



Faculty of Education, Health & Community
BSc (Hons) Nursing

Mental Health

Practice Assessment Record Year 1

4001A&BPRN

(including Ongoing Achievement Record)

Academic Assessor Details:	Name:	
	Email:	
	Telephone Number:	

Student Details:	Name:	
	Student ID:	
	Cohort:	
	Module Code:	

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Introduction: Transition guidance

Key guidance to using the Practice Assessment Record (PAR) following transition to the NMC Standards for Student Supervision and Assessment (NMC 2018).

In 2018, the Nursing and Midwifery Council introduced new standards for the supervision and assessment of nursing and midwifery students. These replace the Standards to support learning and assessment in practice (NMC 2008) and your Practice Assessment Record has been amended to reflect these new roles.

It is the Practice Assessor's responsibility, in conjunction with the Academic Assessor to assess and confirm that a student meets the Nursing and Midwifery Council competencies (NMC 2010) for achievement and progression throughout the Programme to registration.

It is the Practice Supervisor's responsibility to facilitate the students learning in each practice experiences, including any reasonable adjustments they may need to get maximum benefit from the placement. Practice Supervisor's contribute towards a student's assessment through regular feedback on their progress.

In addition, there will be a Nominated Person who is available to you should you have any concerns regarding patient safety or the learning environment during your practice experience.

Please refer to the detailed guidance at the back of this document for further information

Hub practice experience

A hub experience is defined as a period of more than 4 weeks and is where the students' learning is planned and supervised by a Practice Supervisor and assessed by a Practice Assessor in conjunction with the Academic Assessor.

By the end of practice experience 1, 3 and 5:

- Each student must achieve all practice competencies in the **Professional Values** domain

By the end of practice experience 2, 4 and 6:

- Each student must achieve all practice competencies in **all** domains

Spoke/Enhancement practice experiences

A spoke/enhancement experience is defined as a period of 1-4 weeks and adds value to the learning experience. Practice Supervisor comments are considered as contributing evidence by the Practice Assessor towards the student's overall achievement of the practice competencies.

Short visit experiences

A short visit experience is defined as a period of less than one week and adds value to the learning experience. Practice Supervisor comments will contribute evidence towards the overall achievement of the practice competencies.

Guidance on using the competencies to assess the student

Each domain comprises of numbered competency statements in **bold type**, against which the student is assessed.

The bullet points in **bold type** form part of this competency statement and require assessment.

The bullet points not in bold are the **Essential Skills Clusters (ESCs)**. These contribute to the supporting evidence of the student's achievement appropriate to the context of the learning environment.

The assessment process is one of exception reporting; this requires the Practice Assessor to review the evidence of learning recorded by the student and the Practice Supervisor(s) to identify those competencies that the student needs to further develop/achieve. The Practice Assessor should **only** circle the relevant competencies that still need to be developed/achieved.

If at any time a student requires additional support the Practice Supervisor and/or Practice Assessor can agree learning opportunities on the student's developmental learning plan.

Student guidance and responsibilities

It is a Programme requirement that information about practice assessment is accessible from placement to placement; this is to assess fitness for practice (NMC Circular 33/2007).

It is the student's responsibility:

- To provide all relevant practice documentation for discussion with all Practice Supervisors and Practice Assessors.
- To be proactive in arranging timely progression meetings, including preliminary, interim and final progress interviews.
- To actively engage in the construction of their developmental learning plan.
- To ensure PAR is fully completed in accordance with the deadlines as detailed in the module handbook assessment schedule.

Any student who has not achieved all the required practice competencies will be offered a further opportunity with targeted support to achieve any outstanding practice competencies. In such instances University processes will apply.

Level Descriptor Statements

These statements describe the expected level of performance at each progression point.

Practice Assessment Record Year 1

Students will be exposed to a wide range of experiences. They are expected to safely demonstrate fundamental skills and activities with care, compassion, underpinning knowledge and appropriate attitudes under close supervision.

Practice Assessment Record Year 2

Students will be exposed to an increasing range of field specific experiences. They are expected to consistently demonstrate skills and activities at an emerging level of competence with care, compassion, underpinning knowledge and appropriate attitudes. They are expected to take responsibility and develop autonomy for care delivery with less direct supervision.

Practice Assessment Record Year 3

Students will be exposed to a wide range of field specific experiences. They are expected to consistently demonstrate and promote evidence-based care with compassion, confidence, competence and appropriate attitudes. They should take increasing responsibility for care delivery and give support to novice students. The level of supervision should reflect their developing autonomy.

At the point of registration, students must be competent in all domains.

Please refer to the detailed guidance at the back of this document for further information

Record of Placement Support Visits

This page is for recording visits which contribute to the students' experience

Visitor name and designation	Placement Details	Record of Visit Please make brief comments on the key points discussed	Visitor Signature & Date	Student Signature & Date

NMC (2010) Standards for Competence Domains 1 - 4

Domain 1: Professional Values (P)

- P.1 Practises honestly and with integrity, applying the principles of The NMC Code: Professional standards of practice and behaviour for nurses and midwives (2015) and Raising Concerns: Guidance for nurses and midwives (2015).**
- Works within limitations of the role and recognises own level of competence.
 - Displays appropriate interest and enthusiasm.
- P.2 Displays a professional image in behaviour and appearance.**
- Adheres to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercings and nails.
 - Adheres to placement sickness and absence policy.
 - Displays a responsible approach to time management including punctuality and reliability.
- P.3 Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.**
- Engages with people in a way that ensures dignity is maintained whilst adopting an appropriate attitude.
 - Demonstrates an understanding of the impact culture, religion, spiritual beliefs, gender and sexuality have on health, illness and disability.
- P.4 Displays respect for an individual's rights and choices.**
- P.5 Displays an awareness of how one's own values, beliefs, emotions, health and well-being impact on practice.**

Practice Experience 1		Practice Experience 2		Retrieval Practice Experience 1 (If applicable)		Retrieval Practice Experience 2 (If applicable)	
Interim progress: Only circle competencies where further progress is needed		Interim progress: Only circle competencies where further progress is needed		Interim progress: Circle competencies where further progress is needed		Interim progress: Circle competencies where further progress is needed	
P.1 P.2 P.3 P.4 P.5		P.1 P.2 P.3 P.4 P.5		P.1 P.2 P.3 P.4 P.5		P.1 P.2 P.3 P.4 P.5	
Practice Supervisor/Practice Assessor signature		Practice Supervisor/Practice Assessor signature		Practice Supervisor/Practice Assessor signature		Practice Supervisor/Practice Assessor signature	
Date		Date		Date		Date	
Final Progress:		Final Progress:		Final Progress:		Final Progress:	
Achieved all competencies? (Circle)	Yes No	Achieved all competencies? (Circle)	Yes No	Achieved all competencies? (Circle)	Yes No	Achieved all competencies? (Circle)	Yes No
If no , circle competencies that have not been achieved	P.1 P.2 P.3 P.4 P.5	If no , circle competencies that have not been achieved	P.1 P.2 P.3 P.4 P.5	If no , circle competencies that have not been achieved	P.1 P.2 P.3 P.4 P.5	If no , circle competencies that have not been achieved	P.1 P.2 P.3 P.4 P.5
Practice Assessor signature		Practice Assessor signature		Practice Assessor signature		Practice Assessor signature	
Date		Date		Date		Date	

Domain 2 : Communication and interpersonal skills (C)

- C.1 Demonstrates the ability to listen, seek clarity, and carry out instructions safely.**
- C.2 Recognises signs of aggression and takes appropriate action to keep themselves and others safe.**
- Recognises and reports incidents of negative stereotyping to protect the rights and needs of individuals.
- C.3 Demonstrates safe and effective communication skills.**
- Initiates, maintains and closes appropriate and constructive professional relationships with individuals, their families and/or carers.
 - Uses helpful and enabling ways to maximise communication where hearing, vision, cognition or speech is compromised.
 - Records information accurately and clearly.
 - When engaging with others, takes into account their physical and emotional responses.
 - Practises in a way that recognises respects and responds to all individuals.
 - Uses appropriate age and developmental stage communication.
- C.4 Demonstrates an awareness of the legal and professional frameworks in relation to informed consent.**
- Gains informed consent from individuals/carers for all aspects of care.
- C.5 Understands and applies the principles of confidentiality and data protection, especially where sharing information is required to safeguard and protect individuals.**
- Reports and documents concerns about individuals, children and families who may be in vulnerable situations.
- C.6 Discusses the link between lifestyle choices and health, and takes the opportunity to promote health and well-being.**
- Recognises the role that the family and/or carer may play in achieving health and well-being of the individual.
 - Recognises the effects of lifestyle on prenatal and postnatal health.
 - Provides person-centred and recovery focused choices.
- C.7 Fosters helpful and enabling relationships with individuals, families, carers and others important to the client experiencing mental health problems.**
- C.8 Demonstrates understanding of, and sensitivity to, the impact of abuse and trauma on well-being and the development of mental health problems.**
- Uses interpersonal skills to help people in distress.

Practice Experience 1	Practice Experience 2		Retrieval Practice Experience 2 (If applicable)	
Interim progress: Only circle competencies where further progress is needed	Interim progress: Only circle competencies where further progress is needed		Interim progress: Circle competencies where further progress is needed	
C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8	C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8		C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8	
Practice Supervisor/Practice Assessor signature Date	Practice Supervisor/Practice Assessor signature Date		Practice Supervisor/Practice Assessor signature Date	
Final Progress:	Final Progress:		Final Progress:	
Mentors should only circle competencies that continue to require specific support on Practice Experience 2	Achieved all competencies? (Circle)	Yes No	Achieved all competencies? (Circle)	Yes No
C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8	If no , circle competencies that have not been achieved	C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8	If no , circle competencies that have not been achieved	C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8
Practice Assessor signature Date	Practice Assessor signature Date		Practice Assessor signature Date	

Domain 3 : Nursing practice and decision making (N)

- N.1 Demonstrates safe, basic, person-centred care, under supervision, for individuals who are unable to meet their own physical, emotional, psychological and mental health needs across the lifespan.**
- Works in partnership with individuals and /or families and carers.
 - Recognises the changing needs of individuals, families and carers during long term conditions and/or terminal illness.
 - Demonstrates awareness of recognised care pathways and assessment frameworks.
 - Participates in holistic assessment of individuals.
 - Recognises the effects of health inequalities on an individual's health.
 - Shows an awareness of evidence based practice.
- N.2 Enables individuals to meet their essential needs in relation to safety, security, well-being and comfort, promoting their dignity at all times. This must include accurate monitoring and recording of:**
- **personal hygiene needs**
 - **nutritional requirements**
 - **fluid requirements**
 - **elimination needs**
 - Follows food hygiene procedures in accordance with local policy.
 - Reports to an appropriate person where there is a risk of meals/feeds being missed.
 - Develops an awareness of the variety of techniques to promote comfort and relieve distress.
 - Recognises verbal and non-verbal indicators of pain in individuals across the lifespan.
- N.3 Is able to recognise or discuss when an individual's physical or psychological condition is deteriorating, including how to act in an emergency and administer essential first aid.** (Examples may include: slips, trips and falls, early warning systems, conflict resolution or other.)
- N.4 Uses and disposes of medical devices safely under supervision according to local and national policy, reporting any incidents or near misses.** (Examples may include thermometer's, moving and handling equipment and blood pressure monitoring equipment or other).
- N.5 Understands and works within the laws governing health and safety at work, including safe manual handling and infection control.**
- Reports safety incidents regarding individuals to senior colleagues.
 - Under supervision works within legal frameworks to protect self and others.
- N.6 Understands basic pharmacology, and safely and accurately carries out medicines calculations, preparation and administration under direct supervision in accordance with local policies. This includes:**
- **tablets and capsules**
 - **liquid medicines**
 - **injections including unit dose, sub and multiple unit dose, SI unit conversion**
 - Demonstrates understanding of legal and ethical frameworks relating to safe administration of medicines in practice.
 - Prepares and safely administers basic medication under direct supervision.
 - Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.

Domain 3 : Nursing practice and decision making (N)

- Recognises the particular vulnerability of individuals including infants and young children in relation to accurate medicines calculations.

N.7 Safely and accurately uses a range of diagnostic skills, employing appropriate technology, to assess the needs of individuals.

- Prepares individuals and their families and/or carers for clinical intervention.

N.8 Recognises an individual's expertise, knowledge, and right to self-determination regarding their health and well-being.

- Encourages and enables informed decision making.
- Facilitates choice and maximises self-care and self-management.
- Demonstrates awareness that, wherever possible care is delivered in the individuals home or other environment that suits their age, needs and preferences.

N.9 Under supervision undertakes, records and interprets baseline assessments using manual and electronic devices.

Practice Experience 1	Practice Experience 2	Retrieval Practice Experience 2 (If applicable)
Interim progress: Only circle competencies where further progress is needed	Interim progress: Only circle competencies where further progress is needed	Interim progress: Circle competencies where further progress is needed
N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9	N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9	N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9
Practice Supervisor/Practice Assessor signature	Practice Supervisor/Practice Assessor signature	Practice Supervisor/Practice Assessor signature
Date	Date	Date
Final Progress:	Final Progress:	Final Progress:
Mentors should only circle competencies that continue to require specific support on Practice Experience 2	Achieved all competencies? (Circle)	Achieved all competencies? (Circle)
	Yes No	Yes No
N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9	If no , circle competencies that have not been achieved <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9 </div> </div>	If no , circle competencies that have not been achieved <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> N.1 N.2 N.3 N.4 N.5 N.6 N.7 N.8 N.9 </div> </div>
Practice Assessor signature	Practice Assessor signature	Practice Assessor signature
Date	Date	Date

Domain 4 : Leadership, management and team working (L)

- L.1 Seeks help and shares information with colleagues where people's needs are not being met or they are at risk.**
- Under supervision assesses risk within current sphere of knowledge and competence.
 - Understands the context of multi-professional/agency/cross-boundary teams.
- L.2 Demonstrates an understanding of how to work within legal and professional frameworks.**
- L.3 Is able to recognise and work within, knowledge, skills and professional boundaries, understanding that they are responsible for their own actions.**
- Uses support systems to recognise, manage and deal with own emotions.
 - Understands and applies the importance of rest for effective practice.
 - Accepts delegated activities within limitations of own role, knowledge and skill.
- L.4 Maintains professional boundaries, and acts in a way that values the roles and responsibilities of others including service users and carers, and interacts appropriately.**
- Respects and responds appropriately to constructive feedback.
 - Effectively communicates people's stated needs and wishes to other professionals.
 - Appreciates the ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.
- L.5 Demonstrates the ability to work within local policies to safeguard and protect people, particularly children, young people, older people and vulnerable adults.**
- Demonstrates an understanding of their central role in preventing maltreatment.
 - Identifies and understands how to refer those at risk of experiencing harm.
 - Demonstrates an awareness of the role of relevant agencies and professionals.
- L.6 Effectively uses reflection and appropriate supervision mechanisms for working safely and effectively.**
- Demonstrates self-awareness through their own personal and professional development whilst learning from practice.
 - Seeks feedback on own practice, reflects and adapts practice appropriately.

Practice Experience 1	Practice Experience 2		Retrieval Practice Experience 2 (If applicable)	
Interim progress: Only circle competencies where further progress is needed	Interim progress: Only circle competencies where further progress is needed		Interim progress: Circle competencies where further progress is needed	
L.1 L.2 L.3 L.4 L.5 L.6	L.1 L.2 L.3 L.4 L.5 L.6		L.1 L.2 L.3 L.4 L.5 L.6	
Practice Supervisor/Practice Assessor signature	Practice Supervisor/Practice Assessor signature		Practice Supervisor/Practice Assessor signature	
Date	Date		Date	
Final Progress:	Final Progress:		Final Progress:	
Mentors should only circle competencies that continue to require specific support on Practice Experience 2	Achieved all competencies? (Circle)	Yes No	Achieved all competencies? (Circle)	Yes No
L.1 L.2 L.3 L.4 L.5 L.6	If no , circle competencies that have not been achieved	L.1 L.2 L.3 L.4 L.5 L.6	If no , circle competencies that have not been achieved	L.1 L.2 L.3 L.4 L.5 L.6
Practice Assessor signature	Practice Assessor signature		Practice Assessor signature	
Date	Date		Date	

Evidence of exposure to a range of client groups across practice experience 1 and 2

The NMC require that all nurses must be able to recognise and respond to the essential physical and mental health needs of all people who come into their care at the point of registration. When planning learning opportunities in hub, spoke or short visits, consideration should be given to meeting this requirement. The student must document **individual** examples of evidence to demonstrate their exposure to the specified client groups below.

Client group	Placement details	Student's Summary of Evidence (This should include reference to the domain competencies that the experience relates to)	Domain Competencies Evidenced	Practice Supervisor/Practice Assessor signature Date
Example <i>People with Learning Disabilities</i>	<i>Residential Care Setting 23-27 June 2014</i>	<i>Supported a young girl with Down's Syndrome and epilepsy. I developed communication skills and an understanding of her individual needs.</i>	<i>P.3 C.2, C.3, C.7 N.1, N.2, N.3, N.8 L.5</i>	
Pregnant and postnatal women				
Babies, children and young people				
People with learning disabilities				
People with physical disabilities				
People with long term conditions				
Older People				

Practice Experience 1 Hub Details

Placement:	Telephone number:	PLSS ID:
Date: From	Date: To	
Practice Assessor: Name Email		
Academic Assessor: Name Email		
Practice Supervisors: (facility for students to add additional Supervisors with log in) Name Email		

Induction to Practice Experience 1	Practice Experience 1 (Hub) (tick box)	Spokes (tick box)			Retrieval (If applicable)
		1	2	3	
Introduced to staff and environment					
Placement philosophy discussed including: <ul style="list-style-type: none"> Diversity and equality Harassment and oppressive behaviour policy 					
Sickness and absence protocols discussed					
Emergency equipment procedures discussed					
Administration of medicines policy discussed					
Health & Safety equipment, local policies and procedures discussed relating to: <ul style="list-style-type: none"> Fire procedures Infection control Safe disposal of sharps Control of Substances Hazardous to Health Moving and Handling 					
Risk assessment undertaken if required and recorded in additional interview section e.g. pregnancy or sickness and absence					
Confidentiality procedures discussed including: <ul style="list-style-type: none"> Patient/client and individual information Escalating and reporting concerns, e.g. poor practice (safeguarding) 					
Uniform policy discussed					
Other policies and mandatory training relevant to placement area (please specify) 1 2 3					
Student signature:					
Date:					
Practice Supervisor / Practice Assessor signature:					
Date:					

Preliminary Discussion Practice Experience 1

I have participated in a preliminary discussion and have been offered the opportunity to address any issues identified. Further guidance can be found in Appendix 1.

- any personal health/learning needs
- any adjustments to aid learning
- practice hours to be made up (if appropriate)
- ongoing developmental needs
- opportunities for exposure to specific client groups

Hub Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 1 Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 2 Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 3 Practice Assessor / Supervisor signature:	Student signature	Date:

Record of additional Interviews:

This section may be used to record any risk assessments or return to practice interviews following a period of sickness.

Details	Practice Supervisor/Assessor signature and date	Student signature and date

Personal Developmental Learning Plan Practice Experience 1
to be completed by the student in collaboration with the Practice Supervisor/Practice Assessor within Hub/Spokes/Short visits

Agreed learning opportunities	Comment on how this has contributed to your learning
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

Spoke 1 (1- 4 weeks) Practice Experience 1

Spoke 1 Details: To be completed by the spoke Practice Supervisor			
Placement:		Tel:	PLSS ID:
Date From:		Date To:	
Practice Supervisor Name:		<div style="display: flex; justify-content: space-between;"> Student Signature: Date: </div>	
Signature:	Date:		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by the named Practice Supervisor
Student comments/student reflection on learning

Spoke 2 (1- 4 weeks) Practice Experience 1

Spoke 2 Details: To be completed by the spoke Practice Supervisor			
Placement:		Tel:	PLSS ID:
Date From:		Date To:	
Practice Supervisor Name:		<div style="display: flex; justify-content: space-between;"> Student Signature: Date: </div>	
Signature:	Date:		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by the named Practice Supervisor
Student comments/student reflection on learning

Spoke 3 (1- 4 weeks) Practice Experience 1

Spoke 3 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PLSS ID:
Date From:	Date To:	
Practice Supervisor Name:	<div style="display: flex; justify-content: space-between;"> Student Signature: Date: </div>	
Signature: Date:		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by the named Practice Supervisor
Student comments/student reflection on learning

Short Visits (less than one week) Practice Experience 1

To be completed by the short visit Practice Supervisor. Please refer to preliminary discussion section.

Date	Hours	Placement details, name of Practice Supervisor and contact telephone number	Practice Supervisor comments Comment on learning relevant to all four domains. You must include feedback relating to the Professional Values Domain. In addition incorporate service user comments where appropriate.
			<div></div> <div>Practice Supervisor: Date:</div>
			<div></div> <div>Practice Supervisor: Date:</div>
			<div></div> <div>Practice Supervisor: Date:</div>
			<div></div> <div>Practice Supervisor: Date:</div>

Short Visits (less than one week) Practice Experience 1

To be completed by the short visit Practice Supervisor. Please refer to preliminary discussion section.

Date	Hours	Placement details, name of supervisor and contact telephone number	Supervisor comments Comment on learning relevant to all four domains. You must include feedback relating to the Professional Values Domain. In addition incorporate service user comments where appropriate.
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____

Hub Interim Progress Review Practice Experience 1

To be completed by the Practice Supervisor/Practice Assessor

Student self-assessment with regards to domains (to be completed in advance of interim progress review)			
Strengths:	Areas for development:		
Practice Supervisor/Practice Assessor comments with regards to domains (as discussed with student)			
Strengths:	Areas for development: (Comment on actions required to inform student development & progression and on competencies yet to be developed. Complete Action Plan if targeted support is identified.)		
Service user/carers views obtained and recorded by Practice Supervisor/Practice Assessor			
Student signature	Date	Practice Supervisor / Practice Assessor signature	Date

Action Plan Practice Experience 1

At any time during Practice Experience 1, when a student needs targeted support and guidance to meet the practice competencies, an action plan must be initiated. The aim of an action plan is to enhance performance, competence or professional behaviour.

Both the Practice Assessor and the student should discuss and agree the action plan and sign and date below. The Practice Assessor must inform the Academic Assessor when an action plan is required.

Domain competency that requires support	Date initiated	Planned action	Date for review	Review comments
1.				
2.				
3.				
4.				

	Practice Assessor		Academic Assessor		Student Signature & Date
Signature & Date					
Contacted By: (Circle)	phone	email	phone	email	
	voicemail	in person	voicemail	in person	

Ongoing Achievement Record Final Progress Review - Practice Experience 1

Student Name:	Cohort:	Module No:	PLSS ID:	
Placement:	From:	To:		
Student self-assessment with regards to domains (to be completed in advance of final interview)				
Strengths:		Areas for development:		
Practice Assessor comments with regards to domains (as discussed with student)				
Strengths:		Areas for development: (Comment on actions required to inform student development & progression and on competencies yet to be developed,)		
Service User/carer views obtained and recorded by Practice Supervisor/Practice Assessor				
Student signature	Date	Practice Assessor	Academic Assessor	Date

Both white and yellow sheet to remain in booklet – please do not tear out

Ongoing Achievement Record

Final Progress Review - Practice Experience 1

Student Name:	Cohort:	Module No:	PLSS ID:	
Placement:	From:	To:		
Student self-assessment with regards to domains (to be completed in advance of final interview)				
		Areas for development:		
Practice Assessor comments with regards to domains (as discussed with student)				
Strengths:		Areas for development: (Comment on actions required to inform student development & progression and on competencies yet to be developed,)		
Service User/carers views obtained and recorded by Practice Supervisor/Practice Assessor				
Student signature	Date	Practice Assessor	Academic Assessor	Date

Practice Retrieval Section (if applicable) – Practice Experience 1

PARE ID:	Practice Assessor	From To
Please complete placement induction		

Action Plan: Practice Retrieval

When a student needs targeted support and guidance to meet outstanding practice competencies, a retrieval action plan must be initiated by the Practice Assessor. Both the Practice Assessor and the student should discuss and agree the action plan and sign and date below. The Practice Assessor must contact the Academic Assessor to agree the action plan

Domain competency that requires support	Date initiated	Planned action	Date for review	Review comments
1.				
2.				
3.				
4.				

	Practice Assessor		Academic Assessor		Student Signature & Date
Signature & Date					
Contacted By: (Circle)	phone	email	phone	email	
	voicemail	in person	voicemail	in person	

Practice Experience 1 Retrieval - Ongoing Achievement Record Final Progress Review

Student Name:	Cohort:	Module No:	PLSS ID:
Placement:	From:	To:	
Student self-assessment (to be completed in advance of final retrieval interview)			
Comment on retrieval of competencies			
Practice Assessor comments (as discussed with student)			
Professional Domains achieved? (circle) Yes No			
Service User/carer views obtained and recorded by Practice Supervisor/Practice Assessor			
Practice Assessor	Academic Assessor	Student signature:	Date:
Print name:			

Both white and yellow sheet to remain in booklet – please do not tear out

Practice Experience 1 Retrieval - Ongoing Achievement Record Final Progress Review

Student Name:	Cohort:	Module No:	PLSS ID:	
Placement:	From:	To:		
Student self-assessment (to be completed in advance of final retrieval interview)				
Comment on retrieval of competencies				
Practice Assessor comments (as discussed with student)				
Professional Domains achieved? (circle) Yes No				
Service User/carers views obtained and recorded by Practice Supervisor/Practice Assessor				
Practice Assessor	Date	Academic Assessor	Date	Student signature:
Print name:				Date:

Both white and yellow sheet to remain in booklet – please do not tear out

Practice Experience 2 Hub Details

Placement:	Telephone number:	PLSS ID:
Date From:	Date To:	
Practice Assessor: Name Email		
Academic Assessor: Name Email		
Practice Supervisors: (facility for students to add additional Supervisors with log in) Name Email		

Induction to Practice Experience 2	Practice Experience 2 (Hub) (tick box)	Spokes (tick box)			Retrieval (If applicable)
		1	2	3	
Introduced to staff and environment					
Placement philosophy discussed including: <ul style="list-style-type: none"> Diversity and equality Harassment and oppressive behaviour policy 					
Sickness and absence protocols discussed					
Emergency equipment procedures discussed					
Administration of medicines policy discussed					
Health & Safety equipment, local policies and procedures discussed relating to: <ul style="list-style-type: none"> Fire procedures 					
<ul style="list-style-type: none"> Infection control 					
<ul style="list-style-type: none"> Safe disposal of sharps 					
<ul style="list-style-type: none"> Control of Substances Hazardous to Health 					
<ul style="list-style-type: none"> Moving and Handling 					
Risk assessment undertaken if required and recorded in additional interview section e.g. pregnancy or sickness and absence					
Confidentiality procedures discussed including: <ul style="list-style-type: none"> Patient/client and individual information Escalating and reporting concerns, e.g. poor practice (safeguarding) 					
Uniform policy discussed					
Other policies and mandatory training relevant to placement area (please specify) 1 2 3					
Student signature:					
Date:					
Practice Supervisor / Practice Assessor signature:					
Date:					

Preliminary Discussion Practice Experience 2

I have participated in the preliminary discussion and have been offered the opportunity to develop a learning plan to include the following. Further guidance can be found in Appendix 1.

- any personal health/learning needs
- any adjustments to aid learning
- practice hours to be made up (if appropriate)
- ongoing developmental needs (see areas for development from Practice Experience 1)
- opportunities for exposure to specific client groups (refer to Record of Evidence of Exposure)
- review competencies from Practice Experience 1 that continue to require support during Practice Experience 2

Hub Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 1 Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 2 Practice Assessor / Supervisor signature:	Student signature	Date:
Spoke 3 Practice Assessor / Supervisor signature:	Student signature	Date:

Record of additional Interviews:

This section may be used to record any risk assessments or return to practice interviews following a period of sickness.

Details	Practice Supervisor / Practice Assessor signature and date	Student signature and date

Personal Developmental Learning Plan Practice Experience 2

to be completed by the student in collaboration with the Practice Supervisor / Practice Assessor within Hub/Spokes/Short visits

Agreed learning opportunities	Comment on how this has contributed to your learning
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

Spoke 1 (1-4 weeks) Practice Experience 2

Spoke 1 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PLSS ID:
Date From:	DateTo:	
Practice Supervisor Name:	Student Signature: _____ Date: _____	
Signature: _____ Date: _____		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by Practice Supervisor
Student comments/student reflection on learning

Spoke 2 (1-4 weeks) Practice Experience 2

Spoke 2 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PLSS ID:
Date From:	Date To:	
Practice Supervisor Name:	Student Signature: _____ Date: _____	
Signature: _____ Date: _____		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by Practice Supervisor
Student comments/student reflection on learning

Spoke 3 (1-4 weeks) Practice Experience 2

Spoke 3 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PLSS ID:
Date From:	Date To:	
Practice Supervisor Name:	Student Signature: _____ Date: _____	
Signature: _____ Date: _____		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carers views obtained and recorded by Practice Supervisor
Student comments/student reflection on learning

Short Visits (less than one week)

Practice Experience 2

To be completed by the short visit Practice Supervisor. Please refer to preliminary discussion section.

Date	Hours	Placement details, name of supervisor and contact telephone number	Practice Supervisor comments Comment on learning relevant to all four domains. You must include feedback relating to the Professional Values Domain. In addition incorporate service user comments where appropriate.
			<div></div> <div>Practice Supervisor: _____ Date: _____</div>
			<div></div> <div>Practice Supervisor: _____ Date: _____</div>
			<div></div> <div>Practice Supervisor: _____ Date: _____</div>
			<div></div> <div>Practice Supervisor: _____ Date: _____</div>

Short Visits (less than one week)

Practice Experience 2

To be completed by the short visit Practice Supervisor. Please refer to preliminary discussion section.

Date	Hours	Placement details, name of practice supervisor and contact telephone number	Practice Supervisor comments Comment on learning relevant to all four domains. You must include feedback relating to the Professional Values Domain. In addition incorporate service user comments where appropriate.
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____
			Practice Supervisor: _____ Date: _____

EXAMPLE

**Hub Interim Progress Review
Practice Experience 2**
To be completed by Practice Supervisor / Practice Assessor

Student self-assessment with regards to domains (to be completed in advance of interim progress review)			
Strengths:	Areas for development:		
Practice Supervisor / Practice Assessor comments with regards to domains (as discussed with student)			
Strengths:	Areas for development: (Comment on actions required to inform student development & progression and on competencies yet to be developed. Complete Action Plan if targeted support is identified.)		
Service user/carers views obtained and recorded by Practice Supervisor/Practice Assessor			
Student signature	Date	Practice Supervisor / Practice Assessor signature	Date

Action Plan

Practice Experience 2

At any time during Practice Experience 1, when a student needs targeted support and guidance to meet the practice competencies, an action plan must be initiated. The aim of an action plan is to enhance performance, competence or professional behaviour.

Both the Practice Assessor and the student should discuss and agree the action plan and sign and date below. The Practice Assessor must contact the Academic Assessor when an action plan is required.

Domain competency that requires support	Date initiated	Planned action	Date for review	Review comments
1.				
2.				
3.				
4.				

	Practice Assessor		Academic Assessor		Student Signature & Date
Signature & Date					
Contacted By: (Circle)	phone	email	phone	email	
	voicemail	in person	voicemail	in person	

Ongoing Achievement Record Final Progress Review – Practice Experience 2

Student Name:	Cohort:	Module No:	PLSS ID:	
Placement:	From:	To:		
Student self-assessment with regards to domains (to be completed in advance of final interview)				
Strengths:			Areas for development:	
Practice Assessor comments with regards to domains (as discussed with student)				
Strengths:			Actions required to inform student development & progression to Year 2 (please comment on any competencies that have not been achieved).	
Service User/carer views obtained and recorded by Practice Supervisor/Practice Assessor				
Student signature	Date	Practice Assessor	Academic Assessor	Date

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Ongoing Achievement Record Final Progress Review – Practice Experience 2

Student Name:	Cohort:	Module No:	PLSS ID:	
Placement:	From:	To:		
Student self-assessment with regards to domains (to be completed in advance of final interview)				
Strengths:		Areas for development:		
Practice Assessor comments with regards to domains (as discussed with student)				
Strengths:		Actions required to inform student development & progression to Year 2 (please comment on any competencies that have not been achieved).		
Service User/carer views obtained and recorded by Practice Supervisor/Practice Assessor				
Student signature	Date	Practice Assessor	Academic Assessor	Date

Both white and yellow sheet to remain in booklet – please do not tear out

Practice Retrieval Section (if applicable) - Practice Experience 2

PARE ID:	Practice Assessor	From To
Please complete placement induction		

When a student needs targeted support and guidance to meet outstanding practice competencies, a retrieval action plan must be initiated by the Practice Assessor. Both the Practice Assessor and the student should discuss and agree the action plan and sign and date below. The Practice Assessor must contact the Academic Assessor to agree the action plan.

Domain competency that requires support	Date initiated	Planned action	Date for review	Review comments
1.				
2.				
3.				
4.				

	Practice Assessor		Academic Assessor		Student Signature & Date
Signature & Date					
Contacted By: (Circle)	phone	email	phone	email	
	voicemail	in person	voicemail	in person	

Practice Retrieval Interim Progress Review

Practice Retrieval - Ongoing Achievement Record

Student self-assessment with regards to domains (to be completed in advance of interim progress review)			
Strengths:	Areas for development:		
Practice Assessor comments (as discussed with student)			
Strengths:	Areas for development: (Comment on progress and update Action Plan)		
Service user/carer views obtained and recorded by the Practice Assessor/Practice Supervisor			
Student signature	Date	Practice Assessor	Date

Final Progress Review

Student Name:	Cohort:	Module No:	PLSS ID:
Placement:	From:	To:	

Student self-assessment (to be completed in advance of final retrieval interview)

Comment on retrieval of competencies

Practice Assessor comments(as discussed with student)

Professional Domains achieved? (circle) Yes No

Comment on retrieval of competencies

Service User/carers views obtained and recorded by **Practice Supervisor/Practice Assessor**

Practice Assessor	Date	Academic Assessor	Date	Student signature:	Date:
Print name:					

Both white and yellow sheet to remain in booklet – please do not tear out

Practice Retrieval - Ongoing Achievement Record Final Progress Review

Student Name:	Cohort:	Module No:	PLSS ID:
Placement:	From:	To:	

Student self-assessment (to be completed in advance of final retrieval interview)

Comment on retrieval of competencies

Practice Assessor comments(as discussed with student)

Professional Domains achieved? (circle) Yes No

Comment on retrieval of competencies

Service User/carers views obtained and recorded by **Practice Supervisor/Practice Assessor**

Practice Assessor	Date	Academic Assessor	Date	Student signature:	Date:
Print name:					

Both white and yellow sheet to remain in booklet – please do not tear out

Progression Confirmation Page

To be completed by Practice Assessor (end of part)

Has the student achieved the required domains?

Yes/No

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

Yes/No

Practice Assessor's signature:

Date:

(date and time automatically inputted when signed)

To be completed by Academic Assessor (end of part)

I can confirm that I have been in contact with the Practice Assessor regarding the students' achievement and agree to recommend the student for progression.

Yes / No

Academic Assessor's signature:

Date:

(date and time automatically inputted when signed)

If 'No', please add comments and required actions

Can this be a free text box?

Enhancement Placement 1 (1- 5 weeks)

Induction to Enhancement 1	(tick box)
Introduced to staff and environment	
Placement philosophy discussed including: <ul style="list-style-type: none"> Diversity and equality Harassment and oppressive behaviour policy 	
Sickness and absence protocols discussed	
Emergency equipment procedures discussed	
Administration of medicines policy discussed	
Health & Safety equipment, local policies and procedures discussed relating to: <ul style="list-style-type: none"> Fire procedures 	
<ul style="list-style-type: none"> Infection control 	
<ul style="list-style-type: none"> Safe disposal of sharps 	
<ul style="list-style-type: none"> Control of Substances Hazardous to Health 	
<ul style="list-style-type: none"> Moving and Handling 	
Risk assessment undertaken if required and recorded in additional interview section e.g. pregnancy or sickness and absence	
Confidentiality procedures discussed including: <ul style="list-style-type: none"> Patient/client and individual information Escalating and reporting concerns, e.g. poor practice (safeguarding) 	
Uniform policy discussed	
Other policies and mandatory training relevant to placement area (please specify) <div> 1 2 3 </div>	
Student signature:	
Date:	
Practice Supervisor / Practice Assessor signature:	

Date:	
--------------	--

Enhancement 1 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PARE ID:
Date From:	Date To:	
Practice Supervisor Name:	Student Signature: Date:	
Signature: Date:		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carer views obtained and recorded by Practice Supervisor
Student comments/Student reflection on learning

Enhancement Placement 2 (1- 5 weeks)

Induction to Enhancement 2	(tick box)
Introduced to staff and environment	
Placement philosophy discussed including: <ul style="list-style-type: none"> Diversity and equality Harassment and oppressive behaviour policy 	
Sickness and absence protocols discussed	
Emergency equipment procedures discussed	
Administration of medicines policy discussed	
Health & Safety equipment, local policies and procedures discussed relating to: <ul style="list-style-type: none"> Fire procedures 	
<ul style="list-style-type: none"> Infection control 	
<ul style="list-style-type: none"> Safe disposal of sharps 	
<ul style="list-style-type: none"> Control of Substances Hazardous to Health 	
<ul style="list-style-type: none"> Moving and Handling 	
Risk assessment undertaken if required and recorded in additional interview section e.g. pregnancy or sickness and absence	
Confidentiality procedures discussed including: <ul style="list-style-type: none"> Patient/client and individual information Escalating and reporting concerns, e.g. poor practice (safeguarding) 	
Uniform policy discussed	
Other policies and mandatory training relevant to placement area (please specify) <div> 1 2 3 </div>	
Student signature:	
Date:	
Practice Supervisor / Practice Assessor signature:	

Date:	
--------------	--

Enhancement 2 Details: To be completed by the spoke Practice Supervisor		
Placement:	Tel:	PARE ID:
Date From:	Date To:	
Practice Supervisor Name:	Student Signature: Date:	
Signature: Date:		

Practice Supervisor comments

Professional Values Domain
Communication, Nursing Practice, Leadership and Management Domains (as appropriate)
Service user/carer views obtained and recorded by Practice Supervisor
Student comments/Student reflection on learning

Appendices Year 1

Appendix 1 - Detailed Guidance & Information

Structure and Process of practice learning and assessment

This Practice Assessment Record (PAR) is based on the Nursing and Midwifery Council (2010) Standards for Competence for entry to the NMC register with practice competencies that are divided into 4 domains;

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision making
- Leadership, management and team work.

This document provides the vehicle for recording the range of student experiences and achievement. This record culminates to a three-year document that informs other Practice Supervisors, Practice Assessors and Academic Assessors of the student's journey towards professional registration including.

- Their range of exposure and learning with different client groups
- Their achievement and progression in practice
- Any identified further learning to enable progression, including placement support visits and/or academic commentary to direct the student's experience.

Accurate record keeping is a prerequisite for the success of the student's experience. The following information provides the foundation for informing and managing the student experience and requirements.

At all times students must be directly or indirectly supervised in the practice setting

The preliminary discussion provides an opportunity for students and Practice Supervisors to plan the students learning experience. Students are encouraged to declare any specific health and/or learning needs that may impact on their performance and progression in practice. This will help to inform Practice Supervisors and Practice Assessors of individual student requirements and enable them to facilitate any necessary and reasonable adjustments in accordance with the Equality Act (2015).

Any risk assessments that may inform the level of supervision, additional support or agreed adjustments required must be identified and recorded in the additional interview section (also refer to induction sections).

The agreed developmental learning plan is designed for students to identify and record their own personal and professional learning needs in collaboration with their Practice Supervisors.

The interim and final ongoing achievement record (OAR) progress interviews should be agreed at the preliminary discussion point in keeping with the predetermined HEI allocated placement dates.

An action plan must be initiated at any time during a practice experience, when a student is identified as needing targeted support and guidance to meet the practice competencies. The aim of an action plan is to enhance performance, competence or professional behaviour.

Standards for student supervision and assessment (NMC 2018)

To make a safe judgement about the students' progress towards achievement of competencies the NMC have introduced new roles and responsibilities for learning and assessment in practice.

You will have one or more Practice Supervisors who will not simultaneously be your Practice Assessor. They will utilise their current knowledge and experience of the placement to:

- Establish a professional relationship to maintain continuity of learning for students and find ways to create their sense of 'belonging'
- Directly manage the students learning in practice to ensure public protection including raising concerns about the conduct or competence of a student.
- Provide support and feedback to the student when learning new skills or applying new knowledge
- Act as a resource to the student to facilitate learning and professional growth
- Serve as role models for safe and effective practice

You will have one Practice Assessor, for each placement or a series of placements, who will utilise their knowledge and expertise of the programme to:

- Periodically observe the students practice, or use indirect observation where appropriate, to assess that the NMC practice competencies are met
- Ensure safe and effective ways of managing and coordinating the students' practice learning experiences via tripartite partnership between the Student, Practice Supervisor and Academic Assessor.
- Ensure all those involved in supporting and facilitating such learning are informed about their role and responsibility throughout the process

You will have one Academic Assessor who will be different in each part/year of the programme and who will:

- Collaborate with the Practice Assessor to review each student's achievement of competencies in practice within a part of the programme.
- Collate and confirm each student's progress in both theory and practice to make recommendations for progression.

Practice Assessors should recognise and consider any supplementary evidence to support their assessment decisions: for example, evidence of simulated practice, comments from spoke and short visits, Practice Supervisors, service users and/or carer's contributions.

A Nominate Person is identified in each practice area to provide support for students, who have any concern related to patient safety or the learning environment

Enhancement, Spoke and short visit supervision

The enhancement, spoke and short visit contributions are a valued source of information that will inform judgements in the overall assessment process.

Service user / carer consent

The PAR contains opportunities throughout for Practice Supervisors / Practice Assessors to record the views of service users/carers. When a service user/carer views are obtained and recorded, the Practice Supervisor / Practice Assessor is signing to say that they have gained consent from the service user/carer. This enables service user/carer's to share their observations and comments regarding a student in a confidential manner. Confidentiality of the service user/carer will be maintained throughout.

Appendix 2 - Academic Progression Interviews

Appendix 3 - Self Declaration Form for Good Health and Good Character

EXAMPLE

**If found please return to PLSU, Liverpool John Moores University,
79 Tithebarn Street, Liverpool, L2 2ER.**