

My Placement, **NAPAD**

This electronic resource guide is intended to support learners in completing their practice document (NAPAD) and to provide general information and tips for practice throughout the trainee nursing associate programme. This guide may also be helpful for practice assessors, practice supervisors and academic assessors.

We recommend that learners view this guide electronically as updates will be made as needed, this will ensure learners are accessing up-to-date information.



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1. What is the Trainee Nurse Associate PAD? (NAPAD)

The NAPAD has been developed in collaboration with HEE Regions across England involving a range of stakeholders including universities and practice partners. The Practice Assessment Document has been developed from the Pan London Practice Assessment Document for pre-registration nursing that was developed by the Pan London Practice Learning Group (PLPLG). This collaborative assessment document aims to support trainee nurse associates to achieve the criteria set out in the: Standards of Proficiency for Nursing Associates, (NMC 2018).

(<https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-of-proficiency-for-nursing-associates/>)

The NAPAD is **your** document and provides evidence of your learning and development in practice throughout the duration of your programme. It is essential that you are familiar with this document and your requirements for practice as completion of your NAPAD is **your** responsibility. **Assessment in practice is mandatory and is a requirement to progress through each stage of your programme.**

This guide has been designed as a brief overview to support you to understand your NAPAD requirements for practice and has been broken down into smaller sections for ease of reference. This guide is not intended to talk through the technical aspects of using the NAPAD and further guides for this can be found on the [PebblePad Guidance webpage](#). Further and more detailed guidance is available within the NAPAD on the [Help & Support page](#).



PRACTICE ASSESSMENT DOCUMENT NURSING ASSOCIATE

2. How do I complete my NAPAD?

The NAPAD document has various sections that need to be completed to demonstrate your understanding and progression in practice. The NAPAD breaks down the NMC requirements and there are detailed guides within the NAPAD itself. This document covers the main aims / requirements of the NAPAD as a useful guide for you to understand each section.

2.1 What can I expect in my initial interview?

The initial interview can be completed with your Practice Assessor (PA) or Practice Supervisors (PS) and there are subheadings within this section to help you to complete this. Generally the initial interview is an opportunity for you to discuss: what you hope to achieve during your placement, any areas that require additional support, planning for completion of your NAPAD and practice requirements including how you will achieve your protected learning time hours. You can discuss opportunities about appropriate spoke placements and how to access these. The initial interview should be completed within the first week of placement.

(Note: if your initial interview is completed with a PS this will need discussion and confirmation from your PA).

2.2 What are professional values?

Learners are required to demonstrate high standards of professional conduct at all times during their placements. Professional values reflect a number of the requirements of Nurses, Midwives and Nursing Associates as set out in 'The Code' and learners should work within the ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). You should familiarise yourself with these requirements as these will be assessed throughout each practice area.

Professional values will need to be assessed at midpoint interview and you will also receive feedback on your progress. The Professional Values are summatively completed at the final interview. In order to pass the stage you will need to be compliant with **all** professional values. If you are identified as not achieving any of the professional values, an action plan should be implemented to support you to meet these values.

Professional values should be assessed and completed by your PA. A Practice Supervisor who is a registered health professional can sign off your formative (midpoint) professional values, however this must be in discussion with your PA.

2.3 What is an Episode of Care (EOC)?

When looking at your NAPAD, you will see that the EOC assessments are split into 'formative' and 'summative' assessments. The formative assessment can be completed with your PA or PS's, however your summative assessment **must** be completed with your PA. Each stage of the programme will have different advice for episodes of care, please see further guidance on EOC assessments which can be found at the top of the page within the NAPAD. The aim of the EOC assessment is for learners to demonstrate underpinning knowledge of an area of care to a patient/ family/ group of patients **appropriate to the learners stage in the programme.**

Learners should discuss and agree an EOC assessment with their PA to identify an appropriate care intervention. The formative assessment will provide you with feedback on your EOC ready for your summative assessment with your PA. The summative EOC should be completed towards the end of year 1 and again at the end of year 2, when you have had time to practise and understand the underpinning knowledge of the EOC assessment that you have identified.

The EOC that you choose will usually be the same for your formative and summative assessment depending on your stage of training. Undertaking the same EOC for your summative assessment allows you to work on any formative feedback and demonstrate your knowledge and skills in this area. The EOC is an essential part of your placement assessment, if you do not meet the summative EOC requirements an action plan will be implemented **(For further information on action plans see section 2.11).**

Examples of an EOC may include, but are not limited to; care planning, a nursing procedure or assessment, a patient admission, discharge planning.

The EOC must be in agreement with your PA to ensure a stage appropriate assessment has been identified.

2.4 What can I expect in my midpoint interview?

The midpoint interview should be completed with your PA. The subheadings within the NAPAD will support your discussion. The midpoint interview is used to identify areas of strength and to support further learning and development for the remainder of the placement. The midpoint interview should also include a review and sign off of your professional values, any proficiencies you have met so far **(See sections 2.2 & 2.6)**, review of progress with protected learning time hours **(See section 2.8)** and sign off your formative EOC **(See section 2.3)**. Your midpoint interview is an opportunity to discuss what learning opportunities you can gain in your external spoke placements and

the remainder of the placement and identify any proficiencies to be completed. It is also a good opportunity to think about any static spokes that you may need to arrange in order to develop further knowledge and skills.

2.5 How do I demonstrate / document my feedback and progress? (Record of working with and learning from others)

As you are aware, you will be allocated a Practice Assessor to oversee your learning in practice and complete your summative assessments. You will also spend time with a range of Practice Supervisors who will support your day-to-day learning and feedback in practice. In order to demonstrate to your PA that you have been developing your knowledge and skills, and to understand areas of strength and development in yourself, learners are required to gain written feedback from the PS's they work alongside. This can be done under the record of working with and learning from others / interprofessional working section of your NAPAD. Here you should reflect on your time spent working with your PS's, including what you have learnt, what could have been improved and any evidence of the proficiencies you may have gained or worked towards.

Your PS can then provide their feedback on your performance, your professionalism and any skills gained towards your proficiencies at base or on external placement.

PS's should have access to PebblePad, however access to IT devices in practice isn't always easy and learners may find it **helpful to print off some feedback pages** which can be later uploaded as a supplementary piece of evidence.

During your time on your base or external placements you may work with non-registered staff and other allied health professionals (AHP's) who will provide evidence/feedback to support your professional values and proficiency sign-off. This evidence/feedback should be written in the record of working with others section.

It is essential that learners gather feedback and evidence of their learning as PA's are required to review feedback from PS's in order to make an informed decision of progress.

Learners who do not provide evidence of feedback may find that their PA is unable to pass their placement due to lack of evidence to support their objective assessment.

2.6 What are proficiencies?

The proficiency outcomes are based on the NMC Standards of Proficiency (2018). They reflect what the public can expect nursing associates to know and be able to do in order to deliver safe, compassionate and effective nursing care (NMC, 2018).

These skills are split into communication and management skills (annex A) and nursing procedures (annex B) (NMC, 2018). Learners must demonstrate that they understand and have gained exposure to these skills and must meet the required proficiencies in each stage of the programme. There are 34 proficiencies per year to be completed in practice.

Please familiarise yourself with your proficiencies, consider and discuss with your PA and PS which proficiencies you will be able to achieve in your base and which you will work towards during your external placements. Your PA/ PS's can support you with this.

Please note: Non-registered staff supporting learners in practice should not directly sign off proficiencies. Instead these staff contribute to proficiency sign off by providing evidence/ feedback to your practice assessor under the 'record of working with others' section of your NAPAD. Non-registered staff may include healthcare assistants, care support workers, phlebotomists, teachers.

Top tip: It is helpful to print your proficiencies and have these signed as you go. This can support your written feedback as evidence and provide a quick reference to know what you have achieved and which are outstanding.

You may need to discuss an appropriate spoke with your PA/PS to meet your proficiencies if these are not achievable from your base or allocated external placement. The proficiency can also be obtained through simulation/reflection/discussion.

It is key that you get your proficiencies signed off and know which are outstanding, **you will not be able to progress onto the next stage of the programme without meeting all of the stage required proficiencies.**

When a PS/PA signs off a proficiency, this does not mean you are competent/proficient. It signifies that you have built up understanding and knowledge.

Competency can only truly be achieved after qualification and with continuous practice of that particular skill to ensure you are a safe practitioner.

The practising of any proficiencies will be dependent on placement area. If that organisation's policies state that learners are unable to perform any kind of procedures, that policy must be adhered to and the proficiency must be practised/obtained through simulation/reflection/discussion.

2.7 What is the medicine management assessment?

You must be able to demonstrate safe and effective medicine administration in each stage of the programme. You should take opportunities to undertake medicine administration where possible, ensuring that you work under the supervision of your PS's or PA at all times. The NAPAD medicine management assessment should only be completed **by the PA**. This assessment will be completed once per stage of the programme. PS's will provide feedback for learning and development.

Please note that learners should only administer medications under direct supervision (unless this is part of your HCA role).

There are a few placements where medicine administration does not take place, if this is your base placement please discuss with your Academic Assessor or PA where you will be able to carry out this assessment.

2.8 How do I get my hours signed off?

Protected learning time

Any protected learning time completed at base must be documented in the NAPAD on the placement hours page. You can add in any time you have spent in practice gaining new learning (outside your role as a HCA). These hours need to be verified by your PA at the end of each placement.

External placement hours

When you are on your external placement, you will need to share your NAPAD with your external practice supervisor, so they are able to verify your hours on the external hours page. If your PS does not have access to NAPAD then **you** must print off a paper timesheet that can be found on the 'Placement Hours' page in your NAPAD. Complete this timesheet, and get your practice supervisor from your external placement to sign off these hours to confirm attendance, then upload this timesheet on to the 'External Placement Hours' page in the relevant section. You must also complete a timesheet for any spoke placements away from your base and upload these in the 'Spoke placement

hours' section of the external practice hours page. This evidence enables your practice assessor to verify all your Protected Learning Time (PLT) and external hours at the end of your placement.

2.9 What is the record of communication section for?

The record of communication section can be used by learners, PAs, PS's and AA's to document any meetings or conversations of relevance. For example, your PA/ PS can document here any concerns that they may have about performance, any ad hoc meetings of support and the conversations between you and your PA/PS. It may also be used by your Academic Assessor to document any meetings of support.

2.10 What is the patient / service user/ child / young person/ carer feedback section?

Learners should gather 2 pieces of feedback from patients/ service users/ children/ young persons or carers per stage. There are various forms that you can use to gather feedback depending on the person being asked to complete the form. This feedback is not formally assessed, however it is best practice for you to gain an insight into your performance and development of learning. **You should not ask for this feedback yourself, you should discuss this with your PS who can ask on your behalf.** These feedback forms can be printed and uploaded as evidence. Your AA or PA will need to confirm evidence of these.

2.11 What is an action plan?

An action plan is a supportive measure designed to assist learners in meeting the required areas of the programme. As with any module, practice is an essential part of the trainee nursing associate programme and learners must be able to demonstrate safe and effective practice. You may be put onto an action plan based on unsafe practice, lack of demonstration of professional values, failure to meet proficiencies by the end of the stage, failure of EOC or medicine management assessments or if the required protected learning time has not been achieved by the summative point in year 2. Where an action plan is required, you should be fully informed of the reasons for this. The action plan will be developed using SMART goals and you should clearly understand what is expected from you to achieve this. Action plans will be implemented with the learner, PA and Academic Assessor. Action plans should be regularly reviewed and a timeframe for completion of the action plan will be established.

2.12 What is the final interview for?

The final interview takes place at the end of stage 1 and at the end of stage 2. It concludes the placement and provides an opportunity for you and your PA to reflect on the placement, progress made and areas for development. The final interview should include:

- PLT Hours verified
- External placement hours signed off and verified
- All interviews completed
- All proficiencies signed off
- Midpoint and final Professional values in practice completed
- Confirmation of Summative EOC assessment
- Confirmation of Medicines Management assessment
- Review of patient / service user/ child/ young person/ carer feedback forms
- Discussion on feedback from external / PS's and any learning points
- Any action plans completed
- Completion of the On-going achievement record

2.13 What is the on-going achievement record (OAR)?

The Ongoing Achievement Record (OAR) summarises your achievements in each stage and within the Practice Assessment Document (NAPAD), it provides a comprehensive record of professional development and performance in practice. The purpose of this document is to provide evidence from your stage one practice assessor to your stage two practice assessor regarding your progress, highlighting any areas for development throughout the programme. Your practice assessor and academic assessor must have access to this document at all times during your placement and it should be made available on request. It is your responsibility to ensure it is completed on each placement.

It is the Practice Assessor's responsibility to ensure that the OAR is completed at the end of each stage, this must be verified by the learner and the AA.

The Academic Assessor will work in partnership with the practice assessor in relation to learner achievement in practice. The academic assessor confirms in the OAR learner completion and recommends progression for each part of the programme. Please note: Academic Assessors will have oversight of learner assessments throughout each of their placement experiences.

2.14 What is the criteria for assessment?

The criteria of assessment is intended to guide the level of supervision that you should be working within throughout each stage of the programme. Please note: the level of supervision required will be assessed individually for each learner. The below is an example of the Stage 1 criteria for assessment which can be found in your NAPAD. You should review the guidance on the criteria for assessment for each new stage of your programme. You should work alongside your PA and PS's to ensure you are meeting your stage required criteria for assessment.

Overall Framework; these criteria should be achieved by the end of each year.

'Achieved' must be obtained in all three criteria by the learner.

PAD 1:

Guided participation in Care.

Achieved	Knowledge	Skills	Attitude and Values
Yes	Is able to identify the appropriate knowledge base required to deliver safe, person-centred care under some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person-centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person-centred care. Demonstrates positive engagement with own learning.
No	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs

PAD 2:

Provides and monitors care with minimal guidance and increasing confidence

Achieved	Knowledge	Skills	Attitude and Values
Yes	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to provide and monitor safe, person-centred and evidence care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
No	Has a superficial knowledge base and	With supervision is not able to provide safe	Demonstrates lack of self awareness and understanding

	is unable to provide a rationale for care, demonstrating unsafe practice.	care and is unable to perform the activity and/or follow instructions despite repeated guidance.	of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning.
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3. What is a tripartite review?

A tripartite review must take place between the learner, the PA and the AA every 12 weeks throughout the programme. At the tripartite review the learners progress will be discussed in relation to theory and practice progress. There is an opportunity to discuss your progress and all elements of the NAPAD.

Progress Plan: The aim of your progress plan is to plan small goals in order to keep your learning individualised to your specific needs and to keep you moving forward with learning. This should be reviewed and updated at the time of each tripartite review.

Part A is completed by your personal supervisor prior to each tripartite review following their meeting with you.

Part B of the tripartite review must be completed by the learner before the tripartite takes place.

Part C of the tripartite is completed during the tripartite meeting. There are separate sections for the Learner, Academic Assessor and Practice Assessor to complete. This should include a review of hours and progress and a brief summary of the meeting

It is the learners responsibility to make sure that the tripartite is booked in a timely manner.

There are 8 or 9 tripartite reviews throughout the programme, it is important that these take place no more than 12 weeks apart in order to maintain compliance with the Education Skills Funding Agency (ESFA) guidelines for apprenticeship provision.

4. Useful placement information

4.1 What elements of my NAPAD should I complete in base and in my allocated external placement?

The tables below outline a quick guide of what learners should have achieved during their base and external placements. AA's will be checking your documentation throughout your practice experiences.

Nursing Associate Practice 1:

Base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Midpoint interview ★ Midpoint professional values in practice ★ Final interview ★ Final professional values in practice ★ Upload feedback from PS and external PS ★ All proficiencies to be achieved by end of NAP1 ★ Record of PLT hours documented & verified on the placement hours page ★ Formative & Summative Episode of Care ★ Medicines Management Assessment ★ OAR for PAD1 to be completed
External placements 1 & 2	<ul style="list-style-type: none"> ★ Any proficiencies achieved signed off ★ Practice hours recorded & verified ★ Feedback gained from PS

Nursing Associate Practice 2:

Base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Midpoint interview ★ Midpoint professional values in practice ★ Final interview ★ Final professional values in practice ★ Upload feedback from PS and external PS ★ All proficiencies to be achieved by end of NAP1 ★ Record of PLT hours documented & verified on the placement hours page ★ Formative & Summative Episode of Care ★ Medicines Management Assessment ★ OAR for PAD2 to be completed
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**External placements
3 & 4**

- ★ Any proficiencies achieved signed off
- ★ Practice hours recorded & verified
- ★ Feedback gained from PS

4.2 What is a retrieval Placement?

An additional placement, titled 'retrieval placement' in the NAPAD may be required if a learner has been unable to gain experience in all fields of practice during their external placements. Or if there have been other circumstances that have meant that practice assessment is not complete or there is a deficit in hours. However, this is unusual, and all practice requirements should be completed in the allocated placements. If this is required, it will be arranged by your AA and the allocation team and will be up to a 4 week period taking place within the last 8 weeks of the stage 1 and stage 2 of the programme. We recommend that you do not take A/L in this period (as highlighted on the course plan).

4.3 What do I do if I need support?

There are a number of options for support:

Pastoral Support - You would contact your personal supervisor

Placement Support - Firstly discuss any issues with your Practice Assessor, the Nurse in Charge or your manager. You can also contact your Academic Assessor. Each employer also has a practice education team who help to support the learner in practice e.g:

York NHSFT - practiceeducationteam@york.nhs.uk

TEWV - tewv.professionalnursingandeducation@nhs.net

Wellbeing General Support:

Contact the SASS team (dohs-sass@york.ac.uk)

SASS webpages:

<https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

Apprenticeship related queries, contact the apprenticeship unit at:

apprenticeships@york.ac.uk

4.4 Recording sickness / absence in the NAPAD.

All sickness and absence must be recorded in the NAPAD on the placement hours page whether or not you are absent from University, base placement or external placement. It is important that this is documented so that we can ensure the learner is meeting all requirements of their Apprenticeship.

If you are absent or sick during an external placement you must let the external placement know before the start of the shift, also let your base placement manager know you are absent from your external placement.

Sickness from base placement must be reported as per your local employer policy. For all sickness reporting procedures please refer to the Trainee Nursing Associate handbook.

5. Terms

Base Placement

Your base placement is your place of employment where you will spend the majority of your time whilst on the TNA programme.

External placements

External placements are allocated for 5 or 6 week periods, twice per year during each stage of the programme. This is to enable you to encounter a broad range of experiences across all fields of practice and across the lifespan. Your progress will be monitored by named Practice Supervisors to develop your knowledge and understanding. These placements will offer you a range of experiences to develop transferable skills. Whilst on an external placement you must maintain and uphold your professional values, work towards achieving any proficiencies that are available in that particular area. Record and have signed off the placement hours that you have worked.

Spoke placements

Spoke placements can be arranged from your base or from your external placement. They are short placements from a few hours to a few days and can be arranged with your PA or PS. They are used to give you further learning experiences in different practice areas and can be linked to your base area i.e. if on a cardiology ward, the learner could go for a day or two on a spoke to coronary care unit. Spokes can also be arranged by the staff in the external placement area if they have links to other areas that would enhance your learning.

Practice Supervisor

Practice Supervisors are responsible for contributing to your education through monitoring and recording of your achievement of learning outcomes and professional values. Their feedback on your conduct, proficiency and learning will inform decisions about your progression made by the Practice Assessor. Learners will work alongside a range of Practice Supervisors throughout their placement experiences.

Practice Assessor

Each learner will be assigned a Practice Assessor at their base placement. For each stage of the programme the learner will be assigned a different Practice assessor. A Learner is not able to keep the same Practice assessor across the whole of their programme.

The Practice Assessor has an overview of your placement progression and works in partnership with Practice Supervisors and other relevant individuals to confirm placement achievement. The Practice Assessor is responsible for assessing your achievement of professional values, proficiencies across a year of the programme, summative episode of care, medicines management and completing the OAR section.

Academic Assessor

The Academic Assessor is a member of academic staff from the Department who collates and confirms achievement of proficiencies and programme outcomes (In the OAR section). They work in partnership with the Practice Assessor and Practice Supervisors. The academic assessor will deal with any concerns about your development whilst on placement, they will initiate action plans in conjunction with the practice assessor as required. For each stage of the programme the learner will be assigned a different Academic assessor. A Learner is not able to keep the same Academic assessor across the whole of their programme.

6. Useful Resources

SASS webpages:

<https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

Department of Health Sciences Apprenticeship webpages:

<https://www.york.ac.uk/students/new/apprenticeships/>