Guide to using the Nursing Practice Assessment Document (PAD)

September 2019
## Completing the Practice Assessment Document

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Introduction

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

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

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

- Induction meetings
- Formative Assessments
- Interpersonal and Professional skills
- Views of Service Users
- Record of working with and learning from others/interprofessional working
- Record of additional feedback
- Record of Student reflections
- Practice Learning Logs
- Summative Assessments
### Student Responsibilities

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

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

#### Q: When should I contact my allocated placement?
**A:** It is advisable to contact your allocated placement in advance of starting your placement to obtain the information you need to prepare.

#### Q: Will I have a named contact on placement?
**A:** You will have a nominated person to support you and address any concerns. This could be the Placement Learning Co-ordinator, Manager, Ward Manager, Team Leader, Service Manager or other.

#### Q: Who will supervise me on placement?
**A:** You will be supported by a number of Practice Supervisors who will support your learning and can contribute to assessment.

#### Q: Who will assess me on placement?
**A:** You will have a nominated Practice Assessor for your placement, who is responsible for assessing and confirming proficiency and achievement. The Practice Assessor will liaise with the Practice Supervisor and Academic Assessor to obtain feedback on your progress.

#### Q: Will there be support from the University when on placement?
**A:** You will have a named Academic Assessor for each year. The Academic Assessor will liaise with your Practice Assessor. If you have any concerns on placement raise these with the link team as soon as possible.

### Sections of the PAD completed by Student

- Integrated Care
- Reflections on Formative Assessment
- Reflections on Service User feedback
- Reflections on Student Pledge
- Confirmation of Theory Grade
- Practice Learning Logs
- Reflections on Summative Assessment
<table>
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<th>Practice Supervisors Responsibilities</th>
<th>Sections of the PAD completed by Practice Supervisor</th>
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<td>Practice Supervisors (PS) are Registered Nurses or Midwives or Registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role; * Ensures learning opportunities are facilitated * Contributes to assessment and records regular feedback * Seeks feedback from other Practice Supervisors</td>
<td>* Practice Supervisor Registration * Induction (Placement induction, Formal induction, Student Pledge)</td>
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**Q: What is my role in supporting the student?**  
**A:** You have responsibilities for overseeing the student’s progress during the placement. You will undertake the initial interview in the placement with the student which includes supporting the student to identify their learning opportunities and completion of the learning plan.  

**Q: What is my role in assessing the student?**  
**A:** The Practice Assessor has responsibility for student assessment. Practice Supervisors have an important role in contributing to assessment and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student’s assessment; * Initial meetings on placement * Interpersonal & Professional skills at midpoint interview * Contribution to cluster skills as appropriate and relevant to your scope of practice and professional role |

**Q: What is my relationship with other identified roles?**  
**A:** You will record feedback on the student’s progress and liaise with other Practice Supervisors and the Practice Assessor to give feedback to inform the Practice Assessor’s decisions.  

**Q: What if I am not a registered nurse and supervising the student?**  
**A:** A range of registered health or social care professionals can support and supervise student learning and contribute to their assessment.  

- Learning Contract (must be discussed with Practice Assessor)  
- Integrated Care (spoke placements)  
- Practice Supervisor Feedback (on cluster skills)  
- Record of Additional Feedback  
- Views of Service Users  
- Formative assessment (Interpersonal & Professional skills- must be discussed with Practice Assessor)  
- Cluster skills (comments to support achievement/non-achievement)  
- Practice Learning Logs  
- Cause for Concern (if required)
### Practice Assessors Responsibilities

Practice Assessors (PA) are Registered Nurses or Midwives with current knowledge and expertise and are appropriately prepared for the role:
- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observes the student
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Schedules communication with Academic Assessors at relevant points

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

**Q: What specific elements do I need to assess and document?**
**A:** The Practice Assessor assesses on each placement:
- Induction (undertaken by Nominated Person or Practice Assessor or Practice Supervisor)
- Learning Contract (if PS undertakes, must be agreed by PA)
- Formative Assessment
- Summative Assessment
- Confirmation of achievements

**Q: What is my responsibility when a student’s performance causes concern?**
**A:** If a student requires an Action Plan, you should liaise with the Academic Assessor.

### Sections of the PAD completed by Practice Assessor

- Practice Assessor Registration
- Induction (Placement induction, Formal induction, Student Pledge)
- Learning Contract
- Record of Additional Feedback
- Views of Service Users
- Formative assessment (Interpersonal & Professional skills, Assessment of Cluster skills, Summary of Formative)
- Formative Action Plan
- Cluster skills (Summative assessment)
- Summative (I&P skills, Summative formal meeting & assessment summary)
- Communication between Practice Assessor and Academic Assessor (confirmation of progression)
- Cause for Concern (if required)
### Academic Assessors Responsibilities

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<th>Academic Assessors Responsibilities</th>
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| Academic Assessors are Registered Nurses or Midwives and are nominated for each Year of the programme and are appropriately prepared for the role;  
  - Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the programme  
  - Has understanding of the student’s learning and achievement in practice  
  - Enables scheduled communication and collaboration between Academic and Practice Assessors |  
  - Record of Additional Feedback  
  - Communication between Practice Assessor and Academic Assessor (confirmation of progression) |

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

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

**Q: What is my responsibility in relation to the student's progression towards registration?**  
**A:** In Year 3 the Academic Assessor will review and confirm the overall achievement in the PAD and recommend progression to registration.
Induction pages

Placement Induction
Orientation must be completed on the first day on each placement.

Q: Who can orientate the student and complete the Placement Induction page?
A: An appropriate member of staff familiar with the area, as identified by the nominated person/local manager can complete the student orientation section of the PAD. This may be the Nominated person or Practice Assessor or Practice Supervisor. The role of the person completing the section needs to be identified.

Q: What happens if this is not achieved on the first day?
A: Select ‘no’ and record date completed, providing the reason for non-achievement on the first day.

Formal Induction
The following should take place within 3 days of attendance at placement:

• Practice Supervisor and Practice Assessor registration.
• Discussion of expectations of students.
• Discussion of experiences available in placement.
• Discussion of use of Practice Learning Log.
• Development of learning contract – link to learning outcomes.
• Discussion of any specific learning needs e.g. dyslexia, dyspraxia.
• Proposed date and outcomes for formative assessment.

Q: Who completes the Formal Induction page?
A: This may be the Nominated person or Practice Assessor or Practice Supervisor.

Q: What happens if this is not achieved on the first day?
A: If not achieved within 3 days of placement attendance, select ‘No’ and provide date of completion and reason for non-achievement.
**Student Pledge**

Students are required to make a formal pledge that will enable the student to make a difference in practice to the care they provide to service users. The student needs to identify how this pledge contributes to the NHS Constitution by indicating how it relates to at least one of the behaviours/values below.

1. Respect and dignity
2. Compassion
3. Improving lives
4. Working together for patients
5. Everyone counts
6. Commitment to quality of care

Students will need to discuss this pledge with their Practice Supervisor(s).

**Q: Who completes the Student Pledge page?**

A: This is completed by a Practice Supervisor.

**Q: What happens if there is difficulties with keeping the pledge?**

A: The student should discuss with their Practice Supervisor(s) any difficulties they have experienced with keeping the pledge. The student should describe to their Practice Supervisor(s) how they have overcome these difficulties.
Learning Contracts

Learning Contracts
There is the opportunity to complete up to six learning outcomes in this placement. For example, to set two or three in the first week and then add further learning contracts during the placement.

The learning contracts should be completed together with the student. The following sections need to be completed:

• Date
• Learning outcomes (needs and interests, areas of essential knowledge and skills)
• Learning resources/actions (methods and situations for how and when learning can occur)
• Evidence of achievement
• Review date (achieved/not achieved)

Q: Who completes the Learning Contract page?
A: The learning contract can be completed by the Practice Supervisor(s) or Practice Assessor.

If completed by the Practice Supervisor, they must discuss and agree the learning contract with the Practice Assessor.

The document should be saved in draft format until the end of the placement as the evidence of achievement will need to be added.

If it is sent as complete, information to the evidence of achievement section at your summative assessment cannot be added.
### Integrated Care (spoke placements)

**Integrated Care**

During the core placement, students will have the opportunity to experience up to five ‘spoke’ days which will enable them to visit health care services related to their placement. The aim of the Patient Pathway Tool is to add to a patient centred context to ‘spoke’ planning and enhance learning by focusing on a person rather than a service provider.

1. The Practice Supervisor(s)/Practice Assessor and student choose a specific patient (group) to understand the patient journey.

2. The student identifies services the patient may have accessed (by reading notes, discussions with the patient & staff) and services they may access in the future (by discussion with staff, reading local information or based on their practice experiences).

3. The student should go through the document with their Practice Supervisor(s)/Practice Assessor to check accuracy and prioritise potential spoke areas for the student to visit. **N.B Students may only visit spoke placements within their current setting (i.e. students whose core placement is in an acute setting may only visit spoke placements in the acute sector, whilst students whose core placement is in the community setting may only visit spoke placements in the community sector).**

4. The Practice Supervisor(s)/Practice Assessor should support the student to make contact with a spoke placement explaining how it will help their learning and understanding of the services their patient requires.

5. The student attends the spoke, with the specific patient in mind, making enquiries in to how these services have shaped / could shape the patient’s experience and care.

6. The student returns to the core placement and discusses what they have learnt with their Practice Supervisor(s)/Practice Assessor. This focus should support achievement of learning outcomes as well as give the student further insight into patient experiences and the interaction between services.

**Q: Who completes the Spoke Placement pages?**

**A:**

- **•** A record of learning related to the patients' healthcare journey is documented on the Integrated Care Tool (completed by the Student).
- **•** Key learning achieved during the visit (completed by the Student).
- **•** Confirmation of the student’s comments and additional comments (completed by the Practice Supervisor(s)).
Feedback from Practice Supervisor(s)  

**Feedback from Practice Supervisor(s)**  
Ongoing feedback should be provided to students to support development in practice. This should be verbal and written constructive feedback on their performance.

This feedback will be considered by the Practice Assessor in their assessment or the performance criteria.

- Care, Compassion and Communication  
- Organisational Aspects of Care  
- Infection prevention and Control  
- Nutrition and Fluid Management  
- Medicines Management

**Q: Who completes the Feedback from Practice Supervisor(s) pages?**  
**A:** The Practice Supervisor(s) feedback on the student's progression towards the achievement of the performance criteria.  
For feedback from more than one Practice Supervisor, a new blank document can be opened and completed.

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Record of Additional Feedback  

**Additional feedback**

**Q: Who completes the Additional Feedback pages?**  
**A:** Additional feedback can be completed by the Practice Assessor, Practice Supervisor(s), Academic Assessor or any other members of the team involved in the supervision and/or assessment of the student.
**Views of Service Users**

Service user feedback should be obtained to inform the formative assessment.

Service users must remain **anonymous** and personal details should not be documented.

The Practice Supervisor(s)/Practice Assessor should identify 2 patients / clients or their relatives/carers and invite them to respond to the question below:

Did the student caring for you…..

- Treat you with dignity at all times
- Communicate with you and your relatives respectively
- Deliver care with compassion
- Meet your basic care needs

- Did the student request your permission to participate in your care?
- Are there any other further comments you would like to make?

**Q: Who completes the Service User feedback pages?**

**A:** The views of the patient / care / relative must be recorded by Practice Supervisor(s)/Practice Assessor. They must not be recorded by the patient / carer / relative.
### Practice Learning Logs

The Practice Learning Log is an extremely important document which should be completed every day with the Student and the Practice Supervisor(s).

It will be reviewed by the Practice Assessor during the formative and summative assessment process.

The following sections should be completed:

- **Topic**
- **Goal** – Agreed with Practice Supervisor
- **Reality** – What experience do I have of this?
- **Options** – How might this be achieved during the shift (agreed with the Practice Supervisor?)
- **Way Forward** – Following discussion with my Practice Supervisor, the aspects that went well and challenges I experienced were?
- **New Learning** – Next time I will consider the following:

**Q: Who completes the Practice Learning Logs?**

**A:** The Student completes the sections identified above. There is a section for feedback from the Practice Supervisor. This feedback will contribute towards the assessment of the cluster skills.
### Formative of Interpersonal and Professional (I&P) skills

At the mid-point of the placement, the student should receive written and verbal constructive feedback on their interpersonal and professional skills. The interpersonal/professional skills profile is divided into 6 sections, each indicating statements around the values underpinning the NHS Constitution and the 6C’s.

One statement from each of 6C’s is chosen which best reflects the student’s interpersonal and professional skills, irrespective of their stage of learning. Reasons / evidence for choosing the statement must be provided.

The formative I&P skills can be completed by the Practice Supervisor or Practice Assessor. If completed by the Practice Supervisor this must be in liaison with the Practice Assessor.

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### Formative Assessment of Performance Criteria

The formative assessment is based on feedback and discussion with Practice Supervisor(s) and the Practice Assessor periodically observing and working with the student.

The Practice Assessor provides the student with advice of how competencies in each of the cluster skills may be achieved. Any key concerns with specific competencies must be identified.

Areas of concern MUST be addressed in FORMATIVE ACTION PLAN.

If any there are any concerns about the student’s performance, the Practice Assessor must communicate and involve the Academic Assessor.

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### Formative Action Plan

Following the Mid-Point interview the student identifies their learning and development needs for the remainder of the placement and negotiates with their Practice Assessor how these will be achieved. The Formative Action Plan must be completed for ALL students.

The Formative Action plan is completed by the Practice Assessor.

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### Summary of Formative Assessment

The formative assessment takes place mid-point of the placement.

The Practice Assessor confirms completion of the Formative Interpersonal & Professional skills and Formative Performance Criteria.
### Confirmation of Theory Grade

The student confirms whether they have passed/deferred/extension for the theory result for the module they are currently in placement for.

### Practice Supervisor contributions to Summative

The **Practice Supervisor** can contribute to the assessment of each of the practice competencies by providing feedback of achievement / non-achievement.

### Practice Assessor – Summative Assessment

The student should receive written and verbal constructive feedback on their performance.

The Practice Assessor will review the feedback that has been completed by a range of healthcare or social care professionals who have contributed to aspects of supervision and assessment.

Cluster Skill scores must be completed **only** by a **Practice Assessor** towards the end of the placement. Reasons for grades awarded.

Where appropriate, if a student has been unable to achieve the criteria due to a lack of opportunity, it is acceptable for them to demonstrate their level of knowledge through in-depth discussion.

To pass the Summative Assessment students must achieve the grade required for the module in each of the practice competencies and a pass in all sections of the Interpersonal & Professional skills.

The Practice assessor reviews the student’s progress and confirms achievement and that there has been no concerns regarding the student’s behaviour and performance. Practice Assessor will need to confirm they have been in communication with the Academic Assessor regarding the student’s performance and achievement.

At end of year Practice Assessor will confirm student has achieved all the requirements.

### Academic Assessor – Summative Assessment

The Academic Assessor will review all feedback relating to student’s progress and achievement. This will include the Practice Assessor’s decision at the summative assessment of each placement.

At the end of the year, the Academic Assessor with the Practice Assessor will recommend/not recommend the student for progression.