



The Open
University



Scottish Practice Assessment Document



Scottish PAD Group





- A unique opportunity for all 12 NMC accredited HEI in Scotland to collaborate



- Inclusive and participative



- Aim to reduce duplication of effort



- Aim to improve understanding of supervision and assessment across the country, between roles and stakeholders

Evolution not revolution



Queen Margaret University

UNIVERSITY OF STIRLING

The Open University

UNIVERSITY OF THE WEST OF SCOTLAND

UNIVERSITY OF DUNDEE

UNIVERSITY OF GLASGOW

- SCEPRN and the Scottish OAR group
- OAR has evolved to become the Practice Assessment Document (PAD) group
- Triggered or participated in the review and development of other national approaches – raising concerns, National memorandum of agreement etc

The collaboration between universities in Scotland is not unusual

This group has evolved from the Scottish Ongoing Achievement record group. Many of you will be familiar with that document and will have provided stakeholder feedback

Why bother?

- All Higher Education Institutions have to be approved and have validated new programmes in 2019 – 2020
- All HEI have to submit evidence to the NMC for 4 Gateways
- All evidence will be triangulated by Mott MacDonald and the NMC

Working together to create this was a natural progression

We were sharing experiences, learning and the development of resources for the Gateways

Working in geographical areas where more than one HEI access the PLEs would also make this beneficial for colleagues in practice

All evidence is triangulated by Mott Macdonald

- Nursing and Midwifery Council (NMC) Future Nurse: Standards of Proficiency for Registered Nurses (NMC, 2018)
- European Union Directive 2005/36/EC requirements
 - Level of qualification
 - Physiology
 - Healthy and sick people
 - Ethics

Now, I don't know how many of you have read the EU directives, however they include the nature and ethics of the profession, Bacteriology, virology and parasitology, Biophysics, biochemistry and radiology, Pharmacology, Sociology, Psychology, Principles of administration, teaching, Social and health legislation, Legal aspects of nursing

You will see in the PAD that the NMC standards of Proficiency and the EU Directive are mapped

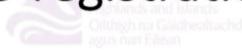


What we currently have

RTP Imminent

HV Standards

Proficiencies for Pre-registration Programmes



Unchanged

Student nurses are still required to undertake 2,300 hours of practice-based learning and 2,300 hours of theory before they can be registered.

Student nurses **will remain supernumerary** in their practice placements (this does not currently apply to nursing associates).

Changed

The way in which the proficiencies are presented is different as they apply across the four fields of nursing practice.

The supervision and assessment of students **has changed considerably**. This change affects **all** nurses, midwives and nursing associates.

Future nurse proficiencies refer to the knowledge and skills that nurses must demonstrate when they care for people of all ages and in all settings. They apply across the four fields of nursing i.e. Adult, children, learning disability and mental health. Nurses who work in specialised areas are expected to be able to demonstrate more advanced skills to meet the needs of people in their chosen field of nursing practice.

Future Nurse Proficiencies: 7 Platforms

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care
 - Annexe A: Communication and relationship management skills
 - Annexe B: Nursing procedures

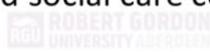
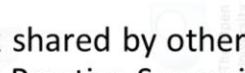
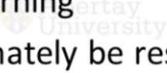
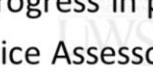


Assessed in the PAD

Annexe B is about the nursing procedures that students must learn and be assessed against. There are some procedures in this list that many of our current registered nursing workforce have not been trained to undertake

Participation in Care

- Participation in care is a visual representation of student development as they progress in practice learning
- The Practice Assessor will ultimately be responsible for determining the outcome in practice
- This decision will be made with feedback shared by others who have supported the student, for example your Practice Supervisor, other health and social care colleagues



Participation in Care



Dependence is the minimal standard of participation in care. A student would normally be supervised in the majority of care activities. This should be achieved by the completion of the first part of the programme.

Developing independence is the minimal standard achieved by the end of the second part of a programme –supervision and guidance will be tailored to the practice area and the student’s skill development. It is anticipated there will be increased opportunities for a mixture of direct and indirect supervision.

Independence is achieved by the completion of the programme.

This framework has been adapted with permission from the Pan London PAD group.

Scottish Practice Assessment Document



SPNC_P_AN4000

Practice Assessment Document (PAD)
Scotland

Student's Name: _____

University: University Of Stirling

University ID: _____

Programme: BSc / BSc (Hons) Nursing

Year of Intake: _____

Field of Practice: _____

Table of Contents

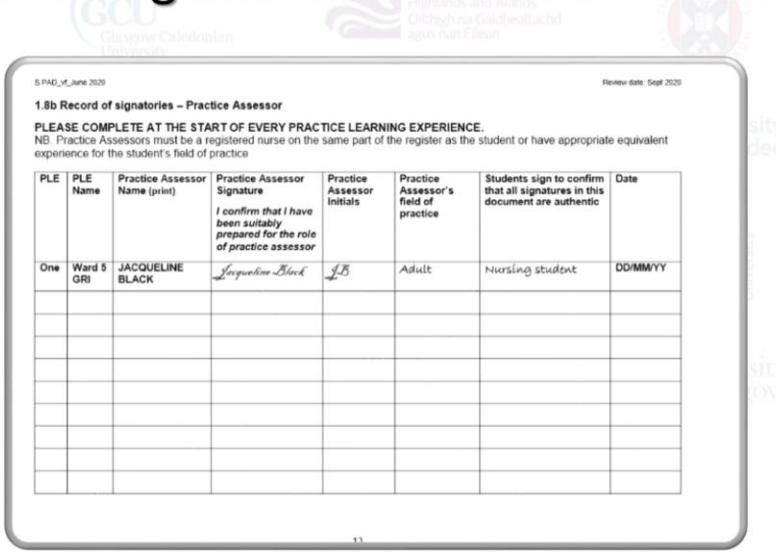
SECTION 1: GUIDANCE

- 1.0 Introduction to the Scottish Practice Assessment Document (PAD)
- 1.1 Your responsibilities as a student within practice learning experiences
- 1.2 The roles of Practice Supervisors, Assessors and Academic Assessors
- 1.3 Performance review process
 - 1.3.1 Pre-practice activities
 - 1.3.2 Orientation and preliminary meeting
 - 1.3.3 Interim feedback meeting
 - 1.3.4 Final performance
- 1.4 Feedback from service users and carers
- 1.5 Risk assessment
- 1.6 Reasonable adjustment
- 1.7 Attendance
 - 1.7.1 Working time directive
 - 1.7.2 Attendance record sheets
 - 1.7.3 Authorised absence
 - 1.7.4 Unauthorised absence
 - 1.7.5 Reporting sickness / absence
 - 1.7.6 Returning from sickness / absence
- 1.8 Record of Signatories: Practice Supervisor, Assessor & Academic Assessors

Although you will have participated in education activated about the roles of Practice Supervisor, Practice Assessor and Academic Assessor, there is still some detail in the PAD

The PAD is clearly presented with the University specific content at the beginning of section 2.

Record of Signatories: Practice Assessor



There are pages to record all signatures for the duration of a programme

Section Two: Practice Learning Experiences

Section Two comprises University specific Programme information, assessment criteria and documentation for each practice learning experience (PLE):

SECTION 2: PRACTICE LEARNING EXPERIENCES (PLE)

- 2.0. Programme outline
 - 2.0.1. Programme flow/planner
 - 2.1. Assessment criteria
 - 2.2. Mandatory Training
 - 2.3. Record of compulsory practice skills
- PART 1 (Pink pages)
PART 2 (Yellow pages)
PART 3 (Green pages)
PLATFORMS AND PROFICIENCIES
SKILLS AND PROCEDURES (ANNEXES A & B)

Section two comprises University specific Programme information, assessment criteria and documentation for each practice learning experience (PLE). Within the slides that follow, I will outline the contents of Section Two and key requirements of practice supervisors and assessors in respect of completion of the assessment process.

Section Two: Programme Outline



- Each University will include specific information about their nursing programme and year planner/flow chart
- Detail is provided about the assessment criteria
 - Platforms and Proficiencies
 - Skills and Procedures (Annex A and B)
- Record of Mandatory Training (for example manual handling)
- Record of compulsory practice skills
- +/- additional University specific training

Within the introductory information for section two, each University will provide detail about their nursing programme and provide an indication of programme structure through inclusion of a programme flow chart or planner to indicate where practice learning experiences occur within each academic year. This information will include detail of how the programme is divided into 3 parts (for 3 year programmes each academic year constitutes a part, for 4 year programmes this will or may be different).

An explanation of how the Platforms and proficiencies are assessed in practice using the Participation in Care framework where student performance progresses from dependent to independent over the duration of their programme.

All Universities will provide detail of mandatory training attended and compulsory practice skills achieved within the University setting prior to the student's first PLE and throughout their programme.

Some Universities may have additional pages to indicate any University specific skills training that students complete during their programme and this is included following the mandatory and compulsory practice skills pages.

Section Two: PLE Documentation

- PART ONE: pink pages
- PART TWO: yellow pages
- PART THREE: green pages
- Platforms and Proficiencies
- Communication & Relationship Management Skills and Nursing Procedures (Annexes A & B)

For those Universities using paper based PADs, all part one pages will be pink, part two yellow and part three green. All documentation in the three parts consist of the same component parts. When we discuss each component, you will note that they are very similar to the pages that were in the Scottish OAR. The aim of the Scottish PAD group was to keep the structure and layout as familiar as possible for practice partners.

Within the OAR, you will have completed sign off of the Essential Skills Clusters for each part of the programme, within the PAD you will now assess the students on their achievement of the proficiency statements within each Platform and the ability to safely demonstrate each of the communication and relationship management skills and nursing procedures by the end of the programme.

Using the first practice learning experience as an example, we will now discuss each of the component pages for the PLE.

Section Two: PLE Documentation

- Outline of each PLEs in Part
- Each University may have a different number of PLEs in each Part
- Checklist for students

PART 1 (Pink pages) Practice Learning Experiences 1 & 2	PART 1 PLE 1 PRACTICE LEARNING EXPERIENCE Information for Students
<p>Practice Learning Experience (PLE) 1: During this PLE, you will be allocated a PLE within acute services, community partnerships or other learning environments. You will begin to explore and participate in the delivery of care in order to maximise your involvement in the provision of safe and effective, person centred care. You will also be encouraged to consider the needs of various client groups as well as that of their families and carers.</p> <p>Practice Learning Experience (PLE) 2: During this PLE, you will be allocated a PLE within acute services, community partnerships or other learning environments. You will begin to explore and participate in the delivery of care in order to maximise your involvement in the provision of safe and effective, person centred care. You will also be encouraged to consider the needs of various client groups as well as that of their families and carers.</p>	<p>Practice Learning Experience 1 Module Code: SHSULP1</p> <p>PART 1 PLE 1</p> <p>PRACTICE LEARNING EXPERIENCE</p> <p>Information for Students</p> <ol style="list-style-type: none">1. Please check the information provided by the Practice Placement Team to ensure you complete the correct section of the PAC.2. Please contact your PLE prior to your start date to confirm who your nominated practice supervisor is and to confirm your shift pattern.3. Please note that it is expected that your weekly hours average 20 hours. The range of hours required is dependent upon the module, 1800-2200 hours includes continuous placement, flexible and fixed durations, please refer to your Practice Learning Handbook for more details.4. Please ensure that you liaise with your practice supervisor to secure dates for your initial session of practice and your final assessment. This may include planning, flexible and fixed durations with your practice supervisor.5. Please note the expected practice hours to be adjusted whilst within this PLE and ensure that your shift pattern will enable you to achieve these hours.6. Please refer to and discuss the skills and procedures with your practice supervisor to identify any additional responsibilities within the PLE.

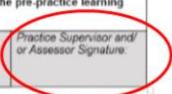
The first page in the Part section will contain details of each PLE within the part – this might vary in number from one PLE to three or more for each University

General information is provided for students to encourage them to:

Check they are completing the correct PLE paperwork, to contact their PLE prior to their start date to confirm their nominated practice supervisor and to confirm their shift pattern, a reminder of the expectations of working hours and hours required for the PLE, the importance of arranging interim and final assessment dates, to identify skills and procedures that could be achieved within the PLE.

Section Two: PLE Documentation

- Pre placement learning activities
- Similar to those in the OAR
- Need to document
 - Named PS
 - Named PA
 - Named AA (student will complete)
- Practice Supervisor or Practice Assessor can sign off completion

Practice Supervisor – please sign to confirm that the pre-practice learning activities have been completed by the student		
Date / /	Student Signature:	Practice Supervisor and/ or Assessor Signature: 



Pre-practice Learning Activities
Part 1: PLE 1
Practice Learning Experience Details

Student Name:	Intake:
Student ID:	Year:
Practice Learning Environment:	Start date:
Telephone Number:	Finish date:
PLE Type:	
Nominated PS:	
Nominated Practice Supervisor Name:	
Nominated PA:	
Nominated AA:	
Nominated Academic Assessor Name:	

Before the commencement of your practice learning environment, the student should:

1. Make contact with the practice learning environment and ascertain the shift patterns in operation, the name of your designated practice supervisor/assessor and if appropriate, arrange a pre-practice experience visit.
2. The student should update their profile on the Infopage/CAPLIC profile, which will be accessed via the student portal via Infopage/CAPLIC.
3. Briefly summarise what the practice learning environment does.

The pre placement learning activities are similar to those within the OAR with the purpose to encourage the student to prepare for clinical practice within their practice learning environment. Students' are asked to note the name of their nominated PS, PA and AA.

At the end of the pre placement activities the PS or the PA can sign them off as complete.

Section Two: PLE Documentation

- Orientation and preliminary meeting should take place within 48 hours of starting PLE (PS)
- Discussion and documentation of the student's learning development plan (PS or PA)
- Identification of interim and final assessment dates

Orientation & Preliminary Meeting Part 1: PLE 1

In accordance with the NHS Education for Scotland (2009) Quality Standards for Practice Placement, a pre-practice meeting should take place within four days of commencing practice. It is important that you establish the following:

- The learning needs and learning outcomes in order to identify your learning needs
- The learning opportunities available within the PLE
- Any additional student support requirements taking cognisance of reasonable adjustments
- An initial Learning Development Plan for Learning

Topics to be discussed:	Date skills listed when complete:
Orientation to the practice learning environment and equipment.	
Skills patterns and mental health facilities.	
Student's previous experience, strengths and systems.	
Emergency and fire procedures.	
Information about the practice, including how working.	
Introduction to Health and Social Care Professionals.	
Information about the local area.	
Confidentiality and data protection.	
Practices for communication.	
Policy on consumers and personal use of social media.	
Access to Student Practice Assessment Document (SPA).	
Student's individual requirements, e.g. reasonable adjustments.	
Student's practice learning expectations.	
Information about the practice environment.	
Uniform policy for the practice learning environment.	
Information about the practice learning environment.	
Assessor's written comments and learning development plan.	
Student's mandatory training record.	
Consider if the assessment is required (see Section 1.5).	
Any other relevant items for inclusion in feedback meeting and final assessment.	

Learning Development Plan Part 1: PLE 1

Please use the space below to summarise the main points arising from the preliminary meeting with the student and discussion around the students learning development plan.

Please identify skills and procedures that could be achieved within area		
Date _____	Student Signature _____	Practice Supervisor/mentor Assessor Signature _____
Agreed date for next Interim _____ Final _____		

Within the first 2 days of the student's PLE, the orientation and preliminary meeting documentation should be completed by the PS (or PA). A discussion centred around the student's learning needs and the learning opportunities available within the PLE will formulate the learning development plan. Students and PS/PAs are asked to identify any communication and relationship management skills or nursing procedures available in the PLE that may be achieved by the student.

The PS or PA can complete and sign off these pages.

The PS/PA is required to identify the date of the interim and final assessment dates at this stage.

These dates should be shared with the student's academic assessor.

Section Two: PLE Documentation

- Interim feedback meeting midway through PLE
- PS (or PA) to complete
- Feedback structured around each of the 7 platforms
- Asked to note if any issues referred to PA and/or AA and if development support plan completed

Has the student been referred to the practice and/or academic assessor?	Yes	No
Has the student been referred to the practice and/or academic assessor?	Yes	No
Development Support Plan (see Section 3)		
Student Signature	Practice Supervisor and/or Assessor Signature	

PS (or PA) to complete the interim feedback meeting at mid point of PLE. Feedback structured around progress made within each of the 7 platforms and progress made within achievement of communication and relationship management skills and nursing procedures.

It is very important to raise any issues with progress early so that support can be put in place – the PA and AA should be alerted to any concerns and, if necessary a development support plan completed (see Section 3 Development Support Plan information for more details).

Section Two: PLE Documentation

Service User/Carer Feedback

- New form
- Ideally one per PLE, minimum one per Part
- Inclusion of recording other types of feedback (cards/emails etc)
- PS or PA can sign

PART 1: PLE 1

Alert: We would value the views of service users and/or their carers/carers on the service user/carer feedback form. This will help the student nurse and practice supervisor to learn what was thought of what the student did for you and how they can improve. Your feedback will also help to support the student's learning and development and it will benefit future service users/carers.

You have been assigned to practice with this health care team as the student nurse has been involved in delivering your care. The student's supervisor and you will be asked to complete this form with the student. Please answer the questions and sign by placing a confirmation they did not affect your care in any way. Your feedback will be used to support the student's learning and development. If this did not affect your care, please tick the box below.

How happy were you with the way the student nurse:

...could not assess?	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
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What could the student nurse have done differently?

Date: _____ **Student Signature:** _____ **Practice Supervisor and/or Assessor Signature:** _____

PART 2: PLE 1

Please note any other forms of service user/carer feedback (e.g. cards, letters, emails). Please ensure anonymity is maintained!

Use the box below to record your thoughts and feelings on all service user/carer feedback received.

Date: _____ **Student Signature:** _____ **Practice Supervisor and/or Assessor Signature:** _____

As part of the evaluation of the OAR, it was identified that there was some dissatisfaction with the form. The new service user/carer form included in the PAD is based on the one used in the Pan London PAD. The London SU/C from was reviewed by service users and carers and amendments made to create the form that is used in the PAD.

There is space for students to note other types of feedback that they have received, for example emails to the SCN or team lead, cards or letters sent to the clinical area that mention the student's contribution to care etc.

Ideally, students should seek feedback from SU/C and complete the from in every PLE but at minimum, once per Part.

Section Two: PLE Documentation

- Pages included to encourage students to seek out additional learning experiences
- Pages included to enable additional notes to be recorded e.g. students can record practice of skills and procedures, AA can make notes

The image shows two side-by-side screenshots of digital forms from a mobile application. Both forms are titled 'ADDITIONAL LEARNING OPPORTUNITIES' and are dated '1/01/2014'.

Left Form (Student View):

FEEDBACK FROM ADDITIONAL LEARNING OPPORTUNITIES		PART 1: PLE 1	
Student Name:	UNIDENTIFIED	Inductor Group:	Practice Supervisor
Name of Placement:	Practice Supervisor		
Name and Location of Organisation/Professional Visited			
Individual assessing student's opportunity comments... Please comment on student performance and what knowledge has been shown			
Print Name:	Sign		
Date:	Student reflections - please reflect on what you have learned		
Date:	Student signature		

Right Form (Assessor View):

ADDITIONAL NOTES		PART 1: PLE 1	
Date	Time	Comment	Signature
Student, practice supervisor, practice assessor and academic assessors can add notes to this page			

The additional learning opportunities pages encourage the student to seek out additional learning experiences relevant to their PLE, for example they may identify that they would like to work with the ward physiotherapist on a respiratory ward, the OT on a rehab ward, the ward receptionist, visit the labs where blood results are generated etc.

The additional notes pages enables students, PS/PA/AAs to record any observations/experiences that are relevant to the student's progression and learning experience. For example the student may wish to note that they had observed and then practised a particular skill to evidence their progress towards safely demonstrating that skill prior to sign off.

Section Two: PLE Documentation



Final Assessment Documentation

- **Practice Assessor** to complete
- Assessment structured around each of the 7 platforms
- Assessment judged against the minimal level of performance for the part of the programme *
- Comment on progress towards safely demonstrating communication and relationship management skills and nursing procedures

The minimum level of performance for this part of the programme is DEPENDENT. This part of the programme is designed to demonstrate the student's ability to work independently and safely within the clinical environment, under supervision, to develop confidence through guided practice in care. Please comment on the Platforms below.

Platform 1: Being an accountable professional

Platform 2: Promoting health and preventing ill health

Platform 3: Assessing needs and planning care

Platform 4: Providing and evaluating care

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

Platform 6: Improving safety and quality of care

Platform 7: Coordinating care

Please comment on progress towards safely demonstrating the skills and procedures in Annexes A and B. Identify aspects for the student to focus on in future PLEs.

Date _____	Student Signature _____	Practice Assessor's Signature _____
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The practice assessor will complete the final assessment based on their observations of the student, the feedback from practice supervisors and other members of the clinical team, taking account of the service user/carer feedback and feedback from any additional learning opportunities completed. The assessment is structured using the 7 Platforms and is judged against the minimum level of performance for the part of the programme (part one = dependent).

PAs are asked to comment on the progress made by the student towards safely demonstrating the skills and procedures in Annex A and B whilst within the practice learning experience.

Section Two: PLE Documentation

Completion of the final assessment documentation includes:

- Confirmation of achievement of module learning outcomes*
- OR completion of grading rubric*
- PA overall comments ①, PA confirmatory statement ② and student comments ③

The image displays three screenshots of PLE documentation forms. The top form, labeled ①, contains a table for confirming module learning outcomes. The middle form, labeled ②, contains sections for Practitioner Assessment and Student Statement. The bottom form, labeled ③, also contains a Student Statement section. Red, green, and orange circles highlight specific sections of interest: the confirmation table in ①, the practitioner assessment in ②, and the student statement in ③.

The final pages of the final assessment will contain University specific requirements, for example completion of a grading rubric or as this example demonstrated confirmation of achievement of module learning outcomes.

1. Practice Assessors are required to provide overall summative comments on the student's performance whilst within the practice learning experience
2. Practice Assessors are required to complete the confirmatory statement to indicate that the student has achieved or not achieved the PLE at the expected level of performance
3. Students are required to complete the student statement to confirm that they have received feedback on their performance and that they have had the opportunity to reflect and discuss this with their PA.

The Attendance record follows the final assessment documentation as is unchanged from the attendance record in the OAR

Section Two: PLE Documentation - End of Part

At the end of the Part there are additional pages where the PA and AA will

- Confirm achievement of all proficiency statements ①
- Comment on areas for development for Skills and Procedures ②
- PA confirms overall achievement and recommendation to progress to next Part ③
- AA confirms overall achievement and recommendation to progress to next Part ④

CONFIRMATION OF COMPLETION - PART 1																									
Practice Assessor Confirmation of Proficiency																									
<p>This document will be returned to the student to take home to parents and other relevant people in order to be shown about your decision. Review platform proficiencies section for the part to ensure all have been achieved.</p>																									
AC ACHIEVED: ACHEIVED: please state as appropriate all platforms and proficiencies at the END OF PART 1 will be for Part 1 of the programme and RECOMMEND: NOT RECOMMEND: please state as appropriate progression to PART 2																									
<p>① Practice Assessor Confirmation of Achievements of Platforms END OF PART 1</p> <p>Please initial the relevant column:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Achieved</th> <th>Not achieved</th> </tr> </thead> <tbody> <tr> <td>Platform 1: Being an accountable professional</td> <td></td> <td></td> </tr> <tr> <td>Platform 2: Promoting health and preventing ill health</td> <td></td> <td></td> </tr> <tr> <td>Platform 3: Assessing needs and planning care</td> <td></td> <td></td> </tr> <tr> <td>Platform 4: Providing and evaluating care</td> <td></td> <td></td> </tr> <tr> <td>Platform 5: Leading and managing nursing care and nursing services</td> <td></td> <td></td> </tr> <tr> <td>Platform 6: Improving safety and quality of care</td> <td></td> <td></td> </tr> <tr> <td>Platform 7: Co-leading care</td> <td></td> <td></td> </tr> </tbody> </table> <p>② Practice Assessor: Comment on areas of development for safe demonstration of skills and procedures (Annexes A & B)</p>			Achieved	Not achieved	Platform 1: Being an accountable professional			Platform 2: Promoting health and preventing ill health			Platform 3: Assessing needs and planning care			Platform 4: Providing and evaluating care			Platform 5: Leading and managing nursing care and nursing services			Platform 6: Improving safety and quality of care			Platform 7: Co-leading care		
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Platform 7: Co-leading care																									
Academic Assessor Confirmation Statement (will use initial: TBC) OF PART 1																									
<p>This document is in partnership with the nominated Academic Assessor. Please state as appropriate all platforms and proficiencies at the END OF PART 1 will be for Part 1 of the programme and RECOMMEND: NOT RECOMMEND: please state as appropriate progression to PART 2</p> <p>③ Academic Assessor Confirmation Statement (will use initial: TBC) OF PART 1</p> <p>Comments:</p> <p>④ Academic Assessor Confirmation Statement (will use initial: TBC) OF PART 1</p> <p>Comments:</p>																									

At the end of the final practice learning experience (this will vary by University) of the part, the PA in collaboration with the Academic Assessor need to complete the 'Confirmation of Completion of Part' pages

Here the PA will confirm that the students has achieved all of the proficiencies within the 7 Platforms ①.

The PA will comment on the progress being made to safely demonstrate the communication and relationship management skills and nursing procedures (Annex A and B) ②.

The PA in partnership with the AA will confirm that the student has achieved or not achieved all platforms and proficiencies at the expected level of performance for the Part and will recommend the student for progression to the next part of the programme (or registration if completing the final assessment of the last PLE of the programme ③)

The AA in partnership with the PS will confirm that the student has achieved or not achieved all platforms and proficiencies at the expected level of performance for the Part and will recommend the student for progression to the next part of the programme (or registration if completing the final assessment of the last PLE of the programme ④)

Section Two: Platforms and Proficiencies

Suggested activities to evidence achievement of proficiency statements as per expected level of performance

① dependent

② developing independence

③ independent

Platform 2: Promoting health and preventing ill health

Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about their health and well-being, and to improve the quality of life and improve health outcomes. They are actively involved in the prevention of and protection against disease and ill health and engage in public health, community development and global health agendas, and in the reduction of health inequities.

Platform 2: Promoting health and preventing ill health		
2.1 Understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaged with individuals		
The Code (NMC 2018) 1.3, 2.2, 2.3, 2.4, 3.1 EU clinical instruction Directives B1-B7		
PART 1 - Dependent	PART 2 - Developing Independence	PART 3 - Independent
In conversation with your PS/PA, demonstrate a foundation understanding of these principles. Support people to make positive health choices.	Apply your understanding of these principles to support people to make positive health choices.	Deliver a health promotion or health protecting activity to a person or group of people. Work within the parameters of national health protection policy e.g. Health and Social Care (Scotland) Act 2001
ACHIEVED Date	① ACHIEVED Signature Date	② Signature Date
		③ Signature Date

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The proficiencies are grouped under seven platforms followed by two annexes; this section focuses on the platforms and proficiencies and the annexes are explained in more detail in the next section.

This section contains the platforms and the related proficiency statements for each Part of the programme. In keeping with the Participation in Care Framework, there are **suggested** examples of how students can evidence achievement of each proficiency at the required level. The examples also help explain ways in which students might be able to evidence their progression of their developing knowledge, skills, values and their increasing independence in practice to the practice supervisor (PS)/practice assessor (PA). Please remember, the examples provided are only suggestions and it is therefore not a requirement that these specific examples are assessed.

If a proficiency has been signed as achieved in a previous Practice Learning Experience (PLE) of the Part, students **must** continue to demonstrate the achievement of the required level of participation within all subsequent PLEs.

Mapping to the EU Directives and The Code (NMC 2018)

Each proficiency from the 7 platforms have been mapped to The Code (NMC 2018).

Each proficiency has also been mapped to the clinical instruction elements of the EU directives. This mapping is visible below each proficiency statement. This will allow practice supervisors, practice assessors and academic assessors to be assured that, when students achieve each proficiency, they are, as a consequence of this mapping, also demonstrating that their practice is in adherence to the expectations of The Code (NMC 2018) for a registered nurse. This mapping also ensures that the clinical instruction aspects of the EU Directives are met as part of proficiency achievement.

Section Two: Platforms and Proficiencies

<p style="text-align: center;">GCU Glasgow Caledonian University Platform and Proficiencies Oifigeal agus Gaisleachtaid Aonach Íomhaíoch</p>																																																																							
<table border="1"> <tr> <td colspan="6"> <p>2.4 identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances The Code (NMC 2018) 2.2; 2.3; 2.4; 3.1; 7.1; 7.2; 7.3; 7.4; 8.2; 8.3; 13.2 EU clinical instruction Directives B1-B7</p> </td> </tr> <tr> <td colspan="2">PART 1 - Dependent</td> <td colspan="2">PART 2 - Developing Independence</td> <td colspan="2">PART 3 - Independent</td> </tr> <tr> <td colspan="2">Observe and have reflective discussion about promoting health in relation to one or more of these health behaviours</td> <td colspan="2">Recognise appropriate opportunities to discuss promoting health choices with people in relation to one or more of these health behaviours</td> <td colspan="2">Create opportunities to discuss promoting health choices with people or groups of people in relation to one or more of these health behaviours.</td> </tr> <tr> <td>ACHIEVED</td> <td>Signature</td> <td>ACHIEVED</td> <td>Signature</td> <td>ACHIEVED</td> <td>Signature</td> </tr> <tr> <td>Date</td> <td></td> <td>Date</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td colspan="6"> <p>2.5 promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes The Code (NMC 2018) 1.3; 2.2; 2.3; 2.4; 2.5; 3.1; 6.1; 6.2 EU clinical instruction Directives B1-B7</p> </td> </tr> <tr> <td colspan="2">PART 1 - Dependent</td> <td colspan="2">PART 2 - Developing Independence</td> <td colspan="2">PART 3 - Independent</td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> <td colspan="2" style="background-color: #cccccc;"></td> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td colspan="2">Apply your understanding of these principles to support people to make informed health choices</td> <td colspan="2"></td> <td colspan="2">Identify where a person could engage in health screening and support them in making an informed choice about this.</td> </tr> <tr> <td>ACHIEVED</td> <td>Signature</td> <td>ACHIEVED</td> <td>Signature</td> <td>ACHIEVED</td> <td>Signature</td> </tr> <tr> <td>Date</td> <td></td> <td>Date</td> <td></td> <td>Date</td> <td></td> </tr> </table>						<p>2.4 identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances The Code (NMC 2018) 2.2; 2.3; 2.4; 3.1; 7.1; 7.2; 7.3; 7.4; 8.2; 8.3; 13.2 EU clinical instruction Directives B1-B7</p>						PART 1 - Dependent		PART 2 - Developing Independence		PART 3 - Independent		Observe and have reflective discussion about promoting health in relation to one or more of these health behaviours		Recognise appropriate opportunities to discuss promoting health choices with people in relation to one or more of these health behaviours		Create opportunities to discuss promoting health choices with people or groups of people in relation to one or more of these health behaviours.		ACHIEVED	Signature	ACHIEVED	Signature	ACHIEVED	Signature	Date		Date		Date		<p>2.5 promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes The Code (NMC 2018) 1.3; 2.2; 2.3; 2.4; 2.5; 3.1; 6.1; 6.2 EU clinical instruction Directives B1-B7</p>						PART 1 - Dependent		PART 2 - Developing Independence		PART 3 - Independent								Apply your understanding of these principles to support people to make informed health choices				Identify where a person could engage in health screening and support them in making an informed choice about this.		ACHIEVED	Signature	ACHIEVED	Signature	ACHIEVED	Signature	Date		Date		Date	
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Date		Date		Date																																																																			

Shading has been used to distinguish which proficiencies must be achieved in each part, meaning that by the point of entry to the register, all proficiencies should have been achieved across the student's programme of study.

- ☒ Part 1 - ALL non-shaded proficiencies must be achieved at the dependent level by the end of this Part
- ☒ Part 2 - ALL non-shaded proficiencies must be achieved at the developing independence level by the end of this Part
- ☒ Part 3 - ALL non-shaded proficiencies must be achieved at the independent level by the end of this Part

Section Two: Communication & Relationship Management Skills & Nursing Procedures

Communication and relationship management skills (NMC 2018a)		
Section	Skill	1. At the point of registration, the registered nurse will be able to safely demonstrate underpinning communication skills for assessing, planning, providing and managing best practice, evidence based nursing care;
		Demonstrated safety in practice whilst acknowledging own limitations
		Demonstrated safety through simulation whilst acknowledging own limitations
		Please date and sign
		Please date and sign
1.1	Actively listens, recognises and responds to verbal and non-verbal cues	
1.2	Uses prompts and positive verbal and non-verbal reinforcement	
1.3	Uses appropriate non-verbal communication including touch, eye contact and personal space	
1.4	Makes appropriate use of open and closed questioning	
1.5	Uses caring conversation techniques	
1.6	Checks understanding and uses clarification techniques	
1.7	Demonstrates awareness of own unconscious bias in communication encounters	
1.8	Writes accurate, clear, legible records and documentation	
1.9	Confidentially and clearly presents and shares verbal and written reports with individuals and groups	
1.10	Analyses and clearly records and shares digital information and data	
1.11	Provides clear verbal, digital or written information and instructions when delegating or handing over responsibility for care	
1.12	Recognise the need for, and facilitate access to, translator services and material	

There are communication and relationship management skills (listed first in the PAD) and nursing procedures (listed second within the PAD) that students must be able to safely demonstrate on entry to the NMC register. Within the PAD these are referred to as 'skills' and 'procedures'.

Equally, on entry to the NMC register, students must be able to undertake these skills and procedures safely and effectively in order to provide compassionate, evidence-based, person-centred nursing care. A holistic approach to the care of people is essential and all skills and procedures should be carried out in a way, that reflects cultural awareness and ensures that the safety, needs, priorities, expertise and preferences of people are always valued and taken into account.

On entry to the register, all newly registered nurses, in all fields of practice, must demonstrate the ability to provide nursing interventions and support for people of all ages, who require nursing procedures during the processes of assessment, diagnosis, care and treatment for mental, physical, cognitive and behavioural health challenges.

Where a student has declared an additional support need, it is essential that appropriate reasonable adjustments are made to ensure that all procedures can be undertaken safely.

Student's will be able to observe and practise some of these skills and procedures through simulation. However, simulation should only be in exceptional circumstances and it is expected that students will be able to practise and safely demonstrate each of these skills and procedures during their practice learning experiences; students will be guided by their university regarding simulated skills as they progress through their programme.

If any skills or procedures are safely demonstrated within simulation, the column on the far right will be signed by staff facilitating the skills/simulation session.

The expectation is that, by the point of registration (the end of the programme), to have reached the level of being able to safely demonstrate each of the skills and procedures at least once in either practice or in simulation.

Section Two: Communication & Relationship Management Skills & Nursing Procedures

Nursing Procedures (NMC 2016a) Part 1: At the point of registration, the student nurse will be able to safely demonstrate procedures for assessing people's needs for person-centred care			
Section	Procedure	Demonstrated safely practice whilst acknowledging own limitations	Demonstrated safely through simulation whilst acknowledging own limitations
1. Use evidence based, best practice approaches to take a history, observe, recognise and securely assess people of all ages.			
1.1	Mental Health and wellbeing status		
1.1.1	Signs of mental and emotional distress or vulnerability		
1.1.2	Cognitive health status and wellbeing		
1.1.3	Signs of cognitive distress and impairment		
1.1.4	Behavioural distress based needs		
1.1.5	Signs of mental and emotional distress including:		
	• agitation		
	• aggression		
	• challenging behaviour		
1.1.6	Signs of self-harm and/or suicidal ideation		
1.2	Physical health and wellbeing		
1.2.1	Symptoms and signs of physical ill health		
1.2.2	Symptoms and signs of physical distress		
1.2.3	Symptoms and signs of:		
	• deterioration		
	• sepsis		

Please date and sign _____ Please date and sign _____

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The layout of the nursing procedure pages is the same as the communication and relationship management skills and if any procedures are safely demonstrated within skills or simulation these will be signed off in the column on the far right of the table.

Any skills or procedures that are available within the practice learning experience should be discussed with the student during the initial discussion and formulation of the learning development plan. At each interim and final assessment, PS/PAs are asked to provide comment regarding the student's progress towards safely demonstrating skills and procedures and this is recorded at both interim feedback meetings and within the final assessment pages. Within the final assessment documentation of the last PLE of the programme, the PA will confirm that all skills and procedures have been safely demonstrated over the duration of the programme ie all skills and procedures listed are signed off as being safely demonstrated.

Section Three: Policies, Guidelines & Protocols



Section Three comprises University specific policies, guidelines and protocols. All Universities will have Development Support Plan guidance and blank copies of a plan.

For example:

SECTION 3: POLICIES, GUIDELINES, PROTOCOLS

3.1 Development Support Plan

3.2 National Raising Concerns in Practice: Student Guide (2019)

3.3 Raising a concern about your learning experience

USEFUL REFERENCES FOR STAFF AND STUDENTS

APPENDIX 1

Section Three comprises University specific policies, guidelines and protocols. All Universities will have Development Support Plan guidance and blank copies of a plan, any additional documentation will be detailed in the index and will be found in Section three

Appendix 1 – contains the coding used within the mapping of the platforms and

proficiencies pages **Coding of EU Directives to Support Mapping to NMC (2018)**

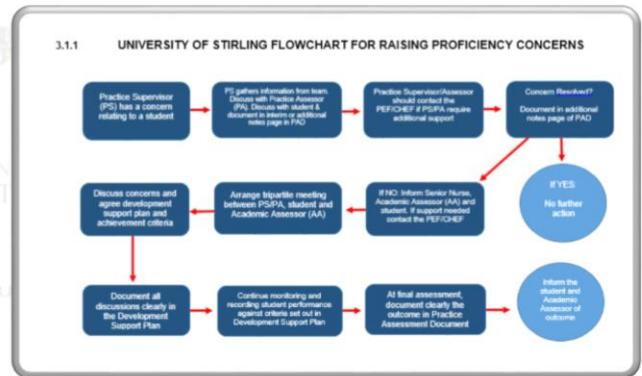
Future Nurse: Standards of proficiency for registered nurses

Section Three: Development Support Plan



During a PLE, if a student requires additional support to achieve a particular learning outcome or professional standard then PS/PAs should follow the:

- Raising Proficiency Concern Flow Chart
- And, if necessary, complete a development support plan



During your practice learning experience, a student may require more support to achieve particular learning outcomes or professional standards. The raising proficiencies concern flow chart details the steps to be taken, and the support available, to students when a concern is raised about performance in practice.

In order to ensure a supportive framework for this, a development plan and feedback document is provided (see next slides). This should be used to record any areas of concern about a student's performance in practice, and progression towards addressing these concerns. These documents must be kept as part of the PAD to ensure consistency of assessment across practice areas.

If a concern is raised about performance in practice, this will be initially discussed with the student and the practice supervisor/assessor and documented within the interim review pages or within the additional notes pages (see 3.1.1). If the concern is not resolved following this discussion then a development support plan is needed this will be completed (see 3.1.3).

Section Three: Development Support Plan



3.1.2 EXAMPLE OF DEVELOPMENT SUPPORT PLAN:

Development Need Identified:					
Student demonstrates a very limited theory, knowledge and skills in relation to medicine administration for current stage of pre reg nursing programme					
Specific areas to be addressed	Related Platform number /proficiency	Participation in Care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Student is required to enhance their skills and knowledge to the required level in relation to medicine administration	Platform 1.15/1.20 Platform 3.3 Platform 4.5/ 4.14/4.15	Developing independence	<ul style="list-style-type: none"> • Revisit The Code (NMC) • Review PAD/procedures • Read the NHS policy of medication management and administration 	Explain via discussion your understanding of the code in relation to the areas of development Through discussion explain the policy and the importance for this policy	Complete action and Review by 1/1/2020 Complete action and Review by 1/1/2020
		Developing independence	<ul style="list-style-type: none"> • With your supervisor/assessor participate in medication administrations • Under supervision safely administer and record the prescribe medication for 5 consecutive drug administrations • Identify 5 common drugs each week, understanding what they are used for, side effects and contraindications 	Through participation/observation /discussion demonstrate proficiency Discussion, Q&A sessions. Evidence within medicine management workbook	Complete action and Review by 7/1/2020 on-going/complete for end of placement

This slide shows an example of a completed development support plan that is included within the PAD. Here the specific area to be addressed is clearly identified, the area of concern's relationship to specific platforms and proficiencies, a detailed outline of actions to be taken and how achievement will be evidenced. Review dates are identified for each aspect of concern.

Section Three: Development Support Plan



3.1.2 DEVELOPMENT SUPPORT PLAN FEEDBACK with example of feedback		
DATE	PROGRESS	SIGNATURE: Student & P. Supervisor P. Assessor
3/1/2020	<p>Development plan was agreed on the 1/1/2020.</p> <p>Student nurse has accessed and reviewed the NMC code and through discussion with myself, the student was able to highlight the 4 pillars and identify the key areas that are required for a registrant nurse in relation to medicine management and administration. This learning action has been achieved.</p> <p>The student is still reviewing the NHS policy, is able to provide limited information so this learning action will be reviewed at the next review meeting 7/1/2020.</p> <p>Participation/shadowing of medicine administration is ongoing. The student is able to explain the process and safety checks required. This learning action is still on going.</p>	

This slide shows an example of a completed development support plan feedback that is included within the PAD. Here, the PS/PA records the progress made as per the actions identified in the development support plan.

Some Universities may have additional policies, guidance or procedures following the Development Support plan and if they do, they will be explained within local update sessions.



The Open
University



If you have any further questions about the Scottish PAD, you will have opportunity to ask them at your local PAD update facilitated by PEFs and/or representatives from the University.