• 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
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.
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
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.
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
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.
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 (ANNEKES 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.
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.
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.
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.
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.
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).
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 form 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 form 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 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.
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. 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 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
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 student 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.
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.
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
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.
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 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

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*
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).
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.
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.
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.