



BSc (Hons)/MA Nursing
Adult, Mental Health and Children and Young People
RN Pre-registration Programmes
Portfolio of Evidence for Registration of Practice: Year 1

Guidance Booklet

Introduction

The Portfolio of Evidence for Registration (PER) document is the record of all your practice assessments and evidence of development throughout the three years of your programme and will be used to document and demonstrate your completion of the required Nursing and Midwifery Council 'Competencies for Entry to the Register' (pgs 13-48, NMC Standards for pre-registration Nursing Education) and the Essential Skills Clusters (Annexe 3, NMC Standards for pre-registration Nursing Education). You, your placement mentors and your personal tutor will all contribute to the document and your 'sign-off' mentor on your final placement of your programme will look at the whole document and use the evidence within to confirm your achievement of the competencies and skills required to qualify.

This guidance booklet will offer some advice on accessing and completing the document but it is your responsibility to make yourself familiar with the document and it is your responsibility to ensure that all required sections are completed correctly.

PARE

The PER is held on and accessed through the PARE (Practice Assessment Record and Evaluation) system that has been funded by Health Education North West (HENW) to allow standardisation of placement evaluation processes for all Healthcare students across North-West England and to provide a platform for placement assessment documentation. This system can be accessed via

<https://onlinepare.net/>

and you will receive an account activation email to your University email account within the first two weeks of the programme. You should access the document as soon as possible.

You should be aware that due to the online nature of the document, several different people can access it: University Placements Administration (who upload student details and assign placements within PARE), University Link Lecturer (can only access the documents for the students on placements they support), NHS Trust Practice Education Facilitators (can only access documents for the students in the placements they support), Placement Team Managers (can only access documents for students on their placements), Mentors (can only access documents for students they have been assigned to), Personal Tutors (can only access documents they have been attached to).

The University, the placement areas (whether Private or NHS) and the PARE system are subject to a data-sharing agreement that formalises the confidentiality and use of any information in your document and nothing in it will be used for any other purpose than that which it is intended (i.e. your practice assessments).

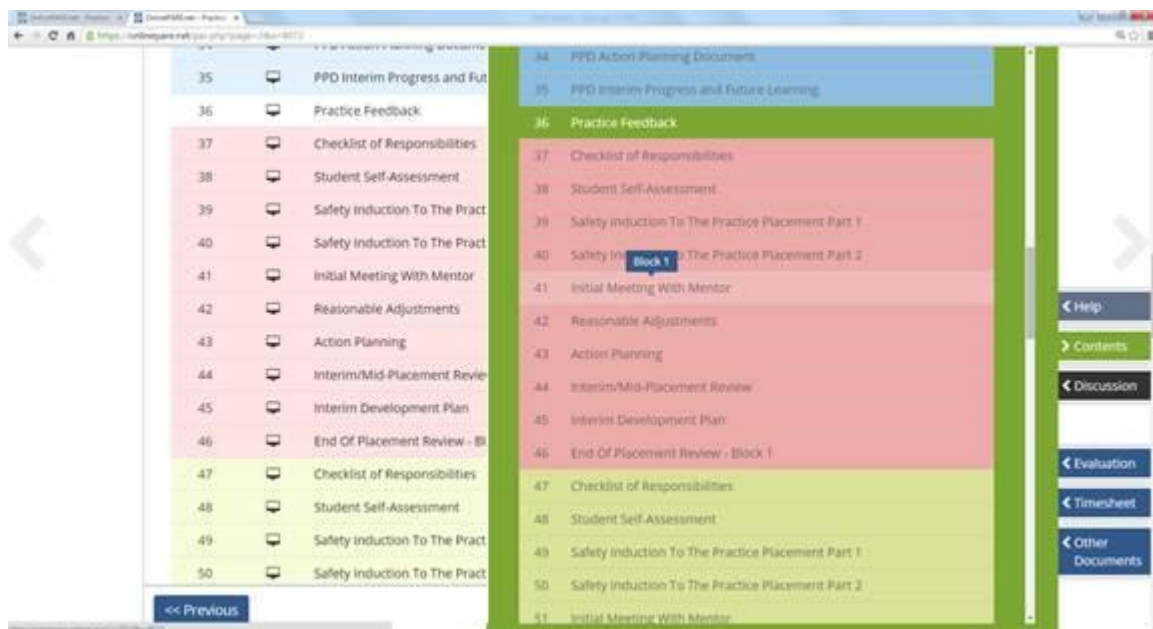
Document Structure

The document is split into two separate sections – the Portfolio of Evidence for Registration (PER) and the Personal Development Record (PDR). The PER is the document initially accessed and contains the placement-by-placement assessment structures (inductions, checklists, competencies, practice-based assessments) and the PDR (which is accessed via the ‘other documents’ tab) contains the overall programme requirements (clinical skills, exposures to other fields) that will persist over the full three years of the programme.

There will be a separate PER for every year of the programme. The PDR will be consistent across the course of the programme.

PER Contents Page/Side-bar Colour-coding

The contents page (page 2) and the green ‘contents’ sidebar tab have both been updated with colour-coding to show per block completion requirements. If you are unsure which block the section relates to, you can hover your mouse over the line:



Anything not colour-coded is either information (e.g. ‘How to Use This Document’), clearance confirmations (e.g. DBS/OH) or parts of the assessment that are not tied to a specific Block (e.g. Competencies, Year 2 PBA’s).

Red: Block 1

Yellow: Block 2

Green: Block 3

Blue: Block 4

These should all be completed by the end of the relevant Block (e.g. all Red sections by the end of Block 1 etc)

Timelines

Trusts can only access the documents assigned to them two weeks before placement starts so mentors will not be allocated to students before this.

Mentors can only access documents up to two weeks after the end of a placement so all relevant sections should be completed by then. **It is the student's responsibility to ensure that all required sections are completed** (see below for completion requirements).

Once a placement has ended, the evaluation should be completed. This is also only open for two weeks after the placement end date.

Before First Placement

Personal Tutor: to be added to page 1 as soon as document is available.

DBS/OH clearance: Complete PDR page 14 once the clearances come through – personal tutor to counter-sign.

Uniform Policy: Read Uniform policy and associated 'Religion/Belief permissible adjustments' document (in 'Pre-Course Information' on Programme Blackboard site) and sign PDR page 15 – personal tutor to counter-sign.

Pre-Registration Educational Agreement: student and personal tutor to sign – PDR Page 26/27

Manual Handling: Date of M&H skills session to be input, personal tutor to counter-sign.

Core Skills Framework: input date of completion of Core Skills Framework e-learning.

Timesheet

There are two separate timesheets, one for theory that will record your personal tutor sessions and theory work and one for placements.

Theory

All theory hours should be recorded under FSD (Flexible Study Day). Students should record the two days a week contact time with their personal tutor. As different personal tutors have different requirements for their students, students should discuss with their personal tutor what they want to be recorded for any study outside of contact sessions and how this is to be evidenced/signed.

Personal Tutors should sign all theory hours.

Students who have theory timesheets (Jan17/Apr17/Jun17 intakes will have access to a separate timesheet in Year 2) can access it via the timesheet drop-down box on their dashboard:

1

Block 1
Oldham PA - Ophthalmology clinic
Oldham ICC

Provide Feedback On Your PAR experience

Your feedback will help us to improve the overall system experience [Take Survey](#)

Practice Record of Attendance

Placement:	<input type="text" value="Theory Hours"/>
Start:	25th Sep 2017
End:	16th Sep 2018
Total Hours:	0.0

Practice

Placement weeks are normally 37.5 hours (breaks excluded) and should be allocated under one of the following:

- P (Practice): Time spent in practice – including any internal Trust study sessions
- PL (Planned Leave): is Annual leave/Bank Holidays
- UL (Unplanned Leave) – not to be used. Any absence should either be AA or UA
- DO (Day Off): self-explanatory
- S (Sick): certificated sickness
- AA (Authorised Absence): where student may have permission from Programme leader to have compassionate leave or time to visit urgent appointments
- UA (Unauthorised Absence): If student has not identified they are sick and has not attended either theory or practice eg may have booked a holiday outside of planned annual leave or negotiated annual leave.
- NS: Night shifts

Once all practice weeks have been signed, the mentor should sign the bottom of the timesheet to complete it for the placement.

Students do not work Bank Holidays and this should be recorded as PL. Bank Holidays are classed as 7.5 hours so students would normally be on placement 30 hours for a week that included a Bank Holiday.

If a timesheet has been de-activated due to the length of time since the placement completed and you require re-activation, email n.j.finnigan@salford.ac.uk

Flexible annual leave

Students are authorised to choose 1 week of annual leave each year, however, this must be a full week (Monday – Sunday) and must be taken in allocated practice time. The chosen week of annual leave should be negotiated with either your personal tutor or mentor as they are best placed to ensure your chosen week does not impact on your assessments. The week should be documented on the timesheet in your PER using the code PL (Planned Leave). It is also the student’s responsibility to e-mail the programme support team on Health-Administration@salford.ac.uk to inform them of the agreed annual leave week.

A field has been added to the front page of the student document where students should input their flexible annual leave week and personal tutors should sign this when confirmed.

The screenshot shows a web browser window displaying a document from Manchester University. The document title is "BSc (Hons)/MA Nursing Adult, Mental Health and Children and Young People RN Pre-registration Programmes Portfolio of Evidence for Registration of Practice: Year 2". Below the title, there is a yellow "Confidentiality" banner. The main content area has a section titled "1 Week Annual Leave" with the text: "Students are allowed to obtain a 1 week holiday from placement a year that MUST be approved by their tutor." Below this text are two input fields for "Week Dates" (from and to) and a "Personal Tutor Signature" section with an "Add Signature" button and a "Date Signed" field currently showing "Unsigned". A "Next >>" button is located at the bottom right of the main content area. On the right side of the browser window, there is a vertical sidebar with several navigation buttons: "Help", "Contents", "Discussion", "Evaluation", "Timesheet", and "Other Documents".

The flexible annual leave week is negotiated between the student and either their personal tutor/mentor. If a student wants to book the week a significant period in advance (ie before they know their placement area and therefore cannot negotiate with their mentor), they can have a discussion with their personal tutor regarding their progress on assessments and whether the requested week is appropriate. If a week is agreed, the dates should be input into the fields and signed by personal tutor. The student should then confirm this to placement as soon as they contact them to discuss shift allocation.

If a student negotiates this whilst on the placement, confirmation of agreement from the mentor should be sent to the personal tutor (either by using the discussion tab or via email). Dates can then be input and signed.

Portfolio Evidence (page 6): You can upload PDF documents here that will support your portfolio. Examples of appropriate evidence are a reflective piece that supports your

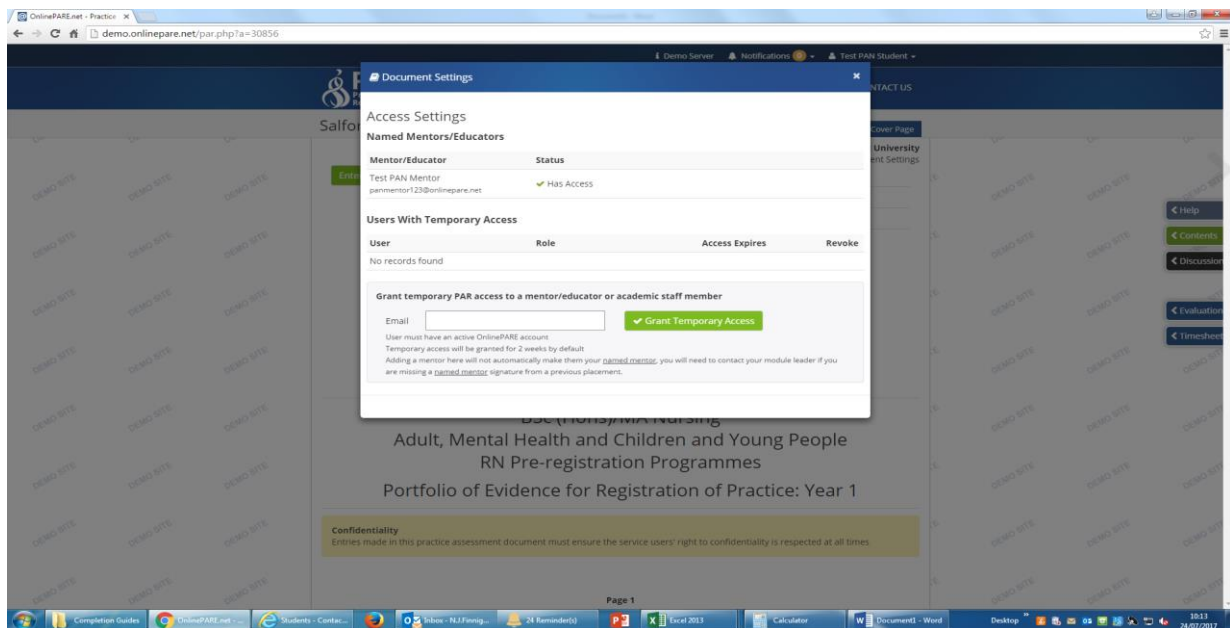
achievement of the indicators for development in your Personal and Professional Development work (Block 4). The system will allow you to upload 35 pieces of evidence every year. If you have used this section to provide evidence to your personal tutor of theory work, this should be removed once it has been checked. Examples of what **not** to include here would be session presentations, diagrams etc

Spoke Placements should be input onto page 70 Record of Practice Learning Opportunities. The spoke placement mentor/health-care professional can sign this by accessing the page via the student's document and pressing the 'mentor/HCP signature' button. They can then input their PARE account details (if they have one) or their name and contact details (if they don't have a PARE account).

Allowing previous mentors temporary access

Students should complete all placement requirements within the placement period but if (due to mentor absence/sickness etc), a previous mentor needs to be allowed access to a document after the placement has completed in order to complete a signature, the student should access the 'document settings' button on the front page of their document and follow the process therein.

The screenshot shows the OnlinePARE.net web application interface. The browser address bar displays 'demo.onlinepare.net/par.php?a=30856'. The page header includes the PARE logo (Practice Assessment Record & Evaluation) and navigation links: DASHBOARD, PAR, EVALUATION, NEWS, HELP, CONTACT US. The main content area is titled 'Salford Nursing PAN - Year 1' and features a 'Salford Nursing PAN - Year 1 > Cover Page' button. A 'Document Settings' button is visible. The student information section shows: Student: Test PAN Student | University: Salford University; Student name: Test PAN Student; Student ID: [blank]; Cohort: APR_14. A green button labeled 'Enter personal tutor details' is present. The University of Salford logo and 'MANCHESTER' are displayed. Below this, the text reads: 'BSc (Hons)/MA Nursing Adult, Mental Health and Children and Young People RN Pre-registration Programmes Portfolio of Evidence for Registration of Practice: Year 1'. A yellow confidentiality notice states: 'Confidentiality Entries made in this practice assessment document must ensure the service users' right to confidentiality is respected at all times'. A right-hand sidebar contains buttons for Help, Contents, Discussion, Evaluation, and Timesheet. The footer indicates 'Page 1'. The Windows taskbar at the bottom shows the date as 10:52 24/07/2012.



Assessment Year 1

Block 1 Practice based assessment: Handwashing and infection control pages 14-19

This assessment should be completed in Block 1, all pages need to be completed appropriately by the relevant person (student, mentor and personal tutor).

If in block one the student does not achieve in this assessment the student will need to complete their second attempt in Block 4. Because of the importance of handwashing and infection control if the student has not achieved in block 1 a risk assessment must be completed by mentors at the start of block 2 and block 3 to ensure that the student is safe to practice. You need to upload evidence this has been completed to page 6. Failure to be risk assessed may contravene trust infection control policies and should be referred to your personal tutor.

NMC Competencies

For year 1 there are 25 competencies which the student has to achieve twice but in two different clinical placements. **All 25 competencies have to be achieved twice by block 3 and all competencies must be 'achieved in practice at least once.**

Each competency has a drop down menu offering three options.

1. Observed in practice – This relates to the mentor actually observing the student demonstrate they can achieve the competency. The student over the period of three clinical placements (three blocks) must be observed at least once achieving the competency.
2. Evidenced in practice- Should the student have not been observed but can provide evidence of achievement then the mentor after reviewing evidence can use this option for achievement.
Example scenario.

Student nurse Hennigan has been working with her mentor the last two days. Her mentor is due to take a day off and so has assigned student nurse Hennigan to work with staff nurse Dupree. During her shift with staff nurse Dupree student nurse Hennigan is able to undertake an assessment or complete a competency and with the patient's permission photocopies and anonymises the assessment which staff nurse Dupree has countersigned, uploads this to her PER and shows this to her mentor. The mentor is satisfied this meets the requirement and signs the competency as evidenced in practice

3. Discussed in practice- if for some reason, the student is not able to be observed or evidence a competency they are able to demonstrate achievement via discussion e.g. competency 10 relates to aggression and the student may not have been exposed to a patient that presents as aggressive. The student may be able to identify the signs of aggression and the action required to ensure safety of the patient, themselves and others. Should this be discussed to the mentors satisfaction, this option can be used to record achievement of the competency.

How many competencies should be completed in each of the three blocks?

Student will develop at different stages and not all at the same time the flexibility of choosing which competencies are suitable for each placement should be negotiated between student and mentor and will depend on specialities within the clinical area and student development. In year 1 as a guide the number of competencies to be completed in each clinical placement (block) is 16 but again this is only a guide.

Block	Competencies
1	1-16
2	16-25, 1-7 (2 nd)
3	7-25 (2 nd)

Please note you do not have to complete these exact competencies, this is just a guide

Students should not have a competency signed off twice in the same placement.

YEAR 1 BLOCK 1

Signatures required: S (student), M (Mentor), PT (Personal Tutor)

Page No	Title of document in contents tab
10	Mentor signature sheet - this is where 'assigned mentor' will appear , please check the correct name appears here
25	Checklist of Responsibilities - M
27	Induction checklist - complete on day 1 (Part 2 only needs to be completed if a student attends a spoke placement that would require an induction – e.g. if they were on the spoke for a week or more). S/M
26	Student self-assessment - student to complete and to discuss with mentor
29	Initial meeting with mentor S/M
69	Mentor contact sheet - mentors can document meetings held in addition to initial mid and final meetings S/M
30/31	Reasonable adjustments / Action Planning - to be read and completed if the student has a specific learning and /or health need
16/17	Action plan for PBA - student to complete this and mentor to sign S/M
18	Handwashing Practice Based Assessment – all 6 competencies to be achieved in block 1 M
19	Handwashing Practice Based Assessment Verification form - S/M/PT
11	Practice competencies (25 of Below) - student to choose with mentor at start of placement at least 16 of these to achieve each placement (see above for more information) M
32	Interim/Mid-Placement feedback to student – S/M to complete
77	Attitudinal test mid-point - M
33	Interim Development Plan – S/M
79	Attitudinal test - end of placement M
78	Service User Carer feedback - to be completed by mentor if feedback given
72	Emotional Touchpoint for Block 1 - Reflection undertaken by student S/M/PT
34	End of placement feedback to student – S/M
80	Ongoing Record of Achievement for Block 1- M
PDR 29-54	Clinical skills which may have been observed in practice - Students may have the opportunity to demonstrate a particular clinical skill whilst on placement, if so the mentor can sign whichever skill is demonstrated and how. Students have the full 3 years to achieve these and should ensure this is the case. Students should discuss which, if any, clinical skills can be achieved in each placement.

YEAR 1 BLOCK 2 – see Block 1 for more information

Page No	Title of document in contents tab
10	Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification)
35	Checklist of Responsibilities - M
37	Induction Checklist - To be completed on day 1 S/M
39	Initial meeting – S/M
36	Student Self-assessment to be completed before initial meeting with mentor – S/PT
40/41	Reasonable Adjustments / Action Planning
11	25 Competencies (Summative Assessment of Placement) achieve at least 16 competencies once - M
42	Interim/Mid-Placement Review – S/M to complete
81	Attitudinal test mid-point - M
43	Interim Development Plan – S/M
83	Attitudinal Test end of placement - M
82	Service User feedback (to be completed by mentor)
73	Emotional Touchpoint (Student reflection) - S/M/PT
44	End of Placement Review - Block - 2 S/M
84	Ongoing record of achievement - M

YEAR 1 BLOCK 3 – see Block 1 for more information

Page No	Title of document in contents tab
45	Check list of responsibilities - M
10	Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification)
47	Induction Checklist - To be completed on day 1 – S/M
49	Initial meeting – S/M
46	Student Self-assessment to be completed before initial meeting with mentor – S/PT
50/51	Reasonable Adjustments
11	25 Competencies (Summative Assessment of Placement) – all 25 competencies need to have been achieved twice with at least one being ‘Observed in Practice’
52	Interim/Mid-Placement Review – S/M to complete
85	Attitudinal test mid-point - M
53	Interim Development Plan – S/M
12	25 competencies first attempt (Statement of Achievement) – to be signed by Block 3 mentor only if all 25 competencies have been achieved twice with at least one being ‘Observed in Practice’
13	25 competencies second attempt (Statement of Achievement) – to be signed in Block 4 if student has not completed all 25 competencies by end of Block 3
87	Attitudinal Test end of placement - M
86	Service User feedback (to be completed by mentor)
74	Emotional Touchpoint (Student reflection) - S/M/PT
54	End of Placement Review - Block 3 – S/M
88	Ongoing record of achievement - M

YEAR 1 BLOCK 4 – see Block 1 for more information

Page No	Title of document in contents tab
65	Instructions Personal and Professional Development – information regarding the formative assessment in Block 4
55	Check list of responsibilities - M
10	Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification)
57	Induction Checklist - To be completed on day 1 – S/M
59	Initial meeting – S/M
56	Student Self-assessment to be completed before initial meeting with mentor – S/PT
60/61	Reasonable Adjustments
62	Interim/Mid-Placement Review - S/M to complete
89	Attitudinal test mid-point - M
63	Interim Development Plan – S/M
13	25 competencies second attempt (Statement of Achievement) – to be signed in Block 4 if student has not completed all 25 competencies by end of Block 3
20/21	Action Planning/Interim Progress second attempt – to be completed if student has not achieved Block 1 PBA – S/M
22/23	Achievement and Verification form – second attempt Block 1 PBA - M
91	Attitudinal Test end of placement - M
90	Service User feedback (to be completed by mentor)
75	Emotional Touchpoint (Student reflection) - S/M/PT
92	Ongoing record of achievement - M
PDR 25	Programme Verification – PT to complete at end of year