



University of Brighton

School of Sport and
Health Sciences



Apprenticeships



Health Education England

Apprentice Name:

Cohort:

Personal Tutor:

Contact Number:

FDS Sc Health & Social Care Practice

England Trainee Nursing

Associate

Practice Assessment

Document

PAD 1&2

NAPAD, Standards of Proficiency for Nursing associates, (NMC 2018) Please always keep your Practice Assessment Document with you in practice in order to review your progress with your Practice Supervisor, Practice Assessor and/or Academic Assessor.

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This work is in collaboration with HEE regions across England, involving a range of stakeholders, including universities and practice partners. This Practice Assessment Document (PAD) was developed from the PAN London PAD for pre-registration Nursing developed by PAN London Practice Learning Group (PLPLG)

Welcome to the Practice Assessment Document (PAD)

Trainee Nursing Associate (TNA) Responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the Standards of proficiency for nursing associates and Standards for education and training (NMC 2018).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice, and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your learning, and know how to access support. You will work with and receive written feedback from a range of staff, including Practice Supervisors (PS) and Practice Assessors (PA). You are required to reflect on your learning.

You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments required to support your learning.

You should ensure you are familiar with your university assessment and submission processes for this document. Contact the academic representative or refer to the university's intranet for support or advice on specific university procedures.

You are responsible for the safekeeping and maintenance of the PAD. It should always be available to your Practice Supervisor, Practice Assessor and Academic Assessor. Alterations should be made in this document by crossing through with one line, with a signature and date.

You will have access to confidential information when in practice. The PAD should not contain any patient/service user/carers identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied, or used outside the placement or university.

People must be offered the opportunity to give and, if required, withdraw their informed consent to TNA participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carers for feedback, you must discuss it with your Practice Supervisor/Practice Assessor, who will facilitate consent.

Practice Supervisor (PS) responsibilities (Registered nurse/nursing associate or other registered health/social care professional)

In many practice areas, the TNA will be supported by several Practice Supervisors. Some areas may adopt a team-based approach due to the nature of the experience.

The Practice Supervisor have a key role in supporting and guiding the TNA through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities, including any reasonable adjustments the TNA may need to get the maximum benefit from the placement. The Practice Supervisor is responsible for contributing to the student's assessment by recording regular feedback on their progress and achievement of their proficiencies. Specific feedback must be provided to the Practice Assessor on the TNA's progress.

Practice Assessor responsibilities (Registered nurse/nursing associate)

The Practice Assessor have a key role in assessing and confirming the TNA's proficiency by assuring the TNA's achievements and competence. This includes facilitating learning opportunities, including any reasonable adjustments the TNA may need to get the maximum benefit from the placement. The Practice Assessor is responsible for observing the TNA and conducting and recording TNA assessments

informed by TNA reflections and feedback from Practice Supervisors and other relevant people to confirm achievement. The Practice Assessor will liaise with the Academic Assessor, scheduling communication at relevant points.

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with the Practice Assessors, but they must be working within their scope of practice.

When assessing the TNA, the Practice assessors should consider sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. Comments should acknowledge exceptional TNAs who exceed expectations for their stage in practice or have particularly commendable attitudes, behaviours, knowledge, or skills.

If the TNA is not meeting the required standards, this should be highlighted as a development need. If a cause for concern or fitness for practice issue requires prompt action, an Action Plan should be instigated to address specific needs or concerns within a specified time frame. In the event of this, seek guidance from the Academic Assessor (AA) and/or senior practice representative.

Academic Assessor (AA) responsibilities Academic Assessors are university lecturers nominated for each part of the educational programme. The same Academic Assessor cannot contribute to the TNA's assessment in consecutive parts. The Academic Assessor will work with the Practice Assessor to evaluate and recommend the TNA for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and can take various forms.

Practice Liaison Lecturers (PLL) Practice liaison lecturers work collaboratively with placement providers to support and facilitate TNA learning and achievement. The PLL role includes acting as a point of contact for the TNA, Practice Supervisor, Practice Assessor, Academic Assessor, and any other practice staff supporting the TNA.

Supervision in other placement areas (i.e., areas with no health/social care registrants). A range of staff can support student learning and have a vital role in TNA learning and development, though they may not contribute formally to assessing proficiencies. However, these staff members are encouraged to support learning and can provide valuable feedback within the PAD on the Record of communication/additional feedback pages.

University of Brighton Guidance for using the PAD to facilitate learning and assessment in practice.

Assessment criteria in the PAD are based on the NMC *Standards of proficiency for nursing associates* (NMC 2018).

Components of Assessment and Feedback

Professional Values: Professional Values reflect several proficiency statements and are captured under the 4 sections of The Code (NMC 2018). **All must be assessed by the Practice Assessor and achieved 4 times a year** (homebase in semesters 1 and 2 and by the end of each placement period).

Proficiencies: Reflect aspects of the 6 Platforms, communication and relationship management skills and procedures (NMC 2018). These can be assessed in various placements but must be achieved **at least once** by the end of each academic year.

Once proficiency is achieved, The TNA is accountable for maintaining the level of proficiency. If the PS/PA deems that the TNA has not maintained the required level of proficiency, the PLL and AA will be informed, and an action plan will be developed to support the TNA in regaining the required level to be reassessed.

Suppose a TNA does not have access to a specific learning opportunity to enable assessment of proficiency. This should be recognised promptly and discussed with the Practice Assessor and Academic Assessor to ensure proficiency.

Episode(s) of Care 1 & 2: This holistic assessment(s) facilitates and demonstrates the TNA's progress and must be assessed by the Practice Assessor and both achieved by the end of the year. In agreement with the Practice Assessor, the TNA can undertake these assessments at any point within the homebase or placement setting.

Patient/Service User/Carer Feedback Form: Feedback will be sought in relation to how the TNA cared for the person receiving care. This is not formally assessed but will contribute to overall TNA feedback.

Recording Additional Experiences and Feedback: There are additional pages for the TNA to record reflections on their learning, pages to record communication and additional feedback from all those supporting learning and assessment.

Declaration Records: The Practice Assessor will sign the declarations to confirm key requirements have been achieved and maintained.

Progress Reviews: The TNA must submit their initial/midpoint/final interviews from practice 4 times a year for Academic Assessor review. In addition, the TNA and Academic Assessor will be required to have 2 face-to-face meetings to discuss the TNA's progress.

Interviews: The PA and TNA are required to meet at regular points during the semester or whilst on external placement to identify learning and development needs and assess the TNA's progress and achievements.

Overview of Homebase Requirements

Before commencing the PAD, the TNA undertakes practice learning preparation at the University.

Semester 1
<p>Home Base: Initial Interview</p> <p>TNA will meet with PS/PA within the first week to negotiate initial learning and development needs and develop a learning plan to include reasonable adjustments (as applicable). TNA and PA to agree on a date for the Midpoint review</p>
<p>Home Base: Mid-Point Interview</p> <p>TNA and PA review progress with learning plan/professional values/proficiencies and summative assessments. TNA is to identify their ongoing learning and development needs and action plan for achievement. Agree on a date for the final interview.</p>
<p>Home Base: Final Interview</p> <p>TNA and PA review overall progress, achievement of summative assessments and feedback from External Placement Experiences. PA completes all relevant sections in the PAD. The interview should be conducted with input from the PS. Any concerns about TNA learning or progress MUST be referred primarily to the AA, who will liaise with the PA, PLL and/or Practice Education Facilitator (PEF). The concerns MUST be documented with an action plan and review date(s)</p>
Semester 2
<p>Home Base: Initial Interview</p> <p>TNA will meet with PS/PA to negotiate initial learning and development needs and develop a learning plan to include reasonable adjustments (as applicable). TNA and PA to agree on a date for the Midpoint review</p>
<p>Home Base: Mid-Point Interview</p> <p>TNA and PA review progress with learning plan/professional values/proficiencies and summative assessments. TNA is to identify their ongoing learning and development needs and action plan for achievement. Agree on a date for the final interview.</p>
<p>Home Base: Final Interview</p> <p>TNA and PA review overall progress, achievement of summative assessments and feedback from external placement experiences. PA completes all relevant sections in the PAD before summative submission.</p>
<p>End of Semester 2 Submission</p> <p>TNA to submit the PAD (submission dates listed in the SB401 & SB506 site on My Studies). AA reviews and confirms submitted documentation and provides feedback. The Module lead will undertake a Quality Assurance Event for the PAD following summative submission.</p>
<p>Area Exam Bard (AEB) following summative submission</p> <p>External Examiner reviews a % of PADs (including all referrals). Result ratified as pass or refer.</p>
<p>Course Exam Board (CEB) following summative submission</p> <p>TNA profile reviewed and decision on progression to next academic year or course completion. Please refer to the Course Handbook and My Studies for full details and information on assessment regulations, examination boards and mitigating circumstances.</p>

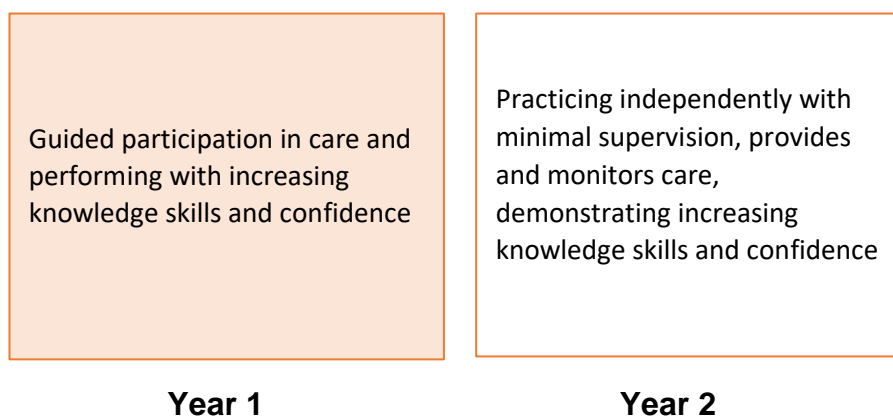
Overview of External Placement

The NMC requires that TNAs achieve **460 hours** of external placement experience across the 2-year course. External placement experiences are periods of practice learning scheduled in semesters 1 & 2 of each academic year. The placement will enable a PA to complete the following summative assessments: Proficiencies, Professional Values, Episode of Care and Medicine Management. Completing these assessments will enable the TNA to meet the Nursing and Midwifery Council (NMC) Standards of Proficiency for Nursing Associates (NMC, 2018). Please refer to the Course Handbook and My Studies – Placement Area for details and placement information.

<p style="text-align: center;">Before Start of External Placement Experience</p> <p>TNA to review the placement profile on My Studies and contact the placement area to confirm the start date, hours, and PS / PA Details within 2 weeks</p>
<p style="text-align: center;">Orientation</p> <p>The PS/PA and TNA must complete an orientation checklist on the first day of each external placement experience.</p>
<p style="text-align: center;">Initial Interview</p> <p>TNA will meet with PS/PA within the first week to negotiate initial learning and development needs and develop a learning plan to include reasonable adjustments (as applicable). TNA and PA to agree on a date for a Midpoint review</p>
<p style="text-align: center;">Mid-Point Interview</p> <p>TNA and PA review progress with learning plan/professional values/proficiencies and summative assessments is to identify their ongoing learning and development needs and action plan for achievement. TNA and PA to agree on a date for a final interview.</p>
<p style="text-align: center;">Final Interview</p> <p>TNA and PA should review the progress and achievement of summative assessments. PA completes all relevant sections in the PAD. This interview should be conducted with input from the PS. Any concerns about TNA's learning or progress MUST be referred primarily to the Academic Assessor, who will liaise with the PA, Practice Link Liaison (PLL) and/or Practice Education Facilitator (PEF). The concerns MUST be documented with an action plan and review date(s)</p>

Criteria for Assessment in Practice PAD1 (Level 4)

Overall Framework: These criteria should be achieved by the end of each year



PAD 1: Guided Participation in Care

'Achieved' must be obtained in all three criteria by the student

Achieved	Knowledge	Skills	Attitudes and Values
YES	Is able to identify the appropriate knowledge base required to deliver safe, person-centred care under some guidance.	In commonly encountered situations, is able to utilise appropriate skills in delivering person-centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person-centred care. Demonstrates positive engagement with own learning.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice	Under direct supervision, is unable to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lack of self-awareness. Is not asking questions nor engaging with their own learning needs.

List of Practice Supervisors (PS)

A sample signature must be obtained for all entries within this document

[illegible]

List of Practice Assessors (PA)

A sample signature must be obtained for all entries within this document

Name (Please print)	Job Title	Signature	Initials	Practice Area/Placement Name

List of Academic Assessors

A sample signature must be obtained for all entries within this document.

Name (Please print)	Job Title	Signature	Initials	Practice Area/Placement Name

Home Base Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

Home Base Orientation

This should be completed with the TNA by a PA/PS from the Home Base

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

Home Base Semester 1: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of the 1st semester.

Covid-19 University Risk Assessment: Your covid-19 University Risk Assessment MUST be completed at the beginning of each year of your apprenticeship.

DATE:

SCORE:

TNA to identify learning and development needs (guided by PS and PA)

Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.

Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor

YES/NO

TNA Name:

Date:

Signature:

PA/PS Name:

Date:

Signature:

Home Base Semester 1: Mid-Point Interview

This discussion must take place halfway through the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Home Base Semester 1: Mid-Point Review

Ongoing learning and development needs

To be agreed between **Practice Assessor and TNA** – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with their Practice Assessor.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

Home Base Semester 1: Final Interview

This should take place with the PA towards the end of the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward to next semester

Was an Action Plan required to support the TNA? (If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no, action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

Home Base Semester 2: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of the 2nd semester.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name: Signature:	Date:	
PA/PS Name: Signature:	Date:	

Home Base Semester 2: Mid-Point Interview

This discussion must take place halfway through the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Home Base Semester 2: Mid-Point Review

Ongoing learning and development needs

To be agreed between **Practice Assessor and TNA** – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 2 and negotiate how these will be achieved with their Practice Assessor.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

Home Base Semester 2: Final Interview

This should take place with the PA towards the end of the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward to year 2

Was an Action Plan required to support the TNA? (If yes, inform AA/PLL)

YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
All professional values have been assessed, achieved and signed by the PA.			
All assessments completed and signed by the PA (Medicines management, Episodes of care 1 and 2)			
All proficiencies have been assessed and signed at least once			
The PA has completed and reviewed all the interview records and development plans.			
All the Practice Supervisors and Practice Assessors have printed and signed their names on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

PAD 1

External Placement Experiences 1 & 2

The NMC requires that TNAs achieve **460 hours** of external placement experience across the 2-year course. External placement experiences are periods of practice learning scheduled in semesters 1 & 2 of each academic year.

The placement will enable the completion of the following summative assessments assessed by a practice assessor: Proficiencies, Professional Values, Episodes of Care and Medicine Management. Completing these assessments will enable the TNA to meet the Nursing and Midwifery Council (NMC) Standards of Proficiency for Nursing Associates (NMC, 2018). Please refer to the Course Handbook and My Studies for full placement information.

This PAD section will document the learning agreements and meetings undertaken during each external placement experience.

External Placement 1: Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

External Placement 1: Orientation

This should be completed with the TNA by a PA/PS from the area

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel:.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

External Placement 1: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of placement.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

External Placement 1: Mid-Point Interview

This discussion must take place halfway through the placement

TNA's self-assessment/reflection on progress.
Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments.
Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

External Placement 1: Mid-Point Review

Ongoing learning and development needs

To be agreed between **Practice Assessor and TNA** – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with their Practice Assessor.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

External Placement 1: Final Interview

This should take place with the PA towards the end of the placement

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward

Was an Action Plan required to support the TNA? (If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no, action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

External Placement 2: Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

External Placement 2 Orientation

This should be completed with the TNA by a PA/PS from the area

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

External Placement 2: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of placement.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

External Placement 2: Mid-Point Interview

This discussion must take place halfway through the placement

TNA's self-assessment/reflection on progress.
Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments.
Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

External Placement 2: Mid-Point Review

Ongoing learning and development needs

To be agreed between **Practice Assessor and TNA** – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with their Practice Assessor.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

External Placement 2: Final Interview

This should take place with the PA towards the end of the placement

<p>TNA's self-assessment/reflection on progress.</p> <p>Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.</p>
<p>Knowledge:</p>
<p>Skills:</p>
<p>Attitudes and values:</p>
<p>Practice Assessor's comments.</p> <p>Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.</p>
<p>Knowledge:</p>
<p>Skills:</p>
<p>Attitudes and values:</p>

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward

Was an Action Plan required to support the TNA? (If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no, action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

PAD 1 Assessment of Professional Values in Practice

TNAs are required to demonstrate high standards of professional conduct at all times. TNAs should work within ethical and legal frameworks and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

A PA must assess Professional Values.

All Professional Values must be assessed and achieved in the TNA's homebase before starting their first external placement.

Professional Values must then be reassessed, and all achieved in each external placement and for a second time in the TNA's home base before PAD submission.

All Professional values must be assessed and achieved by the end of PAD 1 (NMC Requirement)

Assessment of Professional Values

Yes = Achieved, No = Not Achieved Refer to Criteria for Assessment in Practice)

NMC Professional Values	Home Base Semester1			External Placement 1			External placement 2			Home Base Semester 2		
	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date
	Yes	No		Yes	No		Yes	No		Yes	No	
Prioritise People												
1. The TNA maintains confidentiality in accordance with the NMC code.												
2. The TNA is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.												
3. The TNA maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf												
4. The TNA is caring, compassionate and sensitive to the needs of others.												
5. The TNA understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.												

NMC Professional Values	Home Base Semester1			External Placement 1			External placement 2			Home Base Semester 2		
	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial Date
	Yes	No		Yes	No		Yes	No		Yes	No	
Practice Effectively												
6. The TNA maintains a consistent, safe and person-centred practice.												
7. The TNA is able to work effectively within the interdisciplinary team, demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships.												
8. The TNA makes a consistent effort to engage in the requisite standards of care and learning based on the best available evidence.												
Preserve safety												
9. The TNA demonstrates openness (candour), trustworthiness and integrity.												
10. The TNA reports any concerns to the appropriate professional staff member when appropriate, e.g. safeguarding.												

NMC Professional Values	Home Base Semester1			External Placement 1			External placement 2			Home Base Semester 2		
	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date
	Yes	No		Yes	No		Yes	No		Yes	No	
11. The TNA demonstrates the ability to listen, seek clarification and carry out instructions safely.												
12. The TNA is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions												
Promote professionalism and trust.												
13. The TNA's personal presentation and dress code is in accordance with the local policy.												
14. The TNA maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement												
15. The TNA demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations.												

**Any issues/areas of concern must be recorded. If 'Not Achieved', an Action Plan will be required.
An Action Plan must involve the PA (as appropriate) in liaison with the PLL and AA.**

Home Base Semester 1	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

Placement 1	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

Placement 2	
<p>TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.</p>	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

Home Base Semester 2	
<p>TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.</p>	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

4 Fields of Nursing

Record of working with and learning from others/inter-professional working

Hub & SPOKE Experience Record

These records can be completed by any team members involved in the TNA's supervision and/or assessment.

The "Hub and Spoke" model will support your learning while undertaking clinical placement experiences. Within each clinical placement setting (Hub), you will find additional learning opportunities through time spent with specialist practitioners and teams, in clinics and engagement with the Multi-Discipline Team (Spokes). This will include the following:

- Exploring new and different emphases in working holistically with individuals in settings different from the TNA's Home Base
- Gaining a greater appreciation of unfamiliar roles and services
- Gaining an improved understanding of more strategic and wider considerations in health and care
- Gaining insight across pre-life to end-of-life care
- Understanding of nursing across different settings and the perspectives and care pathways of individuals, their families and/or carers in these settings
- Gaining knowledge and experience across the four fields of nursing

Please reflect on each spoke experience you undertake and identify how this experience has contributed to your continuing development. You must complete spoke activities within each field of nursing and record these on the following pages:

Take note: The four fields of nursing should be experienced throughout the course at least once and can be completed either at homebase or at external placements. For more information on Hub and Spoke and the Four Fields of Nursing, please see the guidance on My Studies under the placement section.

Please print additional pages from the document on My Studies if required and staple them into your PAD.

Child

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Adult

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Learning Disability

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Mental Health

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Additional HUB & SPOKE Experience

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Additional HUB & SPOKE Experience

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Record of Communication/ Additional Feedback

In this section, any team members can document additional feedback they may have for you.

For example:

- If you meet your AA, they could document feedback on your PAD progress in this section.
- Your PA/PS could give you additional feedback outside your planned Interviews.
- Other members of your immediate team on Home Base or External Placement, such as HCA's, Nurses, doctors, and Ward Clerks.

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	
Name:	Signature:
Designation:	Date:

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	

Record of Working with and Learning from Others

Inter-Professional Working

This is an opportunity to reflect on your learning from/ working with the multi-disciplinary team members who supervise and support your learning.

The TNA should reflect on the learning from observing or being supervised by a multi-disciplinary team member.

Examples would include:

- Working alongside a physiotherapist
- Working with the General Practitioner during surgery
- Working with a paramedic in the GP surgery
- Working with a member of the medical team reviewing a patient
- Working with the speech and language therapist whilst they assess a patient.
- Reviewing a patient's medications with a pharmacist

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name: **Signature:** **Date:**

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name: **Signature:** **Date:**

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name: **Signature:** **Date:**

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name: **Signature:** **Date:**

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name:

Signature:

Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name:

Signature:

Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name:

Signature:

Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:

Practice Supervisor Comments:

Practice Supervisor Name:

Signature:

Date:

PAD 1 - Assessment of Proficiencies
Incorporating Platforms 1 – 6
Annexe A: Communication and relationship management skills
Annexe B: Procedures to be undertaken by the nursing associate

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies is undertaken across the year. These can be assessed in a range of placements but must be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year, the student is expected to maintain that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved) and 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice for further details.

The Practice Supervisor can contribute to assessing these proficiencies by providing specific feedback regarding the student's performance and achievement to the Practice Assessor in line with the SSSA.

Please leave blank if a proficiency has not been assessed or is not applicable to the practice area.

If a proficiency is not achieved, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.

All Proficiencies must be achieved by the end of PAD 2

PAD 1 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes, and values to achieve high-quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Demonstrates an understanding of human development from conception to death to enable the delivery of safe and effective care.								
2. Applies knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions and maintains clear, accurate and timely records.								
3. Understands and applies relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice.								
4. Works in partnership with people, families, and carers to encourage shared decision-making to manage their own care when appropriate.								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
5. Uses appropriate approaches to develop therapeutic relationships in providing appropriate care to support people with a range of mental, physical, cognitive and behavioural health challenges.								
6. Provides person-centred care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning.								
7. Takes appropriate action in responding promptly when a person's condition has deviated from their normal state and they may be showing signs of deterioration or distress, considering mental, physical, cognitive, and behavioural health								
8. Observe and maintain comfort levels, rest and sleep patterns, demonstrating an understanding of the specific needs of the person being cared for.								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate								
10. Observe and reassess skin and hygiene status and determine the need for intervention, making sure that the individual remains as independent as possible								
11. Provides appropriate assistance with washing, bathing, shaving and dressing and uses appropriate bed-making techniques								
12. Advises people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed								
13. Can record fluid intake and output to identify signs and symptoms of dehydration or fluid retention, accurately record and escalate as necessary.								
14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids, including pans, bottles and commodes.								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
15. Selects and uses continence and feminine hygiene products, for example, pads, sheaths and appliances as appropriate								
16. Uses appropriate risk assessment tools to determine the ongoing support and intervention needed regarding an individual's mobility and safety and the level of independence and self-care they can manage.								
17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility, ensuring appropriate use of pressure relieving techniques								
18. Consistently utilises evidence-based hand washing techniques.								
19. Observes and responds rapidly to potential infection risks using appropriate guidelines and utilises personal protection equipment appropriately.								
20. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps.								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs to identify signs of improvement, deterioration or concern and escalate as appropriate.								
22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings.								
23. Collect and observe sputum, urine (routine analysis) and stool specimens, interpreting findings and reporting as appropriate.								
24. Accurately undertakes person-centred risk assessments proactively using established assessment and improvement tools and escalating hazards as appropriate.								
25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
26. Acts in line with appropriate local and national evidence-based frameworks to seek advice, report or escalate risks, and implement actions as appropriate to maintain the quality of care.								
27. Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies.								
28. Recognises the different ways by which medicines can be prescribed and demonstrates the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contradictions and adverse reactions.								
29. Demonstrates the ability to undertake accurate drug calculations.								

Contributes to the provision and monitoring of safe and compassionate evidence-based care								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
30. Demonstrates an understanding of the roles of the different healthcare providers and can work collaboratively in interdisciplinary teams across all health and social care sectors.								
31. Demonstrate an understanding of the challenges of providing safe nursing care for people with comorbidities and complex care needs, including physical, psychological and socio-cultural needs								
32. Understand the principles and processes involved in supporting people and families so that they can maintain their independence and avoid unnecessary interventions and disruptions to their lives								
33. Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others.								
34. Recognise and accommodate sensory impairments during all communications, providing support for those using personal communication aids.								

Additional Proficiencies

On occasions, TNAs may also have the opportunity to meet additional proficiencies. These can be assessed in practice and recorded below.

For example, your employer in your Homebase may give you the opportunity to achieve additional skills such as cannulation or catheterisation.

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high-quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Proficiency	Achieved YES / NO	Comments	Signature of Practice Assessor / Date

PAD 1 - Episodes of Care 1 & 2

**This assessment must be completed before submission of the completed PAD.
The Practice Assessor must undertake this summative episode of care assessment.**

The Practice Assessor and TNA will identify an appropriate episode of direct care to enable the TNA to demonstrate effective communication and relationship management skills in promoting health and preventing ill health. Professionalism underpins all aspects of the TNA's performance.

TNAs must use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment, applying an understanding of mental capacity and health legislation as appropriate.

If not achieved, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.

Learning outcomes

The TNA is able to:

1. Work in partnership with the person receiving care, their families and carers (where appropriate) to provide evidence-based, compassionate and safe nursing care.
2. Demonstrate the underpinning communication skills for providing and monitoring care.
3. Communicate effectively to support people to prevent ill health and manage their health challenges.
4. Identify the impact of lifestyle choices on the individual's mental and physical health and well-being and demonstrate health promotion principles and preventing ill health.
5. Demonstrate effective skills for working in professional teams.
6. Demonstrate that they have maintained professional values and demonstrate knowledge of safety and safeguarding for the person receiving care and the carers and/or family.

Episode of Care 1

TNA reflection on an episode of care	
<p>Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.</p>	<p>What did you do well?</p> <p>What would you have done differently?</p>

Practice Assessor feedback Based on the TNA's reflection, your observation and discussion of the episode of care, please assess and comment on the following: Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Standard of proficiency	Yes/No	Comments
Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families and demonstrates an understanding of the importance of health screening		
Demonstrates understanding of the contribution of the individual's social circumstances, behaviours and lifestyle choices to their mental, physical and behavioural health outcomes		
Uses appropriate verbal and non-verbal communication skills to explain to the individual and family how their lifestyle choices may influence their health and checks understanding using clarification techniques		
Utilises communication skills when working with others in the team and recognises when to refer to others to provide an accurate response.		
Recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent.		
TNA's Name: Signature: _____ Date: _____ Practice Assessor's Name: Signature: _____ Date: _____		

Episode of Care 2

[illegible]

Practice Assessor Feedback		
Based on the TNA's reflection, your observation and discussion of the episode of care, please assess and comment on the following: Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Standard of proficiency	Yes/No	Comments
Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families and demonstrates an understanding of the importance of health screening		
Demonstrates understanding of the contribution of the individual's social circumstances, behaviours and lifestyle choices to their mental, physical and behavioural health outcomes		
Uses appropriate verbal and non-verbal communication skills to explain to the individual and family how their lifestyle choices may influence their health and checks understanding using clarification techniques		
Utilises communication skills when working with others in the team and recognises when to refer to others to provide an accurate response.		
Recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent.		
TNA Name Signature:		Date:
Practice Assessor Name: Signature:		Date:

PAD -1 Medicines Management

This assessment must be completed with the Practice Assessor by the end of PAD 1. The TNA will safely administer medicines to patients/service users.

During PAD 1, the Trainee nursing associate should be developing their knowledge, skills and competencies in relation to the safe administration of medicines. This includes performing systematic checks **throughout all stages of medicines administration.** ~~the preparation and administration phase.~~

This assessment should normally be undertaken with a small group of patients/service users or caseload.

Before this assessment, the TNA must allow several practice opportunities to administer medicines under supervision.

If not achieved, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.

The TNA must work within the legal and ethical frameworks underpinning safe and effective medicines management and within national and local policies.

Regulatory requirements: *Standards of proficiency for nursing associates* (NMC 2018), *The Code* (NMC 2015). In particular, annexe B 10.1-10.10

This assessment aims to demonstrate the student's knowledge and competence in administering medications safely.

The assessment must be completed by the end of PAD 1

To support the preparation for this assessment, the student is expected to complete/be familiar with the following:

1. **Medicines safety assessment document** provided by TNA
2. Local policies and guidelines that underpin this competency and the role of the TNA/RNA
3. ClinicalSkills.net reflections and/or tests
4. Safe Medicate calculation practice

Medicine Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA Signature	Yes/No	PA Signature
1. States the legal mechanisms to supply and administer medicines to individuals and explains the difference between a Patient Specific Direction (PSD) and a Patient Group Direction (PGD). States the legal requirements for a valid prescription.				
2. Systematically checks all sections of the drug chart, medication administration record or electronic equivalent, including: <ul style="list-style-type: none"> • Patient ID, allergies, One-off (Stat) doses, regular medications, as required medications • Identifies which medicines need to be administered. (or supervised administration if patient self-administration applies and supervision is deemed necessary) • Demonstrates the ability to identify any errors and/or drug omissions. • Escalates appropriately, communicating effectively with the multi-disciplinary team. 				
3. Communicate appropriately with the patient/service user. Provides clear and accurate information and checks understanding. Considers alternatives to medicines for symptom control.				
4. Understand medications' safe and effective storage and transport requirements in the care environment and give a range of examples.				
5. Maintains effective hygiene/infection control throughout. Takes additional safety precautions where needed, for example, when administering cytotoxic medicines, some antibiotics or hormones.				
6. Checks for allergies, demonstrating an understanding of the risks and managing these as appropriate <ul style="list-style-type: none"> • Ask the patient/service user. • Check the prescription chart or identification band. 				

Medicine Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA signature	Yes/No	PA Signature
7. Considering the patient/service user's plan of care for each medicine, check that the prescription is complete, legible (where applicable) and signed by an authorised prescriber. Ensure the following: <ul style="list-style-type: none"> • Right patient/service user • Right indication (the presence of contra-indications and cautions) • Right medication (prescribed by generic name, and in some instances with brand name addition) • Right time/frequency • Right date and valid period • Right dose • The last dose was given Right route/method of administration/special instructions (e.g. with food)				
8. Demonstrates knowledge of drug groups commonly used in the clinical area. Is able to recognise how medicines act and interact in the systems of the body, including an awareness of patients/clients who are more at risk of harm.				
9. Select the correct medicine as prescribed. <ul style="list-style-type: none"> • Check the blister strip/bottle where applicable. • The name of the drug (generic and brand where appropriate) • The preparation (formulation), e.g. MR, XL • The strength, e.g. 5 mg per mL, 10 000 units per mL, the dose 				
10. Prepare medication safely				
11. Considers any patient/client assessment and monitoring that may be required pre-, during or after administration, e.g. BP/pulse, electrolytes, blood sugar level. Calculates doses accurately and safely for a range of medications and routes.				

Medicine Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA signature	Yes/No	PA Signature
12. Demonstrates effective use of appropriate sources of information, e.g. the British National Formulary (BNF) App and/or online, print versions, local formularies and/or prescribing/administration guidelines. Gives examples of additional sources of medicines information.				
13. Calculates doses accurately and safely for a range of medications and route				
14. Re-checks and verbally confirms the patient/service user's identity, consent and allergy status. Takes additional precautions for vulnerable patients.				
15. Explain the indication and dose and administer the medication. Ensure that oral medication has been swallowed. Demonstrates the ability to assist patients/clients taking medication and reports any difficulties. Support the patient/client to self-administer their own medications where possible.				
16. Able to discuss alternative routes for drug administration and evaluate their benefits and risks. Safely prepares and administers medicines via common routes such as oral, topical, subcutaneous, intramuscular, feeding tubes, inhalations/nebulisers, per rectum. Applies pharmacology knowledge, e.g. how the dose may change depending on the route of administration, indication, drug formulation and/or patient-related factors (e.g. age, weight, disease-related, smoking)				
17. Describe/demonstrate the procedure in the event of reduced capacity, non-adherence and covert drug administration.				
18. Safely selects, utilises and disposes of equipment and unused medicines, demonstrating an awareness of sustainability.				
19. Records, signs and dates when safely Administered Demonstrates the ability to offer a rationale for omitting medicines and takes appropriate action.				

Medicine Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA signature	Yes/No	PA Signature
20. Monitors intended effects and is aware of common side effects and how these can be prevented and managed. Demonstrates knowledge of signs/symptoms and treatment of anaphylaxis.				
21. States the procedure for a safe discharge and/or transfer, including the documentation checks required (e.g. To take out medicines (TTOs) and patient information to be given.				






If not achieved by the second opportunity, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.

Practice Assessor Feedback Attempt 1	
TNA Name:	Date:
Signature:	
Practice Assessor's Name:	Date:
Signature:	
Practice Assessor Feedback Attempt 2	
TNA Name:	Date:
Signature:	
Practice Assessor's Name:	Date:
Signature:	

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






What did the Trainee Nursing Associate do well?

What could the trainee Nursing Associate have done differently?

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What did the Trainee Nursing Associate do well?

What could the trainee Nursing Associate have done differently?

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>
How happy were you with the way the student nurse...	Very Happy 	Happy 
...cared for you?	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>






What did the Trainee Nursing Associate do well?

What could the trainee Nursing Associate have done differently?

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the Trainee Nursing Associate do well?

What could the trainee Nursing Associate have done differently?

PAD 1 Action Plans

An action plan is required when a student's performance causes concern. The Practice Assessor must liaise with the Academic Assessor and senior practice representative. The **SMART** principles should be used to construct the Action Plan.

Area Name				
Date action plan initiated:				
Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the student need to demonstrate? Objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review	Review/feedback
				Date: Comments:
TNA Name:		Signature:		Practice Assessor Name: Signature:
Practice Assessor Name:		Signature:		
Academic Assessor Name:		Signature:		

Area Name Date action plan initiated:				
Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the student need to demonstrate? Objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review	Review/feedback
				Date: Comments:
TNA Name:		Signature:		Practice Assessor Name: Signature:
Practice Assessor Name:		Date:		
Academic Assessor Name:		Date:		

End of PAD 1 Declarations

- **Mandatory training**
- **DBS**
- **Care certificate**

This section is to be completed by the Practice Assessor and Academic Assessor.

Please ensure all elements are checked and signed by the Trainee nursing associate and the Practice Assessor.

By Signing, The PA confirms that they support the student in progressing to PAD 2.

End of PAD 1 – Declaration

To be completed by the practice Assessor

Practice Assessor:	
Has the TNA achieved all Proficiencies at least once?	Yes/No
Has the TNA achieved all Professional Values?	Yes/No
Has the TNA achieved Episode of Care 1?	Yes/No
Has the TNA achieved Episode of Care 2?	Yes/No
Has the TNA achieved Medicines Management?	Yes/No
I confirm that I have communicated with the Academic Assessor regarding the TNA's performance and achievement (this could be done by reviewing the PAD and progress review comments if no further contact is required).	
I confirm that the TNA has participated in care (with guidance), achieved all the requirements of PAD 1 and is performing with increasing confidence and competence.	
Practice Assessor Name:	
Practice Assessor signature:	Date:
I recommend that the TNA progress to PAD 2.	
Academic Assessor Name:	
Academic Assessor Signature:	Date:
Comment:	

End of PAD 1 – Mandatory Training & DBS Declaration

TNAs must ensure that their mandatory training is completed regularly to comply with the requirements of all clinical practice partners. TNAs must complete a DBS declaration each academic year and follow the guidance in the course handbook relating to good health and character.

Mandatory Training Declaration Year 1

The Practice Assessor signs confirming the TNA has completed and is up to date with the required mandatory training (listed below)

I confirm that I am up-to-date with all mandatory training requirements, including:

- Patient Moving and Handling
- Safeguarding Adults Level 2 (including Prevent Training)
- Safeguarding Children Level 2
- Resuscitation Level 1
- Resuscitation Level 2 – Adults BLS
- Resuscitation Level 2 – Paediatrics BLS

*These can be achieved via your employer or university eLearning portals.

TNA Name:	Date:
Signature:	
Practice Assessor Name:	Date:
Signature:	

DBS Declaration Year 1

The Practice Assessor signs confirming the TNA has had no change in circumstance to affect their DBS status.

I confirm that I am of good health and character, and there have been no changes to my DBS status.

TNA Name:	Date:
Signature:	
Practice Assessor Name:	Date:
Signature:	

Care Certificate Declaration Year 1

The Practice Assessor signs confirming the TNA has had no change in circumstance to affect their DBS status.

Practice Assessor:

I confirm that the TNA has completed the care certificate.

Practice Assessor Name:

Practice Assessor signature:

Date:

I can confirm that I have completed/maintained all 15 Standards of The Care Certificate set by Health Education England: Skills for Care and Skills for Health.

Trainee Nursing Associate Name:

Trainee Nursing Associate Signature:

Date:



University of Brighton

School of Sport and
Health Sciences



Apprenticeships



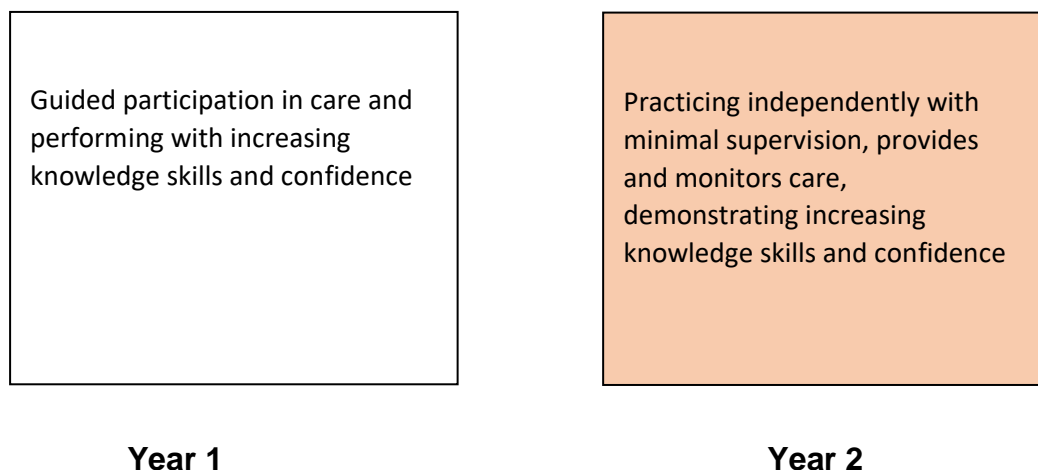
Health Education England

FDSc Health & Social Care Practice (SB506)

England Trainee Nursing Associate Practice Assessment Document **PAD 2**

Criteria for Assessment in Practice PAD 2 (Level 5)

Overall Framework: These criteria should be achieved by the end of each year



PAD 2: Practicing independently with minimal supervision

‘Achieved’ must be obtained in all three criteria by the student

Achieved	Knowledge	Skills	Attitudes and Values
YES	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision-making	Utilises a range of skills to provide and monitor safe, person-centred and evidence-based care with increased confidence and in a range of contexts	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
NO	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice	With supervision, is unable to provide safe care and perform the activity and/or follow instructions despite repeated guidance.	Demonstrates a lack of self-awareness and understanding of professional roles and responsibilities. Is not asking appropriate questions nor engaged with their own learning

List of Practice Supervisors (PS)

A sample signature must be obtained for all entries within this document

[illegible]

List of Practice Assessors (PA)

A sample signature must be obtained for all entries within this document.

Name (Please print)	Job Title	Signature	Initials	Practice Area/Placement Name

List of Academic Assessors

A sample signature must be obtained for all entries within this document.

Name (Please print)	Job Title	Signature	Initials	Practice Area/Placement Name

Home Base Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

Home Base Orientation

This should be completed with the TNA by a PA/PS from the Home Base

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

Home Base Semester 1: Initial Interview

A **Practice Supervisor** or **Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of the 1st semester.

Covid-19 University Risk Assessment: Your Covid-19 University Risk Assessment MUST be completed at the beginning of each year of your apprenticeship.

DATE:

SCORE:

TNA to identify learning and development needs (guided by PS and PA)

Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.

Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

Home Base Semester 1: Mid-Point Interview

This discussion must take place halfway through the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Home Base Semester 1: Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and TNA – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with their **Practice Assessor**.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

Home Base Semester 1: Final Interview

This should take place with the PA towards the end of the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward to next semester

Was an Action Plan required to support the TNA? If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no, action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

Home Base Semester 2: Initial Interview

A **Practice Supervisor** or **Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of the 2nd semester.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

Home Base Semester 2: Mid-Point Interview

This discussion must take place halfway through the semester

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Home Base Semester 2: Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and TNA – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 2 and negotiate how these will be achieved with their **Practice Assessor**.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

Home Base Semester 2: Final Interview

This should take place with the PA towards the end of the semester

TNA's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments. Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward to year 2

Was an Action Plan required to support the TNA? If yes, inform AA/PLL)

YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			
The PA has signed the professional value statements.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

PAD 2

External Placement Experiences 1 & 2

The NMC requires that TNAs achieve **460 hours** of external placement experience across the 2-year course. External placement experiences are periods of practice learning scheduled in semesters 1 & 2 of each academic year.

The placement will enable the completion of the following summative assessments assessed by a practice assessor: Proficiencies, Professional Values, Episodes of Care and Medicine Management. Completing these assessments will enable the TNA to meet the Nursing and Midwifery Council (NMC) Standards of Proficiency for Nursing Associates (NMC, 2018). Please refer to the Course Handbook and My Studies for full placement information.

This PAD section will document the learning agreements and meetings undertaken during each external placement experience.

External Placement 1: Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

External Placement 1: Orientation

This should be completed with the TNA by a PA/PS from the area

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel:.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

External Placement 1: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of placement.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

External Placement 1: Mid-Point Interview

This discussion must take place halfway through the placement

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

External Placement 1: Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and TNA – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with **their Practice Assessor**.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

External Placement 1: Final Interview

This should take place with the PA towards the end of the placement

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward

Was an Action Plan required to support the TNA? If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial	
The PA has signed the professional value statements.				
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.				
All the interview records and development plans have been completed and signed as appropriate.				
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.				

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

External Placement 2: Details

Home Base Provider:(e.g., Trust/Organisation)

Name of Home Base:

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

Homebase Telephone Number:

Home Base Contact Work Email:

Practice Assessor Details

Name:

Designation:

Contact work email address:

Academic Assessor Details

Name:

Designation:

Contact work email address:

Nominated person to support students and address concerns (e.g. Area Manager, Practice Educator or Student Coordinator)

Name:

Designation:

Contact work email address:

External Placement 2 Orientation

This should be completed with the TNA by a PA/PS from the area

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained Tel.....		
The TNA has been shown the following: • fire alarms • fire exits • fire extinguishers		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use.		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

External Placement 2: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of placement.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

External Placement 2: Mid-Point Interview

This discussion must take place halfway through the placement

TNA's self-assessment/reflection on progress.

Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

Practice Assessor's comments.

Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

Skills:

Attitudes and values:

External Placement 2: Mid-Point Review

Ongoing learning and development needs

To be agreed between Practice Assessor and TNA – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of semester 1 and negotiate how these will be achieved with their **Practice Assessor**.

Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

External Placement 2: Final Interview

This should take place with the PA towards the end of the placement

TNA's self-assessment/reflection on progress. Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments. Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor and TNA**

Practice Assessor to identify specific areas to take forward

Was an Action Plan required to support the TNA? If yes, inform AA/PLL) YES / NO

Were all professional values achieved? (If no action plan is required, inform AA/PLL) YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

PAD 2 Assessment of Professional Values in Practice

TNAs are required to demonstrate high standards of professional conduct at all times. TNAs should work within ethical and legal frameworks and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

A PA must assess Professional Values.

All Professional Values must be assessed by the PA and achieved in the TNA's homebase before starting their first external placement.

Professional Values must then be re-assessed, achieved in each external placement and for a second time in the TNA's home base before PAD submission.

All Professional values must be assessed and achieved by the end of PAD 2 (NMC Requirement)

Assessment of Professional Values

Yes = Achieved, No = Not Achieved Refer to Criteria for Assessment in Practice)

NMC Professional Values	Home Base Semester1		External Placement 1		External placement 2		Home Base Semester 2	
	Achieved (✓)		PA Initial/Date		Achieved (✓)		PA Initial/Date	
	Yes	No	Yes	No	Yes	No	Yes	No
Prioritise People								
1. The TNA maintains confidentiality in accordance with the NMC code.								
2. The TNA is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.								
3. The TNA maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf								
4. The TNA is caring, compassionate and sensitive to the needs of others.								
5. The TNA understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.								

NMC Professional Values	Home Base Semester1			External Placement 1			External placement 2			Home Base Semester 2		
	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date
	Yes	No		Yes	No		Yes	No		Yes	No	
Practice Effectively												
6. The TNA maintains a consistent, safe and person-centred practice.												
7. The TNA manages appropriate and constructive relationships whilst working collaboratively and in partnership with professionals from different agencies in interdisciplinary teams.												
8. The TNA makes a consistent effort to engage in the requisite standards of care and learning based on the best available evidence.												
9. The TNA is able to prioritise and manage their own workload and can recognise where care can safely be delegated to other colleagues and carers.												
Preserve safety												
10. The TNA demonstrates openness (candour), trustworthiness and integrity.												
11. The TNA reports any concerns to the appropriate professional member of staff when appropriate, e.g. safeguarding.												

NMC Professional Values	Home Base Semester1			External Placement 1			External placement 2			Home Base Semester 2		
	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date	Achieved (✓)		PA Initial/Date
	Yes	No		Yes	No		Yes	No		Yes	No	
12. The TNA demonstrates the ability to listen, seek clarification and carry out instructions safely.												
13. The TNA is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions												
Promote professionalism and trust												
13. The TNA's personal presentation and dress code is in accordance with the local policy.												
1. The TNA maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement												
16. The TNA demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations.												
17. The TNAs act as a role model in promoting a professional image and acts as an ambassador for their profession												

Home Base Semester 1	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

Placement 1	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name:	Date:
TNA Signature	
PA Name:	Date:
PA Signature	

Placement 2	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name: TNA Signature	Date:
PA Name: PA Signature	Date:

Home Base Semester 2	
TNA reflection on meeting professional values Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on.	
TNAs Name: TNA Signature	Date:
PA Name: PA Signature	Date:

4 Fields of Nursing

Record of working with and learning from others/inter-professional working

Hub & SPOKE Experience Record

These records can be completed by any team members involved in the TNA's supervision and/or assessment.

The “Hub and Spoke” model will support your learning while undertaking external placement experiences. Within each clinical placement setting (Hub), you will find that there are additional learning opportunities through time spent with specialist practitioners and teams, in clinics and engagement with the Multi-Discipline Team (Spokes). This will include the following:

- Exploring new and different emphases in working holistically with individuals in settings different from the TNA’s Home Base
- Gaining a greater appreciation of unfamiliar roles and services
- Gaining an improved understanding of more strategic and wider considerations in health and care
- Gaining insight across pre-life to end-of-life care
- Understanding of nursing across different settings and the perspectives and care pathways of individuals, their families and/or carers in these settings
- Gaining knowledge and experience across the four fields of nursing

Please reflect on each spoke experience you undertake and identify how this experience has contributed to your continuing development. You must complete spoke activities within each field of nursing and record these on the following pages:

Take note: The four fields of nursing should be experienced throughout the course at least once and can be completed either at homebase or at external placements. For more information on Hub and Spoke and the Four Fields of Nursing, please see the guidance on My Studies under the placement section.

Please print additional pages from the document on My Studies if required and staple them into your PAD.

Child

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Adult

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Learning Disability

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Mental Health

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Additional HUB & SPOKE Experience

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Additional HUB & SPOKE Experience

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Date:	Duration:	Area/field
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below		

Record of Communication/ Additional Feedback

In this section, any team members can document additional feedback they may have for you.

For example:

- If you meet your AA, they could document feedback on your PAD progress in this section.
- Your PA/PS could give you additional feedback outside your planned Interviews.
- Other members of your immediate team on Home Base or External Placement, such as HCA's, Nurses, and Ward Clerks.

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	
Name:	Signature:
Designation:	Date:

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	

Record of Communication and Addition Feedback

Communication/additional feedback	
Name:	Signature:
Designation:	Date:
Communication/additional feedback	

Record of working with and Learning from others

Inter-professional Working

This is an opportunity to reflect on your learning from/ working with the multi-disciplinary team members who supervise and support your learning.

The TNA should reflect on the learning from observing or being supervised by a multi-disciplinary team member.

Examples would include:

- Working alongside a physiotherapist
- Working with the General Practitioner during surgery
- Working with a paramedic in the GP surgery
- Working with a member of the medical team reviewing a patient
- Working with the speech and language therapist whilst they assess a patient.
- Reviewing a patient's medications with a pharmacist

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:

TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:
TNA Reflection: Reflect on your learning from additional learning opportunities with members of the multi-disciplinary team who are supervising your learning and summarise below:		
Practice Supervisor Comments:		
Practice Supervisor Name:	Signature:	Date:

PAD 2- Assessment of Proficiencies

Incorporating Platforms 1 – 6

Annexe A: Communication and relationship management skills

Annexe B: Procedures to be undertaken by the nursing associate

These proficiencies reflect the Standards of Proficiency for Nursing Associates (NMC 2018).

Assessment of Proficiencies is undertaken across the year. These can be assessed in a range of placements but must be assessed as Achieved (YES) at least once by the end of the year. If a proficiency is assessed as Achieved (YES) early in the year, the student is expected to maintain that level of competence.

The Grade Descriptors are 'Yes' (this proficiency has been achieved) and 'No' (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice for further details.

The Practice Supervisor can contribute to assessing these proficiencies by providing specific feedback regarding the TNA's level of performance and achievement to the Practice Assessor in line with the SSSA.

Please leave blank if a proficiency has not been assessed or is not applicable to the practice area.

If a proficiency is not achieved, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.

All Proficiencies must be achieved by the end of PAD 2

PAD 2 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes, and values to achieve high-quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Support people across the lifespan to make informed choices to promote their well-being and recovery, using appropriate therapeutic interventions, e.g. positive behaviour support approaches.								
2. Recognise when a person's capacity has changed and how this affects their ability to make decisions and understand where and how to seek guidance from others to ensure the best interests of the person receiving care are met.								
3. Recognise people at risk of abuse, self-harm and/or suicidal ideation using contemporary risk assessment tools and demonstrate an understanding of when to escalate to the appropriate professional for expert help and advice								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
4. Demonstrates understanding of the needs of people and families for care at the end of life, giving information and support, acting in line with any end-of-life decisions and orders, and respecting cultural requirements and preferences.								
5. Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accessing translator services as required.								
6. Works in partnership with people, families and carers to encourage shared decision-making in order to support those involved to manage their own care where appropriate using positive reinforcement.								
7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
8. Demonstrate the knowledge and skills required to communicate effectively and support people with commonly encountered symptoms, e.g. anxiety, confusion, discomfort and pain.								
9. Provides care, reassesses skin and hygiene status, and demonstrates knowledge of appropriate products to prevent and manage skin breakdown and irritations.								
10. Utilises aseptic techniques when monitoring and undertaking wound care using appropriate evidence-based techniques.								
11. Effectively uses evidence-based nutritional assessment tools to support nutrition and hydration appropriately.								
12 Demonstrates understanding and supports the delivery of artificial nutrition and hydration using oral and enteral routes.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
13. Demonstrates and monitors urinary and bowel continence levels to determine the need for support, intervention and the person's potential for self-management.								
14. Provides appropriate care and manages urinary catheters for all genders.								
15. Undertakes and interprets neurological observations.								
16. Uses contemporary risk assessment tools to determine the need for support and intervention with mobilising and the person's potential for self-management.								
17. Uses appropriate assessment tools to determine, manage and escalate the ongoing risk of falls.								
18. Uses a range of appropriate moving and handling equipment mobility aids and techniques to support people with impaired mobility.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
19. Is able to identify normal peak flow and oximetry measurement and can effectively manage the administration of oxygen using a range of routes and approaches								
20. Uses best practice approaches to undertake nasal and oral suctioning techniques.								
21. Applies the principles of infection prevention and control and effectively uses standard precaution protocols and isolation procedures as required.								
22. Effectively shares information with people, families and carers and checks understanding about a range of common mental, physical, behavioural and cognitive health conditions in accordance with care plans.								
23. Effectively measures and interprets blood glucose levels and reports findings to the appropriate person.								
24. Undertakes routine ECG recordings and reports findings to the appropriate person.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
25. Demonstrates knowledge and skills related to safe and effective venepuncture.								
26. Through effective monitoring, one can recognise when a person's condition has improved or deteriorated, respond promptly and escalate as required.								
27. Demonstrates an understanding of what constitutes a near miss, a critical incident, a major incident or a serious adverse event and has an appreciation of their role and the role of others as appropriate.								
28. Recognises when inadequate staffing levels impact the ability to provide safe care and escalate concerns appropriately to avoid compromising the quality of care.								
29. Demonstrates awareness of strategies that develop resilience and seeks support to help deal with uncertain situations, demonstrating assertiveness when required.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
30. Demonstrates an understanding of their role and contribution when involved in the care of a person undergoing discharge or transition of care across a range of settings/services.								
31. Demonstrates understanding of the challenges of providing safe care for complex co-morbidities and complex care needs across integrated care settings.								
32. Demonstrates an understanding of co-morbidities and the demands of meeting people's holistic needs when prioritising care, making reasonable adjustments as required.								
33. Demonstrates an understanding of the influence of policy and political drivers that impact health and care provision and contributes to team reflection to promote improvements in practice and services.								

Provides and monitors care with increased confidence								
Proficiency	YES = Achieved, NO = Not Achieved							
	Home Base		External Placement 1		External Placement 2		Retrieval Placement	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
34. Participates in data collection to support audit activity and contribute to implementing quality improvement strategies.								
35. Engages in difficult conversations with support from others, using age-appropriate communication skills conveying compassion and sensitivity.								
36. Demonstrates using various effective communication strategies, e.g. reassurance, de-escalation, distraction and diversion strategies and remains calm when exposed to conflict situations.								

Additional Proficiencies

On occasions, students may also have the opportunity to meet additional proficiencies. These can be assessed in practice and recorded below.

For example, your employer in your Homebase may give you the opportunity to achieve additional skills such as cannulation or catheterisation.

The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values to achieve high-quality person-centred/family-centred care, ensuring all care is underpinned by effective communication skills.

Proficiency	Achieved YES / NO	Comments	Signature of Practice Assessor / Date

PAD 2- Episodes of Care 1

This assessment must be completed before submission of the completed PAD.

The Practice Assessor must undertake this episode of care assessment.

The TNA will be given the opportunity to supervise and teach a junior learner/colleague in practice and provide a written reflection on this experience. Junior learner colleague refers to a nursing associate student, health care support worker, or someone new to the caring role. This needs to be based on the delivery of direct person-centred care. Professionalism underpins all aspects of the student's performance. (BAP 1)

This assessment aims to demonstrate the student's progression in the following four platforms within the Standards of proficiency for nursing associates (including skills from annexe A and B) (NMC 2018):

- Provide and monitor care
- Working in teams
- Improving safety and quality of care
- Contributing to integrated care

Effective communication and relationship management skills underpin all aspects of care. (Annex A). TNAs must use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment, applying an understanding of mental capacity and health legislation as appropriate.

Learning Outcomes- Through completion of this episode of care, the TNA should demonstrate that they are able to...

- Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, reviewing the quality of care they provide, promoting reflection and providing constructive feedback. (4 WIT 4.7)
- Demonstrate an ability to support and motivate junior learner colleagues and other care team members and interact confidently with them. (4 WIT 4.2)
- Demonstrate the ability to monitor and review the quality of care the junior learner colleague delivers, providing clear, constructive feedback. (4 WIT 4.6, 4.7, A 5.3)
- Demonstrate effective verbal and non-verbal communication and interpersonal skills in engaging with the junior learner and others involved in the caregiving, clear instructions and explanations during supervision. (A 4, A 5.1, A 5.2)
- Reflect on their role and the role of the junior learner colleague in the supervision, encouraging the learner to reflect on their practice. (A 5.4)

Episode of Care 1

TNA reflection on an episode of care	
<p>Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.</p>	<p>What did you do well?</p> <p>What would you have done differently?</p>

Practice Assessor feedback Based on the TNA's reflection, your observation and discussion of the episode of care, please assess and comment on the following: Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Standard of proficiency	Yes/No	Comments
Provides and monitors care Chooses an appropriate care activity for the junior learner and considers the learner's needs and current knowledge and skills.		
Working in teams Effectively prepares the junior learner, provides clear instructions and explanations about the care activity they will engage in, and checks their understanding.		
Improving safety and quality of care The TNA undertakes a risk assessment to ensure that the person(s) receiving care is not at risk from the learner/care activity. Continuous supervision and support are provided to the junior learner throughout the care activity.		
Effectively communicates throughout the care activity Evaluate the care given and give the junior learner/peer constructive verbal and written feedback.		
TNA's Name: Signature: _____ Date: _____ Practice Assessor's Name: Signature: _____ Date: _____		

PAD 2- Episodes of Care 2

This assessment must be completed before submission of the completed PAD.

The Practice Assessor must undertake this episode of care assessment.

This assessment aims to demonstrate the student's progression in the following six platforms within the Standards of proficiency for nursing associates (including skills from annexe A and B) (NMC 2018):

- Promoting health and preventing ill health
- Provide and monitor care
- Working in teams
- Improving safety and quality of care
- Contributing to integrated care

Effective communication and relationship management skills underpin all aspects of care (Annexe A). TNAs must use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment, applying an understanding of mental capacity and health legislation as appropriate.

Learning Outcomes: By completing this episode of care, the TNA should demonstrate that they can...

- Demonstrate and apply the knowledge, skills and ability to provide safe, effective, person-centred care. (3 PMC 3.6)
- Demonstrate understanding of the contribution of social influences, health literacy, behaviours and lifestyle choices to mental and physical health outcomes in people, families and communities. (2PHPIH 2.6)
- Demonstrate relevant knowledge in prioritising care, managing workload, identifying changes in a person's condition, and responding appropriately. (3 PMC 3.11, 4 WIT 4.5)
- Interact and engage confidently with families/carers and interdisciplinary team members in providing and monitoring care for a small group of people (or caring for an individual with complex care needs). (4 WIT 4.1 A 2, A 4)
- Accurately undertake risk assessments demonstrating understanding of escalating concerns appropriately. (5 ISQC 5.3, 5.5, 5.6)
- Demonstrates an understanding of the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings and is able to work collaboratively in interdisciplinary teams. (6 CIC 6.1, 6.3)

Episode of Care 2

TNA reflection on an episode of care	
<p>Within your reflection, describe the episode of care and how you communicated effectively to promote health and prevent ill health.</p>	<p>What did you do well?</p> <p>What would you have done differently?</p>

Practice Assessor feedback		
Based on the TNA's reflection, your observation and discussion of the episode of care, please assess and comment on the following: Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)		
Standard of proficiency	Yes/No	Comments
Promoting health Discusses the possible influences on the person's/group of people's mental and physical health and can highlight a range of factors impacting them and the wider community.		
Provide and monitor care Applies relevant knowledge and skills in providing more complex person-centred care and continually monitors a person's condition, interpreting signs of deterioration or distress and escalating appropriately.		
Working in teams Is able to prioritise and manage their workload, recognising when elements of care can be safely delegated to other colleagues, carers and family members, demonstrating effective communication skills and the ability to document effectively.		
Improving safety and quality of care Undertakes relevant risk assessments, is able to respond to and escalate risks and can implement actions as instructed.		
Contributing to integrated care Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating an understanding of the need for multi-agency working.		
TNA Name:		Signature:
Practice Assessor Name:		Signature:
		Date:
		Date:

PAD -2 Medicines Management

This assessment must be completed with the Practice Assessor by the end of PAD 2, where the apprentice safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings.

During PAD 2, the TNA should be developing their knowledge, skills, and competencies in relation to medicines management and safety. This includes performing systematic checks, critical thinking/problem solving and managing distractions before, during and after medicine administration.

The apprentice must be allowed several practice opportunities to administer medicines under supervision before the final assessment.

If not achieved, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement Liaison Lead (PLL).

The TNA must work within the legal and ethical frameworks underpinning safe and effective medicines management and within national and local policies.

Regulatory requirements: *The Code* (NMC 2018), *Standards of Proficiency for Nursing Associates* (NMC 2018), in particular Annexe B 10.1-10.10

To support the preparation for this assessment, the TNA is expected to complete/be familiar with the following:

1. Medicines safety portfolio provided for TNA
2. Local policies that underpin this competency and the role of the TNA/RNA
3. ClinicalSkills.net reflections and/or test results
4. Safe Medicate calculation practice

Medicines Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA Signature	Yes/No	PA Signature
1. States the legal mechanisms to supply and administer medicines to individuals and explains the difference between a Patient Specific Direction (PSD) and a Patient Group Direction (PGD). States the legal requirements for a valid prescription. Discusses the role of the pharmacist, pharmacy technician and other relevant roles in supporting medicines management and safety.				
2. Systematically checks all sections of the drug chart, medication administration record or electronic equivalent, including: <ul style="list-style-type: none"> • Patient ID, allergies, one-off (Stat) doses, regular medications, as required medications (prn) • Identifies which medicines need to be administered (or supervised administration if patient self-administration applies and supervision is deemed necessary). • Identifies any errors and/or drug omissions. Checks for possible drug-drug interactions and compounding effects, such as for anticoagulants or analgesia • Escalates any irregularities appropriately, communicating effectively with the multi-disciplinary team. 				
3. Communicate appropriately with the patient/service user. Provides clear and accurate information and checks understanding. Considers alternatives to medicines for symptom control. Discusses the risks and benefits of patient/client self-administration of medicines.				
4. Understand medications' safe and effective storage and transport requirements in the care environment and give a range of examples.				
5. Maintains effective hygiene/infection control throughout. Takes additional safety precautions where needed, for example, when administering cytotoxic medicines, some antibiotics or hormones.				
6. Checks for allergies demonstrating an understanding of the risks and how to manage these as appropriate <ul style="list-style-type: none"> • Ask patient/service user about allergies • Checks prescription chart (or equivalent) and identification band if used 				

Medicines Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA Signature	Yes/No	PA Signature
<p>7. Considering the patient/service user's plan of care for each medicine, check that the prescription is complete, legible (where applicable) and signed by an authorised prescriber. Ensure the following:</p> <ul style="list-style-type: none"> • Right patient/service user • Right indication (including the presence of contra-indications and cautions) • Right medication (prescribed by generic name, and in some instances with brand name in addition) • Right time/frequency • Right date and valid period (where applicable) • Right dose • Right route/method of administration • Special instructions (e.g. with food) if completed • The last dose given where appropriate 				
8. Demonstrates knowledge of drug groups commonly used in the practice setting. Can recognise how medicines act and interact in the systems of the body, including an awareness of patients/clients who are more at risk of harm.				
<p>9. Select the correct medicine as prescribed. Checks:</p> <ul style="list-style-type: none"> • The blister strip/bottle, where applicable • The name of the drug (generic and brand where appropriate) • The preparation (formulation), e.g. MR, XL • The strength, e.g. 5 mg per mL, 10 000 units per mL • The dose 				
10. Prepare medication safely				

Medicines Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA Signature	Yes/No	PA Signature
11. Considers any patient/client assessment and monitoring that may be required pre, during or after administration, e.g. BP/pulse, electrolytes, blood sugar level.				
12. Demonstrates effective use of the British National Formulary (BNF) App and/or online version or local equivalent. Can identify licensed, unlicensed, and black triangle medicines. Gives examples of additional sources of medicine information where appropriate, such as local formularies and/or prescribing/administration guidelines.				
13. Calculates doses accurately and safely for a range of medications and routes.				
14. Re-checks and verbally confirms the patient/service user's identity, consent, and allergy status. Takes additional precautions for vulnerable patients.				
15. Explain the indication and dose and administer the medication. Ensures that oral medication has been swallowed. Assists patients/clients taking medication where needed and reports any difficulties. Supports the patient/client to self-administer their own medications where possible.				
16. Discusses a variety of enteral, parenteral, and topical routes for drug administration and evaluates their benefits and risks. Safely prepares and administers medicines via common routes such as oral, topical, subcutaneous, intramuscular, feeding tubes, inhalations/nebulisers, per rectum. Applies pharmacology knowledge, e.g. how the dose may change depending on the route of administration, indication, drug formulation and/or patient-related factors (e.g. age, weight, disease-related, smoking).				
17. Demonstrates an awareness of legal, ethical, and professional considerations, such as reduced mental capacity, non-adherence or covert drug administration.				
18. Safely selects, uses, and disposes of equipment and unused medicines, demonstrating an awareness of how to support sustainability.				

Medicine Management Competency YES = Achieved No = Not Achieved				
Competency	Opportunity 1		Opportunity 2	
	Yes/No	PA Signature	Yes/No	PA Signature
19. Records, signs and dates when safely administered. Offers a rationale for omitting medicines and takes appropriate action.				
20. Monitors intended effects and is aware of common side effects and how these can be prevented and managed. Demonstrates knowledge of signs/symptoms and treatment of anaphylaxis. Gives examples of adverse drug reactions, how to recognise them, their contributing factors, and management strategies.				
21. Applies legal, professional, and ethical principles to the management of controlled drugs				
22. Understand the principles of medicines optimisation. Gives examples of high-risk medicines, situations, and different types of drug errors that may occur in the area and how they may be minimised. (e.g. independent second checks or therapeutic drug monitoring). Lists contributing factors and discusses strategies for management.				
23. States the procedure for a safe discharge and/or transfer, including the documentation checks required (e.g. To take out medicines (TTOs) and patient information to be given. Gives examples of how to support patient adherence.				

If not achieved by the second opportunity, the Practice Assessor must create an action plan in discussion with the Academic Assessor and Placement liaison lead.






Practice Assessor Feedback Opportunity 1	
Practice Assessor's Name:	Date:
Signature:	
Practice Assessor Feedback Opportunity 2	
Practice Assessor's Name:	Date:
Signature:	

Medicines Management Assessment Declaration	
<p>Self-declaration: I can demonstrate an understanding of my role in relation to medicines management according to relevant professional body guidance (such as the NMC Standards of Proficiency for Nursing Associates 2018) and local policies and guidance. I can give examples of how accountability and delegation apply to my practice. I am aware of how to escalate concerns and the importance of documentation.</p> <p>Trainee Nursing Associate Name:</p> <p>Signature:</p>	<p>Date:</p>
<p>Confirmation: I verify that _____ safely and timely administers medicines to a group/caseload of patients/service users and demonstrates knowledge and understanding relating to the competencies stated above</p> <p>Practice Assessor Name:</p> <p>Signature:</p>	<p>Date:</p>

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






What did the Trainee Nursing Associate do well?

What could the Trainee Nursing Associate have done differently?

Patient/Service User/Carer Feedback Form

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How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






What did the Trainee Nursing Associate do well?

What could the Trainee Nursing Associate have done differently?

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Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>
How happy were you with the way the student nurse...	Very Happy 	Happy 
	I'm not sure 	Unhappy 
	Very unhappy 	
...cared for you?	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>






What did the Trainee Nursing Associate do well?

What could the Trainee Nursing Associate have done differently?

Patient/Service User/Carer Feedback Form

Practice Supervisors/Practice Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.

We would like to hear your views about how the Trainee Nursing Associate has supported your care. Your feedback will not change how you are cared for and will help the Trainee Nursing Associates learn.

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>
How happy were you with the way the student nurse...	Very Happy 	Happy 
	I'm not sure 	Unhappy 
	Very unhappy 	
...cared for you?	<input type="radio"/>	<input type="radio"/>
...listened to you?	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>

What did the Trainee Nursing Associate do well?

What could the Trainee Nursing Associate have done differently?

PAD 2 Action Plans

An action plan is required when a student's performance causes concern. The Practice Assessor must liaise with the Academic Assessor and senior practice representative. The **SMART** principles should be used to construct the Action Plan.

Area Name				
Date action plan initiated:				
Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the TNA need to demonstrate? Objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review	Review/feedback
				Date: Comments:
TNA Name:		Signature:		Practice Assessor Name: Signature:
Practice Assessor Name:		Signature:		
Academic Assessor Name:		Signature:		
		Date:		
		Date:		
		Date:		

Area Name Date action plan initiated:				
Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the TNA need to demonstrate? Objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review	Review/feedback
				Date: Comments:
TNA Name:		Signature:		Practice Assessor Name: Signature:
Practice Assessor Name:		Date:		
Academic Assessor Name:		Date:		

End of PAD 2 Declarations

- **Mandatory training**
- **DBS**
- **eLearning**

**This section is to be completed with the
Practice Assessor**

Please ensure all elements are checked and signed by the TNA and the Practice Assessor.

End of PAD 2 – Declaration

To be completed by the Practice Assessor

Practice Assessor:

Has the TNA achieved all Proficiencies at least once? **Yes/No**

Has the TNA achieved all professional Values? **Yes/No**

Has the TNA achieved Episode of Care 1? **Yes/No**

Has the TNA achieved Episode of Care 2? **Yes/No**

Has the TNA achieved Medicines Management? **Yes/No**

I confirm that I have communicated with the Academic Assessor regarding the TNA's performance and achievement (this could be done by reviewing the PAD and progress review comments if no further contact is required).

I confirm that the TNA has participated in care (with guidance), achieved all the requirements of PAD 2 and is performing with increasing confidence and competence.

Practice Assessor Name:

Practice Assessor Signature:

Date:

I have reviewed the assessment documentation and the TNA reflections. I can confirm that the Practice Assessor has reassessed the TNA as fit to practice safely and effectively with minimal supervision. I recommend the TNA progression to the Nursing and Midwifery Council Nursing Associate part of the register for the United Kingdom.

TNA Name: (print name)

Academic Assessor Name:

Academic Assessor signature:

Date:

Comment

End of PAD 2 – DBS & Mandatory Training Declaration

TNAs must ensure that their mandatory training is completed regularly to comply with the requirements of all clinical practice partners. TNAs must complete a DBS declaration each academic year and follow the guidance in the course handbook relating to good health and character.

Mandatory Training Declaration Year 2

The Practice Assessor signs confirming the TNA has completed and is up to date with the required mandatory training (listed below)

I confirm that I am up-to-date with all mandatory training requirements, including:

- Patient Moving and Handling
- Safeguarding Adults Level 2 (including Prevent Training)
- Safeguarding Children Level 2
- Resuscitation Level 1
- Resuscitation Level 2 – Adults BLS
- Resuscitation Level 2 – Paediatrics BLS

*These can be achieved via your employer or university eLearning portals.

TNA Name:	Date:
Signature:	
Practice Assessor Name:	Date:
Signature:	

DBS Declaration Year 2

The Practice Assessor signs confirming the TNA has had no change in circumstance to affect their DBS status.

I confirm that I am of good health and character, and there have been no changes to my DBS status.

TNA Name:	Date:
Signature:	
Practice Assessor Name:	Date:
Signature:	

The Practice Assessor signs confirming the TNA has had no change in circumstance to affect their DBS status.

eLearning Completion Declaration for PAD 2 Submission

For the TNA, please present to your Practice Assessor evidence of completion of all the required off-the-job training e-learning (page 190), e.g. certificate of completion and sign the declaration.

Practice Assessor:

I confirm that the TNA presented the evidence that they have completed all the required off-the-job e-learning (page 190) required to complete the Foundation Degree in Health and Social Care.

Practice Assessor Name:**Practice Assessor signature:****Date:****Trainee Nursing Associate Declaration**

I confirm that I completed all the off-the-job training e-learning required for the Foundation Health and Social Care degree.

Trainee Nursing Associate Name:**Trainee Nursing Associate signature:****Date:**

eLearning Record

eLearning Modules to be Completed	TNA Signature	Date Completed
Fallsafe eLearning package (eLfH)		
Learning Disabilities Insight Package (My Studies)		
Prevent (My Studies)* if not part of Safeguarding Adults Level 2		
Spotting the Sick Child (My Studies)		
Infection Prevention and Control – Level 2- Clinical (NSA)		
Privacy and Dignity (NSA)		
Work in a Person-Centred Way (NSA)		
Cultural Competence (e-LfH)		
Making Every Contact (e-LfH)		
Person-Centred Approach (e-LfH)		
ECG (e-LfH)		

FDS Sc Health & Social Care Practice

England Trainee Nursing Associate

PRACTICE ASSESSMENT DOCUMENT External Placement 3 Making up External Placement hours

For Retrieval Placement Only

NAPAD, Standards of Proficiency for Nursing Associates, (NMC 2018)

Please always keep your PAD in practice to review your progress with your Practice Supervisor, Practice Assessor and/or Academic Assessor.

What is this PAD for?

This is an additional Practice Assessment Document to be used by students who have been unable, during the 2-year programme, to complete the required number of hours for NMC registration due to a variety of reasons outside of their control.

This document has been developed to support the student, practice assessors and supervisors throughout this additional placement.

If a student has this document, it means they have completed and submitted their Practice Assessment Document and achieved the criteria set out in the *Standards of Proficiency for Nursing Associates* and *Standards for Education and Training* (NMC 2018). The only aspect of their course that is outstanding is the hours. This is an important and final placement before the student becomes a qualified nursing associate or transitions from student to registered professional.

Placement 3 Orientation

This should be completed with the TNA by a PA/PS from the area

Name of area		
Name of staff member and designation		
	Initial/Date (TNA)	Initial/Date (Staff)
The following criteria need to be met within the first day of placement.		
A general orientation to the health and social care placement setting has been undertaken.		
The local fire procedures have been explained. Tel.....		
The TNA has been shown the following: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 		
Resuscitation policy and procedures have been explained. Tel:		
Resuscitation equipment has been shown and explained.		
The TNA knows how to summon help in the event of an emergency.		
The TNA is aware of where to find local policies <ul style="list-style-type: none"> • Health and safety • Incident reporting procedures • Infection control • Handling of messages and enquiries • other policies 		
The TNA has been made aware of information governance requirements.		
The shift times, mealtimes and reporting sick policies have been explained.		
The TNA is aware of their professional role in practice.		
Policy regarding safeguarding has been explained.		
The TNA is aware of the policy and process of raising concerns.		
The lone working policy has been explained (if applicable)		
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)		
The following criteria need to be met before use		
The TNA has been shown and given a demonstration of the moving and handling equipment used in the placement area.		
The TNA has been shown and given a demonstration of the medical devices used in the placement area.		

Placement 3: Initial Interview

A **Practice Supervisor or Practice Assessor** can complete this. If completed by the PS, they must discuss and agree with the PA. This meeting should take place within the first week of placement.

TNA to identify learning and development needs (guided by PS and PA)	
Considering available learning opportunities, the TNA and Practice Supervisor/Practice Assessor must negotiate and agree on a learning plan.	
Outline of learning plan	How will this be achieved?

A learning plan for placement agreed by Practice Assessor		YES/NO
TNA Name:	Date:	
Signature:		
PA/PS Name:	Date:	
Signature:		

Placement 3: Mid-Point Interview

This discussion must take place halfway through the placement

<p>TNA's self-assessment/reflection on progress.</p> <p>Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.</p>
<p>Knowledge:</p>
<p>Skills:</p>
<p>Attitudes and values:</p>
<p>Practice Assessor's comments.</p> <p>Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.</p>
<p>Knowledge:</p>
<p>Skills:</p>
<p>Attitudes and values:</p>

Placement 3: Mid-Point Review

Ongoing learning and development needs

To be agreed between **Practice Assessor and TNA** – sign and date all entries below

Following the Mid-Point interview, the TNA will identify their learning and development needs for the remainder of the semester and negotiate how these will be achieved with their Practice Assessor.	
Learning and development needs	How will these be achieved?

Any outstanding learning and development needs will be discussed and documented at the final interview.

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	

Placement 3: Final Interview

This should take place with the PA towards the end of the placement

TNA's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments Discuss with the TNA their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
Knowledge:
Skills:
Attitudes and values:

Please record any further comments on the next page.

Learning and Development Needs

To be agreed between the **Practice Assessor** and **TNA**

Practice Assessor to identify specific areas to take forward

Was an Action Plan required to support the TNA? If yes, inform AA/PLL)	YES / NO
Were all professional values achieved? (If no action plan is required, inform AA/PLL)	YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	TNA Initial
The PA has signed the professional value statements.			
The relevant proficiencies/skills that the TNA has achieved in this area (where applicable) have been signed.			
All the interview records and development plans have been completed and signed as appropriate.			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			

TNA Name:	Date:
Signature:	
PA Name:	Date:
Signature:	
AA Name:	Date:
AA Signature:	

Professional Values:

Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). TNA **MUST achieve all** professional values at the **end of each PAD**.

Professional Values	External Placement		
	Experience 3		
	Achieved (Please ✓)		Initial/ Date
	Yes	No	
1. The TNA maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)			
2. The TNA is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.10, BAP 1.11 A 1.8)			
3. The TNA maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf. (1 BAP 1.4, 1 BAP 1.11, 3PMC 3.8, 3PMC 3.21)			
4. The TNA is caring, compassionate and sensitive to the needs of others. (1BAP 1.14 BAP 1.11)			
5. The TNA understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1BAP 1.5,1.6)			
6. The TNA maintains a consistent, safe and person-centred practice. (1BAP 1.11, 3PMC 3.1)			
7. The TNA is able to work effectively within the interdisciplinary team, demonstrating an awareness of the roles, responsibilities and scope of practice of the team members with the intent of building professional relationships. (1BAP 1.10, 4 WIT 4.1)			
8. The TNA makes a consistent effort to engage in the requisite standards of care and learning based on the best available evidence. (1 BAP 1.7, 1.15, 1.17)			

Professional Values	External Placement		
	Experience 1		
	Achieved (Please ✓)		Initial/ Date
	Yes	No	
9. The TNA demonstrates openness (candour), trustworthiness and integrity.			
10. The TNA reports any concerns to the appropriate professional member of staff when appropriate, e.g. safeguarding. (1BAP 1.3, 1BAP.1.12, 3PMC 3.7, 3PMC 24)			
11. The TNA demonstrates the ability to listen, seek clarification and carry out instructions safely. (A1.1, A1.7)			
12. The TNA is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. (1BAP 1.1, 1BAP 1.15)			
13. The TNA's personal presentation and dress code is in accordance with the local policy. (BAP 1.16)			
14. The TNA maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend practice/ placement. (1BAP 1.1, 1BAP 1.16)			
15. The TNA demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1BAP 1.8, 1BAP 1.10, 1BAP 1.15)			

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the PS and the PA (as appropriate) in liaison with the PLL and University of Brighton apprenticeship team.

