, cultural and spiritual/religious aspects. This should take into account the patient/client's expressed needs/wishes, perceived condition as presented, environmental and involvement of other disciplines.
Colleagues	All members of the interdisciplinary team involved in patient care services.
Communication	Evidence of acceptable communication skills includes: acceptable posture adopted, positioning, active listening, appropriate eye contact, tone of voice, an awareness of non-verbal communication, barriers to communication and sensitivity and responsiveness to the patient/client. Evidence of effective communication includes: determining the amount and level of information to be delivered, appropriate timing and checking of understanding to enable informed choices to be made.
Competence	The possession of an acceptable level of knowledge, skills and attitudes required to function in a professional role. Psychomotor skills are assessed using the scoring system within this document. The interrelated and essential elements of knowledge, understanding and attitudes are assessed via the clinical assessment learning competencies.
Complex	Refers to situations where deviations from normal occur. This could include emergency situation or input from other disciplines.
Describe	To give a written or verbal account.
Discuss	To present views (verbally) taking into account advantages, disadvantages and alternative options based on experience and/or currently available evidence.

Empathy	An attempt to understand the situation as experienced from the perspective/viewpoint of another person.
Evaluate	Review the effectiveness of a particular aspect of care intervention and reassess the situation accordingly.
Plan	Develop a course of action based on the assessment. Priorities should be set and included.
Professional behaviour	Demonstrates the skill, behaviour and attitudes appropriate to a member of a profession. It requires the student to demonstrate reliability, honesty, politeness, non-judgmental attitude and consideration for others. This includes attitude, appearance, attendance and timekeeping and applies both within and outside the workplace.
Reflection	Reviewing certain aspects of an event to assist in understanding the consequences and its usefulness in the future. The level of reflective ability demonstrated will deepen as the course progresses.
With direct supervision	The mentor needs to be present during the whole intervention and features prominently in assisting the student to perform.
With indirect supervision	The student is able to function effectively with intermittent advice/guidance as appropriate.

Methods of Assessment

Direct observation	The mentor directly observes the student in the application of a skill in clinical practice. This is the most frequently used method of assessment. The mentor is able to verify that the student actually does possess a certain skill, and may make frequent use of this method to ensure the student is consistent in their performance.
OSCE	Objective Structured Clinical Examination. The Objective Structured Clinical Examination (OSCE) assessment method is based on planned clinical encounters in which a professional interviews, examines, informs, or otherwise interacts with a student to elicit responses to known and structured scenarios. Service users and lay individuals may be used who are scripted and rehearsed to portray an actual patient with a specific set of symptoms or clinical findings. High fidelity simulators will also be utilised.
Testimony of others	The mentor relies upon the judgement of other practitioners who have had an opportunity to assess the performance of the student. The mentor must verify the accuracy of the [verbal] testimony, and often will use more than one source.
Simulation	When a skill cannot be directly performed owing to restriction in a clinical setting, or for other reasons, which make it inappropriate, then simulation may occur. Simulation is the creation of a mock situation and the student performs as for real. The mentor makes a judgement on performance taking into account the limitation of the situation.
Questioning	Questioning is useful in checking the student understanding of care and care skills. The performance of a practical skill alone may not be sufficient to convince the mentor the student is competent. As skill levels increase towards course completion, the mentor may use questioning to establish a deepening of associated knowledge and understanding.

SWOT Analysis

As part of your reflections, you could undertake a SWOT analysis.

A SWOT analysis involves you reflecting on, and identifying your:

Strengths

Weaknesses

Opportunities

Threats

Strengths - What are you good at as a student nurse? What skills do you have as a student nurse? What do others see your strengths as being? What other personal strengths do you have?

Weaknesses - What are you not so good at as a student nurse? What skills could you improve as a student nurse? What do others see your weaknesses as being? What areas are you inexperienced in as a student nurse? What are your other personal areas of weakness?

Opportunities - What opportunities are there for you to undertake in your placement? What opportunities are there for you to undertake outside of your placement? What opportunities are there available for you to achieve your learning outcomes and skill development? What areas of opportunity can your strengths support you in?

Threats - What obstacles do you face as a student nurse? What personal obstacles do you face? What are the barriers to your learning and development? What are the barriers to your skill development? Are any of your weaknesses a threat to you or your development?