OVERALL RESULT OF ASSESSMENT (to be completed by the mentor following the summative attempt)

1/ Have all learning outcomes been achieved and all four Nursing Domains passed at summative assessment? YES / NO
2/ Has the student provided written evidence (max 3000 words) in support of the Assessment of Practice? YES / NO
3/ Have the views of service users and carers contributed to and informed the outcome of this Assessment? YES / NO (if NO please explain why within the summative interview record)

Please mark this box with a Pass (P) or Fail (F) indicating the overall result of assessment:

Has an action plan been implemented: Yes (Y) or No (N):
(if yes, please ensure all action plan documents are included with the final documentation)

Signature of Mentor: ______________________________ Date: ______
Signature of Student: ______________________________ Date: ______
Signature of Moderator (If applicable): ______________________________ Date: ______

*Please be aware that in undertaking this summative assessment and completing the details below you are confirming that you are an ‘active’ Mentor and accountable for your practice as outlined in NMC (2008) SLAiP guidance.
**PLACEMENT INFORMATION:**

<table>
<thead>
<tr>
<th>Practice Area</th>
<th>Placement Dates (start/finish)</th>
<th>Mentor</th>
<th>Link Lecturer</th>
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<tbody>
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**LEAD MENTOR INFORMATION & DECLARATION:**
Please be aware that in completing the details below you are confirming that you are up to date in your mentorship responsibilities. Should you have any arising concerns please discuss as a priority with your organisation’s Practice Education Lead.

<table>
<thead>
<tr>
<th>Name of Lead Mentor / Supervisor</th>
<th>Signature</th>
<th>Name of Practice Area</th>
<th>Contact details (telephone and/or email)</th>
<th>Date of last mentor update:</th>
<th>Date of last triennial review:</th>
</tr>
</thead>
<tbody>
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</table>

Details of Additional Mentors / Spoke Supervisors:
Each mentor who contributes to the assessment of the student **must** complete the following details:-

<table>
<thead>
<tr>
<th>Names of Additional Mentor / Spoke Supervisor(s)</th>
<th>Signature:</th>
<th>Name of Practice Area:</th>
<th>Contact details: (telephone and/or email)</th>
<th>Date(s)</th>
<th>Date of last Mentor update:</th>
<th>Date of last triennial review:</th>
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</table>

**PLEASE NOTE - This information must be comprehensively completed.** Documents which are incomplete will not be accepted for submission.

Spoke placement forms are included at the end of the document and must be completed for each spoke learning opportunity.
EVIDENCE OF LEARNING AND ACHIEVEMENT IN PRACTICE

The assessment of the achievement of practice learning outcomes is based on (a) direct observation, (b) discussion, (c) Written evidence. It should take into account feedback from others and also the student’s own self-assessment.

For each learning outcome, the student should indicate in the space provided what specific evidence has been made available to the mentor against that outcome.

With regard to documentary evidence, this should:-
(a) demonstrate knowledge and understanding by referring to underpinning theory and evidence as appropriate
(b) each of the aspects of learning* below should be addressed to support the learning outcomes and it is suggested that the written evidence is a total of up to 3,000 words in length for each placement experience
(c) be linked where possible to one or more episodes of individualised care, and include the following aspects of learning

* **Skills development.** A reflection on at least one clinical, interpersonal or professional skill acquired during the placement, with relevant underpinning knowledge.

* **Professional awareness.** A reflection on at least one professional issue observed or experienced by the student. The clauses of the NMC Code (2015) provide a useful framework for this.

* **Opportunistic learning.** A record of insights into other fields of nursing and the roles of other health care professions acquired as a result of visits, discussion or shadowing others. The student should write brief notes on the roles and responsibilities of at least some of the other health care professionals encountered during the placement, highlighting how nurses work with these people.

* **Critical incident analysis.** Structured reflection using an appropriate model of at least one incident that promotes new insights into nursing whether through a novel encounter or revisiting a familiar situation or skill.

**Witness Statements.** These may include statements from colleagues (other than the student’s own mentor). Such a statement might include a brief description of the situation or skill and highlight key characteristics of the student’s performance.

Additionally, **feedback from service users and carers** can be a valuable aid to learning and assessment and **should be considered by mentors in the assessment process.** Therefore students and mentors may ask for feedback, taking care to ensure that this is an empowering rather than coercive experience for those who are approached.

**STUDENTS PLEASE NOTE:** The written supporting evidence of practice-based learning and achievement should not be handed in to the School with this Assessment of Practice Document, but placed in your Portfolio. Please ensure confidentiality is maintained.
RECORD OF PRELIMINARY INTERVIEW

This interview will be conducted by the student’s mentor (or, where not available, another suitably qualified health professional), and will take place by the end of the first week of the practice experience. Issues that must be discussed include:

(a) any learning support needs that the student may have, such as dyslexia support in practice;
(b) placement outcomes and nursing domains assessment, and how these may be achieved;
(c) the requirement for the student to collect and record supporting evidence of learning and achievement;
(d) requirements and arrangements for support and supervision;
(e) the hours the student will work, i.e. shift patterns, breaks and the organisation of service delivery

To be completed by the student:-
I have been told the name of my Mentor (and co-mentor, if any)   Yes/No
I have attended a Trust induction   Yes/No
I am aware of my responsibilities with regard to Health and Safety at Work   Yes/No
I am aware of my responsibilities with regard to infection control   Yes/No
I am aware of my responsibilities with regards to moving and handling   Yes/No
I am aware of the policies and procedures of the practice experience provider and know where to locate them   Yes/No
I know where the changing and comfort facilities are, and where refreshments are available   Yes/No
I have been introduced to other members of the team and, where appropriate, service users   Yes/No
I am aware of my responsibility to gain consent from the service user   Yes/No
I am aware of my responsibility to ensure that the service user understands my role as a student nurse   Yes/No
I am aware of the learning opportunities available   Yes/No
I know the procedure for receiving and referring messages and enquiries   Yes/No
I know how to raise any concerns I may have about practice   Yes/No
I have shown the assessment of practice guidelines to my mentor   Yes/No
I am aware of the requirement and importance of submitting my timesheets on a weekly basis   Yes/No

Student Signature:                                                        Date:
SUMMARY of PRELIMINARY INTERVIEW DISCUSSION:

Please include any relevant comments upon individual learning needs, learning opportunities and mutual expectations (including the expectations relating to the written evidence, as defined on page 3):

Mentor and Student confirm they have discussed the requirement to complete the Verification of Hours Form on a weekly basis.

Date set for formative assessment: ______________________
The formative should be planned for the mid-point. If this is not possible it must be planned for no later than 3 weeks prior to the end of the placement.

Signature of Mentor: _________________________________ Date: ____________________________

Signature of Student: _________________________________ Date: ____________________________
Assessment Guidance for Mentors Flowchart
This simple flow chart provides step-by-step guidance to mentors who will be carrying out formative and summative assessments of students practice.

The guidance is specifically in relation to concerns of poor attendance and/or the risk of failing the summative assessment due to poor performance related to the Learning Outcomes and/or Nursing Domains.

A ‘Risk of Failure’ Action Plan template can be found on the following page and also on the UEA mentors and practice educators website www.uea.ac.uk/foh/mpe

<table>
<thead>
<tr>
<th>Pre Formative Concerns</th>
<th>Formative Concerns</th>
<th>Pre Summative Concerns</th>
<th>Summative Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are concerned that the student has a poor attendance record and/or is at risk of failing any of the Learning Outcomes and/or Nursing Domains in advance of the formative assessment, you must contact the Link Lecturer as soon as possible to discuss your concerns. The Link Lecturer will try to attend the formative assessment to support you and the student to develop the ‘Risk of Failure’ action plan with clear goals for the student to work towards for a positive summative assessment outcome. The Link Lecturer will also try to attend the summative assessment to support the student and also to support you in your assessment as to whether or not the student has successfully achieved the action plan outcomes.</td>
<td>If you become aware that the student has a poor attendance record and/or is at risk of failing any of the Learning Outcomes and/or Nursing Domains during the formative assessment you must discuss this openly and honestly with the student and develop a ‘Risk of Failure’ Action Plan with clear goals for the student to work towards for a positive summative assessment outcome. Following this, you must contact the Link Lecturer as soon as possible to discuss your concerns and send them the action plan. The Link Lecturer will try to attend the summative assessment to support the student and also support you in your assessment as to whether the student has successfully achieved the action plan outcomes.</td>
<td>If you become concerned that the student has a poor attendance record and/or is at risk of failing any of the Learning Outcomes and/or Nursing Domains following the formative assessment and in advance of the summative assessment please contact the Link Lecturer as soon as possible to discuss your concerns. They may be able to discuss and/or visit you in advance of the summative to develop a ‘Risk of Failure’ Action Plan. If this is not possible due to time constraints e.g. the summative assessment is in the next few days, you must develop a ‘Risk of Failure’ Action Plan with the student setting clear goals for the student to work towards for a positive summative assessment outcome and send the action plan to the Link Lecturer. They will try to attend the summative assessment to support the student and also to support you in your assessment as to whether or not the student has successfully achieved the action plan outcomes.</td>
<td>If you become aware that the student has failed any of the Learning Outcomes and/or Nursing Domains during the summative assessment you must discuss this openly and honestly with the student. Following this you must contact the Link Lecturer as soon as possible to inform them that the student has failed the summative assessment with details of the failed assessment.</td>
</tr>
</tbody>
</table>
This form is to be completed by the mentor in discussion with the student and the Link Lecturer where possible. The use of the form signifies that the student must address the following issues and if improvement is not demonstrated the student is at risk of failing the placement.

The student, the mentor and the University (via the Link Lecturer) must be provided with copies of this form.

<table>
<thead>
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<th>Student:</th>
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</thead>
<tbody>
<tr>
<td>Placement Area:</td>
<td>Placement Dates:</td>
</tr>
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<td>Student Cohort and Field of Nursing:</td>
<td></td>
</tr>
<tr>
<td>Link Lecturer:</td>
<td></td>
</tr>
</tbody>
</table>

**Indicators of poor performance:** Please provide details in the boxes below or indicate Not Applicable (N/A)

<table>
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<th>Attendance</th>
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<tbody>
<tr>
<td>Learning Outcomes (One or more)</td>
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<tr>
<td>Nursing Domain 1: Professional Values</td>
</tr>
<tr>
<td>Nursing Domain 2: Communication and Interpersonal Skills</td>
</tr>
<tr>
<td>Nursing Domain 3: Nursing Practice and Decision-Making</td>
</tr>
<tr>
<td>Nursing Domain 4: Leadership, Management and Team Working</td>
</tr>
</tbody>
</table>

**ACTION PLAN**
This Action Plan must be reviewed and documented in weekly supervision. The Link Lecturer should be updated on progress towards the goals set.

**Improvements to be made:**

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Signature of Mentor:  
Date:  
Signature of Student:  
Date:  

Signature of Link Lecturer:  
Date:  

Signature of Link Lecturer:  
Date:
Learning Outcome 1 - Independently apply the principles of the Code and the requirements of legal frameworks with confidence in complex care situations.

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</table>

**Result of formative assessment:**

- On target to achieve outcome? **YES / NO**
- Mentee sig.: Date: **Mentor sig.: Date:**

**Result of summative assessment:**

- Outcome achieved? **YES / NO**
- Student sig.: Date: **Student sig.: Date:**

Please complete below only if the student is **NOT** deemed to be on target, or has **NOT** met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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Mentor sig.: Date: **Mentor sig.: Date:**

Student sig.: Date: **Student sig.: Date:**
Learning Outcome 2 – Critically analyse and positively influence the functioning of the interprofessional team.

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Result of formative assessment:
On target to achieve outcome? YES / NO

Result of summative assessment:
Outcome achieved? YES / NO

Please complete below only if the student is NOT deemed to be on target, or has NOT met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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Mentor sig.: Date: Mentor sig.: Date:
Student sig.: Date: Student sig.: Date:
Learning Outcome 3 – Prioritise and practice safe and holistic nursing to meet the complex needs of people who are unable to meet their own.

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Result of formative assessment:
On target to achieve outcome? YES / NO

Result of summative assessment:
Outcome achieved? YES / NO

Please complete below only if the student is NOT deemed to be on target, or has NOT met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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Mentor sig.: Date: Mentor sig.: Date:

Student sig.: Date: Student sig.: Date:
Learning Outcome 4 – Engage, maintain and where appropriate disengage from therapeutic relationships while respecting professional boundaries.

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**Result of formative assessment:**
On target to achieve outcome? YES / NO

**Result of summative assessment:**
Outcome achieved? YES / NO

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Mentor sig.: Date: Mentor sig.: Date:
Student sig.: Date: Student sig.: Date:
Learning Outcome 5 – Critically evaluate and demonstrate effective communication in diverse and challenging situations.

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**Result of formative assessment:**

- On target to achieve outcome? **YES / NO**

**Result of summative assessment:**

- Outcome achieved? **YES / NO**

Please complete below only if the student is **NOT** deemed to be on target, or has **NOT** met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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Mentor sig.: Date:  
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Learning Outcome 6 – Interpret and respond proactively to situations in which people are vulnerable, at risk or in need of support and protection.

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Result of formative assessment:  
On target to achieve outcome? YES / NO

Result of summative assessment:  
Outcome achieved? YES / NO

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Student sig.: Date:
Learning Outcome 7 – Evaluate the implications for practice of recommendations from relevant documents such as “The state of child health” (RCPCH-2017), “The future of child health services: new models of care” (The Nuffield Trust, 2016), “Report of the children and young people’s health outcome forum 2014/15” (DH, 2015) and suggest ways in which these might be used to change or improve practice.

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Result of formative assessment:
On target to achieve outcome?  YES / NO

Result of summative assessment:
Outcome achieved?  YES / NO

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Learning Outcome 8 – Develop strategies to ensure that the child, young person and families are involved in decision-making to the fullest extent possible.

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<tr>
<td>On target to achieve outcome?</td>
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<td>YES / NO</td>
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Learning Outcome 9 – Accurately assess the developmental stage of the child or young person and initiate developmentally appropriate practices and interventions.

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**Result of formative assessment:**

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<th>YES / NO</th>
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**Result of summative assessment:**

<table>
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<th>Outcome achieved?</th>
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Learning Outcome 10 – Make decisions at all stages of their nursing interactions with children, young people and families based on a sound understanding of theoretical underpinnings from life, behavioural and social sciences.

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**Result of formative assessment:**
On target to achieve outcome? YES / NO

**Result of summative assessment:**
Outcome achieved? YES / NO

Please complete below only if the student is **NOT** deemed to be on target, or has **NOT** met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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<td>The mentor should evidence why the student has not met the Learning Outcome:</td>
</tr>
</tbody>
</table>

Mentor sig.: Date: Mentor sig.: Date:
Student sig.: Date: Student sig.: Date:
Learning Outcome 11 - Demonstrate effective and evidence based clinical decision making when managing complex situations, particularly where the views of the child or young person and their carers differ, seeking help or acting autonomously as required.

<table>
<thead>
<tr>
<th>FORMATIVE ASSESSMENT</th>
<th>SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student should indicate here the evidence (observed, discussed, or documented) of achievement that has been made available to the mentor:</td>
<td>The student should indicate here any further evidence (observed, discussed, or documented) of achievement that has been made available to the mentor:</td>
</tr>
</tbody>
</table>

**Result of formative assessment:**

On target to achieve outcome? **YES / NO**

**Result of summative assessment:**

Outcome achieved? **YES / NO**

Please complete below only if the student is **NOT** deemed to be on target, or has **NOT** met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

<table>
<thead>
<tr>
<th>FORMATIVE</th>
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</table>

Mentor sig.: ___________________________  Date: __________

Student sig.: ___________________________  Date: __________
Learning Outcome 12 – Judge the comparative effectiveness of the nurse in health promotion and health education for children, young people and families and suggest how this might be improved where appropriate.

<table>
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Result of formative assessment:  
On target to achieve outcome?  YES / NO  
Result of summative assessment:  
Outcome achieved?  YES / NO

Please complete below only if the student is NOT deemed to be on target, or has NOT met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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Student sig.: Date:  

Mentor sig.: Date:  
Student sig.: Date:
Learning Outcome 13 - Apply knowledge of laws relating to consent in relation to withdrawal of treatment.

<table>
<thead>
<tr>
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</tr>
</thead>
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</tr>
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**Result of formative assessment:**
- **On target to achieve outcome?**  YES / NO

**Result of summative assessment:**
- **Outcome achieved?**  YES / NO

Please complete below only if the student is **NOT** deemed to be on target, or has **NOT** met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

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</table>

Mentor sig.:  Date:  
Student sig.:  Date:

Mentor sig.:  Date:  
Student sig.:  Date:
Learning Outcome 14 - Critically evaluate the laws relating to consent with regard to children and young people with complex needs.

<table>
<thead>
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</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Result of formative assessment:  
On target to achieve outcome? YES / NO

Please complete below only if the student is NOT deemed to be on target, or has NOT met the Learning Outcome at the summative stage then evidence should be collated below by the Mentor.

<table>
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</tbody>
</table>

Mentor sig.: Date:  
Student sig.: Date:

Mentor sig.: Date:  
Student sig.: Date:
Assessment of Nursing Domains

To be completed by the mentor in discussion with the student.

The student **must pass all four domains** including Professional Values; Communication & Interpersonal Skills; Nursing Practice & Decision-making and Leadership, Management & Team working; in order to pass this element of the assessment of practice. **A fail in any one domain will result in an overall fail**

**Formative** – following your mid-point assessment, circle which descriptor (see below) best describes the students’ performance i.e. Outstanding, Good, Expected Level or Risk of Failure. If the student is at risk of failing any one of the nursing domains you must complete a ‘Risk of Failure’ Action Plan identifying the indicators of poor performance and improvements to be made. If the student is at risk of failing you must also write clear commentary on the assessment document as to the reasons for this and feedforward for future development. Commentary should also be written for students who have passed, in relation to areas of merit and points for future development.

**Summative** – following your end-point assessment, circle which descriptor (see below) best describes the students’ performance i.e. Outstanding, Good, Expected Level or Fail. If the student has failed you must write clear commentary as to the reasons for this in conjunction with the ‘Risk of Failure’ Action Plan improvement areas. Commentary should also be written for students who have passed in relation to areas of merit and points for future development.

**Descriptors**

* **Outstanding**: The student’s performance reflects a consistently exceptional demonstration of competence. The student shows initiative and mature judgement clearly beyond the expectations for the level of the practice placement. Within each assessment component there is evidence of an outstanding ability to reason, justify and develop their performance.

* **Good**: The student’s performance reflects a consistently enhanced demonstration of competence for the level of the practice placement. The student assumes greater responsibility for their learning and development and a strong level of performance is evident.

* **Expected Level**: The student’s performance reflects a consistently sound demonstration of competence for the level of the practice placement. The student responds appropriately to the supervision process and positive progress is evident throughout the learning experience.

* **Risk of failure**: The student is at risk of failing at the final assessment if they do not address the concerns identified at the formative assessment. The student must demonstrate active engagement with the Risk of Failure Action Plan and with the supervision process, and act appropriately on feedback to improve their performance.

* **Fail**: An overall fail mark is awarded to a student who fails to demonstrate the expected competence for the level of the practice placement. The student will have demonstrated significant weaknesses and an inability to take responsibility for self-development or professional commitments.
### Nursing Domains

<table>
<thead>
<tr>
<th>1. Professional values</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects to be considered might include:</strong></td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Behaves in a professional manner <em>e.g.</em> time-keeping; adherence to placement dress code</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Has a personable and approachable manner</td>
<td>Expected Level</td>
<td>Risk of Failure</td>
</tr>
<tr>
<td>Recognises and respects professional boundaries</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
<tr>
<td>Expresses emotion appropriately and sensitively</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Displays an appropriate level of confidence</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Displays a non-judgmental attitude towards others</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>2. Communication and interpersonal skills</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects to be considered might include:</strong></td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Demonstrates positive effort</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Demonstrates insight into effects of behaviour on others</td>
<td>Expected Level</td>
<td>Risk of Failure</td>
</tr>
<tr>
<td>Displays a mature attitude</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
<tr>
<td>Demonstrates consistent motivation</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Demonstrates insight into feelings and experiences of others</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Demonstrates insight into own strengths and weaknesses</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
<tr>
<td>Responds positively to constructive feedback</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>3. Nursing practice and decision making</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects to be considered might include:</strong></td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Is flexible and adaptable in the light of changing circumstances</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Actively supportive of clients, carers and colleagues</td>
<td>Expected Level</td>
<td>Risk of Failure</td>
</tr>
<tr>
<td>Demonstrates appropriate initiative</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
<tr>
<td>Takes appropriate responsibility for any difficulties encountered</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>4. Leadership, management and team working</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects to be considered might include:</strong></td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Considrate of the needs of others</td>
<td>Outstanding</td>
<td>Good</td>
</tr>
<tr>
<td>Recognises and values contribution of others</td>
<td>Expected Level</td>
<td>Risk of Failure</td>
</tr>
<tr>
<td>Has become a valued and respected team member</td>
<td>Expected Level</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Comments:**

**Feedforward:**

Formative: Mentor sig.:  
Date:  
Student sig.:  
Date:  

Summative: Mentor sig.:  
Date:  
Student sig.:  
Date:
SUMMARY OF FORMATIVE ASSESSMENT

This interview will be conducted by the student’s mentor (or, where not available, another suitably qualified health professional). The interview will take place at midpoint or at least three weeks before the end of the placement, if midpoint is not achievable. Supplementary interviews may be arranged if required.

Issues to be discussed include:
(a) A review of the student’s progress to date, including any specific strengths and weaknesses; reference should be made to the learning outcomes, nursing domains and student skills passport.
(b) A review of mutual expectations and arrangements for support and supervision.
(c) A review of the progress of the student’s written evidence of learning and achievement, as outlined on Page 3.
(d) Completion and Submission of timesheets and Verification of Hours forms.

If, at this stage, the student’s progress is giving cause for concern, the mentor should notify the Link Lecturer or, where not available, the student’s Personal Adviser or the Course Director and invite him/her to attend the assessment interviews. See the “Assessment Guidance for Mentors” flow chart (Page 6).

RECORD OF INTERVIEW including a summary of student’s performance, strengths and areas for development

Interview Date__________

Please continue on a separate sheet if necessary.

Signature of Mentor: ______________________________       Date: ______

Signature of Student: ______________________________      Date: ______

Signature of Moderator/attending Link Lecturer: ______________________________   Date: ______  
(if applicable)
**SUMMARY OF SUMMATIVE ASSESSMENT**
To take place during the last week of the placement. All learning outcomes must be achieved and the nursing domains assessment passed in order for an overall pass to be recorded. There should also be a review of the student’s written evidence and related discussion. Assessment is on a pass/fail basis.

<table>
<thead>
<tr>
<th>RECORD OF INTERVIEW including a summary of student’s performance, strengths and areas for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Date________</td>
</tr>
</tbody>
</table>

Please continue on a separate sheet if necessary

<table>
<thead>
<tr>
<th>FEEDFORWARD- in your future placements it will be important for you to focus on:</th>
</tr>
</thead>
</table>

Please ensure completion and submission of timesheets and Verification of Hours forms

<table>
<thead>
<tr>
<th>Signature of Mentor:</th>
<th>Date: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Student:</td>
<td>Date: _____</td>
</tr>
<tr>
<td>Signature of Moderator / attending Link Lecturer:</td>
<td>Date: _____</td>
</tr>
<tr>
<td>(if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

26
MENTOR/CO-MENTOR EVALUATION FROM

Please complete the online evaluation form, which can be located on the Home Page of the UEA Mentors and Practice Educators website:

http://www.uea.ac.uk/foh/mpe/home
Spoke Placement: SUMMATIVE LEARNING RECORD

This document is for use by Students and Mentors / Supervisors in a ‘Spoke’ area. It is designed to help focus student activity upon identified learning outcomes that may be addressed away from the Hub placement.

It should be used where a student wishes to provide evidence for Summative Assessment of a learning outcome(s) whilst in a Spoke area and should be presented to the named Hub Mentor as part of the formative or summative assessment interview. This document should then be retained in the student’s portfolio alongside other written evidence of learning and achievement and the main Assessment of Practice document.

Advice for Students:
Before commencing each ‘Spoke’ placement, please discuss with your named Hub placement mentor the potential learning outcome(s) you will focus upon within the Spoke placement. This should then be agreed on your arrival in the Spoke area with your supervisor and ‘evidence’ collated of your achievement whilst there. You should then share this with your named mentor on your return to your main hub placement.

Advice for Spoke Placement Mentor / Supervisors:
Please discuss identified learning outcome(s) with your student on the first day of the Spoke Placement and agree the relevant activity and ‘evidence of achievement’ to be generated. On completion of the Spoke placement please review this evidence and comment upon the student’s achievements whilst placed with you. Please also identify any future learning activity that the student might benefit from in their Hub or future placement areas.

PLEASE NOTE any practice concerns arising in the Spoke placement must be communicated to the named mentor.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Intake &amp; Module of study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Named Hub Mentor:</td>
<td>Hub placement area:</td>
</tr>
<tr>
<td>Spoke Mentor:</td>
<td>Spoke placement area:</td>
</tr>
<tr>
<td>Date(s) of Spoke Placement:</td>
<td>Hours worked:</td>
</tr>
</tbody>
</table>

PLEASE NOTE students are expected to demonstrate the same professional regard and behaviour in Spoke placement settings as in the main Hub placement as outlined below.

Expectations of Students:
- Please ensure you have accessed any available ‘Welcome Pack’ or ‘Information Packs’ for each ‘Spoke’ area.
- Students should adhere to the NMC ‘Student Code of Conduct’ 3rd Edition
- Students should comply with Trust / University policies and guidelines. For Example:
- Punctual attendance
<table>
<thead>
<tr>
<th><strong>Identified Learning Outcome(s):</strong> please identify here any learning outcome(s) from within the Assessment of Practice document which will be addressed within the Spoke placement area</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

Student Signature:                                                                 Date:  

Spoke Mentor / Supervisor Signature:                                               Date:  

<table>
<thead>
<tr>
<th><strong>Student Summary of Evidence:</strong> please note here evidence of achievement relating to the learning outcome(s) identified above</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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<td>•</td>
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<td>•</td>
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</tbody>
</table>

Feedback from Spoke Mentor / Supervisor: please comment on the sufficiency of evidence presented by the student to demonstrate achievement of a specific learning outcome(s)  

Student Signature:                                                                 Date:  

Spoke Mentor / Supervisor Signature:                                               Date:  

<table>
<thead>
<tr>
<th><strong>Ongoing Placement Development:</strong> please note any learning or professional issues that might be addressed in the Hub or future placement settings</th>
</tr>
</thead>
</table>
Hub Mentor.

Please note, any practice concerns arising in the spoke placement must be communicated to the named Hub Mentor.

On commencement of the visit or before, please discuss the learning opportunities available in your area.

Advice for students and spoke placement Mentor / Supervisors:

Where a student wishes to provide evidence for summative assessment or a learning outcome(s) whilst in a spoke area, the "spoke placement: summative learning record" should be used.

Supervisors or they wish to make use of it whilst within their portfolio for Trainee Review.

Mentors, Supervisors may also wish to retain a copy of the document and use this as evidence of mentor activity undertaken during the placement. It can be used to record formative learning activity undertaken during the visit and then return in the "spoke area" for short visits only.

General Guidance

Spoke Placement: Formative Learning Record
<table>
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<tr>
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<td>Spoke placement area:</td>
</tr>
<tr>
<td>Date(s) of Spoke Placement:</td>
<td>Hours worked:</td>
</tr>
</tbody>
</table>

**PLEASE NOTE** students are expected to demonstrate the same professional regard and behaviour in all placement settings including: Punctual attendance, Adherence to Trust uniform policy, a professional attitude and actively participation.

**Formative learning opportunities available for the student:**

- 
- 
- 

**MENTORS / SUPERVISORS COMMENTS:**

<table>
<thead>
<tr>
<th>MENTOR NAME:</th>
<th>SIGNATURE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE:</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT REFLECTION ON THE VISIT AND FORMATIVE LEARNING EXPERIENCE:**

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>SIGNATURE:</th>
</tr>
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<tbody>
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