Sign Off Mentor Guidance

Pre-Registration Nursing Programmes
We do not expect you to mentor alone and it is not unusual to have questions or queries about how to complete the practice assessment documentation or queries about an element of practice.

The UCS Pre-registration team, Personal Tutors and the UCS Mentorship team are here to support you in your role, so please feel free to contact us at anytime, either by telephone or by email. Don’t forget to give us your contact details so we can respond to you promptly.

QUESTIONS OR QUERIES

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PLANNING FOR YOUR STUDENT

We can all remember some of our placements as pre-registration students, often the ones that were great or ones that we did not enjoy, and therefore it is essential that as a mentor you review the clinical learning environment to ensure that it promotes and provides a positive student experience.

Placement preparation enables you to highlight areas of strength and good practice but it also helps you ensure that the whole team are ready and equipped to provide good levels of support.

So some areas to consider:

- Ensure that you have a student welcome pack ready and that it is up to date
- Be mindful that although students may have gained a wealth of practice experience as a healthcare assistant or assistant practitioner, they are now preparing to become registered nurses so need support and guidance on how to transfer and build on their previous knowledge and experience to meet new expectations as student nurses.
- You need to be mindful that these students may hold two roles, that of a student nurse and of an employed practitioner and it is essential that you, as their mentor ensure that their student nurse role is protected and that you do not blur the boundaries in terms of the clinical practice they engage in in either role. Role identity confusion may lead to unnecessary student anxiety during placement. You are accountable to ensure students are adequately supervised and you have a duty of care to protect the student and the public.
- Review your areas of expertise and of your colleagues and take note of the skills / role of other members of the multi-disciplinary team that students could access during the placement
- Ensure that you are up to date on the Pre-registration Nursing curriculum and practice assessment documents. If you are unsure you can access support / advice either through contacting your UCS Link Lecturer or by accessing the mentor support pages on the UCS website (http://www.ucs.ac.uk/practicelearning)
The UCS Pre-registration Nursing programmes are based on the Nursing and Midwifery Council (NMC) (2010) Standards for Pre-registration Nursing Education, Quality Assurance Agency (2001) subject benchmarks for nursing. The NMC recommends that all students must complete a minimum of 2300 theory hours and 2300 practice hours over the three year programme.

The NMC Standards for Pre-registration Nursing Education encompasses a range of generic and field specific competencies and five Essential Skills Clusters:

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

Themes and Content

The themes and content of the BSc (Hons) Nursing programmes have been derived from the four domains and essential content specified by the NMC in the Standards for pre-registration nursing education (NMC, 2010).

Each aspect of essential content has been developed as a theme that is covered either in theory, practice or both.
Year Three: “Leading and Managing Care.”

Aim: For the student to be prepared to lead and manage evidence based and innovative care that is appropriate for uni- or multi-professional contexts and that is in keeping with the expectations of the new registrant.

Learning Outcomes:

- Manage self and others in practice in accordance with the NMC Code of Conduct and ethical, legal frameworks that ensures the primacy of service user interest, respecting well-being and human rights.

- Lead the delivery of innovative, evidence based practice within planned progressive and individualised care plans, that generates new understanding of the theoretical foundations of nursing care.

- Show a critical appreciation of the principles of good governance in the management, leadership and development of care.

- Actively pursue a direction of personal, professional development that supports improvements in practice for self and other members of the multi-professional team.

- Achieve the NMC (2010) competencies for entry to the NMC register as a Nurse.
If students have any concern about anything they have witnessed in practice, UCS recommends that they raise this first and foremost with you, as mentor. Students are also advised to inform their personal tutor. Students are also informed that if they feel their concern has not been recognized or appropriately acted upon, they have the right to escalate this concern to the appropriate staff. Student concerns should be addressed through the appropriate policies for the individual clinical area and the academic staff should be included in all steps of the process. The role of the academic staff is to support the student in raising your concerns, escalating if required, supporting them in the process of any outcome (such as investigation, or provision of statements). In some instances, concerns may be escalated from the clinical areas, to the appropriate professional bodies and you and the student may be required to support this process. Students will be supported by the academic staff and we always ask that if a student raises a concern, that they do not submit any form of statement, either written or verbal, without the presence of an appropriate member of academic staff.

**Student guidance; Flow chart to summarise the process**

1. **CONCERNED?**
   - Examples: standards of care, conduct of a member of staff, safety

2. Raise your concern firstly by speaking to your mentor

3. **IS YOUR CONCERN RESOLVED?**
   - YES; No further action but it is recommended that you discuss with your personal tutor to debrief
   - NO; Escalate your concern to the clinical manager and CPF/PEF.
     - Remember to include the academic staff for support.

4. **NO; Escalate your concern to the clinical manager and CPF/PEF.**
   - YES; No further action but it is recommended that you discuss with your personal tutor to debrief

   - NO; It is rare that a concern is not addressed at this stage however if you feel that this is the case, speak to the CPF/PEF and academic staff who can support you in raising concerns further if required.

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**ESCALATING CONCERNS**

- **STUDENT GUIDANCE**

**Nursing and Midwifery Council (2010)**

Raising and escalating concerns: Guidance for nurses and midwives.

As a mentor your role is essential in supporting and enabling students to learn the practice skills, proficiencies, professional behaviours and evidence based knowledge to become competent, safe and effective practitioners.

Being an educator encompasses a number of key roles:

- **THE ROLE OF THE SIGN OFF MENTOR**
  - Educator
  - Envisioner
  - Challenger
  - Professional Friend
  - Role Model
  - Facilitator
  - Assessor
  - Teacher
  - Energiser

1. The **LEARNING relationship** is at the heart of student development and progression
2. The **STUDENT** should be encouraged and supported in setting their learning goals in partnership with you
3. The **EDUCATOR** should highlight appropriate learning opportunities, facilitate learning and development as well as actively teach
4. The **CONTEXT** is the clinical working environment therefore the educator role is to support student link theory to the practice context
5. The **OUTCOME** is change and the development of students’ skills, knowledge and professional behaviours, attitude and values
6. The **APPROACH** and teaching strategies you are going to use to support student development and progression
7. The **SKILLS** to support students’ self awareness and insight into their own practice, release their potential and deliver results

*(Conner & Pokora, 2012: 9)*
As sign-off mentor you will be responsible for the students’ clinical supervision and assessment in practice and will liaise with colleagues and link lecturer.

The mentor should orientate the student to the placement area on their first day.

The mentor must identify and provide access to appropriate learning opportunities and resources.

The mentor should guide the student to reflect on experiences to facilitate learning in and from practice.

The mentor must complete the appropriate sections of the practice assessment documentation.

The mentor must undertake the appropriate assessment in an agreed time frame during and at the end of a placement within the scope of their practice.

The mentor must ensure that both the student and the specified Link Lecturer are made aware of any concerns or issues immediately.

The mentor must utilise personal development plans to enhance the student’s learning in identified areas.

The mentor must only discuss student personal or developmental issues with appropriate members of staff when necessary.

The mentor must demonstrate conduct of a professional standard at all times.

As the named sign off mentor you will have *ultimate* responsibility and be held accountable for the student’s overall supervision and assessment of their knowledge, skills and attitude in practice. You are able to complete all aspects of the PAD but are *specifically responsible* for the completion of the initial, formative mid-point and summative final meetings/interviews and for all summative assessments of elements of practice.

Your final assessment must include a review of all previous placement / mentor feedback in order to assist your decision as to whether the student is fit for practice and fit for professional registration.
NMC requirements:

- All students must be signed off as capable of safe and effective practice at the end of each pre-registration programme
- Each sign-off mentor is identified on the mentor register
- Must be working in the same field of practice as that in which the student intends to qualify (applies to pre and post registration programmes)
- Therefore a sign-off mentor is required to sign-off student proficiency in practice at the end of each programme
- Only a registered nurse may sign-off a nursing student (registration must coincide with the branch of the student)
- Mentors MUST keep sufficient records to support and justify their decisions on whether a student is or is not competent/proficient
- Sign-off mentors MUST have protected time (1hr per week per final semester student) in addition to the requirement to supervise students 40% of the time in practice
- Only sign-off mentors, who have met the criteria, may sign-off achievement of proficiency at the end of a programme, unless a mentor is being supervised by a sign-off mentor or practice teacher who counter-signs that proficiency has been achieved.

Criteria for sign-off mentors:

- Must have clinical currency and capability in the same field of practice in which the student is being assessed
- Meet NMC requirements to remain on the local mentor register
- Has been supervised on at least 3 occasions (2 by simulation) for signing off proficiency at the end of a final placement (branch, supervised practice for Specialist Practice Qualifications) by an existing sign-off mentor or practice teacher.
- Has a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education / practice for the student they are assessing
- An understanding of NMC registration requirements and the contribution they make to meeting these requirements
- An in-depth understanding of accountability to the NMC for the decision they make to pass or fail a student when assessing proficiency requirements
Students should be participating in direct patient care appropriate to their level of training.

Within final placement the focus should be on ensuring students are meeting all Practice Assessment competencies and skills at the level expected for Year 3. Your role is to support students in gaining competence in management, leadership and delegation skills, whilst assuring UCS, the NMC and the public that the student have the clinical skills, underpinning knowledge and display the professional values, morals and beliefs expected of a registered nurse.

STUDENTS’ ROLE AND RESPONSIBILITIES

The roles and responsibilities listed below are only an indicative summary of the key areas to be achieved during practice placements:

- The student must attend their designated placement location in the agreed time frame.
- The student should present their PAD on the first day of their placement to their mentor.
- The student must have their PAD with them for each shift for potential assessment, review and feedback.
- The student must ensure that the placement information, signature sheet and record of attendance are completed for each practice placement area.
- The student must ensure that the required meetings (interviews) and assessments are undertaken with the mentor.
- The student should be reflective and positive towards feedback they receive.
- The student must inform their link lecturer if an Action Plan has been implemented.
- The student must ensure the safe keeping of their PAD throughout their programme.
- The student must submit their PAD for assessment to their personal tutor at the end of each semester PAD review tutorials.
- The student must maintain patient confidentiality at all times in line with current guidance.
- Conduct must be of a professional standard at all times.
Students should have already completed a Preparation for Practice sheet within their PAD setting out some preliminary learning goals/objectives for the placement. You should use these as a focus for your initial interview, however as a mentor you are also expected to have identified possible learning objectives prior to the start of the student’s placement. Together you will formulate a learning plan for the placement and record this on the initial interview sheet. This agreed plan and the student’s development must be reviewed during a mid-point interview (formative interview) halfway through the student’s placement to ensure they are on track to meet their goals and pass their assessment(s). An action plan may be implemented at any time during the placement to maximise on opportunities for learning, especially in situations where elements and skills are not being met. A final meeting (summative interview) will take place towards the end of the practice placement to ensure that all assessment criteria for that placement have been met and to reflect on the student’s progress.

**Initial Interview** (within the first week of placement) to set a plan of action to meet practice elements and skills.

‘An action plan may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.’

**Tips for initial interviews:**

- Ask the student to self-assess themselves in terms of knowledge, skills and professional behaviours; what are their strengths and areas they feel they need to develop

- Review the student’s practice assessment documents so that you can highlight the skills which are achievable during the placement, this will help you identify suitable learning opportunities and learning resources

- If you are on annual leave or away from practice ensure that the student is made aware of who will be responsible for overseeing and supporting them in practice

- Set a date for **Formative Mid-point interview** (mid-point). Record this at the end of the preliminary interview sheet.
PLACEMENT MEETINGS (INTERVIEWS)

Mid-point Interview (Formative) to review action plan and student development to ensure the student is on track to meet their goals and pass their assessment(s).

'A action plan may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.'

This is your opportunity to review your student’s competence and progress through the first half of the placement. This is a valuable opportunity for you to evaluate the student’s experience and your own mentoring practice to ensure that you are able to provide effective support for your student.

Tips for the formative Interview:

- Ask the student to self-assess their progress so far
- Ask colleagues for feedback on the student, ask them to identify the student’s strengths and areas to develop
- Review the initial learning outcomes. How much have these been achieved? What new opportunities are now available?
- You should have been using continuous assessment with your students so the formative interview should be predominantly about discussing progress to date and future learning goals
- Set some new learning outcomes (if appropriate) for the second half of the placement

Final Summative Interview (within the last week of the placement) to ensure all assessment criteria have been met and to reflect on the students placement.

Tips for the summative Interview:

- Ask the student to self-assess their progress during the whole placement
- Get them to identify areas they wish to enhance during their next placement
- Ask colleagues for feedback on the student, ask them to identify the student’s strengths and areas to develop
- Review the Skills Document to highlight student strengths and skills that they need to continue to develop
- The more detailed the feedback you provide in all interviews the better. Your documented comments are a record of your assessment decisions and provide a written rationale for a pass or refer in practice. Your comments are essential for the sign off mentor to decide whether the student is fit to progress to registration.

Please be specific. DO NOT just write 'to continue..', this is non-descript and adds no real value.
Prior to commencing practice placement
- Practice Placement identify the mentor(s)
- Student contact the placement and collects off-duty

First day in practice placement
- Student and mentor discuss learning opportunities
- Orientation to placement completed

End of first week – Initial Interview
- Student and mentor complete initial interview;
- Identify relevant visits
- If relevant discuss Integrated practice assessment and
- Learning outcomes for the placement

Each week
Mentor completes record of meetings held with student

Mid-point Interview
- Student and mentor review and record the student’s progress
- Identify strengths and areas for improvement
- Action plan completed if required

End of practice experience – final interview
- Student and mentor complete the final interview
- Achievements and unmet outcomes identified

Areas requiring improvement identified
These should be raised with the student at the earliest opportunity.
An action plan MUST be developed

PASS
REFER
If you are concerned that the student may not achieve the elements of practice within the document, the relevant University Enhanced Personal Tutor, Link Lecturer, Course Leader must be contacted promptly.

An Action Plan should be used to help the student achieve the identified elements of practice. If unresolved a Cause for Concern should be raised directly with the University Link Lecturer. If a student has not passed the practice assessment, it must be recorded in the record of achievement and the content of the discussions with the student leading up to this decision must be recorded in the record of meetings.

Referring or failing a student in practice can be an emotive experience and therefore it is important that you seek advice and guidance as soon as concerns are raised about a student’s practice, underpinning knowledge or professional attitude.

It is essential that you consider potential bias that may occur, especially as students on the work-based learning pathway are likely to be work colleagues as well as student nurses. However as registrants and mentors you have a professional responsibility and accountable to ensure patient safety under the NMC Code of Conduct (2015) and NMC standards to Support Learning and Assessment in Practice (2010).
Progression and achievement of competencies in practice?

Raise with student at earliest opportunity and document in the practice document with a clear action plan for achievement. Contact CPF/PEF as appropriate.

UCS to be contacted for support in action plan formulation if needed; contact link tutor or personal tutor

Review action plan and document evidence of achievement. Feedback to student. Personal tutor to be informed to feed outcome into assessment board

Additional support, please contact Professional Lead, UCS (01473 338504, or 07894 599415)

Is there concern regarding fitness to practise (for example conduct, ability to meet requirements and standards due to social or personal circumstance)

Raise concern with student and document in practice document. Contact CPF/PEF as appropriate

Professional Lead, UCS to be contacted (01473 338504 or 07894 599415

Professional Lead to assess urgency and address concern through UCS Fitness to Practise process
Development action plans are a way of identifying key areas that students need to develop within an element (or elements). It should not be viewed as a 'notification of failure' but as a tool for students and mentors enabling them to focus on specific areas of development and agree and identify methods to achieve the required level of competency. Action plans should contact SMART goals (Specific, Measureable, Achievable, Realistic, Time-bound).

- Development action plans must be implemented at the earliest opportunity (mid-point interview at the very latest)
- An action must always be implemented when a student is assessed as dependent/underachieving in any area of an element of practice (knowledge underpinning practice; clinical skills; professional behaviour, attitude, and values).
- The action plan should clearly identify the area, or areas for student development with regards to knowledge, practical skills and personal or professional abilities.
- Options to achieve student goals for each area of development should be discussed and agreed with the student and written in the action plan.
- Evidence the student is required to demonstrate competence must be agreed, and documented.
- Actions to be undertaken by the student and mentor to support the achievement of the action plan must be documented and agreed.
- A realistic time scale should be agreed and the action should be reviewed as agreed and the student assessed.
- The mentor and student must agree periodic reviews of student progress and these discussion must be recorded in the ‘Additional meeting’ sheets in the students’ Record of Achievement.
- Mentors may request assistance with writing a action from the Link Lecturer, Clinical Practice Facilitator, or Practice Education Facilitator.
<table>
<thead>
<tr>
<th>Supervision &amp; Support</th>
<th>Minimal Supervision to Indirect Supervision</th>
<th>Direct Supervision and Leading Most Practice</th>
<th>Unsafe in Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active participation Planning all activities and leading most practice</td>
<td>Safe in care with minimal guidance Demonstrates an appropriate professional attitude Does not require prompting Able to assess, plan, implement care Able to evaluate effectiveness of care and make changes to care plans Is organised and efficient Actively involves clients in their care Critiques evidence based practice and how evidence is implemented in practice Within level of practice, responds appropriately in situations requiring urgency</td>
<td>Unsafe in care Displays an unprofessional attitude towards patients and staff Requires prompting Unable to organise care Cannot explain the rationale underpinning practice Does not consider evidence based practice Did not participate in daily routine Within level of practice, does not respond appropriately in situations requiring urgency</td>
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</table>

For specialist practice placements where students can only observe practice:

- Active participation in discussions with mentors on planning activities
- Students must also demonstrate valid contributions to leading aspects of practice
### Mental Health Nursing Example

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Formative assessment point</th>
<th>Summative assessment point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentor initials</td>
<td>Date</td>
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</table>

3. All nurses must support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations. These include people whose lives are affected by ill health, disability, inability to engage, ageing or death. Nurses must act on their understanding of how these conditions influence public health.

3.1 Mental health nurses must promote mental health and wellbeing, while challenging the inequalities and discrimination that may arise from or contribute to mental health problems.

4. All nurses must work in partnership with service users, carers, groups, communities and organisations. They must manage risk, and promote health and wellbeing while aiming to empower choices that promote self-care and safety.

4.1 Mental health nurses must work with people in a way that values, respects and explores the meaning of their individual lived experiences of mental health problems, to provide person-centred and recovery-focused practice.

7. All nurses must be responsible and accountable for keeping their knowledge and skills up to date through continuing professional development. They must aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal.

8. All nurses must practice independently, recognising the limits of their competence and knowledge. They must reflect on these limits and seek advice from, or refer to, other professionals where necessary.
### Formative Assessment Point

This is a formal review of students' progress against the NMC competency, which you sign if you are happy the student is making satisfactory progress towards achieving it, safely and effectively, but the student is not yet competent. This formative assessment must take place before the summative assessment and cannot be completed on the same day as the summative assessment.

### Summative Assessment Point

As a summative assessment you will only sign this section if the student has achieved every aspect of the stated competence and demonstrates it consistently in practice, is safe and effective in that competency. The student must display the required skills, associated professional behaviours, values and beliefs, as well as demonstrating a sound underpinning knowledge/evidence base in order for you to sign them as competent.

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**INTEGRATED PRACTICE ASSESSMENT**

Throughout the three year programme students will be required to complete **TWO** integrated practice assessment in addition to the skills outlined in the Practice Assessment Document within the final placement.

<table>
<thead>
<tr>
<th>Year Semester</th>
<th>Competency</th>
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<tbody>
<tr>
<td>YEAR 3: SEMESTER 6</td>
<td>MEDICINES MANAGEMENT</td>
</tr>
<tr>
<td>YEAR 3: SEMESTER 6</td>
<td>CARE MANAGEMENT</td>
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Please note that the integrated assessments should **ONLY** take place in the designated semester as this enables the student to gain the necessary experience and theoretical underpinning for that skill prior to the assessment. Any assessments completed earlier than indicated may result in the student having to repeat the assessment.
1. Demonstrates the role and responsibilities of the care team member.
   - Greet the service user(s) kindly and introduces self.
   - Demonstrates to the health care professional an understanding of the role of the nurse in medicine management.
   - Demonstrates compassion, comfort, dignity, safety and privacy at all times.

2. Demonstrates the use of effective communication skills.
   - This must include:
     - Uses a range of verbal and non-verbal communication skills to engage with and respond to service user(s) and other health care professionals.
     - Gives time and space for all service users to ask questions and gives answers correctly and appropriately.

3. Contributes safely and effectively to the appropriate administration of medicines under supervision.
   - This must include:
     - Infection control must be maintained through appropriate hand washing at all times.
     - Checks the suitability and correctness of the prescription.
     - Ensures that the service user understands the nature and possible side effects of the prescription medication.

**Assessment criteria: Individualised care of a Service User**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Achieved</th>
<th>Not Achieved</th>
<th>Justifying Comments</th>
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<tbody>
<tr>
<td>4. Provides evidence of safe medicine administration to service user(s) under supervision (1)</td>
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<td>- This must include:</td>
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<td>- Check the service user(s) for drug allergies.</td>
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<td>- Reviews the prescription thoroughly and identifies the correct drug to be given to the correct service user(s).</td>
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<td>- Ensures that the drugs are administered by the correct route and at the correct time</td>
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<td>5. Provides evidence of safe medication to service user(s) under supervision (2)</td>
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<tr>
<td>- This must include:</td>
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<tr>
<td>- Knows how and can perform the safe calculation of medicines to be dispensed (3 drug calculations must be undertaken accurately).</td>
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<td>- Checks that oral medication(s) has (have) been ingested by the service user if appropriate</td>
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<tr>
<td>6. Provides evidence of safe medicine management to service user(s) under supervision (2)</td>
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<td>- This must include:</td>
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<tr>
<td>- Describes the actions to be taken in the situation of non-compliance of service user(s) with prescribed medication.</td>
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<tr>
<td>- Understands how medicines are stored and ordered safely and accurately.</td>
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Date of Assessment: 

Student description of the episode that was assessed: 

Assessor’s Overall Comments:
1. Demonstrates knowledge of the care setting. This must include:
   - Greets service users and health/social care professionals as appropriate, and introduces self.
   - Ensures compassion, comfort, dignity, safety, privacy and cultural awareness of the service users at all times.
   - Uses a range of verbal and non-verbal communication skills to engage with and respond to qualified and unqualified staff and service users where appropriate.

2. Demonstrates the use of effective communication skills. This must include:
   - Uses a range of verbal and non-verbal communication skills to co-ordinate the giving of care with appropriate members of the healthcare team.
   - Demonstrates an appropriate professional ability for opening and closing conversations and other interactions.
   - Encourages service users to be involved in decision-making processes about their care.

3. Uses effective management skills to organise the work efficiently. This must include:
   - Demonstration of risk management issues in the delivery of care.
   - Prioritises and organises workload to maximise efficiency.
   - Able to delegate to others, taking into account the abilities and skills of those involved.

### Assessment criteria: Management of a group of Service Users

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Achieved</th>
<th>Not Achieved</th>
<th>Justifying Comments</th>
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<tbody>
<tr>
<td>4. Provide a rationale for care decisions made</td>
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<td>This must include:</td>
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<tr>
<td>- Is able to respond appropriately to other events that require management expertise and can rationalise decisions made.</td>
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<tr>
<td>- Is able to make appropriate referrals to other agencies where necessary.</td>
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<tr>
<td>- Can provide pertinent information to service users and their relatives/carers about the care being or to be delivered</td>
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<td>5. Is able to delegate workload appropriately.</td>
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<td>This must include:</td>
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<tr>
<td>- Provides a clear rationale for the delegation of specific aspects of care.</td>
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<td>- Able to identify and help colleagues having difficulty undertaking their allocated workload effectively.</td>
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<tr>
<td>- Able to recognise own strengths and weaknesses in the process of delegation.</td>
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<tr>
<td>6. Can demonstrate accurate record keeping and documentation skills.</td>
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<td>This must include:</td>
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<tr>
<td>- Is able to take an accurate verbal report about service user(s).</td>
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<tr>
<td>- Is able to deliver an accurate verbal report about the care given.</td>
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<tr>
<td>- Is able to provide an accurate and complete written report about the care given to service user(s).</td>
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<tr>
<td>- Is able to seek help from other health care professionals if necessary</td>
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</tbody>
</table>

**Date of Assessment:**

**Name of Assessor:**

**Student description of the episode that was assessed:**

**Assessor’s Overall Comments:**
Skills can only be assessed in placements of four week or longer and only nurses who are active mentors should be assessing and signing skills (NMC, 2008).

There have been a couple of changes within how the achievement of these skills are recorded so that the student is given several opportunities to practice the skill before being assessed as competent.

For each skill the student must have a signature from a registered health professional confirming that they have had the opportunity to practice each skill.

The student is then expected to continue to practice each skill as the learning opportunities arise and when they feel they are ready to be assessed by their named mentor the student should self-assess themselves against the year’s level of performance, supervision and practice and conditions of competence (found at the beginning of the PAD skills book).

This self-assessment should form part of your discussions throughout the placement and should be considered when you are making your assessment decision as to whether the student is safe and competent in that skill. Remember to get feedback from your colleagues who have observed your student’s practice as well as the service users.

Example:

<table>
<thead>
<tr>
<th>ESSENTIAL SKILLS CLUSTER: Care, compassion and communication</th>
<th>Skill practiced by student</th>
<th>Student Self-Assessment</th>
<th>Competency achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY</td>
<td>Signature of Registered Professional</td>
<td>Date</td>
<td>Student Signature</td>
</tr>
<tr>
<td>1. As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence</td>
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<tr>
<td>1.3 Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field</td>
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<tr>
<td>1.5 Is self-aware and self-confident, knows own limitations and is able to take appropriate action</td>
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<tr>
<td>1.10 Acts as a role model in promoting a professional image</td>
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<tr>
<td>1.11 Acts as a role model in developing trusting relationships, within professional boundaries</td>
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<tr>
<td>1.12 Recognises and acts to overcome barriers in developing effective relationships with service users and carers</td>
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<tr>
<td>1.13 Initiates, maintains and closes professional relationships with service users and carers</td>
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<tr>
<td>1.14 Uses professional support structures to develop self-awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise</td>
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</tbody>
</table>

This ESC is completed in Practice Assessment 4
The final placement grading of students comprises of three elements:

- Completion of **ALL** the skills, at the required level, included in the Practice Assessment Document
- Completion of the third year practice portfolio
- Completion of **ALL** the NMC (2010) Standards of Proficiency for Pre-Registration Nursing included in this document at a minimum level of Competent C

This document **MUST** be completed by the **SIGN-OFF MENTOR**. In order to progress to registration Students **MUST** be assessed at a minimum level of **COMPETENT: Competent C** using the criteria below:

<table>
<thead>
<tr>
<th>NOT YET COMPETENT</th>
<th>COMPETENT: Competent C</th>
<th>GOOD: Competent B</th>
<th>EXCELLENT: Competent A</th>
</tr>
</thead>
</table>
| Student does not meet the basic Competent criteria | Safe in care with minimal guidance  
Demonstrates an appropriate professional attitude  
Does not require prompting  
Able to assess, plan, implement care  
Able to evaluate effectiveness of care and make changes to care plans  
Is organised and efficient  
Actively involves clients in their care  
Critiques evidence based practice and how evidence is implemented in practice  
Within level of practice, responds appropriately in situations requiring urgency | Can modify own practice in response to events  
Situations viewed holistically  
Consistently demonstrates learning from experience | Performance in practice is fluid, flexible and proficient  
Demonstrates analytical thinking  
Frequently plans ahead  
Continuously reviews and manages own skills acquisition |
The criteria must be used to grade your final placement student. Before the mid-point interview your student needs to complete a self-assessment which should be discussed at this interview and countersigned. As part of this mid-point interview an action plan should be drawn up that indicates how the student can proceed to competence in all skills.

At the final meeting you must assess the student’s ability, by circling either N: Not yet competent, C: Competent (Competent C), B: Good (Competent B) or A: Excellent (Competent A) in all of the identified NMC (2010) Standards of Proficiency for Pre-Registration Nursing. If the student is not yet competent in any one area of the identified NMC (2010) Standards of Proficiency for Pre-Registration Nursing they will be referred in practice and will be unable to progress to registration. Personal tutors will review and will calculate the overall PAD mark.

<table>
<thead>
<tr>
<th>NMC (2010) Standards of Proficiency for Pre-Registration Nursing</th>
<th>NOT YET COMPETENT</th>
<th>COMPETENT: Competent C Score 0</th>
<th>GOOD: Competent B Score 1</th>
<th>EXCELLENT: Competent A Score 3</th>
<th>MID-POINT FORMATIVE ASSESSMENT: Student self-assessment</th>
<th>FINAL INTERVIEW SUMMATIVE ASSESSMENT: Mentor Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>DOMAIN 1: PROFESSIONAL VALUES</strong></td>
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<tr>
<td>Recognises and addresses ethical challenges relating to service users/choices and decision-making about care</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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<td>Manages risk and promotes health and wellbeing while aiming to empower choices that promote self-care and safety</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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<tr>
<td>Evaluates own performance and enhances the safety and quality of care delivered and non-judgmental self-evaluation, mentor feedback</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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<th>EXCELLENT: Competent A Score 3</th>
<th>MID-POINT FORMATIVE ASSESSMENT: Student self-assessment</th>
<th>FINAL INTERVIEW SUMMATIVE ASSESSMENT: Mentor Assessment</th>
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<tbody>
<tr>
<td><strong>DOMAIN 2: COMMUNICATION AND INTERPERSONAL SKILLS</strong></td>
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<td>Demonstrates an appreciation and application of evidence-based practice and research to support their own practice</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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<th>MID-POINT FORMATIVE ASSESSMENT: Student self-assessment</th>
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<tbody>
<tr>
<td><strong>DOMAIN 3: MANAGEMENT AND CLINICAL SKILLS</strong></td>
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<tr>
<td>Demonstrates effective communication strategies and negotiation skills to achieve best service user outcomes, respecting dignity and human rights</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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<tr>
<td>Respects individual rights to confidentiality and privacy</td>
<td>Does not demonstrate in practice</td>
<td>Demonstrated in practice</td>
<td>Good application in practice</td>
<td>Excellent application in practice</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
<td>LEVEL N C B A STUDENT SIGNATURE:</td>
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</table>
The NMC requires all mentors to have actively sought the option of service users on the abilities and competencies of pre-registration nursing students in practice, to help in your formative and summative assessment of students’ practice.

You are required to gain feedback about your student from THREE service users for final placement.

Under no account must the service user be identified to the student or in the students’ documentation. Therefore you will need to select and approach service users to give their feedback about students’ performance and competence in practice. You should consider how you will select appropriate service users that the student has provided care to on a consistent basis; be aware of your own biases when selecting service users; consider the vulnerability of service users who may be concerned about providing feedback about a student; ensure that you have discussed the purpose of their feedback and how this will be used to inform your decision about student performance and competence.

As a sign off mentor and registered nurse you are accountable for assessing students’ clinical competence, their underpinning knowledge and theory that supports their practice and their professional attitudes, behaviours and values. In reality students’ ‘practice’ their skills on people and therefore you need to find out how the students’ care has been received by those individuals.

### CONCERNS ABOUT A STUDENT

**A student is absent due to sickness.**

The student is responsible for notifying any sickness or absence to UCS. The mentor must ensure that the duration of the period of sickness is noted on the students record of attendance. If the time off sick exceeds 5 consecutive days UCS will require a certificate from the students medical practitioner. Because of the minimum practice hours requirement students may have to make up lost time. A detailed policy exists regarding this and the student should be advised to discuss this with the Allocations Office or their Personal Tutor. *If a student has missed 20% or more of their*

**There are concerns about a students health.**

Please make any concerns known to the student and, if appropriate, advise them to visit their medical practitioner. If it is believed that the student is not fit to work then they must be sent home and a Clinical Practice Facilitator or local Department of Nursing and Midwifery office informed that this action has been taken. UCS will arrange for the student to be reviewed by the occupational health department should there be a significant query regarding their health.

**A student is absent for no known reason**
A student insists that they cannot attend a placement at a particular time because of employment. A number of our students are known to have part-time jobs to make ends meet. A certain level of sensitivity to that need is necessary. However it is a point of policy, which is highlighted at selection, that attendance on the course must be the students first priority. If it is believed that a student's experience will be significantly diminished by not attending at a particular time then the student's attendance can be insisted upon.

A student requests not to attend placement on bank holidays.

Bank holidays are counted in the annual leave entitlement, which is allocated. Students in practice can therefore be expected to be in placement over bank holidays, notwithstanding normal days off, if the placement is open. If the placement normally closes the student should be allocated a study day. Please be aware that students receive no specific remuneration for attendance during asocial hours.

I am Mentor to a student with specific learning needs.

UCS and its practice partners have agreed on the measures that need to be taken in respect of students with specific learning needs in the practice environment. Though there are some commonalities in approach each student identified as having specific learning needs is assessed individually in regard of any 'reasonable adjustment' that can be made to facilitate their learning.

The Disability Discrimination Act (1995) requires that education makes 'reasonable adjustments' for those students with specific learning needs. This is to allow them to access learning opportunities in the same way and with the same chances as their peers. The term 'reasonable adjustments' is not easy to define. What is does not mean however is that the student can be passed with a performance at a lower level than for others or that failings should be accepted. It does mean that facilities must be provided that will help the person manage the situation. These adjustments will then allow particular needs to be addressed.

The following are taken from the recommendations of the NMC for all students whatever their educational needs:

**Guidance for Mentors**
- Provide clear instructions and expectations to the students.
- Encourage the student to repeat back instructions to avoid misunderstanding.
- Double check student documentation for errors.
- Provide enough time for students to complete activities within the boundaries of safe practice.
- Respect and support the student's need to use special equipment or aids.

Students are not obliged to make their individual needs known. The following advice is however given through the course team to all who have been assessed:

**Guidance for Students**
- Students should make mentors and/or CPF's aware of any specific learning need(s).
- Students should keep a pocket book to note priorities and instructions when given. Confidentiality must be protected at all times.
At the end of each PAD there is an evaluation form for you to complete considering how prepared you felt for your educator role; student preparedness for practice; availability of link lecturers; and evaluating your understanding of the practice assessment documentation.

For link lecturing teams:  [http://www.ucs.ac.uk/Faculties-and-Centres/Faculty-of-Health-and-Science/Supporting-Students-in-Practice/LinkTeams.aspx](http://www.ucs.ac.uk/Faculties-and-Centres/Faculty-of-Health-and-Science/Supporting-Students-in-Practice/LinkTeams.aspx)

However it is much better to ask for help and support when you need it, rather than leaving it to the end of the placement. Below are the contact details of the Leaders who will be able assist you:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Driscoll-Evans</td>
<td>Head of Department Nursing Studies</td>
<td><a href="mailto:p.driscoll-evans@ucs.ac.uk">p.driscoll-evans@ucs.ac.uk</a></td>
<td>01473 338477 (Claire Fahy—PA to Paul Driscoll-Evans)</td>
</tr>
<tr>
<td>Karen Hayward</td>
<td>Programme Director</td>
<td><a href="mailto:k.hayward@ucs.ac.uk">k.hayward@ucs.ac.uk</a></td>
<td>01473 338511</td>
</tr>
<tr>
<td>Gareth Partington</td>
<td>Course Leader (Adult Nursing)</td>
<td><a href="mailto:g.partington@ucs.ac.uk">g.partington@ucs.ac.uk</a></td>
<td>01473 338513</td>
</tr>
<tr>
<td>Donna Pierre</td>
<td>Course Leader (Adult Nursing—Work-based Learning)</td>
<td><a href="mailto:d.pierre@ucs.ac.uk">d.pierre@ucs.ac.uk</a></td>
<td>01473 338763</td>
</tr>
<tr>
<td>Heather Rugg</td>
<td>Course Leader (Mental Health Nursing)</td>
<td><a href="mailto:h.rugg@ucs.ac.uk">h.rugg@ucs.ac.uk</a></td>
<td>01473 338518</td>
</tr>
<tr>
<td>Vickie Glass</td>
<td>Course Leader (Mental Health Nursing—Work-based Learning)</td>
<td><a href="mailto:v.glass@ucs.ac.uk">v.glass@ucs.ac.uk</a></td>
<td>01473 338592</td>
</tr>
<tr>
<td>Laura Finbow</td>
<td>Course Administrator</td>
<td><a href="mailto:l.finbow@ucs.ac.uk">l.finbow@ucs.ac.uk</a></td>
<td>01473 338752</td>
</tr>
<tr>
<td>Allocations</td>
<td></td>
<td><a href="mailto:ASallocations@ucs.ac.uk">ASallocations@ucs.ac.uk</a></td>
<td>01473 338475</td>
</tr>
<tr>
<td>Academic Office</td>
<td></td>
<td></td>
<td>01473 338450</td>
</tr>
<tr>
<td>Rachel Heathershaw</td>
<td>Practice Learning Lead</td>
<td><a href="mailto:R.heathershaw2@ucs.ac.uk">R.heathershaw2@ucs.ac.uk</a></td>
<td>01473 338436</td>
</tr>
<tr>
<td>Nickey Rooke</td>
<td>Mentorship Lead</td>
<td><a href="mailto:n.rooke@ucs.ac.uk">n.rooke@ucs.ac.uk</a></td>
<td>01473 338636</td>
</tr>
</tbody>
</table>

NOTES: (here we would recommend that you record the details of your own organisation’s educational links such the contact details for the organisation’s Clinical Practice Facilitators; or Health Education East of England Practice Education Facilitators)