



## NMC (2018): Realising professionalism: Standards for education and training



**UK Nursing and Midwifery Council (2018)**  
***Future nurse: Standards of proficiency for registered nurses.***

**All Wales Practice Assessment Document and Ongoing Record of Achievement**



Trawsnewid y gweithlu ar gyfer Cymru iachach  
*Transforming the workforce for a healthier Wales*

Student details	
Approved Education Institution	
Student name	
Student number	
Cohort	
Field of practice	

**\*Please ensure you have your Practice Assessment Document available at all times during practice learning experiences for completion by Practice Supervisors, Practice Assessors and Academic Assessors as required.**

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## 1. Welcome and introduction

United Kingdom Nursing and Midwifery Council *Future nurse: Standards of proficiency for registered nurses* (NMC 2018a) require registrants to have the confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence based, direct nursing care across health care settings.

Registered nurses must be able to meet the person-centred, holistic care needs of the people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges.

Registrants “*must also be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice.*” (NMC 2018a, p.6).

The All Wales Practice Assessment strategy for pre-registration nursing programmes, which leads to entry to the professional register, identifies the process by which student performance is measured against NMC *Future nurse: Standards of proficiency for registered nurses* (NMC 2018a).

The proficiencies in this document specify the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings. They reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care.

**The proficiencies detailed in this Practice Assessment Document apply to all four fields of nursing (adult, children, learning disabilities, mental health nursing).**

Students are required to ensure their Practice Assessment Document is available at all times throughout their programme journey for assessment scrutiny.

## Mapping of future nurse proficiencies and annexe skills and procedures

The Nursing and Midwifery Council (2018) *Standards of proficiency for registered nurses* identify the proficiencies, communication and relationship management skills and nursing procedures a student nurse must be able to demonstrate to enter the NMC professional register as a Registered Nurse Graduate.

The proficiency outcomes contained within this Practice Assessment Document identify the knowledge, skills, attitudes and behaviours that a student nurse must be able to demonstrate by the end of the programme. They are organised with reference to the NMC proficiency platforms and annexes (NMC 2018):

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

### Future nurse proficiencies



The Nursing and Midwifery Council future nurse proficiencies and Annexe A and B skills and nursing procedures are mapped within this Practice Assessment Document for achievement in practice or in simulated learning as appropriate. Each platform is subdivided into a number of different proficiency outcomes. A number of Annexe B nursing procedures have also been identified as requiring demonstration of particular technical knowledge and skills (Appendix 1). You will be required to safely demonstrate each of these procedures under direct supervision by the end of the programme.

Assessment of your proficiency is undertaken by drawing on direct observation and questioning in relation to your involvement in care activities, feedback from others about your practice including from service users and carers, review of your assessment documentation and discussion about your self-reflections on practice.

You will be continually assessed on your achievement of proficiency and there are assessment criteria for each part of the programme which indicate expected levels of achievement. The occurrence of particular proficiencies within each part of the programme also reflect expectations of your personal and professional development. For example, there is growing emphasis on leadership and management role expectations as you progress.

The overall assessment approach combines continuous assessment with specific **in-point** assessments during the programme. So, in addition to an ongoing, continuous assessment strategy, four **in-point** assessments focus on key milestones of achievement during the programme.

**The first in-point assessment: Assessing, planning, implementing and evaluating care** occurs in part one of the programme. The assessment focus is on the demonstration of fundamental care skills, development of communication skills and the ability to begin to assess the needs of service users. This also involves students taking every opportunity for ‘*Making Every Contact Count*’ (Public Health Wales 2017) in relation to optimising person-centred, compassionate care.

**The second in-point assessment: Medicines management** will take place in part two of the programme to highlight the need for students' development of underpinning knowledge and understanding of pharmacology. This **in-point** assessment focuses on safety, proficiency and confidence in administering medications and general medicines management. Although the medicines management **in-point** assessment is designed as a single assessment at an agreed point in time, safe administration and medicines management is also continuously assessed across each part of the programme within the proficiency outcomes.

Moving into part three of the programme, students need to be ready to undertake the role of a Practice Supervisor at the point of registration. **The third in-point assessment: Supervising and supporting learning** is designed to assist students to develop required knowledge, skills, values and behaviours when supervising and giving effective feedback to junior learners or others.

In the final practice learning experience towards the end of part three of the programme, the student must demonstrate they are ready to lead, manage and support teams in the delivery of safe, effective compassionate person-centred care. **The final in-point assessment: Leading, managing and coordinating care** is designed to assess whether the student is able to demonstrate these proficiencies at the entry point to the Nursing and Midwifery Council register.

**Assessment and achievement of each in-point assessment must relate to the context of a student's chosen field of practice.**

## **2. Gaining service user/carers consent for involvement in their care**

Service users, carers and relatives have a fundamental role in a student's development throughout the programme. Service users, carers and relatives provide feedback on students' evolving proficiency. Service users and carers must agree to your involvement in their care, and understand they can withdraw their consent for your involvement in their care. Service users and carers must be informed about who is responsible for supervising your practice and your status as a student.



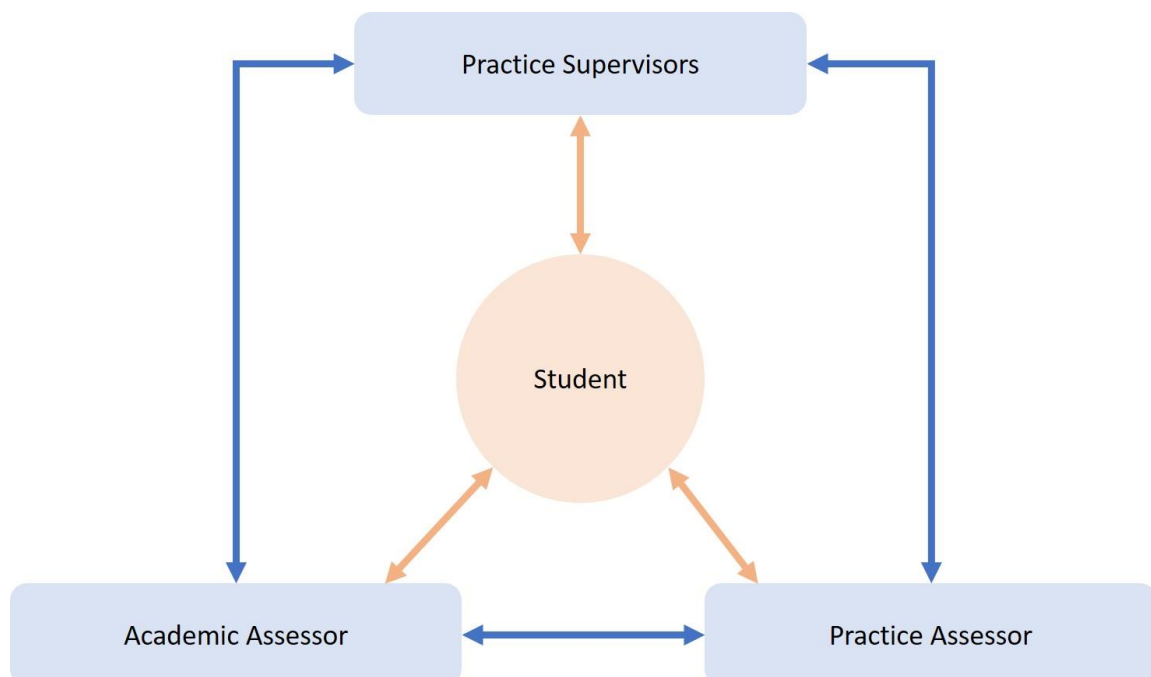
### 3. Supernumerary student status

Students are not counted as part of the safe staffing levels in practice settings. Your supernumerary status alongside Practice Supervisors and Practice Assessors overseeing your progress, is key to your safe involvement in care activities when working as part of the care team in delivering person-centred, compassionate care. A decision on the level of supervision provided will be based on the assessed level of proficiency of each individual student, ensuring a student does not work beyond their capabilities. The level of supervision may decrease with a student's increasing proficiency and confidence.

### 4. Key roles and responsibilities

The key individuals in the assessment process are you the student, Practice Supervisors, Practice Assessors and Academic Assessors. These individuals are suitably prepared and supported for their roles in line with NMC *Standards for student supervision and assessment* (NMC 2018b).

You are required to present the Practice Assessment Document to Practice Supervisors, Practice Assessors and Academic Assessors when requested or at strategic points during your practice learning experience.



## **5. Student responsibilities**

As a student, you are expected to take responsibility for your own learning and to reflect on your on-going personal and professional development. Practice Supervisors, Practice Assessors and Academic Assessors will provide feedback on your achievement of proficiency throughout the programme.

There is an expectation that you will be receptive to constructive feedback to inform your learning as well as reflecting on and taking an active part in learning experiences by sharing ideas and contributing to the development of others.

It is also important that you disclose any identified additional learning needs you may have in order that Practice Supervisors and Practice Assessors can make reasonable adjustments to support your learning where these are required. An important part of your professional attitudes and behaviours is also a responsibility to report any situations, behaviours or errors that may result in poor care outcomes and that you know who to contact in those circumstances.

You must present your Practice Assessment Document for Practice Supervisors and Practice Assessors to complete so that this information is available as an on-going record of achievement. It is your responsibility to ensure the safekeeping and timely submission of your assessment documentation. You must keep your Practice Assessment Document secure at all times, whether on line, at home, in practice, in university or in any other place. You must not include any identifiable information within any part of your Practice Assessment Document. You must not share confidential information about service users or carers with any unauthorised individuals.

Your Practice Supervisors will approach service users and carers (where appropriate) for formative feedback on your approach to care. This information will be discussed with you at relevant points in each part of the programme. You must ensure all feedback forms are stored appropriately within your Practice Assessment Document and that the confidentiality of any information is not compromised.

## 5.1 Nominated person

Each practice learning environment will have a nominated person responsible to actively support students and address student concerns. This person acts as a champion for student education within the practice setting and responds to students should they experience concerns about their practice learning experience. The nominated person will also co-ordinate student allocations from partner Approved Education Institution/s and assign students to a nominated Practice Assessor and designated Practice Supervisor/s. Information on who the nominated person is will be available in each practice setting and the person named on the Orientation to Practice Learning Environment checklist within this Practice Assessment Document. This information will also be available in the educational audit document.

## 5.2 Practice Supervisors

NMC registered nurses and midwives and other registered health and social care professionals will act as Practice Supervisors and support you through each practice learning experience. They will ensure that you have every opportunity to progress successfully. You will have the opportunity to work with a range of Practice Supervisors within each practice learning environment. You will also be allocated at least one designated Practice Supervisor for each practice learning experience to provide continuity for your learning experience and to provide feedback on your progress and guide you through your learning experience. This Practice Supervisor/s will be your point of contact and will liaise with other team members to facilitate your learning.

All Practice Supervisors who support your learning and development will contribute to your Practice Assessment Document and provide feedback to Practice Assessors on your professional conduct and achievement of proficiencies. Practice Supervisors will discuss your progress with your nominated Practice Assessor throughout your practice learning experience. They will also provide feedback at arranged points to inform the mid-way review and statement of achievement sections of your student learning contract.

### 5.3 Additional supervisors

There will be opportunities to experience wider learning opportunities using additional practice learning environments. You will be supervised by registered and non-registered individuals and other students as appropriate in the main practice learning environment and in other settings who will offer valuable insight into their role and how they contribute to health and well-being services. Non-registered practitioners are unable to be deemed Practice Supervisors but will be able to offer support and guidance and direct you to gather evidence of achievement that can be reviewed by your designated Practice Supervisor/s and nominated Practice Assessor. A record of your achievement should be documented in the Additional Practice Learning Experience Record and signed by the additional supervisor supporting you through this additional practice learning experience.

### 5.4 Practice Assessors

You will have a **nominated Practice Assessor/s** in each part of the programme (this may be for each practice learning experience, or for a series of practice learning experiences). Practice Assessors are accountable for confirming achievement of your proficiency against proficiency outcomes in your Practice Assessment Document. You will have opportunities to achieve these outcomes over the series of practice learning experiences throughout each part of the programme.

Confirmation of achievement of proficiency outcomes must be completed by the end of each relevant part of the programme. Your nominated Practice Assessor will work in partnership with your nominated Academic Assessor (from the University you are enrolled) at scheduled points during and following each practice learning experience as required, to review your progress and at the end of each part of the programme to evaluate and recommend your progression. Practice Assessors will make assessment decisions by drawing on your student record of achievement, periodic observations of your practice, feedback from a range of Practice Supervisors, additional supervisors and service users and carers, and discuss your self-reflections on practice and any evidence you have gathered on your achievement of proficiency outcomes.

Practice Assessors will look to commend students' particular achievements in practice settings. However, where students do not meet required levels of proficiency during a

practice learning experience or part of the programme an action plan will be required. In these circumstances, Practice Supervisors and Assessors will work with you to document specific, measurable and time-bound objectives using the *All Wales Action Planning Pro forma* (Appendix 3). Additional practice education personnel may also be involved in supporting these circumstances.

The Action Plan Pro forma is designed to facilitate a student's achievement. However, if at any point there are concerns about a student's conduct, professional behaviour or proficiency that may be detrimental to service users' safety, these concerns must be escalated immediately to the relevant practice learning organisation Practice Education Lead and Approved Education Institution Academic Assessor and Programme Director.

## 5.5 Academic Assessors

You will be allocated a **nominated Academic Assessor** (from the University you are enrolled) for each part of the programme. Academic Assessors collate and confirm your achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. Your nominated Practice and Academic Assessors will work in partnership to determine whether you have met all the necessary requirements to recommend your progression for each part of the programme in line with programme standards. There will be a different Academic Assessor for each part of the programme.

## 6. Key documents to be completed

A number of key documents are required for completion during each part of the nursing programme that contribute to your ongoing record of achievement:

### 6.1 Orientation checklist

This document must be completed during the first week of each of your practice learning experiences.

### 6.2 Learning contract

The learning contract is completed for each practice learning experience and identifies your learning needs and progress towards achievement of required proficiency outcomes. A designated Practice Supervisor will support you to complete the objectives set in this learning contract and this will be reviewed by your nominated Practice Assessor and

Academic Assessor. The learning contract contains three elements, a 'Statement of Intent' (completed within the first week of the practice learning experience), a 'Mid-way Review' (at the mid-way point during a practice learning experience) and a 'Statement of Achievement' (towards the end of the practice learning experience).

### 6.3 Professional Attitudes & Behaviours Assessment

The Professional Attitudes & Behaviours Assessment reflects *The Code* (NMC 2018) and many of the proficiencies contained in Platform 1: Being an accountable professional. The Professional Attitudes and Behaviours Assessment is reviewed twice in each practice learning experience, once at the mid-way review and once when completing the end of practice learning experience Statement of Achievement. If you are unable to meet all of the proficiencies in the Professional Attitudes and Behaviours Assessment at the mid-point review stage, this will initiate a discussion between your designated Practice Supervisor and nominated Practice Assessor and when required, an action plan will be developed (see Appendix 3). Your Academic Assessor will also be involved in supporting development of your action plan.

### 6.4 NMC proficiencies

All proficiency outcomes within this Practice Assessment Document are mapped against *NMC Future nurse: Standards of proficiency for registered nurses* (NMC 2018). **You must demonstrate achievement of all relevant identified proficiency outcomes in this Practice Assessment Document by the end of each relevant part of the programme.** Registered nurses in all fields of nursing practice must be able to demonstrate the ability to communicate and manage relationships with people of all ages with a range of mental, physical, cognitive and behavioural health challenges. These Annexe A NMC requirements are embedded within the proficiency platforms in the Practice Assessment Document and are integral to achievement of the proficiency outcomes.

Registrants must also demonstrate the ability to provide nursing intervention and support for people of all ages who require nursing procedures during the processes of assessment, diagnosis, care and treatment for mental, physical, cognitive and behavioural health challenges. These Annexe B NMC requirements have also been mapped into the proficiency platforms, however, there are a number of the procedures which also appear

as a separate inventory (Appendix 1) identified as requiring particular technical knowledge and skills. The inventory acts as a record of confirmation that you are able to demonstrate the underpinning knowledge and evidence supporting the procedure, observe the procedure and safely demonstrate an ability to undertake the procedure under direct supervision. You must demonstrate an ability to undertake Annex skills and procedures at an appropriate level for your intended field of practice by the end of the programme. Where policies or student exposure does not permit such procedures, these can be developed and assessed via simulation learning either within practice environments or Approved Education Institutions.

## 6.5 In-point assessments

Four in-point assessments identified for achievement in practice settings are contained within each of the programme parts, one in part 1, one in part 2, and two assessments in part 3:

**Part 1 in-point assessment:** *Assessing, planning, implementing and evaluating care.*

**Part 2 in-point assessment:** *Medicines management.*

**Part 3 in-point assessment:** *Supervising and supporting learning*

**Part 3 in-point assessment:** *Leading, managing and coordinating care.*

**Assessment and achievement of each in-point assessment must relate to the context of your chosen field of practice.**

## 6.6 Service user/carer feedback

Feedback from service users and carers (where appropriate consent is given) on your ability to provide person-centred care will contribute to your formative reflections and learning development.

## 6.7 Additional practice learning experience record

Registered and non-registered professionals who supervise you in additional practice learning environments complete additional practice learning experience records. You must discuss these additional learning experiences with your Practice Supervisors and nominated Practice Assessor in your main practice environment and retain copies within your Practice Assessment Document.



## 6.8 Confirmation of achievement

This record is a summary of documents confirming your progression and achievement of proficiency outcomes through each part of the programme. This record is presented to the relevant Approved Education Institution Progression Board and includes a record of practice hours completed and a declaration of good health and character for each part of the programme.

## 7. Practice assessment timelines

Practice learning experience contact
As a student, you should contact the practice learning environment one week prior to the allocated start date, seek practice learning information and make first day arrangements. Every practice learning environment will have a <b>nominated person</b> responsible for overseeing student learning.
The orientation checklist:
Completed during the first week of the practice learning experience.
Statement of intent
<p>This is a joint discussion between you and a designated Practice Supervisor completed within the first week of the practice learning experience.</p> <p>You must discuss your learning needs and ambitions with your Practice Supervisor for each practice learning experience. The Practice Supervisor will sign-post you to practice learning opportunities enabling achievement of proficiency outcomes.</p>
Mid-way review
<p>This is a review of your progress up to the mid-way point including completion of a Professional Attitudes and Behaviours Assessment. A designated Practice Supervisor completes the mid-way review in discussion with you. The nominated Practice Assessor may also be involved at this point.</p> <p>Should concern about your progress be identified, an action plan is required (refer to the All Wales Action Plan Pro forma - Appendix 3). The nominated Practice Assessor will contact the Academic Assessor and local Practice Education Facilitator (or equivalent) in these circumstances.</p>
Statement of achievement
This is a summary of overall progress throughout the practice learning experience and includes your reflective self-assessment, Practice Supervisor feedback, Practice Assessor and Academic Assessor comments. The second part of the Professional Attitudes & Behaviours Assessment is also completed at this point. The Practice Assessor undertakes the final practice experience discussion with you detailing assessment of achievement of relevant proficiency learning outcomes.



## 8. Summary of documents required for each part of the programme

Document	Requirements for submission
Orientation checklist	Completed in each practice learning experience for each part of the programme.
Learning contract	Completed for each practice learning experience of more than one week. A mid-way review is required for practice learning experiences of 3 weeks or more. A practice learning experience of more than one week but less than 3 weeks will require the statement of intent and the final statement of achievement completed.
Additional practice learning experience records	Completed for all additional practice learning experiences of one week or less.
Professional Attitudes & Behaviours Assessment	Completed at the mid-way review and end of each practice learning experience (of 3 weeks or more).
Service user and carer feedback form	<p>Whilst no specified number of service user and carer feedback forms are stated, there is an expectation of a minimum of <u>three</u> pieces of feedback during each part of the programme.</p> <p>It is the responsibility of Practice Supervisors to ask service users and carers to provide feedback, not the student.</p>
Standards of proficiency	Proficiency outcomes must be achieved by the end of each part of the programme.
<b>in-point</b> assessments	<p>Four <b>in-point</b> assessments must be achieved <u>by the end of the programme</u>.</p> <p><b>Each in-point assessment must be assessed in the context of a student's chosen field of practice.</b> The duration of each <b>in-point</b> assessment must be negotiated and agreed by you and your Practice Assessor.</p>

## 9. Pre-registration Nursing – Practice assessment criteria

To confirm achievement of proficiency, commensurate with the part of the programme studied, the student must be able to demonstrate appropriate knowledge, skills and professional values to be assessed as proficient.

	Part 1			Part 2			Part 3		
	Guided participation in care			Active participation in care with minimal guidance			Leads & co-ordinates care		
Achieved	Knowledge	Skills	Professional Values	Knowledge	Skills	Professional Values	Knowledge	Skills	Professional Values
	Is able to give an account of knowledge underpinning the proficiency	Demonstrates appropriate skills to ensure safe person-centred care	Demonstrates professional values and takes ownership of own learning	Is able to discuss knowledge underpinning the proficiency	Demonstrates a range of appropriate skills to ensure safe person-centred care	Effectively works within the multi - professional team and proactively takes ownership of own learning	Is able to give a comprehensive account of knowledge underpinning the proficiency	Confidently and proficiently demonstrates a range of appropriate skills to ensure safe person-centred care	Resilient and accountable for own actions and takes responsibility for own learning and that of others
Not achieved	Knowledge	Skills	Professional Values	Knowledge	Skills	Professional Values	Knowledge	Skills	Professional Values
	Is not able to give an account of knowledge underpinning the proficiency	Is not able to demonstrate appropriate skills to ensure safe person-centred care	Does not demonstrate professional values. Does not take ownership of own learning	Is not able to discuss knowledge underpinning the proficiency	Is not able to demonstrate a range of appropriate skills to ensure safe person-centred care	Does not effectively work within the multi - professional team and is not a proactive learner	Is not able to give a comprehensive account of knowledge underpinning the proficiency	Does not work proficiently and competently to demonstrate appropriate skills to ensure safe person-centred care	Does not demonstrate resilience and accountability for own actions. Does not take responsibility for own learning or that of others

## 10. Orientation to Practice Learning Environment

(Completed in the first week of the practice learning experience)

<b>Name of Practice learning environment</b>			
Name of nominated person overseeing student experience in practice setting			
Name of University link lecturer (or equivalent) for the practice environment			
Name of student's Academic Assessor			
<i>Please check with the student they have emailed the contact details of the Practice Assessor to the Academic Assessor</i>			
<b>Checklist:</b>	Practice Supervisor	Student	
	<i>Please sign and date</i>		
A general orientation to the setting has been undertaken			
An overview of the client group and the areas' key principles of care have been discussed			
The student is aware of the need to inform the clients of their student status and accepts the clients' right to withdraw their informed consent to students being involved in their care			
The fire procedure has been explained and telephone number given: <i>Please insert number here</i>			
<i>The student has been made aware of:</i>			
Locations of fire alarms, fire exits, and fire extinguishers			
Resuscitation procedures have been explained and telephone number given: <i>Please insert number</i>			
Resuscitation equipment has been shown (to include oxygen and suction) and explained			
The student knows how to summon help in an emergency and make an emergency phone call			
<i>The student has been made aware of the following policies and where they can be obtained:</i>			
<ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Infection prevention &amp; control</li> <li>- Medicine administration</li> </ul>	<ul style="list-style-type: none"> <li>- Manual handling</li> <li>- Safeguarding</li> <li>- Information governance</li> <li>- Lone worker policy (if applicable)</li> </ul>		
The student has been made aware of how to raise concerns or complaints and who to contact in these circumstances			
The student has been informed of the procedure for reporting and managing accidents and incidents whilst on placement			
The student has been informed of shift times and uniform policy			
Risk assessments and reasonable adjustments in relation to pregnancy/disability or additional learning needs have been discussed (where disclosed) and agreed			

## 11. Record of Practice Supervisors, Practice Assessors & Academic Assessors

You will be supported by designated Practice Supervisors and a range of registered and non-registered health and social care professionals throughout the nursing programme. In line with Nursing and Midwifery Council *Standards for Student supervision and assessment* (NMC 2018), you must have a nominated Practice Assessor for each of your practice learning experiences (or series of placements) as well as a different nominated Academic Assessor for each part of the nursing programme.

**All relevant individuals who contribute to your Practice Assessment Document must record their details here:**

Practice Supervisors				
Name (Please print)	Signature	Job Title	Field of practice	Practice Learning Environment

### Additional practice learning environment supervisors

Name <i>(Please print)</i>	Signature	Job Title	Area of practice	Practice Learning Environment

Practice Assessors				
Name ( <i>Please print</i> )	Signature	Job Title	Field of practice	Practice Learning Environment

Academic Assessors				
Name ( <i>Please print</i> )	Signature	Job Title	Field of practice	Practice Learning Environment

## 12. Student Learning Contract

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Student Learning contract					
Student		Cohort		Student no.	
Practice Learning Environment		Start date		End date	
Nominated Practice Assessor		Academic Assessor			
Designated Practice Supervisor/s					
Statement of Intent					
<i>To be completed within first week of Practice Learning Experience</i>					
Student signature				Date	
Practice Supervisor signature				Date	

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## Mid-way review

*Completed for all practice learning experiences of 3 weeks or more*

Student signature		Date	
Practice Supervisor signature		Date	



### Statement of Achievement: Student Self-Assessment

*Please reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward to your next Practice Learning Experience. This must be completed prior to the Statement of Achievement review with your Practice Supervisor/Assessor.*

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Student signature		Date	
Practice Supervisor signature		Date	

### Statement of Achievement: Practice Supervisor comments

*Include comments about the student's progress towards and achievement of proficiencies, skills and nursing procedures in each of the platforms. **\*Please also refer to the 'Additional nursing procedures inventory' (Appendix 1).***

Student signature		Date	
Practice Supervisor signature		Date	
Number of hours undertaken		Date	
Number of hours sickness		Date	
Number of unauthorised hours absence		Date	
Number of authorised hours absence			

Please comment on student's attendance and punctuality:

## Practice Assessor review

*Record objective, evidenced-based assessments on the student's conduct, proficiency and achievement, and make recommendations for progression drawing on the student's records, your direct observations and the student's self-reflections.*

I confirm that I have discussed these comments with the student and discussed the student's progress with the nominated Academic Assessor in line with programme standards.

Practice Assessor signature

Date

I confirm that I have been given the opportunity to discuss these comments with my Practice Assessor at the end of the practice learning experience.

Student signature

Date

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Academic Assessor Comments			
<p><i>Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources.</i></p>			
<p>I confirm that I have discussed these comments with the student and discussed the student's progress with the nominated Practice Assessor in line with programme standards.</p>			
Academic Assessor		Date	
<p>I confirm that I have been given the opportunity to discuss these comments with the nominated Academic Assessor at the end of the practice learning experience.</p>			
Student signature		Date	


### 13. Professional Attitudes & Behaviours Assessment

Professionalism, motivation to learn, trust, honesty and respect for others are core values enshrined in *The Code* (NMC 2018). These underpinning attitudes, behaviour and values will be assessed on two occasions during **each** Practice Learning Experience.


You will have an opportunity to discuss the proficiencies within the Professional Attitudes and Behaviours Assessment with your designated Practice Supervisor at the mid-way point during each practice learning experience and with your nominated Practice Assessor at the end of each learning experience.

Achievement of all proficiencies within the Professional Attitudes and Behaviours Assessment at the end of the final practice learning experience of each part of the programme is a summative requirement for progression to the next part of the programme.


## Professional Attitudes and Behaviours Assessment

Role		Name						
Student name			Cohort		Student number			
Practice Learning Environment								
Designated Practice Supervisor								
Nominated Practice Assessor								
Academic Assessor								
 <b>Professional Attitudes and behaviours Assessment</b>		<b>Practice Supervisor</b>				<b>Practice Assessor</b>		
		<b>Mid-way review</b>		<b>Final review</b>		<b>Confirmation of achievement</b>		
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets		<i>Please sign and date as appropriate</i>						
No.	NMC Ref.	<b>The student is able to:</b>	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
1.	P1.1; 1.9	Act in accordance with the Code (2018): <i>Professional standards of practice and behaviour</i> for nurses and midwives						
2.	P1.1	Recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions						

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 <b>Professional Attitudes and behaviours Assessment</b>			Practice Supervisor				Practice Assessor	
			Mid-way review		Final review		Confirmation of achievement	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	The student is able to:	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
3.	P1.4	Demonstrate the ability to challenge discriminatory behaviour using effective confrontation and de-escalation strategies (A4.2.3; 4.2.5)						
4.	P1.5	Recognise the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health						
5.	P1.6	Demonstrate a professional awareness of the need to maintain personal health and well-being in order to deliver person-centred care						
6.	P1.9	Base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions incorporating unconscious bias (A1.7)						
7.	P1.10	Demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations (A4.2.4; A4.2.5)						


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 <b>Professional Attitudes and behaviours Assessment</b>			Practice Supervisor				Practice Assessor	
			Mid-way review		Final review		Confirmation of achievement	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b>The student is able to:</b>	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
8.	Note <sup>1</sup>	Recognise the importance of spirituality on health and well-being						
9.	Note <sup>1</sup>	Engage with persons' spirituality, acknowledging their unique spiritual and cultural world views, beliefs and practices						
10.	P1.13	Apply the principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes						
11.	P1.13	Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues (A4.2.2)						

<sup>1</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).



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 <b>Professional Attitudes and behaviours Assessment</b>			Practice Supervisor				Practice Assessor	
			Mid-way review		Final review		Confirmation of achievement	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	The student is able to:	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
12.	P1.14	Promote non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any adjustments (A1.7)						
13.	P1.14	Take responsibility for continuous learning, self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills (A1.6)						
14.	P1.18	Demonstrate the knowledge and confidence to contribute effectively and proactively in an interdisciplinary team using appropriate negotiation strategies (A4.2.2; A4.2.6.1)						
15.	P1.19	Act as an ambassador and uphold the profession in maintaining an appropriate professional attitude regarding attendance, punctuality, reliability and adherence to uniform policy						
16.	P6.11	Acknowledge the need to accept and manage uncertainty and demonstrate an understanding of strategies that develop resilience in themselves and others						

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**Student mid-way self-assessment**

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**Practice Supervisor mid-way review**

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	Practice Supervisor signature	Date
I confirm that I have discussed these comments with the student at the mid-way point of the practice learning experience		
	Student signature	Date
I confirm that I have been given the opportunity to discuss these comments with my practice supervisor at the mid-way point of the practice learning experience		

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**Student self-assessment end of practice learning experience review**

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**Feedback from others (where appropriate)**

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**Practice Supervisor end of practice learning experience review:**

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	Practice Supervisor signature	Date
I confirm that I have discussed the student's self-assessment at the end of the practice learning experience		
	Student signature	Date
I confirm that I have been given the opportunity to discuss these comments with my practice supervisor at the end of the practice learning experience		

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Practice Assessor comments		
	Practice Assessor signature	Date
I confirm that I have discussed these comments with the student at the end of the practice learning experience		
	Student signature	Date
I confirm I have had the opportunity to discuss these comments with my nominated Practice Assessor at the end of the practice learning experience		
Academic Assessor comments		
	Academic Assessor signature	Date
I confirm that I have had the opportunity to collaborate with the nominated Practice Assessor and Practice Supervisor/s as required		
	Student signature	Date
I confirm I have had the opportunity to discuss these comments with my nominated Academic Assessor at the end of the practice learning experience		

## 14. Additional Practice Learning Experience Record

(Completed for additional practice learning experiences of one week or less)

Additional Practice Learning Experience Record			
Student Name		Student number	
Name of Practice Learning Environment			
Experience start date		Experience end date	
Name & designation of Supervisor overseeing the experience			
Supervisor Signature			
Student section			
Please provide an overview of the experience and reflect on your learning and development during the experience.			
Student Signature		Date	
Supervisor comments			
Supervisor signature		Date	
Designated Practice Supervisor (in main practice learning environment)			
I have reviewed this report and have had opportunity to discuss with the student			
Practice Supervisor signature		Date	

## 15. Student feedback from people who use services

The involvement of people who use services in the assessment of practice for student nurses is an integral part of your personal and professional development. Formative feedback from people who use services supports your reflection on progress towards achievement of proficiency outcomes.

The ideas and content contained within the feedback form are the result of consultation with service users and carers across Wales as ‘experts by experience’ (organisations listed in Appendix 4). It is intended that the feedback forms can be selected and used by children, young people and adults as appropriate given service user/carers preference at the time, taking account of reasonable adjustments and assistance that may be required to complete the feedback.

During **each Part** of the programme you should aim to obtain feedback from people who use services and/or carers or relatives on a **minimum of three occasions**. Consideration must be given to any reasonable adjustments required in assisting individuals’ completion of the form including an advocate where required. Service users and carers must be informed that they can withdraw their consent for student involvement in care activities at any stage. *It is acknowledged there may be some situations when it may not be feasible or appropriate to obtain feedback.*

**Practice Supervisors will select and approach service users or carers.** The Practice Supervisor or Practice Assessor should emphasise that any feedback given by a person who uses services will not impact on their care in any way. Once consent has been obtained, the Practice Supervisor or Practice Assessor will collect the feedback from the service user, carer or relative, feed the information back to you, and assist you to reflect on how the feedback contributes to your personal and professional development.

**You must retain feedback forms in your Practice Assessment Documentation.**

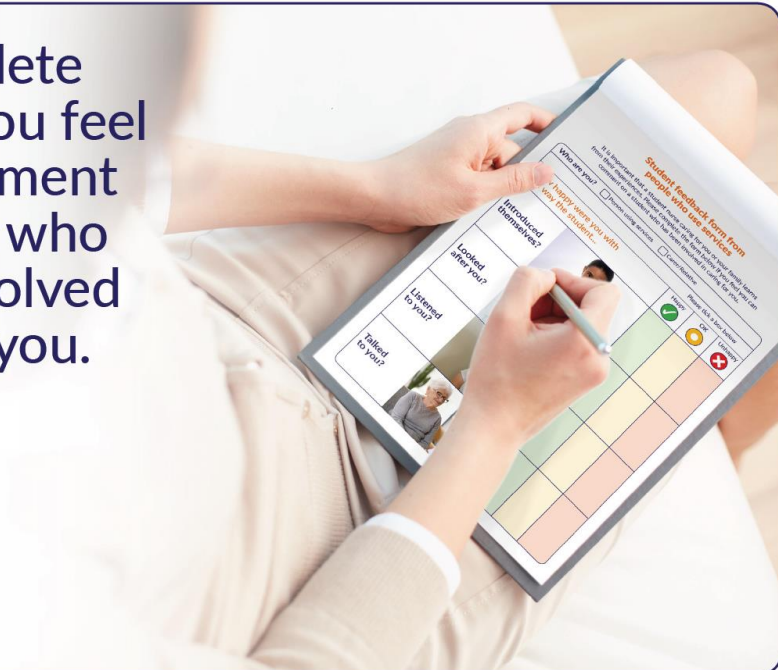
## 15.1 Student feedback form

### Student feedback form from people who use services

It is important that a student nurse caring for you or your family learns from their experiences.



Please complete the form if you feel you can comment on a student who has been involved in caring for you.










**Thank you!**



## Student feedback form from people who use services

It is important that a student nurse caring for you or your family learns from their experiences. Please complete the form below if you feel you can comment on a student who has been involved in caring for you.

<b>Who are you?</b> <input type="checkbox"/> Person using services <input type="checkbox"/> Carer/Relative				
Please tick a box below				
<b>How happy were you with the way the student...</b>		<b>Happy</b> 	<b>OK</b> 	<b>Unhappy</b> 
<b>Introduced themselves?</b>				
<b>Looked after you?</b>				
<b>Listened to you?</b>				
<b>Talked to you?</b>				



**What did the student do well?**

**What could the student do to improve?**

**For student nurse use only:**

**What have you learned from this feedback?**

Student name

Signature

Date

Practice Supervisor name

Signature

Date

## Student feedback form from people who use services

It is important that a student nurse caring for you or your family learns from their experiences.



Please complete the form if you feel you can comment on a student who has been involved in caring for you.

**Student feedback form from people who use services**

It is important that a student nurse caring for you or your family learns from their experiences. Please complete the form below if you feel you can comment on a student who has been involved in caring for you.

Who are you? ☐ Person using services ☐ Carer/Relative








Please tick a box below

How happy were you with the way the student...	Happy	OK	Unhappy
Introduced themselves?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked after you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listened to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you!**

## Student feedback form from people who use services

It is important that a student nurse caring for you or your family learns from their experiences. Please complete the form below if you feel you can comment on a student who has been involved in caring for you.

<b>Who are you?</b> <input type="checkbox"/> Person using services <input type="checkbox"/> Carer/Relative			
Please tick a box below			
<b>How happy were you with the way the student...</b>	<b>Happy</b> 	<b>OK</b> 	<b>Unhappy</b> 
<b>Introduced themselves?</b> 			
<b>Looked after you?</b> 			
<b>Listened to you?</b> 			
<b>Talked to you?</b> 			

**What did the student do well?**

**What could the student do to improve?**

**For student nurse use only:**

**What have you learned from this feedback?**

Student name	Signature	Date
Practice Supervisor name	Signature	Date



## NMC (2018) Realising professionalism: Standards for education and training

# All Wales Practice Assessment Document and Ongoing Record of Achievement

## Part 1

### Part 1 - Practice Learning Experience Record of Achievement

This section contains all of the documentation required to record your proficiency outcome achievements during Part 1 of the programme. The proficiency outcomes identified for Part 1 of the programme are mapped against Nursing and Midwifery Council *Standards of Proficiency for registered nurses* (NMC 2018).

**It is your responsibility to ensure all aspects of this document are complete by the end of the first part of the programme.**

Your nominated Practice Assessors will make and record objective, evidence-based assessments on your conduct, proficiency and achievement, drawing on periodic observations of your practice, discussions with your designated Practice Supervisor(s), scrutiny of your Practice Assessment Document, service user and carer feedback and your documented self-reflections.

Practice Assessors will also work in partnership with a nominated Academic Assessor from the university to evaluate your progress, confirm your achievement and recommend your progression for each part of the programme.

The following proficiencies are identified as key to your achievement of Part 1 of the nursing programme. The proficiency outcomes are not intended as a checklist to be completed individually. Rather, they must be integrated into your ability to demonstrate person-centred, safe and compassionate care at all times.

Practice assessors will assume primary responsibility for assessment of proficiency outcomes. **The nominated Practice Assessor will sign the ‘Achieved’ column to confirm achievement of relevant outcomes.**

Practice Supervisors will support your formative work towards achievement of proficiency outcomes, document your progress in your Practice Assessment Document and provide feedback to your nominated Practice Assessor.

**Practice Supervisors will contribute to the assessment of proficiency outcomes by signing the ‘Working towards’ column** to indicate your progress towards achievement of proficiency outcomes, adding information where relevant in the comments section that accompanies each of the proficiency platforms.

Confirmation of achievement indicates proficiency at that point in time during a part of the programme. It is expected that you maintain and continue to develop those proficiencies as you continue through each part of the programme. However, Practice Assessors have discretion to re-assess levels of proficiency where those are not maintained consistently within each part of the programme.

When assessing your level of proficiency, Practice Supervisors and Assessors will take account of the relevant criteria for assessment identified for each part of the programme. All of the proficiency outcomes wherever practicable must be met within practice learning environments. However, some elements of the proficiencies, skills and nursing procedures may form part of simulated learning in line with Approved Education Institution arrangements.

**Please ensure you also refer to Appendix 1 Nursing Procedures Inventory required for confirmation of achievement by the end of the nursing programme.**

## Summary of documents required for part 1 of the programme

Document	Requirements for submission
Orientation checklist	Completed in the first week of each practice learning experience during part 1 of the programme.
Learning contract	Completed for each practice learning experience. A mid-way review is required for a practice learning experience of 3 weeks or more. A practice learning experience of more than one week but less than 3 weeks will require the statement of intent and the final statement of achievement completed.
Additional practice learning experience records	Completed for all additional practice learning experiences up to one week duration.
Professional Attitudes & Behaviours Assessment	Completed at the mid-way review and end of each practice learning experience (of 3 weeks or more) in part 1 of the programme.
Service user and carer feedback form	<p>Whilst no specified number of service user and carer feedback forms are stated, there is an expectation of <u>a minimum of three pieces of feedback during part 1 of the programme.</u></p> <p>It is the responsibility of the Practice Supervisors to ask service users and carers to provide feedback, not the student.</p>
Standards of proficiency	All identified proficiency outcomes must be achieved by the end of part 1 of the programme.
In-point assessments	<p><u>The in-point assessment for part 1: Assessing, planning, implementing and evaluating care</u> must be achieved before the end of part 1 of the programme.</p> <p>The part 1 in-point assessment must be assessed in relation to an episode of care in the context of the student's chosen field of practice.</p> <p>The duration of each in-point assessment must be negotiated and agreed between the student and the nominated Practice Assessor.</p>

## Part 1 Assessment Criteria

Confirmation of achievement of proficiency will be assessed as commensurate with each relevant part of the programme. The student must be able to demonstrate appropriate knowledge, skills and professional values underpinning the delivery of person-centred, compassionate care.

Part 1 Assessment Criteria			
The student is required to demonstrate proficiency with <b>'guided participation in care'</b>			
Level	Knowledge	Skills	Professional Values
<b>Achieved</b>	Is able to give an account of knowledge underpinning the proficiency	Demonstrates appropriate skills to ensure safe person-centred care	Demonstrates professional values and takes ownership of own learning
<b>Not achieved</b>	Is not able to give an account of knowledge underpinning the proficiency	Is not able to demonstrate appropriate skills to ensure safe person-centred care	Does not demonstrate professional values. Does not take ownership of own learning



## Platform 1: Being an accountable professional

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P1.7	Recognise the importance of sharing and applying research findings to promote and inform best nursing practice						
2.	P1.11	Begin to communicate effectively with colleagues and people with a range of mental, physical, cognitive and behavioural health challenges using active listening, appropriate use of open and closed questioning, distraction and diversion strategies (A1-12; A2.3; 2.4; 2.5; 3.8)						
3.	P1.12	Participate in the support of people who are emotionally or physically vulnerable (A2.9)						
4.	P1.15	Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice (A1.10)						
5.	P1.16	Demonstrate the ability to keep complete, clear, accurate and timely records (A1.8)						

## Evidence to support the achievement of Platform 1: Being an accountable professional

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

## Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 2: Promoting and preventing ill health

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With guided participation in care, the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P2.1	Begin to apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people incorporating a range of alternative communication techniques (A2.1)						
2.	P2.4	Begin to identify and use all appropriate opportunities, making reasonable adjustments where appropriate, to help people make informed decisions about their health and lifestyle choices such as smoking, diet and exercise (A2.2; A3.1; 3.2)						
3.	P2.5	Explain the principles, practice and evidence-base for health screening programmes (A2.7; 2.8)						
4.	P2.6	Discuss the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing (A2.7; 2.8)						

## Platform 2: Promoting and preventing ill health

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards	Achieved		Achieved		
NMC Ref. refers to NMC Platform proficiencies (P). Annex reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With guided participation in care, the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P2.7	Explain the contribution of factors such as social influences, health literacy, individual circumstances, behaviours and lifestyle choices on mental, physical and behavioural health outcomes (A2.7; 2.8)						
6.	P2.10	Begin to help people understand and make decisions about their health, life choices, illness and care						
7.	P2.12	Protect health through understanding and applying the principles of infection prevention and control, for example, hand hygiene, standard precautions protocols, personal protection equipment, disposal of waste, laundry, sharps, decontamination (B9.1; 9.2; 9.4-9.8)						

## Evidence to support the achievement of Platform 2: Promoting and preventing ill health

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 3: Assessing and planning care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P3.1	Demonstrates a basic understanding of human development at different stages of life and its importance to person-centred nursing assessments and developing appropriate care plans (A1.1-1.12; B1.1.1-1.2.3; B8.1)						
2.	P3.2	Demonstrate a basic knowledge of body systems including taking, recording and interpreting vital signs manually and via electronic devices; measuring weight, height, body mass index, recognising healthy ranges and clinically significant low/high readings (A1.1-1.12; B1.1.1-1.2.3; B2.1; 2.6; 2.9; B4.8; B8.1)						
3.	P3.3	Identify common behavioural and cognitive health conditions, medication usage and treatments (A1.1-1.12; B1.1.1-1.2.3; B2.1; 2.6;2.9; B4.8; B8.1)						
4.	Note <sup>2</sup>	Understand the concept of spiritual care and is aware of different approaches to spiritual assessment						
5.	P3.4	Apply a person-centred approach to nursing care (A1.1-1.12; B1.1.1-1.2.3; B8.1)						

<sup>2</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).

## Platform 3: Assessing and planning care

## Part 1.

*Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources*

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With guided participation in care, the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
6.	P3.5	Gather information during the assessment process and begins to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals (B1.1.1-1.2.3; B8.1)						
7.	P3.6	Begin to assess a person’s capacity to make decisions about their own care and to give or withhold consent						
8.	P3.8	Recognise that there are relevant laws about mental capacity for specific client groups						
9.	P3.7	Apply the principles and processes for making reasonable adjustments in response to peoples’ needs (A2.2)						
10.	P3.9	Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable (A2.9; B1.1.6; B2.11)						

## Evidence to support the achievement of Platform 3: Assessing and planning care

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

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### Comments of Practice Supervisor

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Student signature:	Date:
Practice Supervisor signature:	Date:



## Platform 4: Providing and evaluating care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P4.1	Demonstrate an understanding of what is important to people to ensure their needs for safety, dignity, consent, privacy, comfort and sleep can be met in providing evidence based person-centred care (B3.1-3.6; B7.1-7.4)						
2.	P4.3	Begin to demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs						
3.	Note <sup>3</sup>	Respond to a person’s spiritual needs and resources within a caring, compassionate relationship						
4.	P4.3	Begin to demonstrate the knowledge and skills required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges in providing high quality nursing interventions to meet peoples’ needs (A2.1; 2.2; 3.2)						

<sup>3</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).

## Platform 4: Providing and evaluating care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With guided participation in care, the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P4.5	Begin to demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, their medication usage and treatments (A2.1; B9.9)						
6.	P4.6; 4.7	Begin to demonstrate person-centred, evidence-based care in monitoring and assessing peoples' needs in relation to:						
		- nutrition and hydration, assisting with feeding and drinking and recording of fluid intake and output, identifying and responding to nausea and vomiting (B5.1-5.5)						
		- bladder and bowel patterns/ continence level to identify and respond to constipation, diarrhoea, urinary and faecal retention/ incontinence (B6; 6.1-6.5)						
		- mobility and safety utilising a range of contemporary moving and handling techniques and mobility aids to support people with limited mobility (B7.1-7.4)						
		- washing, bathing, shaving and dressing including nail, eye and hair care (B4.3; 4.5)						
		- assessing oral and dental care (B4.5)						
		- skin integrity including appropriate positioning and pressure-relieving techniques (B4.1; 4.2; 4.4)						

## Platform 4: Providing and evaluating care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
7.	P4.8	Participate in appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain (B10.1)						
8.	P4.12	Demonstrate awareness of the purpose of commonly used devices and their application in care						
9.	P4.13	Recognise the importance of providing basic physical first aid procedures and basic life support in order to: (B2.13; 2.15; 2.16; B8.6)						
		- Manage a person’s airway						
		- Manage seizures						
		- Respond to choking episodes						
		- Identify the principles of responding to anaphylaxis						
		- Identify signs of sepsis						
		- Recognise the importance of providing basic mental health first aid (B2.14)						
10.	P4.14	Demonstrate the principles of safe and effective administration of medicines in accordance with local and national policies (B11)						

## Evidence to support the achievement of Platform 4: Providing and evaluating care

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

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## Comments of Practice Supervisor

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Student signature:	Date:
Practice Supervisor signature:	Date:

## Platform 5: Leading and managing nursing care and working in teams

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P5.1	Recognise the principles and the importance of team working (A4.2.2; 4.2.3; 4.2.4)						
2.	P5.10	Contribute to supervision and team reflection activities to promote improvements in practice and services (A4.1.4)						
3.	P5.11	Begin to use a range of digital technologies to access, input, share and apply information and data within teams and between agencies (A1.10)						

## Evidence to support the achievement of Platform 5: Leading and managing nursing care and working in teams

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 6: Improving safety and quality care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. indicates NMC Future Nurse: Proficiencies and Annexe numbers			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With guided participation in care, the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	6.1	Apply the principles of health and safety legislation and regulations and maintain safe work and care environments						
2.	6.3	Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken						
3.	6.5	Begin to accurately undertake risk assessments using a range of contemporary assessment and improvement tools such as for falls, falls prevention, nutrition, skin integrity, pressure ulcers (B4.2; 5.2; 7.1)						
4.	6.6	Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people						

## Evidence to support the achievement of Platform 6: Improving safety and quality care

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

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### Comments of Practice Supervisor

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Student signature:	Date:
Practice Supervisor signature:	Date:



## Platform 7: Co-ordinating care

## Part 1.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. indicates NMC Future Nurse: Proficiencies and Annexe numbers			Please sign and date as appropriate					
No.	NMC Ref.	With guided participation in care, the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	7.1	Demonstrate the principles of partnership, collaboration and interagency working across all relevant sectors						
2.	7.9	Recognise the importance of equitable access to healthcare for people who are vulnerable or have a disability and demonstrates an awareness of the importance of advocacy (A2.2; 2.8)						
3.	7.11	Demonstrate the ability to identify risks and participates in measures to improve the quality of care and services when needed						

## Evidence to support the achievement of Platform 7: Co-ordinating care

*To be completed by the student when additional evidence is needed to complete proficiency outcomes*

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## Comments of Practice Supervisor

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Student signature:	Date:
Practice Supervisor signature:	Date:

## Part 1 **in-point** assessment - Assessing, Planning, Implementing & Evaluating Care

Student name			
Student number		Cohort	
Practice Learning Environment			
Practice Assessor Name			
Academic Assessor Name			

The purpose of this **in-point** assessment is to confirm you are meeting levels of proficiency expected of a student in **part 1 of the nursing programme** in relation to assessing, planning, implementing and evaluating care (within the context of your chosen field of practice).

**The nominated Practice Assessor will undertake your **in-point** assessment.**

### Before the **in-point** assessment

The date and duration of the **in-point** assessment must be agreed with your nominated Practice Assessor in advance. This would usually be identified in your initial statement of intent as part of your student learning contract at the beginning of your practice learning experience. You must work with Practice Supervisors prior to the assessment to ensure appropriate formative preparation to demonstrate the knowledge, skills, professional attitudes, values and behaviours required.

### During the **in-point** assessment

Your Practice Assessor will ask you to plan and carry out the assessment as part of an episode of care within your field of practice. The duration of the episode of care and the numbers of patients/clients involved will relate to the context of where you are undertaking the assessment. The Practice Assessor carrying out the assessment will agree this with you in advance. You will be assessed on your ability to meet each of the proficiency outcomes contained within the **in-point** assessment, evidenced by observation of your ability to demonstrate person-centred, compassionate care.

## The process of the **in-point** assessment

You will have two opportunities to undertake the **in-point** assessment. The first opportunity is recorded as **‘Working towards’** or **‘Achieved.’** As the assessment is related to a discrete episode of care, you will need to demonstrate proficiency in all elements (at one sitting) to be deemed as having ‘Achieved’ the assessment.

Where you have achieved some but not all elements of an **in-point** assessment, all ‘Achieved’ elements will be noted by the Practice Assessor in the comments section, alongside specific reference to areas of continuing development for those elements identified as ‘Working towards.’ You must complete the ‘Student reflection’ section and discuss this with your Practice Assessor in anticipation of a second opportunity to undertake the assessment. A decision as to whether an action plan is required (see Appendix 3 - Action planning pro forma template) is based on the extent of a student’s non-achievement of the **in-point** assessment elements.

**Should you not achieve all elements of the **in-point** assessment at the first opportunity** the Practice Assessor and Practice Supervisor/s will identify and discuss with you the areas for continuing development. The Academic Assessor must also be informed. Whether a second opportunity will be afforded in the same practice learning environment or a subsequent setting will be decided through discussion between you, the Practice Supervisor, Practice Assessor, Academic Assessor and other relevant key personnel involved (Practice Education Facilitator or equivalent role).

A second opportunity will be undertaken as part of a further episode of care in the context of your field of practice. All **in-point** assessment elements will need to be demonstrated during the second opportunity for you to be deemed as having ‘Achieved.’ **Should you not achieve all elements of the **in-point** assessment by the end of the relevant part of the programme** this will be considered by your Approved Education Institution Examination Board processes.

## Part 1: in-point assessment – Assessing, planning, implementing and evaluating care

Student name		Student number	Practice Assessor to enter one signature to indicate 'Working towards' or 'Achieved' and date	
No.	NMC Ref.	<b><i>In relation to an episode of care and with guided participation, the student is able to:</i></b>	<b>Working towards</b> (Not all elements achieved)	<b>Achieved</b> (Student demonstrates proficiency in all elements)
		<i>NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets</i>		
1.	P1.16	Accurately document relevant information relating to the client (A1.8)		
2.	P2.4	Recognise the importance of promoting and improving mental, physical, behavioural and other health related outcomes (A2.2)		
3.	P3.5	Undertake a holistic assessment of a person's fundamental care needs (B1)		
4.	P3.3	Identify an appropriate plan of care in relation to assessment outcomes and evidence-based practice		
5.	P3.4; 4.1	Demonstrate a person-centred, compassionate approach based on the agreed plan of care (B3)		
6.	P3.11; 3.12	Accurately report on a person's physical and mental health and well-being status (A2.1)		
7.	P3.15	Evaluate the effectiveness of care provided (A1.10)		
8.	P3.11; 3.12; 4.10	Identify a need to recognise signs of deterioration or distress in mental, physical, cognitive and behavioural health and seek urgent help or advice as required (A1.1; 1.2)		
9.	P4.3	Demonstrate effective communication and interpersonal skills (A1.1)		
10.	P4.2	Engage the service user in decisions about their care including families and carers as appropriate (A2.8)		

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**Assessor comments:**

\*Please include commendations of a student's 'achievement' or identify elements of the assessment (*refer to numbers*) where a student is 'working towards' achievement and highlight areas for continuing development. \*Refer to the Action Plan Pro forma (Appendix 3) where required.

**Practice Assessor**

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Practice Assessor signature

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Date

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**Academic Assessor**

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Academic Assessor signature

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Date

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## Student reflection on part 1 in-point assessment - Assessing, planning, implementing and evaluating care

*This template gives you an opportunity to reflect on your assessment. Spend time considering the questions below. Talk through your self-assessment with your Practice Assessor.*

What went well during the assessment and why?

What evidence underpinned your interventions during the assessment?

How could you have improved your performance?

What strategies will you put in place to learn from and improve performance as you progress through the programme?

Student signature

Date

## Part 1: Confirmation record of achievement

This section is a record of achievement presented to the relevant Approved Education Institution Progression Board. Incomplete sections may result in delay at Progression Board affecting progress to the next part of the programme.

Student name (please print)		Cohort		Student no.	
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Required documents	Please circle		Confirmation of signatures & date	
			Practice Assessor	Academic assessor
Learning Contracts for each practice learning experience during Part 1.	Yes	No		
Professional Attitudes & Behaviours Assessments achieved for the final Practice Learning Experience in Part 1.	Yes	No		
Service user and carer feedback forms (a minimum of 3 for Part 1.)	Yes	No		
Platform proficiency outcomes for Part 1 complete.	Yes	No		
Part 1 <b>in-point</b> assessment - Assessing, Planning, Implementing & Evaluating Care complete.	Yes	No		
Confirmation of verification by the student of good health and character	Yes	No	For Academic Assessor signature	





## NMC (2018) Realising professionalism: Standards for education and training

# All Wales Practice Assessment Document and Ongoing Record of Achievement

## Part 2

### Part 2 - Practice Learning Experience Record of Achievement

This section contains all of the documentation required to record your proficiency outcome achievements during Part 2 of the programme. The proficiency outcomes identified for Part 2 of the programme are mapped against Nursing and Midwifery Council *Standards of Proficiency for registered nurses* (NMC 2018).

**It is your responsibility to ensure all aspects of this document are complete by the end of the second part of the programme.**

Your designated Practice Assessors will make and record objective, evidence-based assessments on your conduct, proficiency and achievement, drawing on periodic observations of your practice, discussions with your designated Practice Supervisor(s), scrutiny of your Practice Assessment Document, service user and carer feedback and your documented self-reflections.

Practice Assessors will also work in partnership with a designated Academic Assessor from the university to evaluate your progress, confirm your achievement and recommend your progression for each part of the programme.

The following proficiencies are identified as key to your achievement of Part 2 of the nursing programme. The proficiency outcomes are not intended as a checklist to be completed individually. Rather, they must be integrated into your ability to demonstrate person-centred, safe and compassionate care at all times.

Practice Assessors will assume primary responsibility for assessment of proficiency outcomes. **The nominated Practice Assessor will sign the ‘Achieved’ column to confirm achievement of relevant outcomes.**

Practice Supervisors will support your formative work towards achievement of proficiency outcomes, document your progress in your Practice Assessment Document and provide feedback to your nominated Practice Assessor.

**Practice Supervisors will contribute to the assessment of proficiency outcomes by signing the ‘Working towards’ column** to indicate your progress towards achievement of proficiency outcomes, adding information where relevant in the comments section that accompanies each of the proficiency platforms.

Confirmation of achievement indicates proficiency at that point in time during a part of the programme. It is expected that you maintain and continue to develop those proficiencies as you continue through each part of the programme. However, Practice Assessors have discretion to re-assess levels of proficiency where those are not maintained consistently within each part of the programme.

When assessing your level of proficiency, Practice Supervisors and Assessors will take account of the relevant criteria for assessment identified for each part of the programme. All of the proficiency outcomes wherever practicable must be met within practice learning environments. However, some elements of the proficiencies, skills and nursing procedures may form part of simulated learning in line with Approved Education Institution arrangements.

**Please ensure you also refer to Appendix 1 Nursing Procedures Inventory required for confirmation of achievement by the end of the nursing programme.**

## Summary of documents required for part 2 of the programme

Document	Requirements for submission
Orientation checklist	Completed for each practice learning experience in part 2 of the programme.
Learning contract	Completed for each practice learning experience in part 2 of the programme. A mid-way review is required for a practice learning experience of 3 weeks or more. A practice learning experience of more than one week but less than 3 weeks will require the statement of intent and the final statement of achievement completed.
Additional practice learning records	Completed for all additional practice learning experiences up to one week duration.
Professional Attitudes & Behaviours Assessment	Completed at the mid-way review and end of each practice learning experience (of 3 weeks or more) in part 2 of the programme.
Service user and carer feedback form	<p>Whilst no specified number of service user and carer feedback forms are stated, there is an expectation of <u>a minimum of three pieces of feedback by the end of part 2 of the programme.</u></p> <p>It is the responsibility of the Practice Supervisors to ask service users and carers to provide feedback, not the student.</p>
Standards of proficiency	All identified proficiency outcomes must be achieved by the end of part 2 of the programme.
Part 2 <b>in-point</b> assessment: Medicines Management	<p>The <b>in-point</b> assessment for part 2: <u>Medicines Management</u> must be achieved before the end of part 2 of the programme.</p> <p>The part 2 <b>in-point</b> assessment must be assessed in the context of the student's chosen field of practice.</p> <p>The duration of the <b>in-point</b> assessment must be negotiated and agreed by the student and Practice Assessor.</p>

## Part 2 Assessment Criteria

Confirmation of achievement of proficiency will be assessed as commensurate with each relevant part of the programme. The student must be able to demonstrate appropriate knowledge, skills and professional values underpinning the delivery of person-centred, compassionate care.

Part 2 Assessment Criteria			
The student is required to demonstrate proficiency with <b>‘active participation in care with minimal guidance’</b>			
Level	Knowledge	Skills	Professional Values
<b>Achieved</b>	Is able to discuss knowledge underpinning the proficiency	Demonstrates a range of appropriate skills to ensure safe person-centred care	Effectively works within the multi-professional team and proactively takes ownership of own learning
<b>Not achieved</b>	Is not able to discuss knowledge underpinning the proficiency	Is not able to demonstrate a range of appropriate skills to ensure safe person-centred care	Does not effectively work within the multi-professional team and is not a proactive learner

## Platform 1: Being an accountable professional

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P1.7	Apply ethical principles in order to critically analyse, safely use, share and apply research findings to promote and inform evidence-based nursing practice						
2.	P1.11	Use a range of nonverbal and verbal skills, cues and strategies to communicate with colleagues and people with a range of mental, physical, cognitive and behavioural health challenges (A1-12; A2.3; 2.4; 2.5; 3,8)						
3.	P1.12	Demonstrate the skills and abilities required to support people who are emotionally or physically vulnerable (A2.9)						
4.	P1.15	Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice (A1.10; 1.11)						
5.	P1.16	Keep complete, clear, accurate and timely records (A1.8)						

Evidence to support the achievement of Platform 1: Being an accountable professional		Part 2.
<i>To be completed by the student when additional evidence is needed to complete a proficiency</i>		
Comments of Practice Supervisor		
Student signature:	Date:	
Practice Supervisor signature:	Date:	

## Platform 2: Promoting health and preventing ill health

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P2.1	Apply principles of health promotion, protection and improvement and the prevention of ill health when engaging with people to share information and check understanding of causes and treatments for a range of common health conditions (A2.1)						
2.	P2.4	Identify appropriate opportunities, making reasonable adjustments when required, to discuss topics such as the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of peoples' individual circumstances (A2.2; A3.1; 3.2)						
3.	P2.5	Explain the principles, practice and evidence-base for health screening programmes relevant to the context of practice (A2.7; 2.8)						
4.	P2.6	Discuss the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing (A2.7; 2.8)						
5.	P2.7	Recognise the contribution of social influences, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes (A2.7; 2.8)						

## Platform 2: Promoting health and preventing ill health

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With active participation in care and with minimal guidance the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
6.	P2.8	Explain the use of up to date approaches to behaviour change such as motivational interviewing techniques and solution focused therapies to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments (A2.7; 3.1)						
7.	P2.9	Demonstrate appropriate communication skills and strengths-based approaches to support and enable people to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability (A2.2; 3.9)						
8.	P2.12	Apply the principles of infection prevention and control to protect the health of individuals with the use of evidence-based hand hygiene techniques, standard precautions protocols, use of personal protection equipment, disposal of waste/ laundry/ sharps, decontamination, communicable disease surveillance and antimicrobial stewardship and resistance (B9; 9.1; 9.2; 9.4-9.8)						



## Evidence to support the achievement of Platform 2: Promoting health and preventing ill health

## Part 2.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 3: Assessing needs and planning care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P3.1	Demonstrate knowledge of human development at different stages of life and begins to apply this knowledge when undertaking person-centred nursing assessments and developing appropriate care plans (A1.1-1.12; B1.1.1-1.2.3; B8; 8.1)						
2.	P3.2	Demonstrate knowledge of body systems and homeostasis and begins to apply this knowledge when undertaking full and accurate person-centred nursing assessments and care (A1.1-1.12; B1.1.1-1.2.3; B2.1; 2.2; 2.6; 2.9; B4.8; B8.1)						
3.	P3.3	Apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when developing, prioritising and reviewing person-centred care plans (A1.1-1.12; B1.1.1-1.2.3; B2.1; 2.2; 2.6; 2.9; B4.8; B8.1)						
4.	P3.4	Adopt a person-centred approach to nursing care, demonstrating assessment, planning and goal setting when working with people, their families, communities and populations of all ages (A1.1-1.12; B1.1.1-1.2.3; B8.1)						

## Platform 3: Assessing needs and planning care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P3.5	Demonstrate the ability to process information gathered during the assessment process to identify needs for individualised nursing care when developing person-centred evidence-based plans for nursing interventions (B1.1.1-1.2.3; B8.1)						
6.	P3.6	Assess a person’s capacity to make decisions about their own care and to give or withhold consent						
7.	P3.7	Apply the principles and processes for making reasonable adjustments when assessing needs and planning care (A2.2)						
8.	P3.8	Apply the relevant laws about mental capacity when making decisions in relation to people who do not have capacity						
9.	P3.9	Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable (A2.9; B1.1.6; B2.11)						
10.	P3.10	Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation (A2.9; B1.1.6)						

## Platform 3: Assessing needs and planning care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
11.	P3.11	Undertake routine investigations, including vital signs; measuring weight, height, body mass index, recognising clinically significant low/ high readings and interpreting and sharing findings as appropriate (B2.1; 2.6)						
12.	P3.12	Interpret results from routine investigations and recognise when prompt action is required to implement appropriate interventions, additional investigations (B2.6; 2.13; B4.8)						
13.	P3.15	Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of agreed nursing care plans (A2.2)						
14	P3.16	Demonstrate knowledge of when and how to refer people safely to other professionals or services for clinical intervention or support such as cognitive behaviour therapy techniques and talking therapies (B2.13; B4.8)						
15	Note <sup>4</sup>	Assess individuals’ spiritual needs using appropriate formal or informal approaches, and plan spiritual care, maintaining confidentiality and obtaining informed consent.						

<sup>4</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).

## Evidence to support the achievement of Platform 3: Assessing needs and planning care

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 4: Providing and evaluating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With active participation in care and with minimal guidance the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P4.1	Act as a role model in recognising what is important to people and how to use this knowledge to ensure their safety, dignity, privacy, comfort and sleep needs are met (B3.1-3.6; B7.1-7.4)						
2.	P4.2	Recognise the importance of partnership working with people and encouraging shared decision making in order to support individuals, their families and carers to manage their own care when appropriate (A2.1; 2.2)						
3.	P4.3	Demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after interventions using caring conversation techniques and solution focused therapies (A 2.1; 2.2; 3.2)						
4.	P4.4	Demonstrate the knowledge and skills required to provide high quality nursing interventions to support people with commonly encountered mental health, behavioural, cognitive and learning challenges including reminisce therapies, talking therapies, positive behaviour support approaches, distraction and diversion strategies (A1.5; 3.2; 3.3; 3.4; 3.6; 3.7; 3.8; B9.9)						

## Platform 4: Providing and evaluating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With active participation in care and with minimal guidance the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P4.5	Demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions with their medication usage and treatments (A2.1; B9.9)						
6.	P4.6; 4.7	Provide person-centred, evidence-based nursing care in monitoring and assessing an individuals’ capacity for independence and self-care and initiate appropriate interventions to meet peoples’ needs in relation to:						
		- nutrition and hydration, including feeding and drinking, and recording of fluid intake and output in managing dehydration and fluid retention, identifying and responding to nausea and vomiting (B5; 5.1; 5.3; 5,4; 5.5)						
		- bladder and bowel patterns /continence level to identify and respond to constipation, diarrhoea, urinary and faecal retention/incontinence (B6; 6.1-6.5)						
		- mobility and safety utilising a range of contemporary moving and handling techniques and mobility aids to support people with limited and impaired mobility (B7.2-7.4)						

## Platform 4: Providing and evaluating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With active participation in care and with minimal guidance the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
6.	P4.6; 4.7	Provide person-centred, evidence-based nursing care in monitoring and assessing an individuals' capacity for independence and self-care and initiate appropriate interventions to meet peoples' needs in relation to:						
		- washing, bathing, shaving and dressing including nail, eye and hair care (B4.3; 4.5)						
		- assessing oral and dental care (B4.5)						
		- assessment and management of skin integrity including appropriate positioning, pressure-relieving techniques and support systems (B4.1; 4.2; 4.4)						
7.	P4.8	Identify appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain including symptom-relief medication (B10.1)						
8.	Note <sup>5</sup>	Respond to individuals' spiritual needs and resources within a caring and compassionate relationship						

<sup>5</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).



## Platform 4: Providing and evaluating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
9.	P4.11	Demonstrate the knowledge and skills required to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal intentions (A2.9; B1.1.6)						
10.	P4.12	Manage commonly encountered devices and carry out related nursing procedures to meet peoples’ needs for evidence- based, person-centred care (B2.1; 2.5; 5.9; 7.2-7.4; 9.9)						
11.	P4.13	Demonstrate knowledge and skills to provide physical first aid procedures and basic life support in order to: (B2.13; 2.15; 2.16; B8.6)						
		- Manage a person’s airway						
		- Manage seizures						
		- Respond to choking episodes						
		- Identify the principles of responding to anaphylaxis						
		- Identify and respond to signs of sepsis						
		- Recognise the importance of providing basic mental health first aid (B2.14)						

## Platform 4: Providing and evaluating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	With active participation in care and with minimal guidance the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
12.	P4.14	Demonstrate the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies (B11.1-11.11)						
13.	P4.14	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (B11.4)						

## Evidence to support the achievement of Platform 4: Providing and evaluating care

## Part 2.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 5: Leading and managing nursing care and working in teams

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	5.1	Demonstrate the principles of effective leadership and organisational dynamics and culture and apply these to team working and decision-making (A4.2.2-4.2.5)						
2.	5.2	Demonstrate the principles underpinning effective team working (A4.2.2-4.2.5)						
3.	5.4	Demonstrate an understanding of the roles, responsibilities and scope of practice of members of the nursing and interdisciplinary team (A4)						
4.	5.11	Effectively and responsibly uses a range of digital technologies to access, input, share and apply information and data within teams and between agencies (A.1.10; 4.2.6)						

## Evidence to support the achievement of Platform 5: Leading and managing nursing care and working in teams

## Part 2.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 6: Improving safety and quality of care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	6.1	Apply the principles of health and safety legislation and regulations to maintain safe work and care environments						
2.	6.3	Demonstrate knowledge of national frameworks, legislation and regulations for assessing, managing and reporting risks, to ensure appropriate action is taken						
3.	6.5	Accurately undertake risk assessments using a range of contemporary assessment and improvement tools such as for falls, falls prevention, nutrition, pressure ulcers (B7.1)						
4.	6.6	Proactively respond to potential hazards that may affect the safety of people and the need to initiate improvements						

## Evidence to support the achievement of Platform 6: Improving safety and quality of care

## Part 2.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 7: Coordinating care

## Part 2.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annex reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	<b><i>With active participation in care and with minimal guidance the student is able to:</i></b>	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	7.1	Apply the principles of partnership, collaboration and interagency working across all relevant sectors						
2.	7.9	Facilitate equitable access to healthcare for people who are vulnerable or have a disability						
3.	7.9	Demonstrate the ability to advocate on service users’ behalf when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care and facilitate access to translator services and materials when required (A1.12; A2.2 A 2.8)						
4.	7.11	Demonstrate the ability to identify and escalate risks to improve the quality of care and services when needed						



## Evidence to support the achievement of Platform 7: Coordinating care

## Part 2.

*To be completed by the student when additional evidence is needed to complete a proficiency*

## Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Part 2: **in-point** assessment - Medicines Management

Student name			
Student number		Cohort	
Practice Learning Environment			
Practice Assessor Name			
Academic Assessor Name			

The purpose of this **in-point** assessment is to confirm you are meeting levels of proficiency expected of a student in **part 2 of the nursing programme** in relation to medicines management (within the limits of your role and within your chosen field of practice).

### Before the **in-point** assessment

The date and duration of the assessment must be agreed with your nominated Practice Assessor in advance. This would usually be identified in your initial statement of intent at the beginning of your practice learning experience as part of your student learning contract. **The nominated Practice Assessor will undertake your in-point assessment.** You must read through the in-point assessment carefully and work with Practice Supervisors to ensure appropriate formative preparation to demonstrate the knowledge, skills, professional attitudes, values and behaviours required.

### During the **in-point** assessment

Your Practice Assessor will ask you to plan and carry out the assessment as part of an episode of care within your field of practice. The duration of the episode of care and the numbers of patients/clients involved will relate to the context of where you are undertaking the assessment. The Practice Assessor carrying out the assessment will agree this with you in advance. You will be assessed on your ability to meet each of the proficiency outcomes contained within the **in-point** assessment, evidenced by observation of your ability to demonstrate person-centred, compassionate care.

### The process of the **in-point** assessment

You will have two opportunities to undertake the **in-point** assessment. The first opportunity is recorded as **‘Working towards’** or **‘Achieved.’** As the assessment is related to a discrete episode of care, you will need to demonstrate proficiency in all elements (at one sitting) to be deemed as having ‘Achieved’ the assessment.

Where you may have achieved some but not all elements of an **in-point** assessment, all ‘Achieved’ elements will be noted by the Practice Assessor in the comments section, alongside specific reference to areas of continuing development for those elements identified as ‘Working towards.’ You must complete the ‘Student reflection’ section and discuss this with your Practice Assessor in anticipation of a second opportunity to undertake the assessment. A decision as to whether an action plan is required (see Appendix 3 - Action planning pro forma template) is based on the extent of a student’s non-achievement of the **in-point** assessment elements.

**Should you not achieve all elements of the in-point assessment at the first opportunity** the Practice Assessor and Practice Supervisor/s will identify and discuss with you the areas for continuing development. The Academic Assessor must also be informed. Whether a second opportunity will be afforded in the same practice learning environment or a subsequent setting will be decided through discussion between you, the Practice Supervisor, Practice Assessor, Academic Assessor and other relevant key personnel involved (Practice Education Facilitator or equivalent role).

All in-point assessment elements will need to be demonstrated during the second opportunity for a student to be deemed as having ‘Achieved.’ **Should you not achieve all elements of the in-point assessment by the end of the relevant part of the programme** this will be considered by your Approved Education Institution Examination Board processes.

## Part 2: in-point assessment – Medicines management

Student name		Student number	Practice Assessor to enter one signature to indicate 'Working towards' or 'Achieved' and date	
No.	NMC Ref.	With active participation and minimal guidance the student is able to:	Working towards (Not all elements achieved)	Achieved (Student demonstrates proficiency in all elements)
		<i>NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets</i>		
1.	P4.14	Exercise professional accountability in demonstrating the safe and effective administration of medicines in accordance with local and national policies (B11.2; 11.6)		
2.	P1.14	Communicate effectively with clients using clear, accurate information, making reasonable adjustments where required in checking capacity for understanding information provided (B11.6)		
3.	P4.14	Demonstrate the safe procedure and principles of accurate administration of medicines in relation to the right person, time, drug, dose, and route (B11.5)		
4.	P4.14	Under supervision, administer medications using a range of routes (B11.8)		
5.	P4.14	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (B11.4)		
6.	P4.15	Recognise the potential for adverse reactions to medications including allergic reactions (B11.10)		
7.	P4.15	Demonstrate knowledge of how to respond to anaphylaxis (B2.16)		
8.	P4.15	Demonstrate knowledge of pharmacology in recognising the effects, side-effects, contra-indications and incompatibilities of medications used (B11.6)		

## Part 2: in-point assessment – Medicines management

Student name		Student number		Practice Assessor to enter one signature to indicate 'Working towards' or 'Achieved' and date	
No.	NMC Ref.	With active participation and minimal guidance the student is able to:		Working towards (Not all elements achieved)	Achieved (Student demonstrates proficiency in all elements)
		NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			
9.	P4.14	Recognise the need for safe storage, transportation, and disposal of medicinal products (B11.11)			
10.	P4.15	Demonstrate knowledge of how prescribing errors occur and remedial actions required in these circumstances (B11.6)			
11.	P4.16	Demonstrate knowledge of how prescriptions can be generated including over the counter medication usage and the potential risks involved with generic, unlicensed and off-label prescribing			
12.	P4.14	Recognise the importance of undertaking initial and continuing assessments for people receiving care and where appropriate, their ability to self-administer their own medications (B11.1)			
13.	P4.16	Recognise the various procedural routes under which medicines can be prescribed, supplied, dispensed and administered and the laws, policies, regulations and guidance that underpin them (B11.2)			
14.	P4.14	Demonstrate knowledge of the principles of safe remote prescribing and directions to administer medicines (B11.3)			
15.	P4.14	Demonstrate the ability to keep complete, clear, accurate and timely records in relation to administration of medicines (B11.6)			

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**Assessor comments:**

\*Please include commendations of a student's 'achievement' or identify elements of the assessment (*refer to numbers*) where a student is 'working towards' achievement and highlight areas for continuing development. \*Refer to the Action Plan Pro forma (Appendix 2) where required.

**Practice Assessor**

Practice Assessor signature

Date

**Academic Assessor**

Academic Assessor signature

Date

## Student reflection on Part 2: In-point assessment – Medicines Management

*This template gives you an opportunity to reflect on your assessment. Spend time considering the questions below. Talk through your self-assessment with your Practice Assessor.*

What went well during the assessment and why?

What evidence underpinned your interventions during the assessment?

How could you have improved your performance?

What strategies will you put in place to learn from and improve performance as you progress through the course?

Student signature

Date

## Part 2: Confirmation record of achievement

This section is a record of achievement presented to the relevant Approved Education Institution Progression Board. Incomplete sections may result in delay at Progression Board affecting progress to the next part of the programme.

<b>Student name (please print)</b>		<b>Cohort</b>		<b>Student no.</b>	
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Required documents	Please circle		Confirmation of signatures & date	
			Practice Assessor	Academic assessor
Learning Contracts for each practice learning experience during Part 2.	Yes	No		
Professional Attitudes & Behaviours Assessments achieved for the final Practice Learning Experience in Part 2.	Yes	No		
Service user and carer feedback forms (at least 3 for Part 2.)	Yes	No		
Platform proficiency outcomes for Part 2 complete.	Yes	No		
Part 2 <b>in-point</b> assessment – Medicines Management achieved.	Yes	No		
Confirmation of verification by the student of good health and character	Yes	No	For Academic Assessor signature	





## NMC (2018) Realising professionalism: Standards for education and training

# All Wales Practice Assessment Document and Ongoing Record of Achievement

## Part 3

### Part 3 - Practice Learning Experience Record of Achievement

This section contains all of the documentation required to record your proficiency outcome achievements during Part 3 of the programme. The proficiency outcomes identified for Part 3 of the programme are mapped against Nursing and Midwifery Council *Standards of Proficiency for registered nurses* (NMC 2018).

**It is your responsibility to ensure all aspects of this document are complete by the end of the third part of the programme.**

Your designated Practice Assessors will make and record objective, evidence-based assessments on your conduct, proficiency and achievement, drawing on periodic observations of your practice, discussions with your designated Practice Supervisor(s), scrutiny of your Practice Assessment Document, service user and carer feedback and your documented self-reflections.

Practice Assessors will also work in partnership with a designated Academic Assessor from the university to evaluate your progress, look to confirm your achievement and by the end of this final part of the programme, recommend your progression for entry to the UK Nursing and Midwifery Council register.

The following proficiencies are identified as key to your achievement of Part 3 of the nursing programme. The proficiency outcomes are not intended as a checklist to be completed individually. Rather, they must be integrated into your ability to demonstrate person-centred, safe and compassionate care at all times.

Practice Assessors will assume primary responsibility for assessment of proficiency outcomes. **The nominated Practice Assessor will sign the 'Achieved' column to confirm achievement of relevant outcomes.**

Practice Supervisors will support your formative work towards achievement of proficiency outcomes, document your progress in your Practice Assessment Document and provide feedback to your nominated Practice Assessor.

**Practice Supervisors will contribute to the assessment of proficiency outcomes by signing the 'Working towards' column** to indicate your progress towards achievement of proficiency outcomes, adding information where relevant in the comments section that accompanies each of the proficiency platforms.

Confirmation of achievement indicates proficiency at that point in time during a part of the programme. It is expected that you maintain and continue to develop those proficiencies as you continue through each part of the programme. However, Practice Assessors have discretion to re-assess levels of proficiency where those are not maintained consistently. Confirmation of proficiency by the end of this final part of the programme will be for entry to the UK Nursing and Midwifery Council register.

When assessing your level of proficiency, Practice Supervisors and Assessors will take account of the relevant criteria for assessment identified for each part of the programme. All of the proficiency outcomes wherever practicable must be met within practice learning environment. However, some elements of the proficiencies, skills and nursing procedures may form part of simulated learning in line with Approved Education Institution arrangements.

**Please ensure you also refer to Appendix 1 Nursing Procedures Inventory required for confirmation of achievement by the end of the nursing programme.**

## Summary of documents required for part 3 of the programme

Document	Requirements for submission
Orientation checklist	Completed in the first week of each practice learning experience during part 3 of the programme.
Learning contract	Completed for each practice learning experience. A mid-way review is required for practice learning experiences of 3 weeks or more. A practice learning experience of more than one week but less than 3 weeks will require the statement of intent and the final statement of achievement completed.
Additional practice learning experience records	Completed for all additional practice learning experiences up to one week duration.
Professional Attitudes & Behaviours Assessment	Completed at the mid-way review and end of each practice learning experience (of 3 weeks or more).
Service user and carer feedback form	<p>Whilst no specified number of service user and carer feedback forms are stated, there is an expectation of <u>a minimum of three pieces of feedback during part 3 of the programme.</u></p> <p>It is the responsibility of the Practice Supervisors to ask service users and carers to provide feedback, not the student.</p>
Standards of proficiency	All identified proficiency learning outcomes must be achieved by the end of part 3 of the programme.
Part 3 <b>in-point</b> assessments	<p>Two <b>in-point</b> assessments must be achieved by the end of Part 3 of the programme.</p> <p>The <b>in-point</b> assessment 3 - Supervising and Supporting Learning is intended for completion <u>by the end of part 3 of the nursing programme.</u></p> <p>The <b>in-point</b> assessment 4 - <i>Leading, managing and coordinating care</i> is intended for completion <u>in the final practice learning experience of part 3 of the nursing programme.</u></p> <p>Achievement of the <b>in-point</b> assessments in part 3 of the programme must relate to the context of the students' chosen field of practice.</p> <p>The duration of each in-point assessment must be negotiated and agreed by the student and the Practice Assessor.</p>

### Part 3 Assessment Criteria

Confirmation of achievement of proficiency will be assessed as commensurate with each relevant part of the programme. The student must be able to demonstrate appropriate knowledge, skills and professional values underpinning the delivery of person-centred, compassionate care.

Part 3 Assessment Criteria			
The student is required to demonstrate proficiency by <b>‘leading and co-ordinating care’</b>			
Level	Knowledge	Skills	Professional Values
<b>Achieved</b>	Is able to give a comprehensive account of knowledge underpinning the proficiency	Confidently and proficiently demonstrates a range of appropriate skills to ensure safe person-centred, compassionate care	Is resilient and accountable for own actions and takes responsibility for own learning and that of others
<b>Not achieved</b>	Is not able to give a comprehensive account of knowledge underpinning the proficiency	Does not work confidently and proficiently to demonstrate appropriate skills to ensure safe person-centred care	Does not demonstrate resilience and accountability for own actions. Does not take responsibility for own learning or that of others

## Platform 1: Being an accountable professional

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P1.2	Apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice						
2.	P1.7	Critically analyse research methods, ethics and governance in order to safely use, share and apply research findings to promote and inform best nursing practice						
3.	P1.11	Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges (A1.1-1.12; A2.3;2.4;2.5)						
4.	P1.12	Demonstrate the skills and abilities required to support people at all stages of life who are emotionally or physically vulnerable (A2.9)						
5.	P1.15	Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice (A1.10)						
6.	P1.16	Keep complete, clear, accurate and timely records (A1.8)						
7.	P1.20	Safely demonstrate evidence-based practice in all skills and procedures stated in Annexes A and B	For Practice Assessor review and signature by end of part 3					

## Evidence to support the achievement of Platform 1. Being an accountable professional

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 2: Promoting health and preventing ill health

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P2.1	Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people incorporating a range of alternative communication techniques (A2.1; 2.5)						
2.	P2.3	Recognise factors leading to inequalities in health outcomes						
3.	P2.4	Identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss topics such as the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of peoples’ individual circumstances (A2.2; A3.1; 3.2)						
4.	P2.5	Promote and improve mental, physical, behavioural and other health related outcomes by explaining the principles, practice and evidence-base for health screening programmes relevant to the context of practice (A2.7; 2.8)						
5.	P2.6	Explain the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing (A2.7; 2.8)						
6.	P2.7	Critically discuss the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes (A2.7; 2.8)						

## Platform 2: Promoting health and preventing ill health

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
7.	P2.8	Demonstrate the use of up to date approaches to behaviour change such as motivational interviewing techniques and solution focused therapies and the use of caring conversation techniques, repetition and reinforcement strategies, to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments (A1.5; 2.6; 2.7; 2.8; A3.1; 3.2; 3.9)						
8.	P2.9	Use appropriate communication skills and positive behaviour support approaches to support and enable people to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability (A2.2)						
9.	P2.10	Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care, accommodating sensory impairment and including use of personal communication aids as required (A2.1; 2.2; 2.4)						
10.	P2.11	Promote health and prevent ill-health by explaining to people the principles of pathogenesis, immunology and the evidence base for immunisation, vaccination and herd immunity (A2.2; B9.6-9.8)						



## Platform 2: Promoting health and preventing ill health

## Part 3.

*Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources*

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
11.	P2.12	Protect health through understanding and applying the principles of infection prevention and control, identifying appropriate infection control precautions according to mode of transmission, communicable disease control, surveillance, and antimicrobial stewardship (B9; 9.1; 9.2; 9.4-9.8)						

Evidence to support the achievement of Platform 2: Promoting health and preventing ill health		Part 3.
<i>To be completed by the student when additional evidence is needed to complete a proficiency</i>		
Comments of Practice Supervisor		
Student signature:	Date:	
Practice Supervisor signature:	Date:	

### Platform 3: Assessing needs and planning care

### Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P3.1	Apply knowledge of human development at different stages of life when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans (A1.1-1.12; B1; 1.1.1-1.2.3; B8; 8.1)						
2.	P3.2	Apply knowledge of body systems and homeostasis, human anatomy and physiology, and pharmacology when undertaking person-centred nursing assessments (A1.1-1.12; B1; 1.1.1-1.2.3; B2.1; 2.2; 2.6; 2.9; B4.8; B8; 8.1)						
3.	P3.3	Develop, prioritise and review person-centred nursing assessments and care plans, applying knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments (A1.1-1.12; B1; 1.1.1-1.2.3; B2.1; 2.2; 2.6; 2.9; B4.8; B8; 8.1)						
4.	P3.4	Demonstrate a person-centred, compassionate approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages including engaging in difficult conversations and breaking bad news (A1.1-1.12; A2.9; B1; 1.1.1-1.2.3; B8; 8.1)						

### Platform 3: Assessing needs and planning care

### Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P3.5	Accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals (B1; 1.1.1-1.2.3; B8; 8.1)						
6.	P3.6	Effectively assess a person’s capacity to make decisions and advanced expressions of choice, about their own care, including decisions relating to resuscitation and to give or withhold consent (B10.4; B10.5)						
7.	P3.7	Apply the principles and processes for making reasonable adjustments in response to peoples’ needs (A2.2)						
8.	P3.8	Apply the relevant laws about mental capacity when making decisions in relation to people who do not have capacity and demonstrate understanding of lasting powers of attorney for health (B10.4)						
9.	P3.9	Recognise and assess people at risk of harm and/or abuse and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable (A2.9; B1.1.6; B2.11)						

### Platform 3: Assessing needs and planning care

### Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
10.	P3.10	Recognise and assess people who show signs of self-harm and/or suicidal intention (A2.9; B1.1.6)						
11.	P3.11	Act on, interpret and share the findings of routine investigations as appropriate, including vital signs; measuring weight, height, body mass index, recognising healthy ranges and clinically significant low/high readings (B2.1; 2.6; 4.8)						
		Act on the findings of collection and observation of sputum, urine, stool and vomit specimens (B2.9)						
12.	P3.12	Interpret results from routine investigations, taking prompt action when required to implement appropriate interventions, request additional investigations and escalate concerns to others (B2.6; 2.13; B4.8)						
13.	P3.13	Demonstrate an understanding of co-morbidities and the demands of meeting peoples' complex nursing and social care needs when prioritising care plans						
14.	P3.14	Assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences (B10; 10.1-10.6)						

## Platform 3: Assessing needs and planning care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
15.	P3.15	Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care (A2.1; 2.2)						
16.	P3.16	Demonstrate knowledge of when and how to refer people safely to other professionals or services for clinical intervention or support (B2.13; B4.8)						
17.	Note <sup>6</sup>	Assess peoples’ spiritual needs and resources required using appropriate formal or informal approaches, and plan spiritual care maintaining confidentiality and informed consent						

<sup>6</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).

## Evidence to support the achievement of Platform 3: Assessing and planning care

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P4.1	Act as a role model to ensure peoples’ needs for safety, dignity, privacy, comfort and sleep are met when providing evidence based person-centred care (B3; 3.1-3.6)						
2.	P4.2	Work in partnership with people to encourage shared decision making in order to support individuals, families and carers to manage their own care when appropriate (A2.1; 2.2)						
3.	P4.3	Demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions, for example solution focused therapies (A2.1; 2.2; 3.2)						
4.	P4.4	Support people with commonly encountered mental health, behavioural, cognitive and learning challenges, providing high quality nursing interventions to meet peoples’ needs including where appropriate reminiscence therapies, talking therapies, positive behaviour support approaches, distraction and diversion strategies (A3.2; 3.3; 3.4; 3.6; 3.7; B9.9)						



## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P4.5	Demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, medication usage and treatments (A2.1; B9.9)						
6.	P4.6; 4.7	Provide person-centred, evidence-based nursing care in monitoring and assessing an individuals' capacity for independence and self-care and initiate appropriate interventions to meet peoples' needs in relation to:						
		- nutrition and hydration, using the findings of fluid intake and output records to assess, deliver and evaluate care in managing dehydration and fluid retention, identifying and responding to nausea and vomiting (B5; 5.1; 5.3; 5,4; 5.5)						
		- bladder and bowel patterns/ continence level using and managing appropriate aids including the use of appropriate continence products (B6; 6.1-6.5)						
		- bowel health including administration of enemas and suppositories and demonstrating an understanding of when manual evacuation may be required and the associated risks (B6; 6.1-6.5)						

## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
6.	P4.6; 4.7	Provide person-centred, evidence-based nursing care and initiate appropriate interventions to meet peoples' needs in relation to:						
		- mobility and safety, identifying mobility aids to support people with limited and impaired mobility and ensuring the use of appropriate safety techniques and devices (B7; 7.2; 7.3; 7.4)						
		- assessment and management of skin integrity including appropriate positioning, pressure-relieving techniques and support systems and response to pyrexia and hypothermia (B4.1; 4.2; 4.4; 4.8)						
7.	P4.8	Initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, restlessness, agitation, breathlessness, discomfort and pain including symptom-relief medication (B3.1; 4.8; 8.1 10.1)						
8.	P4.9	Prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, care for the deceased person and the bereaved respecting cultural requirements and protocols including organ and tissue donation as appropriate (B10; 10.1-10.6)						

## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
9.	Note <sup>7</sup>	Respond to individuals' spiritual needs and resources within a caring, compassionate relationship						
10.	P4.10	Respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health including challenging behaviour and agitation and use this knowledge to make sound clinical decisions such as in distraction and diversion strategies, de-escalation strategies and positive behaviour support approaches (A2.9; A3.5; 3.8; 3.9; B1.1.1; 1.1.3-1.1.5; 1.2.1-1.2.3; B2.13; 2.17)						
11.	P4.11	Initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation (A2.9; B1.1.6)						
12.	P4.12	Manage commonly encountered devices including invasive medical lines and confidently carry out related nursing procedures to meet peoples' needs for evidence-based, person-centred care (B9.9)						

<sup>7</sup> Additional proficiency reflects competencies contained in the EPICC Spiritual Care Education Standard (Enhancing Nurses' and Midwives' Competence in Providing Spiritual Care through Innovative Education and Compassionate Care).

## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
13.	P4.13	Demonstrate the knowledge, skills and confidence to provide first aid procedures and life support in order to: (B2.13; 2.14; 2.15; 2.16; B8.6)						
		- Manage a person’s airway and respiratory processes utilising required equipment (B8.6)						
		- Manage seizures (B2.16)						
		- Respond to choking episodes (B2.16)						
		- Identify the principles of responding to anaphylaxis (B2.16)						
		- Identify and respond to signs of deterioration and sepsis (B2.13)						
		- Recognise the importance of providing basic mental health first aid (B2.14)						
14.	P4.14	Demonstrate the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies (B11; 11.1-11)						

## Platform 4: Providing and evaluating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
15.	P4.14	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (B11.4)						
16.	P4.17	Apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualification following registration						
17.	P4.18	Co-ordinate the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between settings						

## Evidence to support the achievement of Platform 4: Providing and evaluating care

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 5: Leading and managing nursing care and working in teams

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P5.1	Demonstrate the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making (A4.2.1; 4.2.2-4.2.6)						
2.	P5.2	Apply the principles of human factors, environmental factors and strengths based approaches when working in teams (A4.2.1; 4.2.2; 4.2.6)						
3.	P5.3	Demonstrate the processes for performance management and how these apply to the nursing team including giving clear instructions, checking understanding when delegating, providing constructive feedback and reflecting on practice (A4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.6)						
4.	P5.11	Effectively and responsibly uses a range of digital technologies to access, input, share and apply information and data within teams and between agencies (A1.10; 4.2.6)						

## Evidence to support the achievement of Platform 5: Leading and managing nursing care and working in teams

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:



## Platform 6: Improving safety and quality of care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P6.1	Apply the principles of health and safety legislation and regulations and maintain safe work and care environments						
2.	P6.2	Recognise the relationship between safe staffing levels, appropriate skills mix, safety and quality of care, recognising risks to public protection and quality of care, and escalating concerns appropriately						
3.	P6.3	Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken						
4.	P6.4	Demonstrate the principles of improvement methodologies, participate in all stages of audit activity and identify appropriate quality improvement strategies						
5.	P6.5	Demonstrate the ability to accurately undertake risk assessments and manage the identified risk, using a range of contemporary assessment and improvement tools such as for falls, falls prevention, nutrition, skin integrity, pressure ulcers (B4.2; 5.2; 7.1)						

## Platform 6: Improving safety and quality of care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P).			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
6.	P6.6	Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people						
7.	P6.7	Recognise how to use service delivery evaluation and audit findings to bring about continuous improvement in care						
8.	P6.8	Identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice						
9.	P6.9	Work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety, sharing feedback and learning from positive and adverse outcomes						
10.	P6.10	Differentiate between risk aversion and risk management and how to avoid compromising quality of care and health outcomes						

## Evidence to support the achievement of Platform 6: Improving safety and quality of care

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

## Platform 7: Coordinating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P).			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
1.	P7.1	Apply the principles of partnership, collaboration and inter-agency working across all relevant sectors						
2.	P7.5	Respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs						
3.	P7.6	Demonstrate knowledge of the complexities of providing mental, cognitive, behavioural and physical care services across integrated care settings						
4.	P7.7	Evaluate and monitor the quality of peoples' experience of complex care						

## Platform 7: Coordinating care

## Part 3.

Practice Assessor confirmation of student achievement is based on direct observations, feedback from Practice Supervisors, other Practice Assessors, additional supervisors, service users and carers (where appropriate), student records, student self-reflection, and other resources

Proficiency outcomes			Working towards		Achieved		Achieved	
NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets			Please sign and date as appropriate					
No.	NMC Ref.	By leading and co-ordinating care the student is able to:	Practice Supervisor	Date	Practice Assessor	Date	Student	Date
5.	P7.8	Apply the principles and processes involved in supporting people and families with a range of care needs to enhance understanding, maintain optimal independence and avoid unnecessary interventions and disruptions to their lives (A2.1; 2.2; 2.8)						
6.	P7.9	Facilitate equitable access to healthcare for people who are vulnerable or have a disability, demonstrating the ability to advocate on their behalf when required (A2.2; 2.8)						
7.	P7.9	Make necessary reasonable adjustments to the assessment, planning and delivery of peoples’ care including translator services and materials when required (A1.12; A2.2)						
8.	P7.10	Demonstrate the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services, including clearly presented verbal and written reports (A1.9; A1.11)						

## Evidence to support the achievement of Platform 7: Coordinating care

## Part 3.

*To be completed by the student when additional evidence is needed to complete a proficiency*

### Comments of Practice Supervisor

Student signature:

Date:

Practice Supervisor signature:

Date:

### Part 3: **in-point** assessment - Supervising and supporting learning

Student name			
Student number		Cohort	
Practice Learning Environment			
Practice Assessor Name			
Academic Assessor Name			

The purpose of this **in-point** assessment (usually completed in the first six months of part 3 of the programme), is to confirm you are meeting levels of proficiency expected of a student in **part 3 of the nursing programme** in relation to **supervising and supporting the learning of others**. This will prepare you for the role of Practice Supervisor at the point of registration. In conjunction with your designated Practice Supervisors and Practice Assessor, you will be asked to facilitate the learning of others. This may be with people under your care, carers, students, or other health and social care professionals.

#### Before the **in-point** assessment

The date and duration of the assessment must be agreed with your nominated Practice Assessor in advance. This would usually be identified in your initial statement of intent at the beginning of your practice learning experience as part of your student learning contract. **The nominated Practice Assessor will undertake your in-point assessment.** You must read through the in-point assessment carefully and work with Practice Supervisors to ensure appropriate formative preparation to demonstrate the knowledge, skills, professional attitudes, values and behaviours required.

#### During the **in-point** assessment

Your Practice Assessor will ask you to plan and carry out the assessment as part of an episode of care within your field of practice. The duration of the episode of care and the numbers of patients/clients involved will relate to the context of where you are undertaking the assessment. The Practice Assessor carrying out the assessment

will agree this with you in advance. You will be assessed on your ability to meet each of the proficiency outcomes contained within the **in-point** assessment, evidenced by observation of your ability to demonstrate person-centred, compassionate care.

### The process of the **in-point** assessment

You will have two opportunities to undertake the **in-point** assessment. The first opportunity is recorded as **‘Working towards’** or **‘Achieved.’** As the assessment is related to a discrete episode of care, you will need to demonstrate proficiency in all elements (at one sitting) to be deemed as having ‘Achieved’ the assessment.

Where you have achieved some but not all elements of an **in-point** assessment, all ‘Achieved’ elements will be noted by the Practice Assessor in the comments section, alongside specific reference to areas of continuing development for those elements identified as ‘Working towards.’ You must complete the ‘Student reflection’ section and discuss this with your Practice Assessor in anticipation of a second opportunity to undertake the assessment. A decision as to whether an action plan is required (see Appendix 3 - Action planning pro forma template) is based on the extent of a student’s non-achievement of the **in-point** assessment elements.

**Should you not achieve all elements of the **in-point** assessment at the first opportunity** the Practice Assessor and Practice Supervisor/s will identify and discuss with you the areas for continuing development. The Academic Assessor must also be informed. Whether a second opportunity will be afforded in the same practice learning environment or a subsequent setting will be decided through discussion between you, the Practice Supervisor, Practice Assessor, Academic Assessor and other relevant key personnel involved (Practice Education Facilitator or equivalent role). A second opportunity will be undertaken as part of a further episode of care in the context of your field of practice. All **in-point** assessment elements will need to be demonstrated during the second opportunity for you to be deemed as having ‘Achieved.’ **Should you not achieve all elements of the **in-point** assessment by the end of the relevant part of the programme** this will be considered by your Approved Education Institution Examination Board processes.



### Part 3: in-Point assessment – Supervising and Supporting Learning

Student name		Student number	Practice Assessor to enter one signature to indicate 'Working towards' or 'Achieved' and date	
No.	NMC Ref.	<b>By leading and co-ordinating the supervision of others, the student is able to:</b>	<b>Working towards</b> (Not all elements achieved)	<b>Achieved</b> (Student demonstrates proficiency in all elements)
		<i>NMC Ref. refers to NMC Platform proficiencies (P) and Annexe number (A)</i>		
1.	A1.1;1.4;	Identify and negotiate appropriate learning opportunities with the learner/s		
2.	A1.6;1.11	Support and supervise the learner/s effectively in the delivery of care, checking understanding when delegating care responsibilities to others		
3.	P5.8; A4.1.4	Encourage the learner/s to reflect on care, helping them to reflect on their practice		
4.	P5.9; A1.8; 4.1.3	Provide unambiguous, constructive feedback and feedforward to the learner/s		
5.	A4.1.5	Document unambiguous records and feedback on the learner/s performance		
6.	A1.5; 4.2.2	Maintain an effective and encouraging relationship with the learner/s		
7.	P5.6; A4.1.1	Provide clear explanations and instructions when supervising, teaching or appraising others, demonstrating understanding of how individuals learn		
8.	A1.6;1.7	Meet the needs of diverse learners, ensuring equity and diversity and making reasonable adjustment as required		
9.	P1.14; 3.7; A1.7	Recognise the importance of effective support of learners' additional learning needs or disabilities		
10.	A4.1.2	Recognise accountability in supervision and delegation when determining the learner/s levels of achievement		
11.	P5.10; A1.7; 4.1.4	Contribute to supervision and team reflection activities to promote improvements in practice and services		

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**Assessor comments:**

\*Please include commendations of a student's 'achievement' or identify elements of the assessment (*refer to numbers*) where a student is 'working towards' achievement and highlight areas for continuing development. \*Refer to the Action Plan Pro forma (Appendix 2) where required.

**Practice Assessor**

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Practice Assessor signature

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Date

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**Academic Assessor**

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Academic Assessor signature

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Date

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## Student reflection on Part 3: in-Point Assessment – Supervising and Supporting Learning

*This template gives you an opportunity to reflect on your assessment. Spend time considering the questions below. Talk through your self-assessment with your Practice Assessor.*

What went well during the assessment and why?

What evidence underpinned your interventions during the assessment?

How could you have improved your performance?

What strategies will you put in place to learn from and improve performance as you progress through the programme?

Student signature

Date

### Final Part 3: **in-point** assessment - Leading, managing and co-ordinating care

Student name			
Student number		Cohort	
Practice Learning Environment			
Practice Assessor Name			
Academic Assessor Name			

The purpose of this final **in-point** assessment (to be completed during the final practice learning experience in part 3 of the programme), is to confirm you are meeting levels of proficiency expected of a student **in part 3 of the nursing programme in relation to the leading, managing and co-ordinating care** in your chosen field of practice. In conjunction with your Practice Supervisors and designated Practice Assessor, you will be asked to plan, organise and co-ordinate the care of a group of service users and liaise with the professional team.

#### Before the **in-point** assessment

The date and duration of the assessment must be agreed with your nominated Practice Assessor in advance. This would usually be identified in your initial statement of intent at the beginning of your practice learning experience as part of your student learning contract. **The nominated Practice Assessor will undertake your in-point assessment.** You must read through the in-point assessment carefully and work with Practice Supervisors to ensure appropriate formative preparation to demonstrate the knowledge, skills, professional attitudes, values and behaviours required.

#### During the **in-point** assessment

Your Practice Assessor will ask you to plan and carry out the assessment as part of an episode of care within your field of practice. The duration of the episode of care and the numbers of patients/clients involved will relate to the context of where you are undertaking the assessment. The Practice Assessor carrying out the assessment

will agree this with you in advance. You will be assessed on your ability to meet each of the proficiency outcomes contained within the **in-point** assessment, evidenced by observation of your ability to demonstrate person-centred, compassionate care.

### The process of the **in-point** assessment

You will have two opportunities to undertake the **in-point** assessment. The first opportunity is recorded as **‘Working towards’** or **‘Achieved.’** As the assessment is related to a discrete episode of care, you will need to demonstrate proficiency in all elements (at one sitting) to be deemed as having ‘Achieved’ the assessment.

Where you have achieved some but not all elements of an **in-point** assessment, all ‘Achieved’ elements will be noted by the Practice Assessor in the comments section, alongside specific reference to areas of continuing development for those elements identified as ‘Working towards.’ You must complete the ‘Student reflection’ section and discuss this with your Practice Assessor in anticipation of a second opportunity to undertake the assessment. A decision as to whether an action plan is required (see Appendix 3 - Action planning pro forma template) is based on the extent of a student’s non-achievement of the **in-point** assessment elements.

**Should you not achieve all elements of the **in-point** assessment at the first opportunity** the Practice Assessor and Practice Supervisor/s will identify and discuss with you the areas for continuing development. The Academic Assessor must also be informed. When a second opportunity will be afforded will be decided through discussion between you, the Practice Supervisor, Practice Assessor, Academic Assessor and other relevant key personnel involved (Practice Education Facilitator or equivalent role). A second opportunity will be undertaken as part of a further episode of care in the context of your field of practice. All **in-point** assessment elements will need to be demonstrated during the second opportunity for a student to be deemed as having ‘Achieved.’ This final in-point assessment must be completed by the end of part 3 of the programme. **Should you not achieve all elements of the **in-point** assessment by the end of the final part of the programme** this will be considered by your Approved Education Institution Examination Board processes.

### Final Part 3 in-point assessment - Leading, managing and co-ordinating care

Student name		Student number		Practice Assessor to enter one signature to indicate 'Working towards' or 'Achieved' and date	
No.	NMC Ref.	<b>By leading and co-ordinating the supervision of others, the student is able to:</b>		<b>Working towards</b> (Not all elements achieved)	<b>Achieved</b> (Student demonstrates proficiency in all elements)
		<i>NMC Ref. refers to NMC Platform proficiencies (P). Annexe reference in brackets</i>			
1.	P1.8; P3.15; P1.10	Articulate and justify their decision-making in delivering evidence-based, informed healthcare practices in all situations (A1.9)			
2.	P5.4; P7.1	Recognise the roles, responsibilities and scope of practice of all members of the nursing and multi-disciplinary team and how to make best use of the contributions of others involved in providing care (A.4.2)			
3.	P5.1; P5.5; P5.6; P6.2	Manage the care of a group of people demonstrating:			
		- Effective and appropriate prioritisation of person-centred care (A2.8)			
		- Effective leadership and time-management skills			
		- Appropriate delegation and assignment of responsibilities to others involved in providing care (A1.11; 4.1.2)			
4.	P1.8	- Demonstrate ability to provide effective and safe handover of information (A1.8; A1.11)			
5.	P3.16; P7.10	Refer people to other professionals or services for clinical intervention or support			
6.	P5.6; P5.9	Lead, guide, support, and motivate individuals, confidently interacting with other members of the care team (A4.2.2; 4.2.3)			
7.	P5.7; P6.7;	Monitor and evaluate the quality of care delivered by others in the team and lay carers (A4.2.1)			

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**Assessor comments:**

\*Please include commendations of a student's 'achievement' or identify elements of the assessment (*refer to numbers*) where a student is 'working towards' achievement and highlight areas for continuing development. \*Refer to the Action Plan Pro forma (Appendix 2) where required.

**Practice Assessor**

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Practice Assessor signature

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Date

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**Academic Assessor**

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Academic Assessor signature

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Date

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### Final Part 3 in-point assessment - Leading, managing and co-ordinating care

*This template gives you an opportunity to reflect on your assessment. Spend time considering the questions below. Talk through your self-assessment with your Practice Assessor.*

What went well during the assessment and why?

What evidence underpinned your interventions during the assessment?

How could you have improved your performance?

What strategies will you put in place to learn from and improve performance as you progress through the course?

Student signature

Date



### Part 3: Confirmation record of achievement

This section is a record of programme achievement presented to the relevant Approved Education Institution Progression Board to substantiate achievement of all programme proficiencies for entry to the United Kingdom Nursing and Midwifery Council register. Incomplete sections may result in delay at Progression Board.

Student name (please print)		Cohort		Student no.	
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Required documents	Please circle		Confirmation of signatures & date	
			Practice Assessor	Academic assessor
Learning Contracts for each practice learning experience during Part 3.	Yes	No		
Professional Attitudes & Behaviours Assessments achieved for the final Practice Learning Experience in Part 3.	Yes	No		
Service user and carer feedback forms (at least 3 for Part 3.)	Yes	No		
Platform proficiency outcomes for Part 3 complete	Yes	No		
Part 3 <b>in-point</b> assessment - <i>Supervising and supporting learning</i> achieved	Yes	No		
Part 3 <b>in-point</b> assessment - <i>Leading, managing and co-ordinating care</i> achieved	Yes	No		
Confirmation of safe demonstration of evidence-based practice in all skills and procedures stated in Annexes A and B, including the Additional Nursing Procedures Inventory	Yes	No		
Confirmation of the student's completion of 2,300 practice hours (Practice Assessor) and 2,300 hours theory (Academic Assessor)	Yes	No		
Confirmation of verification by the student of good health and character	Yes	No	For Academic Assessor signature	

## Appendix 1. Additional confirmation of safe demonstration of identified nursing procedures

The majority of skills and nursing procedures set out in Annexe A and B of the *Future Nurse: Standards of proficiency for registered nurses* (NMC 2018) are explicitly mapped within the main body of the All Wales Practice Assessment Document. These are the skills and nursing procedures a registered nurse “*must be able to undertake effectively in order to provide compassionate, evidence-based, person-centred nursing care*” and “*at an appropriate level for their intended field(s) of practice*” (NMC 2018, p.31).

However, a discrete number of Annexe B nursing procedures are identified as requiring demonstration of particular technical knowledge and skills. These are set out in the following additional nursing procedures inventory. You will have opportunities throughout the programme to safely and effectively demonstrate NMC Annexe skills and procedures as part of delivery of compassionate, evidence-based person-centred nursing care, observed and assessed by your nominated Practice Assessor.

You may also have opportunities to undertake these procedures under the supervision of allied health professionals and other registrants with expertise to demonstrate and facilitate learning and directly observe and supervise a student practicing the procedure safely. It may not therefore always be your nominated Practice Assessor who directly supervises you carrying out a particular procedure. In these situations, the relevant Supervisor will complete the confirmation form below for review by your Practice Assessor.

**Your nominated Practice Assessor will confirm they have reviewed evidence to support your achievement of safe and effective demonstration of the procedures.**

\*Where exposure to procedures is limited, for example, due to practice learning organisation policy or limited exposure for the specific field of practice, the procedures may be assessed as part of simulated learning in accordance with Approved Education Institution policy.

## Additional nursing procedures inventory

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### Nursing procedures

*\*The student must be able to safely and effectively demonstrate the procedure in line with evidence-based best practice guidelines and local policies and at an appropriate level of expertise and knowledge required depending on their intended field of practice. A holistic approach to the care of people is essential and all nursing procedures should be carried out in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.*

By the end of the programme, under supervision, the student will be able to safely demonstrate the following procedures:			The student:			
			Demonstrates underpinning knowledge of procedure	Observes the procedure being undertaken	Safely demonstrates the procedure under supervision	Evidence of achievement reviewed
			Supervisor	Supervisor	Supervisor	Nominated Practice Assessor
No.	NMC Ref.	Nursing procedure	Please sign and date			
1.	B2.2	Undertake venepuncture and cannulation and blood sampling interpreting normal and common abnormal blood profiles and venous blood gases.				
2.	B2.3	Set up and manage routine electrocardiogram (ECG) investigations and interpret normal and commonly encountered abnormal traces.				
3.	B2.4	Manage and monitor blood component transfusions.				
4.	B2.5/9.9	Manage and interpret cardiac monitors, infusion pumps and other monitoring devices and safely assess and manage invasive medical devices and lines.				

## Nursing procedures

*\*The student must be able to safely and effectively demonstrate the procedure in line with evidence-based best practice guidelines and local policies and at an appropriate level of expertise and knowledge required depending on their intended field of practice. A holistic approach to the care of people is essential and all nursing procedures should be carried out in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.*

By the end of the programme, under supervision, the student will be able to safely demonstrate the following procedures:			The student:			
			Demonstrates underpinning knowledge of procedure	Observes the procedure being undertaken	Safely demonstrates the procedure under supervision	Evidence of achievement reviewed
			Supervisor	Supervisor	Supervisor	Nominated Practice Assessor
No.	NMC Ref.	Nursing procedure	Please sign and date			
5.	B2.7	Undertake a whole body systems assessment including:				
		- Respiratory status				
		- Circulatory status				
		- Neurological status				
		- Musculoskeletal status				
		- Cardiovascular status				
		- Skin status				
6.	B2.8	Undertake chest auscultation and interpret findings.				
7.	B2.10	Measure and interpret blood glucose levels utilising glucose monitors ensuring appropriate action is taken in response to the reading.				

## Nursing procedures

*\*The student must be able to safely and effectively demonstrate the procedure in line with evidence-based best practice guidelines and local policies and at an appropriate level of expertise and knowledge required depending on their intended field of practice. A holistic approach to the care of people is essential and all nursing procedures should be carried out in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.*

By the end of the programme, under supervision, the student will be able to safely demonstrate the following procedures:			The student:			
			Demonstrates underpinning knowledge of procedure	Observes the procedure being undertaken	Safely demonstrates the procedure under supervision	Evidence of achievement reviewed
			Supervisor	Supervisor	Supervisor	Nominated Practice Assessor
No.	NMC Ref.	Nursing procedure	Please sign and date			
8.	B2.12	Undertake, respond to and interpret neurological observations and assessments.				
9.	B4.6	Use effective aseptic techniques when undertaking wound care including dressings, pressure bandaging, suture removal and vacuum closures.				
10.	B4.7	Use aseptic techniques when managing wound and drainage processes.				
11.	B5.6	Insert, manage and remove oral/nasal and gastric tubes.				
12.	B5.7	Manage artificial nutrition and hydration using oral, enteral and parenteral routes.				
13.	B5.8	Manage the administration of IV fluids.				

## Nursing procedures

*\*The student must be able to safely and effectively demonstrate the procedure in line with evidence-based best practice guidelines and local policies and at an appropriate level of expertise and knowledge required depending on their intended field of practice. A holistic approach to the care of people is essential and all nursing procedures should be carried out in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.*

By the end of the programme, under supervision, the student will be able to safely demonstrate the following procedures:			The student:			
			Demonstrates underpinning knowledge of procedure	Observes the procedure being undertaken	Safely demonstrates the procedure under supervision	Evidence of achievement reviewed
			Supervisor	Supervisor	Supervisor	Nominated Practice Assessor
No.	NMC Ref.	Nursing procedure	Please sign and date			
14.	B5.9	Manage fluid and nutritional infusion pumps and devices.				
15.	B6.2/6.3	Insert, manage and remove catheters for all genders, manage bladder drainage and assist with self-catheterisation.				
16.	B6.6	Undertake stoma care identifying and using appropriate products and approaches.				
17.	B8.2	Manage the administration of oxygen using a range of routes and best practice approaches.				
18.	B8.3	Take and interpret peak flow and oximetry measurements.				
19.	B8.4	Use appropriate nasal and oral suctioning techniques.				
20.	B8.5	Manage inhalation, humidifier and nebuliser devices.				

## Nursing procedures

*\*The student must be able to safely and effectively demonstrate the procedure in line with evidence-based best practice guidelines and local policies and at an appropriate level of expertise and knowledge required depending on their intended field of practice. A holistic approach to the care of people is essential and all nursing procedures should be carried out in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.*

By the end of the programme, under supervision, the student will be able to safely demonstrate the following procedures:			The student:			
			Demonstrates underpinning knowledge of procedure	Observes the procedure being undertaken	Safely demonstrates the procedure under supervision	Evidence of achievement reviewed
			Supervisor	Supervisor	Supervisor	Nominated Practice Assessor
No.	NMC Ref.	Nursing procedure	Please sign and date			
21.	B11.7	Administer injections using the following routes and manage injection equipment:				
		- Intramuscular				
		- Subcutaneous				
		- Intradermal				
		- Intravenous				
22.	B11.8	Participate in the intravenous administration of medications using:				
		- Bolus infusion				
		- Intermittent infusion				
		- Continuous infusion				
23.	B11.9	Administer and monitor medications using vascular access devices and enteral equipment.				

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## Appendix 1a. Supervisor confirmation of evidence of safe and effective demonstration of the nursing procedures inventory

The form below facilitates the provision of evidence for “*the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression.*” (NMC 2018b, p.9).

Supervisor feedback for the nominated Practice Assessor (*Please replicate form as required)			
Procedure No.	Procedure	Name of Supervisor	Role title
Please add any additional comments on the student's demonstration of underpinning knowledge and ability to safely and effectively demonstrate the procedure			
Supervisor signature		Date	



## Appendix 2. Identified NMC (2018a) Future Nurse Proficiencies to be assessed within Approved Education Institution curricula

Proficiency	
NMC Ref.	<i>NMC Ref. refers to NMC Platform proficiencies (P).</i>
P2.2	Demonstrate knowledge of epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes.
P5.12	Discuss the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills.
P6.12	Recognise the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident.
P7.2	Discuss health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom.
P7.3	Identify the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies
P7.4	Acknowledge the implications of current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care
P7.12	Demonstrate an understanding of the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels
P7.13	Demonstrate an understanding of the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness.

### Appendix 3. Action Plan Pro forma

The following pages contain an Action Plan Pro forma to support you if you are not meeting required levels of proficiency in practice in line with the assessment criteria for each part of the nursing programme.

This action plan is for use following collaboration and agreement between you and your designated Practice Supervisor/s, nominated Practice Assessor, Academic Assessor and other key personnel involved including the Practice Education Facilitator (or equivalent) for the practice learning environment. It is essential you are made aware of any concerns should you not be meeting required proficiency outcomes so you can be afforded further opportunities to achieve.<sup>8</sup>

Should an action plan be required, your nominated Academic Assessor and Practice Education Facilitator for the practice setting must be informed. A copy of any additional action plans must be retained in your Practice Assessment Document.

Action plans must identify specific, measurable objectives and review dates, reference to relevant proficiency outcomes within the Practice Assessment Document and indicate areas for your continuing development.

All action plan documentation must be signed by you and relevant personnel involved. You must be kept fully informed regarding the ways this information is intended to be shared, used and stored.

#### The elements of the Pro forma:

**Part A:** Key considerations *during* a situation where a student is not meeting proficiencies.


**Part B:** An Action Plan template to *document* situations where a student is not meeting proficiencies.

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<sup>8</sup> This pro forma is designed to respond to situations where a student is not meeting required levels of proficiency during a part of the programme. A distinction must be made between any health-related issues impacting on a student's fitness for practise as distinct from a student's ongoing learning needs requiring use of the pro forma.

## Part A: Things to consider *during* practice learning allocations where a student may not be meeting required levels of proficiency

The following issues must be considered by you and others involved in your assessment when formulating action plans.

 <b>ASSESSMENT FOOTPRINT</b> Considerations <i>during</i> the assessment process	
Is the level of proficiency expected of you being measured against the relevant assessment criteria for the part of the programme?	Interpreting proficiency
Have you had the opportunity to reflect on your performance during the practice learning experience?	
Is the feedback you are receiving providing the <i>specific</i> detail of Practice Supervisor and Assessor concerns?	
Is the level of supervision and assessment you are receiving enabling you to respond to issues raised?	Nurturing hope
Are your feelings of belongingness within the team as a basis for learning being addressed?	
Is there shared agreement between all key personnel involved about assessment decisions?	
Have you agreed a learning contract with your designated Practice Supervisor/s and nominated practice assessor?	Managing assessment progress
What action plan format is being used?	
Has your previous placement history been fairly considered in context with your current assessment circumstances?	

## Part B: Action Plan Template Page 1 – Action Plan details

Action Plan Pro forma								
Name of student		Cohort		Student no.				
Practice setting		Placement start and end dates						
Practice Assessor		Academic Assessor						
Other key practice/ AEI personnel involved <sup>9</sup>	Names & roles							
Dates of meeting	Initial discussion		Review dates					
Summary of current circumstances								
Review of progress								
Student comments								

Page 2 - Forward plan: Please add rows as necessary

<sup>9</sup> Other key personnel may include the Practice Education Facilitator (or equivalent); Personal Tutor (or equivalent); Link Lecturer; Programme Manager.

No.	Date identified	Specific concern	Related proficiency outcomes	Agreed (SMART) objectives	Review date	Working towards or achieved
Student					Date	
Practice Assessor					Date	
Academic Assessor					Date	

## **Appendix 4: Service user and carer groups contributing to development of student feedback forms**

- Swansea University service user and carer involvement group, College of Human and Health Science, Swansea University, Singleton Park, Swansea SA2 8PP.
- TRAC, Teaching and Research Advisory Committee, University of South Wales, Pontypridd.
- Swansea Bay Youth, Swansea Bay University Health Board, Morriston Hospital, Swansea.
- Bangor University, Mencap Môn Service user and carer advisory group.
- Service user group, Bryn y Neuadd Hospital, Llanfairfechan, Conwy.

## References

NMC (2018a) *Future nurse: Standards of proficiency for registered nurses* (NMC 2018), UK Nursing and Midwifery Council. London.

NMC (2018b) *Standards for student supervision and assessment* (NMC 2018), UK Nursing and Midwifery Council. London.

Public Health Wales (2017) *Making Every Contact Count*. Accessed:  
<https://mecc.publichealthnetwork.cymru/en/>