PRACTICE ASSESSMENT DOCUMENT

A Guide for Mentors and Students

BSc(Hons)  PG Dip  MSc
Completing the Practice Assessment Document

Aim of this Guide

The purpose of this guide is to provide advice to mentors and students on how to complete the documentation of the students practice assessment. General guidelines are provided for each element within the practice assessment document. This guidance should be read alongside specific instructions that may apply to individual universities.

Guidance Sections

- Practice orientation and demographics
- Assessment process
  - Initial Interview
  - Midpoint Interview
  - Final Interview
- Assessment of students
  - Descriptors
  - Professional values
  - Essential Skills
  - Episode of Care
  - Action Plans
  - Service User Feedback
- Recording Learning Experiences
  - Additional Clinical Skills
  - Additional Learning Opportunities
  - Records of Meetings
  - List of Mentors / Supervisors
Guidance for Completing Placement Information

Students should complete these sections prior to the initial interview

Placement 1

Placement Provider:
(e.g. Trust)

Name of Practice Area:

Type of Experience:
(e.g. Community/Ward based)

Telephone/Email contacts:

Start Date.................... End Date..................... No. of Hours.....................

Mentor/Co-Mentor/Supervisor Details:

Name: Fernando Gomez       Designation: Mentor
Name:                      Designation:

Other Practice Staff/Key Contacts:

Name:                      Designation:

Academic Contact Details:
(e.g. Link Lecturer)

Name:                      Designation:
Name:                      Designation:

I have seen and discussed the purpose of the student's Ongoing Achievement Record

Mentor's signature:        Date:

Mentor to complete at initial interview
## Orientation

**Placement 1: Orientation**

<table>
<thead>
<tr>
<th>Placement Provider induction/update complete, if applicable</th>
<th>Sign/Date (Student)</th>
<th>Sign/Date (Mentor)</th>
</tr>
</thead>
</table>

The following criteria need to be met within the first day in placement:

- A general orientation to the health and social care placement setting has been undertaken
- The local fire procedures have been explained
- The student has been shown the:
  - fire alarms
  - fire exits
  - fire extinguishers
- Resuscitation policy and procedures have been explained
- Resuscitation equipment has been shown and explained
- The student knows how to summon help in the event of an emergency
- The student is aware of where to find local policies:
  - health and safety
  - incident reporting procedures
  - infection control
  - handling of messages and enquiries
  - other policies
- The student has been made aware of information governance requirements
- The shift times, meal times and reporting sick policies have been explained.
- Policy regarding safeguarding has been explained
- Lone working policy has been explained (if applicable)
- Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)

The following criteria need to be met prior to use:

- The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area
- The student has been shown and given a demonstration of the medical devices used in the clinical area

## Advice for Mentors

It is useful to provide students with an information pack pertaining to the practice area. This can include login details for local intranet sites. Mentors should use the relevant risk assessment documentation for the University and ensure they follow specific university processes where required.
Assessment Process—Initial Interview

Placement 1: Initial Interview
This interview takes place within the first week of the placement

Student to identify learning and development needs

- Develop confidence in caring for a range of patients.
- Develop appropriate therapeutic communication skills with patients/service users and relatives/carers.
- Practice handing over patients’ details and progress to others.
- Learn more about the role of the occupational therapists and go on a home visit to see a discharge assessment.

Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments

- This placement provides a good opportunity to be assessed on a broad range of essential skills.
- Jane’s learning needs are realistic and can be accommodated on this placement.
- Through liaising with the OT department a home visit will be possible.

Mentor and student to negotiate and agree a learning plan

- I will aim to work with Jane directly during one shift per week.
- We will allocate time every week to discuss Jane’s progress.
- Jane to carry out supervised handover of care.
- A home visit with an Occupational Therapist to be arranged during the second half of the placement.

Student’s signature: Jane Edwards
Date: 07/10/15

Mentor’s signature: Fernando Gomez
Date: 7th Oct 2015

Advice for Mentors

The initial interview must take place in the first week of placement. Where possible mentors and students should be allocated the same roster to maximise learning and development opportunities. The named mentor must still be available to the student for at least 40% of the time and remains overall accountable for assessment decisions (NMC, 2010).
Assessment Process—Mid-Point Interview

The date for the midpoint interview should be identified at the beginning of the placement. This ensures that both the mentor and student are allocated the same shift and time is set aside for the interview to take place. Students should prepare for the interview by completing their self-assessment/reflection on progress.

### Placement 1: Mid-Point Interview
This interview takes place half way through the placement

<table>
<thead>
<tr>
<th>Student's self-assessment/reflection on progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on your overall progression, referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.</td>
</tr>
</tbody>
</table>

---

### My strengths

I feel I'm progressing well in most areas. I have been assessed on and achieved a number of essential skills. I have maintained professional values and this is evident through the positive feedback I've received from my patients and their relatives.

### Areas I'd like to Develop

I would like to improve my confidence and communication with both patients and colleagues. I still require assistance with the handover of my patients and this is something that I hope to have the opportunity to develop during the rest of this placement.

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### Advice for Students

Your reflection should include evidence to support your self assessment. Give examples of how you've demonstrated appropriate knowledge, professional values and essential skills.

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### Areas for Reflection

<table>
<thead>
<tr>
<th>Personal Learning Needs</th>
<th>Am I meeting my personal learning needs set at the beginning of the placement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values</td>
<td>What professional values am I achieving?</td>
</tr>
<tr>
<td></td>
<td>What professional values need development?</td>
</tr>
<tr>
<td>Essential Skills</td>
<td>What essential skills have I achieved?</td>
</tr>
<tr>
<td></td>
<td>What essential skills need development?</td>
</tr>
</tbody>
</table>
The midpoint interview is an opportunity for the mentor and student to reflect on the first half of the placement, and plan for the second. This meeting should be an opportunity for the student to discuss their documented reflection on their learning, including their strengths and developments. Mentors should provide students with feedback, linking to learning outcomes and professional values.

Discuss and document the Student’s progress during the Mid-Point interview.

### Areas for Discussion

<table>
<thead>
<tr>
<th>Personal Learning Needs</th>
<th>Is the student meeting their personal learning needs that they set at the beginning of the placement? What evidence supports this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values</td>
<td>What professional values is the student achieving? What professional values need development? What evidence supports this?</td>
</tr>
<tr>
<td>Essential Skills</td>
<td>What essential skills is the student achieving? What essential skills need development and why?</td>
</tr>
</tbody>
</table>

**Mentor’s comments**

**Knowledge and Understanding:**

Jane has been steadily developing her knowledge base of patients’ conditions in this placement. She has demonstrated initiative by researching conditions and treatments and applying this to her work on the ward. She needs to develop further understanding of commonly used medications.

**Professional Attitude:**

Jane is developing into a compassionate and caring nurse. She needs to develop her communication skills especially in regards to responding to non-verbal cues from the patients for example recognising when a patient is in pain and offering analgesia. Jane is very nervous about public speaking and is not yet confident in the hand over of her patients.

**Participation in Care and Practical Skill:**

In most cases Jane is demonstrating safe practice, although during the last 2 weeks Jane has forgotten on two occasions to let the nurses know that patients were in pain and this delayed their analgesia.

Jane is not achieving professional value 10, we have an action plan for this.
### Advice for Students

Use this section to identify specific learning opportunities that you feel would help you develop.

### Advice for Mentors

This section should include areas the student needs to improve as well identifying further opportunities for students excelling within the placement.

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**Placements 1: Mid-Point Interview**

**Ongoing learning and development needs**

<table>
<thead>
<tr>
<th>Identify learning and development needs</th>
<th>Identify the learning opportunities/support to enable the student to meet their needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to develop my confidence in communicating with patients/service users and other professionals.</td>
<td>Observe trained staff communicating with patients and relatives/carers.</td>
</tr>
<tr>
<td>The areas that I need to develop include talking during the ward handover, and the bedside handover.</td>
<td>Jane will be given time to write out her handover for 1 patient and show it to me before the end of the shift. When she is more confident we can increase to 2—3 patients and use these same notes for the bedside handover.</td>
</tr>
<tr>
<td>Jane would like the opportunity to attend the multidisciplinary team meeting.</td>
<td>Jane’s roster will coincide with at least 2 MDT meetings.</td>
</tr>
<tr>
<td>I need to improve my active listening and my mentor and I have written an action plan for this.</td>
<td>We will follow the action plan for improving Jane’s active listening.</td>
</tr>
</tbody>
</table>

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**Review Date:** 21/12/15

**Student’s Signature:** Jane Edwards

**Mentor’s Signature:** Fernando Gomez

Any outstanding learning and development needs are to be discussed and documented at the final interview.
Assessment Process—Final Interview

Placement 1: Final Interview
This should take place towards the end of the placement

Student’s self-assessment/reflection on progress
Reflect on your overall progression, referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.

Knowledge and Understanding
I have progressed well in most areas. I have been assessed on and achieved a sufficient number of essential skills. I have maintained professional values and this is evident through the continued positive feedback I’ve received from my patients and their relatives.

Professional Attitude
I have improved my active listening skills and I’m remembering to report concerns to my mentor or another appropriate member of staff.

Participation in Care and Practical Skill
I feel that I am far more confident in the handover of patients. I have had plenty of opportunities to practice and demonstrate this.

Mentor’s comments
Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:
Jane has been steadily developing her knowledge base of patients’ conditions in this placement. She has demonstrated initiative by researching conditions and treatments and applying this to her work on the ward. Her knowledge of commonly used medication has greatly improved.

Professional Attitude:
I have seen a dramatic improvement in Jane’s verbal and non verbal communication skills. This is evident in the therapeutic relationships she has developed with her patients.

Participation in Care and Practical Skill:
Jane has responded well to the objectives in the action plan and is now demonstrating safe practice with far less need for supervision and prompting.

Advice for Students
Use this section to identify specific learning opportunities that you feel would help you develop during your next practice learning experience.

Advice for Mentors
Use this section to summarise areas the student has achieved and any areas of non achievement. There should be an action plan completed at this time if the student has not achieved any outcome.
**Learning and Development Needs**

To be agreed between the Mentor and Student

<table>
<thead>
<tr>
<th>Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement</th>
</tr>
</thead>
</table>

**Knowledge and Understanding**

More practice with handover, team meetings, writing notes, care planning and goal setting.

**Professional Attitude**

Jane needs more experiences of talking and listening with patients whilst delivering nursing care. Her focus is sometimes on completing tasks rather than giving holistic care. It would benefit Jane to be allocated a small group of patients on her next placement so she can develop skills in total patient care, not just completion of nursing tasks.

**Participation in Care and Practical Skill**

Jane needs further experiences of total patient care in terms of personal care, assisting with mobilisation, assessment and recording of vital signs, care planning, handover, notes writing and wound management would also be of great benefit.

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**Was an Action Plan required to support the student?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**If Yes, was the Academic Representative informed?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

The Action Plan can be found on page **

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**Mentor’s checklist for assessed documents**

<table>
<thead>
<tr>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have signed the professional value statements the student has achieved in this area</td>
</tr>
<tr>
<td>I have signed the relevant skills the student has achieved in this area</td>
</tr>
<tr>
<td>I have completed and signed the grading of practice document (where applicable)</td>
</tr>
<tr>
<td>The student and I have checked and signed the practice placement hours (depending on university requirements)</td>
</tr>
<tr>
<td>I have completed all the interview records and development plans</td>
</tr>
<tr>
<td>I have printed and signed my name on the List of Mentors/Supervisors Record on Page **</td>
</tr>
<tr>
<td>I have completed the Ongoing Achievement Record (OAR)</td>
</tr>
</tbody>
</table>

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**Student’s signature:** Jane Edwards  
**Date:** 14/12/15

**Mentor’s signature:** Fernando Gomez  
**Date:** 14/12/15
Assessment of Students—Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge and understanding</th>
<th>Professional attitude</th>
<th>Participation in care and practical skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>Has a good knowledge-base and understanding is evident to support safe and effective practice. Can provide explanations to others, justifying decisions &amp; actions using a sound evidence-base.</td>
<td>Is able to demonstrate positive engagement with learning and is able to respond proactively and flexibly to situations.</td>
<td>Is able to safely, confidently and competently focus on the patient in both predictable and less well recognised situations of care.</td>
</tr>
<tr>
<td>Not Achieved</td>
<td>Is only able to identify the essential knowledge-base and needs to develop further understanding and/or has an inadequate knowledge base or demonstrates unsafe practice.</td>
<td>Is disengaged from the learning process and/or responds inappropriately to patients/service users and/or colleagues.</td>
<td>With minimal supervision is not able to demonstrate safe practice and is unable to perform the activity independently.</td>
</tr>
</tbody>
</table>

Sources of evidence

Using the assessment descriptors, detail evidence used to come to your decisions.

- Have you tested the student's knowledge and understanding
- Has the student demonstrated appropriate professional values?
- Have you observed/tested the student performing the skill or meeting the competency?
- Have you received testimonies from patients/service users/carers/relatives?
- Have you received feedback on the student's performance from other members of staff?

Progression Points

The NMC has identified skills and professional behaviours that a student must demonstrate by each progression point. These are:

**Progression Point 1**

- 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

**Progression Point 2**

- The student works more independently, with less direct supervision in a safe and increasingly confident manner
- The student demonstrates the potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.
Assessment of Students—Professional Values in Practice

Assessment of professional values is a continuous process and mentors should provide specific evidence of where standards are being met / not met and the midpoint and end of placement.

### Professional attitude, behaviour and responsibility

<table>
<thead>
<tr>
<th>Professional Attribute</th>
<th>Midpoint</th>
<th>Final</th>
<th>Evidence/Comments</th>
<th>Final Sign/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm.</td>
<td>A</td>
<td>A</td>
<td>Midpoint—Achieving this outcome with no problems. <em>Fernando Gomez 21.11.15</em> Endpoint—Has maintained confidentiality</td>
<td><strong>Fernando Gomez 14/12/15</strong></td>
</tr>
<tr>
<td>2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.</td>
<td>A</td>
<td>A</td>
<td>Midpoint—No problems. <em>Fernando Gomez 21.11.15</em> Endpoint—Always engages with patients</td>
<td><strong>Fernando Gomez 14/12/15</strong></td>
</tr>
<tr>
<td>3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.</td>
<td>A</td>
<td>A</td>
<td>Midpoint—She is punctual and appropriately dressed. <em>Fernando Gomez 21.11.15</em> Endpoint—This has been maintained.</td>
<td><strong>Fernando Gomez 14/12/15</strong></td>
</tr>
</tbody>
</table>

### Advice for Mentors

Students should be assessed on **ALL** professional values during **EVERY PLACEMENT**.

Mentors must record student progress at the midpoint and end point of the placement.

If the student is not achieving any aspect of professional values this must be identified as a development need with the student. If it continues, an action plan may be required.

Development plans should reflect specific areas of concern and be completed as early in the placement as possible to ensure the student has the maximum time and opportunity to develop.

Action Plans are instigated when there is a cause for concern or fitness for practice issue that requires prompt action. The joint Action Plan must involve the mentor/supervisor and an academic representative from the student’s university e.g. Link Lecturer or Personal Tutor.
Assessment of Students—Essential Skills

<table>
<thead>
<tr>
<th>Skills Cluster: Care, Compassion and Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>People can trust the adult nurse to provide collaborative care based on the highest standards, knowledge and competence. (ESC 1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field. (1.8)</td>
<td>Fernando Gomez 14/12/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is self-aware and self-confident, knows own limitations and is able to take appropriate action. (1.9)</td>
<td></td>
<td>A</td>
<td>Pat Thompson 10/05/16</td>
</tr>
<tr>
<td>3. Recognises and acts to overcome barriers in developing effective professional relationships with service users and carers. (1.12, 1.13)</td>
<td>NA</td>
<td>Fernando Gomez 14/12/15</td>
<td></td>
</tr>
<tr>
<td>4. Uses professional support structures to develop self-awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise. (1.14)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

People can trust the adult nurse to engage in person-centred care empowering people to make choices about how their needs are met when they are unable to meet for themselves. (ESC 2)

<table>
<thead>
<tr>
<th>Assessment 5</th>
<th>Assessment 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>5. Recognises situations and acts appropriately when a person's choice may compromise their safety or the safety of others. (2.10)</td>
<td></td>
</tr>
<tr>
<td>6. Uses strategies to manage situations where a person's wishes conflict with the nursing interventions necessary for the person's safety. Facilitates access to independent advocacy. (2.9, 2.11)</td>
<td></td>
</tr>
</tbody>
</table>

There are 5 skills clusters of assessment. These are:

1. Care, compassion and communication
2. Organisational aspects of care
3. Infection prevention and control
4. Nutrition and fluid management
5. Medicines management

As students progress through each part of the programme the essential skills will vary by number and level of difficulty. This ensures that students are assessed at all times with reasonable expectations given their level of experience.

Assessment of Students from Different Universities

Each university has provided specific instructions on assessment of essential skills on page 4 of the students’ practice assessment document. Please review this information before undertaking the assessment.

If a student achieves a learning outcome

This is assessed at the final interview as Achieved. Mentors should record this by writing an ‘A’ in the box titled level. They should then date and sign the assessment.

If a student does not achieve a learning outcome

This is assessed at the final interview as Not Achieved. Mentors should record this by writing an ‘NA’ in the box titled ‘Level’. They should then date and sign the assessment and record this in the ‘Ongoing Learning and Development Needs’ page in the PLPAD. If there is a fitness for practise issue or concern a joint action plan should be instigated.

In the example provided the student has not achieved Learning Outcome 3 on the first placement. The student has been reassessed on Learning Outcome 3 by a different mentor on placement 3 and this time the student achieves the outcome. Remember that students do not have to be assessed on every learning outcome on every placement.

The student has therefore passed both learning outcomes before the progression point.
Assessment of Students—Episode of Care

Advice for Students

Students should discuss opportunities for completing an episode of care with their mentor. Students can practice episodes of care and ask for feedback from mentors before undertaking the summative assessment.

Advice for Students

I assisted a patient to shower as she was unable to do this for herself. I was able to help her wash and style her hair and brush her teeth. I helped her dress after the shower. I gave her choices about how she wanted to shower and made sure she was comfortable and safe. I made sure that she consented to having a shower with me present. I made sure there was a shower chair and made sure she used the handrails when standing up. I closed the bathroom door and used the engaged sign to maintain privacy.

I was able to discuss a strategy with a health care assistant to ensure that whilst I was assisting with the shower the other patients in the unit were able to seek help from another member of the team.

I maintained privacy and dignity with me there. She was happy to feel clean, have fresh clothes and she said she felt like herself when we finished.

I need to think through all parts of patient care so that I can be more organised and think of what I need to do before I start.

Jane demonstrated a very kind, caring and professional approach whilst helping her patient to shower. She went out of her way to maintain her patient’s dignity.

Jane’s communication was very clear and reassuring. Her patient understood what was happening at each stage as she used language that the patient understood. Good documentation.

Jane maintained patient safety throughout, helping the patient to mobilise. Jane forgot some basic equipment, however Jane dealt with this professionally and has reflected really well on what she would like to improve.

Jane was able to get advice from the other staff on the best way to delegate and also consult the care plan to make sure she was following the best way to provide care.

Mentors should supervise students completing their episode of care. This will usually be direct supervision, however indirect supervision would be more appropriate at times to protect patient dignity.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional values</td>
<td>Jane demonstrated a very kind, caring and professional approach whilst helping her patient to shower. She went out of her way to maintain her patient’s dignity.</td>
<td></td>
</tr>
<tr>
<td>Communication and interpersonal skills</td>
<td>Jane’s communication was very clear and reassuring. Her patient understood what was happening at each stage as she used language that the patient understood. Good documentation.</td>
<td></td>
</tr>
<tr>
<td>Nursing practice and decision-making</td>
<td>Jane maintained patient safety throughout, helping the patient to mobilise. Jane forgot some basic equipment, however Jane dealt with this professionally and has reflected really well on what she would like to improve.</td>
<td></td>
</tr>
<tr>
<td>Leadership, management, team working</td>
<td>Jane was able to get advice from the other staff on the best way to delegate and also consult the care plan to make sure she was following the best way to provide care.</td>
<td></td>
</tr>
</tbody>
</table>

Student’s signature: Jane Edwards
Mentor’s signature: Fernando Gomez
Date: 5th Dec, 2015
Date: 05/12/15
Assessment of Students—Action Plan

**Action Plan**

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

The mentor/supervisor must liaise with the academic representative and senior practice representative.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Area of Concern</th>
<th>Support Available</th>
<th>Criteria for Success</th>
<th>Time Frame/Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther Ward</td>
<td>Professional Value 10&lt;br&gt;Jane has forgotten on two occasions to let the nurses know that patients were in pain and this delayed their analgesia.</td>
<td>Agree strategy for recording information&lt;br&gt;Own allocation of 2 patients and regular updates with mentor.</td>
<td>The mentor to reassess and pass Jane as achieved in professional value 10 by the review date.</td>
<td>04/12/15 and 14/12/15</td>
</tr>
</tbody>
</table>

**Advice for Mentors**

If a student requires an action plan, the mentor must liaise with academic representatives (e.g. Link Lecturer / Personal Tutor) and senior practice representatives to instigate a joint action plan with the student.

Action Plans are instigated when there a cause for concern or fitness for practice issue that requires prompt action. It must involve the mentor/supervisor and an academic representative. Please see flow chart below—see individual university guidelines for more detail on their processes.

- Concern identified by mentor
- Mentor discusses concern with student.
- Concern documented as Professional Value or Essential Skill
- Mentor liaises with academic and senior practice representatives for support
- Mentor and Student agree action plan
- Mentor documents action plan
- Review action plan
Assessment of Students—Service User Feedback

Mentors should obtain consent from patients/service users who should feel able to decline to participate.

We would like to hear your views about the way the student nurse has looked after you.
- Your feedback will help the student nurse’s learning
- The feedback you give will not change the way you are looked after

<table>
<thead>
<tr>
<th>Tick if you are:</th>
<th>The Patient/Service User</th>
<th>Carer/Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>How happy were you with the way the student nurse...</td>
<td>Very Happy</td>
<td>Happy</td>
</tr>
<tr>
<td>...cared for you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...listened to your needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...understood the way you felt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...talked to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...showed you respect?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did the student nurse do well?
Jane is a lovely girl and was very kind and gentle with me. She helped me having a wash and I think she will be a good nurse.

What could the student nurse have done differently?
Jane didn’t remember I needed my tablets which is a shame because she is so kind and trying to do her best. I wish her well for her future.

Mentor Signature: Fernando Gomez Date: 17/11/15
Student Signature: Jane Edwards Date: 17 Nov 2015

Advice for Mentors

The mentor should offer the service user the option of completing the service user feedback themselves, or offer to complete it on their behalf.

It is important that the student receives feedback from a service user on every placement if possible. There may well be instances where service user feedback is not appropriate and mentors should use their discretion with this.

It is recommended however that where service user feedback is appropriate mentors should facilitate this at least once every placement.

Advice for Students

Some service users may feel uncomfortable in this situation and could feel under pressure if the student is present.
Recording Learning Experiences—Additional Clinical Skills

Record of Additional Clinical Skills

This is an opportunity for the Student Nurse to record additional clinical skills that they have practised.

<table>
<thead>
<tr>
<th>Date</th>
<th>Clinical Skill</th>
<th>Comments</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12/15</td>
<td>Insertion of naso-gastric tube</td>
<td>I supervised Jane insert an NG tube once on this placement—excellent communication and practical skills</td>
<td>Fernando Gomez</td>
</tr>
</tbody>
</table>

Students should keep a record of additional skills they have undertaken.

Mentors should verify the clinical skill.
Recording Learning Experiences—Additional Learning Opportunities

Record of Additional Learning Opportunities
Record reflections on your learning in outreach/short practice placements or with members of the multidisciplinary team.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details of experience</th>
<th>Time spent</th>
<th>Reflections on your learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/11/15</td>
<td>Home visit with an OT to assess a patient in her home before discharge</td>
<td>4 hours</td>
<td>This really opened my eyes to all the things that need to be thought about before discharging a patient home. My patient had limited movement because of her stroke and it was good to see how the OT assessed her in her bathroom and kitchen and see what aids and adaptations she would need before going home. It made me realise how important it is to start discharge planning really early as lots of different services need to get involved.</td>
</tr>
</tbody>
</table>

Supervisor’s comments and Signature
Jane really benefited from this experience and working with the multidisciplinary team in our ward.  
Fernando Gomez

Advice for Students
Additional learning experiences should reflect learning that is in addition to the usual day to day learning experiences available in a placement area or a short non-assessed placement.

All additional learning experiences should be undertaken through discussion with your mentor to ensure they are appropriate for your level of learning.

There is no set time period for an additional learning opportunity. The length is dependent on the experience being undertaken, but must be discussed and agreed by your mentor.

Advice for Mentors
The types of experiences that students may benefit from in your placement can be discussed at the initial and midpoint interviews. These may include hub and spoke experiences or working with other members of the multidisciplinary team.

It is also reasonable to expect that students will identify their own preferences for learning experiences based on their individual learning needs.
Recording Learning Experiences—Records of Meetings

**Advice for Mentors**

Initial, Midpoint and End interviews **do not** need to be recorded in this section.

If students require additional advice, support or development of action plans then these meetings should be recorded.

Meetings with link / liaison lecturers should also be recorded.

---

**Records of meetings/Additional Feedback**

<table>
<thead>
<tr>
<th>Date/time</th>
<th>Signature/Designation</th>
<th>Purpose of Meeting/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/11/2015 15.30</td>
<td>Jane Fish Link Lecturer</td>
<td>I met with Jane and discussed her progress on this placement. I checked her PAD assessments. A few skills have yet to be assessed so I have discussed targeting appropriate skills as well as assessment of these with her mentor. Will review progress of this on my next visit.</td>
</tr>
</tbody>
</table>

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Jane Fish
Link Lecturer
17/11/2015
15.30
## List of Mentors/Supervisors

A sample signature must be obtained for each Mentor/Co-Mentor/Supervisor who signs your document
(All mentors must have attended an annual update in line with NMC requirements)

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Signature</th>
<th>Initials</th>
<th>Date of last Mentor Update</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernando Gomez</td>
<td>Fernando Gomez</td>
<td>FG</td>
<td>08/05/15</td>
<td>Esther ward</td>
</tr>
</tbody>
</table>

## Advice for Mentors

All mentors/supervisors who document in a student’s PAD must provide their details.

This is to ensure the university can assure the NMC that correct processes have been followed and that all mentors/supervisors are properly up to date and qualified to verify the student's competence. Those supervisors/assessors who are not registered nurses should indicate their professional qualification.
with all written and verbal records.
in an appropriate way, puts them first.