

Guide to Using the South PAD in a Split Placement

This guide applies to all BSC (Hons) Nursing students from the University of Brighton who are undertaking a split placement

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What is a Split Placement?

A split placement is when a student nurse has 2 separate placements of equal/near equal length in one given placement allocation period.

The student will require Practice Supervisors and a Practice Assessor for both placements in the split. The Academic Assessor will remain the same throughout.

This document will refer to Placement 1a as the first placement and 1b as the second placement in a split placement

The student is advised to contact Placement 1a and alert the Student Co-ordinator/Practice Assessor that they are on a split placement and also inform them of the name and contact details for Placement 1b.

It is strongly recommended that the Student Co-ordinator/Practice Assessor of Placement 1a makes contact with the Student Co-ordinator/Practice Assessor of Placement 1b to liaise and discuss developmental opportunities (in line with the PAD requirements) for the student thus maximising learning and assessment opportunities for the student.

It is important that all Practice supervisors and Practice Assessors Signatures are recorded in the PAD

List of Practice Supervisors

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

Name (please print)	Job Title	Signature	Initials	Placement

List of Practice Assessors

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

Name (please print)	Job Title	Signature	Initials	Placement

How to use the PAD to document progress

Placement 1a

The **Practice Supervisor** will undertake the Initial interview and orientation as indicated in the PAD – See below. It is important that this occurs in the first week of the placement.

Placement Provider:
(e.g. Trust/Organisation)

Name of Placement Area:

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

Placement Telephone Number:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Nominated person to support student and address concerns

Name: _____ **Designation:** _____

Contact email address: _____

Practice Assessor Details:

Name: _____ **Designation:** _____

Contact email address: _____

Placement 1: Orientation				
	Placement Area 1		Placement Area 2 (if app.)	
Name of Placement Area				
Name of Staff Member				
This should be undertaken by a member of staff in the Placement Area	Initial/Date (Student)	Initial/Date (Staff signature)	Initial/Date (Student)	Initial/Date (Staff signature)
The following criteria need to be met within the first day in placement				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel:.....				
The student has been shown the: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 				
Resuscitation policy and procedures have been explained Tel:				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
The student is aware of his/her professional role in practice.				
Policy regarding safeguarding has been explained				
The student is aware of the policy and process of raising concerns				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
The following criteria need to be met prior to use				
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area				
The student has been shown and given a demonstration of the medical devices used in the placement area				

Placement 1: Initial Interview
(This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA)
This meeting should take place within the first week of the placement

Placement Area Name:
Student to identify learning and development needs (with guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.

Outline of learning plan	How will this be achieved?

Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO

Student's Name: _____ **Signature:** _____ **Date:** _____

Practice Supervisor/Assessor's Name: _____

Signature: _____ **Date:** _____

At the end of the placement 1a – the Practice Assessor will undertake a formative review of the Professional Values – completing this element of the mid-point interview. They will also review the student progression against the proficiencies and summative assessments as all placements would review these after 4 weeks. Feedback will occur as part of the normal written feedback mechanisms – with feed forward for the next placement being of paramount importance. It is important that this is completed prior to commencement of Placement 1b.

See below

Professional Values in Practice (Part 1)

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

The Practice Assessor has responsibility for assessing Professional Values through the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

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

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code.				
2. The student is non-judgemental , respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.				
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf.				
4. The student is caring, compassionate and sensitive to the needs of others.				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice.				
7. The student is able to work effectively within the inter- disciplinary team with the intent of building professional relationships.				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity.				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions .				

Placement 1: Mid-Point Interview
This discussion must take place half way through the placement

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

Placement 1b

The **Practice Supervisor** will conduct an initial interview and orientation in the first week of placement. Information will need to be added to the Placement information page for that placement. It can sit alongside Placement 1a information, clarity needs to occur so that the information is not muddled between placement 1a and 1b. In addition the mid-interview learning plan will be used to formulate the student development plan for that placement. This will take into account the feed forward from placement 1a.

Placement Provider:
(e.g. Trust/Organisation)

Name of Placement Area:

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

Placement Telephone Number:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Nominated person to support student and address concerns

Name: _____ **Designation:** _____

Contact email address: _____

Practice Assessor Details:

Name: _____ **Designation:** _____

Contact email address: _____

Placement 1: Orientation				
Name of Placement Area	Placement Area 1		Placement Area 2 (if app.)	
Name of Staff Member	Initial/Date (Student)	Initial/Date (Staff signature)	Initial/Date (Student)	Initial/Date (Staff signature)
This should be undertaken by a member of staff in the Placement Area				
The following criteria need to be met within the first day in placement				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel.....				
The student has been shown the: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 				
Resuscitation policy and procedures have been explained Tel:				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
The student is aware of his/her professional role in practice.				
Policy regarding safeguarding has been explained				
The student is aware of the policy and process of raising concerns				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
The following criteria need to be met prior to use				
The student has been shown and given a demonstration of the moving and handling equipment used in the placement area				
The student has been shown and given a demonstration of the medical devices used in the placement area				

Placement 1: Mid-Point Review

Ongoing learning and development needs

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

Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.

Learning and development needs	How will these be achieved?

Student's Name: _____ **Signature:** _____ **Date:** _____

Practice Assessor's Name: _____ **Signature:** _____ **Date:** _____

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

At the end of Placement 1b – The Practice Assessor will summatively review the Professional Values and provide feedback. They will also review the student against the proficiencies and summative assessments. Feedback will occur as part of the normal written feedback mechanisms and the Feedforward section for the Practice Assessor for Placement 2 must be completed. In addition The Practice Assessor will complete the appropriate section of the students OAR. See Below:

Professional Values in Practice (Part 1)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2019). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.
Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

	Achieved Mid-Point Yes/No	Initial/Date	Achieved Final Yes/No	Initial/Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.				
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf.				
4. The student is caring, compassionate and sensitive to the needs of others.				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice.				
7. The student is able to work effectively within the interdisciplinary team with the intent of building professional relationships.				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity.				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.				

Placement 1: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress
 Reflect on your overall progression referring to your personal learning needs, professional values and proficiencies. Identify your strengths and document areas for development.

Knowledge:

Skills:

Attitudes and values:

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

Knowledge:

Skills:

Attitudes and values:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Practice Assessor and Student

Practice Assessor to identify specific areas to take forward to the next placement

Was an Action Plan required to support the student? YES / NO

If Yes, was the Academic Assessor informed? YES / NO

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview			
The relevant proficiencies/skills that the student has achieved in this area (where applicable) have been signed			
The practice placement hours have been checked and signed			
All the interview records and development plans have been completed and signed as appropriate			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			
The Practice Assessor has completed the Ongoing Achievement Record (OAR)			
Student's Name:	Signature:	Date:	
Practice Assessor's Name:	Signature:	Date:	
Additional Signature (If Applicable, e.g. Academic Assessor):	Signature:	Date:	

Recording Additional Feedback during the Placement

The Practice Supervisor or Assessor can use the normal feedback mechanisms available in the PAD to record feedback from reviews etc. outside the initial and end interviews for both Placement 1a and 1b. It is recommended that the Record of Communication/Additional Feedback section is used for this

Recording Proficiency Achievement in a Split Placement Allocation

Proficiencies are achieved through observing clinical practice and the student demonstrating via evidence – observed or written feedback that they have achieved them. Multiple proficiencies can be achieved in a split placement. Remember a proficiency is achieved by the student if they have met the desired standard (see page 10 of the PAD) within the clinical environment they are working in.

In a split placement, documentation of achievement of proficiencies can occur as shown below

Participates in providing and evaluating person-centred care						
	YES = Achieved, NO = Not Achieved					
	Assessment 1		Assessment 2		Assessment 3	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
5. Demonstrates an understanding of the importance of therapeutic relationships in providing an appropriate level of care to support people with mental health, behavioural, cognitive and learning challenges.	Yes Placement 1a	<i>Summa Sit</i> 1/6/2020				
6. Provides person centred care to people experiencing symptoms such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning	Yes Placement 1b	<i>Frank rich</i> 10/7/2020				
7. Takes appropriate action in responding promptly to signs of						

Once passed the student must continue to demonstrate achievement of the proficiency, but does not need to be reassessed. If they are not maintaining the proficiency then please contact their Academic Assessor for further advice and support

Assessing Summative Assessments in a Split Placement Allocation

These are conducted by the Practice Assessor. Students only have one opportunity per placement to achieve the summative assessments so consideration needs to be given in split placements around providing opportunity for these to occur. Communication between the 2 placements may be beneficial in enabling this to happen as agreements could be made. For example; Placement 1a could provide opportunity to practice medicine management and Placement 1b could assess this. Therefore if the student is unsuccessful this gives them Placement 2 to attain the assessment

Documentation of this would be as per the normal mechanisms in the PAD

Who to Contact if you have queries?

If your queries are PAD related – please contact Erika Thorne e.thorne@brighton.ac.uk

If your queries are related to student progression – please contact the Academic Assessor in the first instance. The relevant PLL team can also be contacted for support.

For additional support regarding supporting learners in practice please visit our Edu blog at

<https://blogs.brighton.ac.uk/supportinglearnersinpractice>