



**UNIVERSITY OF
PLYMOUTH**
School of Nursing and
Midwifery

Student Preparation for practice Supervision and Assessment the new 2019 curriculum

For Programmes leading to:

BSc Nursing

**BSc Nursing
Apprentice**

**MSc Nursing
MSci Nursing**

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This resource provides you information to enable you to prepare for the assessment of students undertaking nursing programmes.

Introduction to new NMC standards

Following consultation, the NMC published new standards in 2018 to support new pre-registration programmes. They have been devised to permit:

- Innovative approaches to practice supervisor and assessor preparation; ensuring they are suitably prepared to support learners
- Recognition of the interprofessional nature of practice in that all registered professionals can contribute to the learning process.
- Promotion of team learning. Mentors have reported 'fatigue' as they shoulder the responsibility for support, education and assessment. A body of mentors felt that there was a conflict between the mentor and assessor role
- Enhanced validity and reliability of assessment; with feedback coming from a wider range of sources e.g. 360 degree feedback, student led evidence.
- Different routes to healthcare education. The result is that we will be supporting a greater variety of learners in the workplace (Willis 2015)
- A reflexive approach to changes in care services. New clinical placements are being developed as care needs and services change.

It is important for you to become very familiar with the standards.

<https://www.nmc.org.uk/standards/standards-for-nurses/>

These Standards will be implemented from September 2019 and apply to all nursing students.

How will the new standards affect you?

Student Role and Responsibilities

The new programme will require students to develop a greater sense of self management and autonomy earlier in the programme. They will need to be proactive in identifying their role within the team. For the learning environment this will require a recognition of the need for learners to question and challenge. Uren and Shepherd (2016) identified the value of the student contribution to the team. To help students appreciate their role it is important to identify relevant objectives that enable them to:

- Take responsibility for their own learning
- Recognise the 'transferability' of their skills and knowledge
- Appreciate how they contribute to safe and effective care

Encouraging a student to take greater responsibility for assessment will be an essential element of the process. As the assessor can only utilise the evidence before them, students can use this opportunity to develop their skills in:

- Organisation
- Assertiveness
- Reflection of learning needs
Planning

The coaching approach to placement learning has identified that these skills are developed at an earlier stage of the programme as students are given the opportunity to develop their problem-solving skills. They have the space to work together with their peers to identify issues and consider resolutions. The GROW model can help to encourage students to take a greater role in planning, managing and evaluating their own learning needs.

G oal What do you want to do?	R eality Where are you now?	O ptions What could you do?	W ill What will you do?
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In practice there will be:

Practice Supervisors

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/practice-supervision/>

Defined as: 'NMC registered nurses, midwives, nursing associates and other registered health and social care professionals' (NMC 2018)

Roles and responsibilities will include

- Being a role model
- Support learning within your scope of practice
- Provide appropriate supervision and feedback
- Have relevant knowledge and experience of your clinical area
- Contribute to assessment by providing feedback

- Confidently share observations and feedback with practice and academic assessors
- Raise concerns appropriately using the relevant protocols

Practice Assessors

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/practice-assessment/>

Defined as 'Registered nurse with appropriate equivalent experiences for the student's field of practice' (NMC 2018)

Roles and responsibilities

Conduct assessments to CONFIRM achievement of proficiency and programme outcome for practice learning

Seek relevant feedback and evidence to ensure that an objective, evidence-based assessment has been made

Maintain and develop current knowledge and expertise relevant for the proficiencies and programme outcomes being assessed

Can be Practice Supervisor for other students

- Are able to link with academic assessors to review student progression
- Able to work with the student to inform decisions regarding assessment
- Have knowledge of the student programme and assessment process
- Can be a Practice Supervisor for other students

In addition, there will be an **Academic Assessor** for each stage of the programme who will be required to support the assessment process.

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/academic-assessment/>

Academic Assessors Role in Confirming Progression

The Academic assessor is responsible for monitoring progress and together with the Practice Assessor at the end of stage 1, 2 and 3 confirm progression.

The academic assessor will be presenting the academic achievement of the student. Discussion can take place between them to inform final decision this can be face to face or 'virtually'. Evidence of the decision making will be recorded in the PAD.

There will no longer be:

- Mentors / Sign-off Mentors
- A requirement for an NMC approved programme for mentorship
- A requirement for 40% of direct or indirect supervision

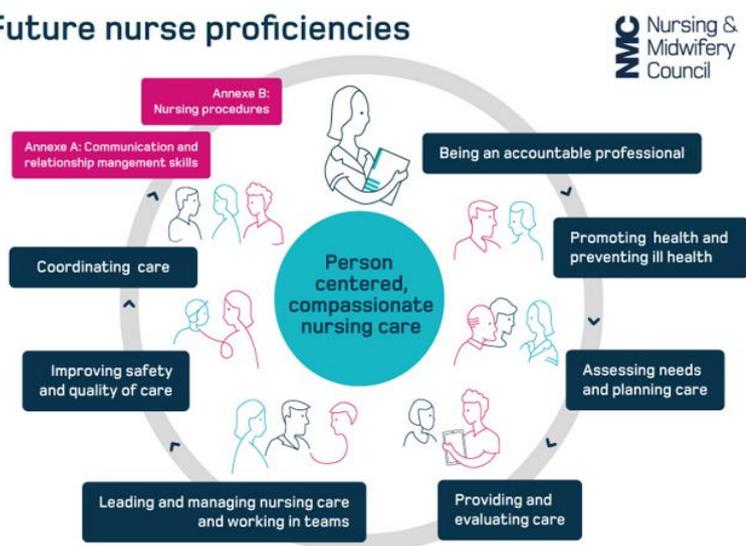
All registered professionals will be able to support and supervise student learning as well as provide feedback for assessment. This will apply to all students from September 2019.

Placement and education providers are working together to provide a consistent approach to:

- The provision of the Practice Supervisor and Assessor preparation programme
- Standard Assessment document (Practice Assessment Document – PAD) that all the education providers will use as the core document..
- Quality assurance of the learning environment and experience (Audit)

The Standards for Education and Training and Supervision and Assessment (NMC 2018) provide the framework for assessment and identify the knowledge, skills and professional attributes a registered nurse must demonstrate. There are 7 platforms and 2 annexes that will inform the theory and practice requirements for the programme:

Future nurse proficiencies



Annexe A –communication and relationship management
Annexe B – nursing procedures

The standards provide a framework to help us prepare for the student’s practice placement experience.

Students will be expected to work within the Multi-disciplinary team and take a greater responsibility for gathering evidence to inform the assessment process.

Practice Supervisors and Assessors are being prepared to apply rigor and consistency in their approach to supporting student learning and assessment.

Supporting learning in clinical practice is integral to professional practice. Practice supervisors will be more involved in the assessment process.

Registrants will need to demonstrate that they are able to:

- Support and supervise students in delivering nursing care; promoting reflection, providing feedback and recording evaluation on the student’s performance

Understand need for and process around making ‘reasonable adjustments’

- Challenge others in the team by providing constructive feedback; supporting change by aiding in identifying learning needs.

- Contribute to supervision and team reflection to promote improvements in practice and services.

The assessment Process

The Programs are divided into 3 Parts, MSC students will meet part 3 across their final 2 years. Those undertaking dual registration will be assessed in both of their chosen fields during the final 2 years.

Grading of practice will be discontinued each element will be Pass or Fail with clear guidelines as to what meets the requirement for Pass.

All students will require an initial, midpoint and final meeting with their Practice Assessor.

A Practice Assessor will be allocated to each student at commencement of placement.

Plymouth student's will- be linked to their designated Practice Assessor via E-PAD. Midwifery via E-portfolio

The Assessment Process - Using the PAD

An assessment is required for each placement

Practice Assessors are responsible for:

1. The Assessment Process:
2. Monitoring progress through the feedback from others, reviewed at halfway meetings, setting subsequent objectives completing the required sections of the PAD
3. Arranging dates and times for the assessment of episodes of care
4. Final Assessment – completion of the PAD

Parts 1, 2, 3 & Ongoing Achievement Record

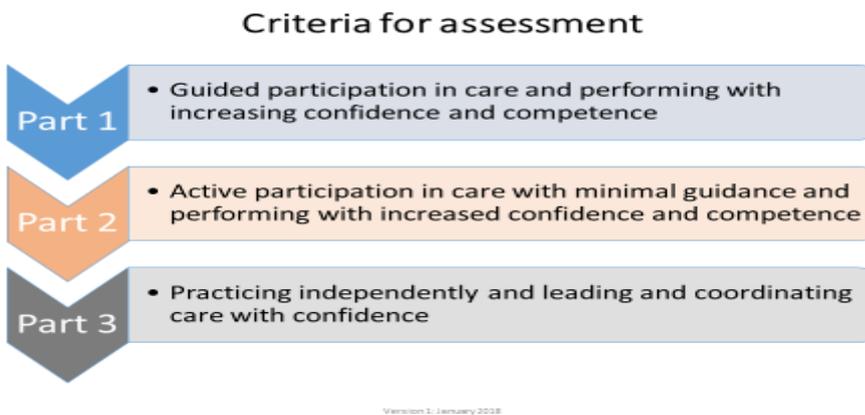
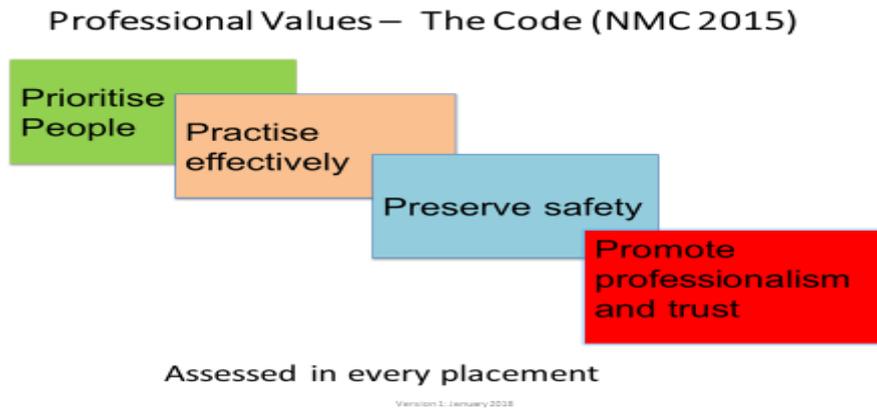


Practice Assessment Document Key Facts:

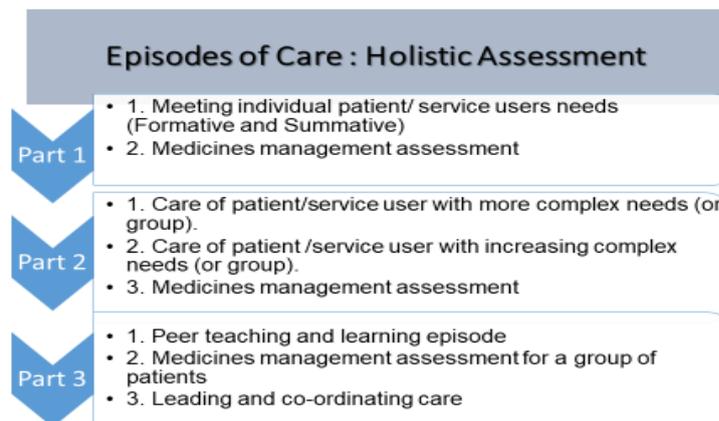
The PAD will require a record of:

- Introduction and Orientation

- An Assessment of Professional Values in each placement, Pass or Fail.



- Pass/Fail Assessment of specific episodes of care conducted by a designated Practice Assessor – students will work towards these assessment and can rehearse with practice supervisors ready for the set date of assessment.



- Evidence of feedback from Practice Supervisors
- Evidence of service user feedback
- Achievement of Proficiencies – nursing procedures (Annex B, NMC, 2018)
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Assessment of proficiencies

- There are 90 proficiencies that will need to be completed by the end of the programme. Depending where the student is placed depends on the opportunities for them to demonstrate the proficiency. If a student has been assessed as proficient but does not maintain proficiency in subsequent years relevant plans drawn up and can be reassessed.
- Proficiency can be assessed by Practice Supervisors or Assessors or anyone occupationally competent (such as phlebotomists).
- Practice Assessors will be verifying proficiency at the end of placement assessment

Nursing proficiencies (NMC 2018) Year 1 (part 1)

Participates in assessing needs and planning person-centred care		
1. Demonstrate and apply knowledge of commonly encountered presentations to inform a holistic nursing assessment including physical, psychological and socio-cultural needs	2. Demonstrates understanding of a person's age and development in undertaking an accurate nursing assessment.	3. Accurately processes all information gathered during the assessment process to identify needs for fundamental nursing care and develop and document person-centered care plans.
Participates in providing and evaluating person-centred care		
4. Work in partnership with people, families and carers to encourage shared decision- making to manage their own care when appropriate	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.	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
7. Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health.	8. Assesses comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for	
Participates in providing and evaluating person-centred care		
9. Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate	10. Assesses skin and hygiene status and determines the need for intervention, making sure that the individual remains as independent as possible.	11. Assists with washing, bathing, shaving and dressing and uses appropriate bed making techniques.
12. Supports people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed	13. Can explain the signs and symptoms of dehydration or fluid retention and accurately records fluid intake and output	14. Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids including pans, bottles and commodes
15. Selects and uses continence and feminine hygiene products, for example, pads, sheaths and appliances as appropriate.	16. Assesses the need for support in caring for people with reduced mobility and demonstrates understanding of the level of intervention needed to maintain safety and promote independence.	

Participates in procedures for the planning, provision and management of person-centered care

17. Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility.	18. Consistently utilises evidence based hand washing techniques	19. Identifies potential infection risks and responds appropriately using best practice guidelines and utilises personal protection equipment appropriately.
20. Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps	21. Effectively uses manual techniques and electronic devices to take, record and interpret vital signs, and escalate as appropriate.	22. Accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinical significance of low/high readings
23. Collect and observe sputum, urine and stool specimens, undertaking routine analysis and interpreting findings		
Participates in improving safety and quality of person-centred care		
24. Accurately undertakes person centred risk assessments proactively using a range of evidence based assessment and improvement tools	25. Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards	26. Demonstrate an understanding of the principles of partnership, collaboration and multi-agency working across all sectors of health and social care.
27. Demonstrate an understanding of the challenges of providing safe nursing care for people with co- morbidities including physical, psychological and socio-cultural needs	28. Understand the principles and processes involved in supporting people and families so that they can maintain their independence as much as possible	29. Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others.

Nursing proficiencies (NMC 2018) Year 2 (part 2) Those marked with an * can be assessed in Part 2 or Part 3

Participates in assessing needs and planning person-centred care with increased confidence

1. Support people to make informed choices to promote their wellbeing and recovery, assessing their motivation and capacity for change using appropriate therapeutic interventions e.g. cognitive behavioural therapy techniques.	2. Apply the principles underpinning partnerships in care demonstrating understanding of a person's capacity in shared assessment, planning, decision-making and goal setting.	* 3. Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed.
* 4. Demonstrates an understanding of the needs of people and families for care at the end of life and contributes to the decision-making relating to treatment and care preferences.		

Participates in delivering and evaluating person centred care with increased confidence

5. Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required.	6. Works in partnership with people, families and carers to monitor and evaluate the effectiveness of agreed evidence based care plans and readjust goals as appropriate drawing on the person's strengths and assets	7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required.
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8. Makes informed judgements and initiates appropriate evidence based interventions in managing a range of commonly encountered presentations.		
Participates in the procedures for the planning, provision and management of person-centred care with increased confidence		
9. Assesses skin and hygiene status and demonstrates knowledge of appropriate products to prevent and manage skin breakdown.	* 10. Utilises aseptic techniques when undertaking wound care and in managing wound and drainage processes (including management of sutures and vacuum removal where appropriate).	11. Effectively uses evidence based nutritional assessment tools to determine the need for intervention.
12. Demonstrates understanding of artificial nutrition and hydration and is able to insert, manage and remove oral/nasal gastric tubes where appropriate	13. Assess level of urinary and bowel continence to determine the need for support, intervention and the person's potential for self-management	* 14. Insert, manage and remove urinary catheters for all genders and assist with clean, intermittent self-catheterisation where appropriate
* 15. Undertakes, responds to and interprets neurological observations and assessments and can recognise and manage seizures (where appropriate).	16. Uses contemporary risk assessment tools to determine need for support and intervention with mobilising and the person's potential for self-management	17. Effectively manages the risk of falls using best practice approaches.
18. Uses appropriate safety techniques and devices when meeting a person's needs and support with mobility providing evidence based rationale to support decision making.	* 19. Undertakes a comprehensive respiratory assessment including chest auscultation e.g. peak flow and pulse oximetry (where appropriate) and manages the administration of oxygen using a range of routes	* 20. Uses best practice approaches to undertake nasal and oral suctioning techniques.
21. Effectively uses standard precaution protocols and isolation procedures when required and provides appropriate rationale.	22. Provide information and explanation to people, families and carers and responds appropriately to questions about their treatment and care.	23. Undertakes assessments using appropriate diagnostic equipment in particular blood glucose monitors and can interpret findings
24. Undertakes an effective cardiac assessment and demonstrates the ability to undertake an ECG and interpret findings		
Participates in improving safety and quality of person-centred care with increased confidence		
25. Demonstrates knowledge and skills related to safe and effective venepuncture and can interpret normal and abnormal blood profiles)	* 26. Demonstrates knowledge and skills related to safe and effective cannulation in line with local policy.	* 27. Manage and monitor blood component transfusions in line with local policy and evidence based practice
* 28. Can identify signs and symptoms of deterioration and sepsis and initiate appropriate interventions as required.	29. Applies an understanding of the differences between risk management, positive risk taking and risk aversion to avoid compromising quality of care and health outcomes.	30. Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice. E.g. solution focused therapies or talking therapies
Participates in the coordination of person-centred care with increased confidence		
31. Participates in the planning to ensure safe discharge and transition across services, caseloads and settings demonstrating the application of best practice.	32. Negotiates and advocates on behalf of people in their care and makes reasonable adjustments to the assessment, planning and delivery of their care.	33. Demonstrates effective persons and team management approaches in dealing with concerns and anxieties using appropriate de-escalation strategies when dealing with conflict

Nursing proficiencies (NMC 2018) Year 3/4 (part 3)

Those undertaking dual registration will need to demonstrate part 3 in both fields

Confidently assesses needs and plans person-centred care		
1. Utilises a range of strategies/resources (including relevant diagnostic equipment) to undertake a comprehensive whole body assessment to plan and prioritise evidence-based person-centred care	2. Assesses a persons' capacity to make best interest decisions about their own care and applies processes for making reasonable adjustments when a person does not have capacity.	3 Actively participates in the safe referral of people to other professionals or services such as cognitive behavioural therapy or talking therapies across health and social care as appropriate.
5. Accurately and legibly records care, with the use of available digital technologies where appropriate, in a timely manner.	6. Works in partnership with people, families and carers using therapeutic use of self to support shared decision making in managing their own care	7. Manages a range of commonly encountered symptoms of increasing complexity including pain, distress, anxiety and confusion.
8. Uses skills of active listening, questioning, paraphrasing and reflection to support therapeutic interventions using a range of communication techniques as required	9. Is able to support people distressed by hearing voices or experiencing distressing thoughts or perceptions	
Confidently manages the procedures in assessing, providing and evaluating care		
10. Manages all aspects of personal hygiene, promotes independence and makes appropriate referrals to other healthcare professionals as needed (e.g. dentist, optician, audiologist)	11. Manages the care of people with specific nutrition and hydration needs demonstrating understanding of and the contributions of the multidisciplinary team	12. Manages the care of people who are receiving IV fluids and accurately records fluid intake and output, demonstrating understanding of potential complications.
14. Manage and monitor the effectiveness of symptom relief medication, with the use of infusion pumps and other devices	15. Manages the care of people with specific elimination needs for example urinary and faecal incontinence and stoma care.	16. Demonstrates an understanding of the need to administer enemas and suppositories and undertake rectal examination and digital rectal evacuation as appropriate
17. Demonstrates the ability to respond and manage risks in relation to infection prevention and control and take proactive measures to protect public health e.g. immunisation and vaccination policies		
Confidently leads and manages person-centred care and working in teams		
18. Understands roles, responsibilities and scope of practice of all members of the multidisciplinary team and interacts confidently when working with these members	19. Effectively manages and prioritises the care needs of a group of people demonstrating appropriate communication and leadership skills to delegate responsibility for care to others in the team as required.	20. Monitors and evaluates the quality of care delivery by all members of the team to promote improvements in practice and understand the process for performance management of staff
Confidently contributes to improving safety and quality of person-centred care		
21. Actively participates in audit activity and demonstrates understanding of appropriate quality improvement strategies	22. Undertakes accurate risk assessments and demonstrates an understanding of relevant frameworks, legislation and	23. Participates in appropriate decision making regarding safe staffing levels, appropriate skill mix and understands process for escalating concerns

	regulations for managing and reporting risks	
24. Demonstrates understanding of processes involved in managing near misses, critical incidents or major incidents		
Confidently coordinates person-centred care		
25. Co-ordinates the care for people with complex co-morbidities and understands the principles of partnership collaboration and interagency working in managing multiple care needs.	26. Evaluates the quality of peoples' experience of complex care, maintains optimal independence and avoids unnecessary interventions and disruptions to their lifestyle.	27. Engages in difficult conversations including breaking bad news with compassion and sensitivity.
28. Facilitates the safe discharge and transition of people with complex care needs advocating on their behalf when required	29. Assess and reviews the individual care needs and preferences of people and their families and carers at the end of life, respecting cultural requirements and preferences.	

Assessing episodes of holistic care (see table below)

- Can be planned at initial/mid-point meeting
- Not normally undertaken within first 2 weeks of a placement
- Not normally planned for less than 48 hours ahead – to give student time to prepare (although would have been rehearsing)
- Not normally in final week of placement The Assessor must observe the episode of care on a set date and time.

There are criteria that need to be observed and the student needs to write a reflection as part of the assessment.

It is anticipated that both student and practice assessors would want to undertake these assessments towards the end of a placement. However if it is felt a student is ready then the assessment can be conducted at any time.

An assessor will:

1. Ensure agreement of the time, date and length of assessment students may be anxious as the date looms however they should have had rehearsals in practice.
2. The student confirms they are fit to proceed with the assessment on the day – if their performance is poor they cannot then decide their not well/have personal issues etc.
Students can decide to submit extenuating circumstances if they are unwell etc., however their assessment must take place before the completion of placement/ submission date of the PAD.

NB. Students who are **referred or submit extenuating circumstances** will be required to take a "Retrieval Placement" of 112.5 hours at the end of the year, before being able to progress.

How long should an assessment take?

There are specific detailed guidelines in the PAD as to what is required to be demonstrated by the student. Assessors will need to decide if they meet the standard for each outcome.

Assessment of holistic episodes of care

Guidance

Year 1 (Part 1)	Notes
<p>Meeting individual patient/ service user's needs (Formative and Summative)</p>	<p>Depending on the care setting/patients' needs In the community setting this could be limited to the average length of a visit or clinic. In a Ward setting could be for a specific interaction such as personal hygiene, Cather care, wound care or a patient assessment.</p>
<p>Medicines management assessment</p> <ol style="list-style-type: none"> 1. Apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action. 2. Prepare routine medications where necessary, safely and effectively administer these via common routes and maintains accurate records 3. Safely and accurately perform medicines calculations. 4. Demonstrate that they have maintained appropriate professional values, expected attitudes and behaviours during the administration of medicines. 5. Maintain safety and safeguard the patient from harm, demonstrating understanding of the Mental Capacity Act (DH 2007) and The Mental Health Act (DH 2007), where appropriate. 	<p>This could be administration for one patient</p>
<p>year 2 (Part 2)</p>	
<p>Care of patient/service user with more complex needs (or group)</p> <ol style="list-style-type: none"> 1. Provide safe, person-centred care, evidence based care in an increasingly confident manner, within an appropriate timeframe in partnership with the person receiving care/family and the multidisciplinary team. 2. Identify and use appropriate opportunities and effective communication skills to explore the importance of healthy lifestyle choices in relation to the mental and physical health and wellbeing of the persons receiving care e.g. motivational interview techniques. 3. Demonstrate that they can undertake a '<i>whole person assessment</i>' and effectively contribute to the decision making process and provision of safe, person-centred, evidence based care. 4. Demonstrate that they can co-ordinate the nursing care of a small group of people/person with complex care needs, demonstrating understanding of risk assessment and management and can access appropriate support and resources as required using distraction and diversion strategies. 5. Demonstrate their potential to work more independently, making the most of opportunities to extend knowledge, skills and practice 	<p>Depending on the care setting/patients' needs In the community setting this could be limited to the average length of a visit or working with a group patients in a clinic setting. In a ward setting could be for a wider range of specific activities for a small group.</p>
<p>Care of patient /service user with increasing complex needs (or group).</p>	<p>As Above – it would be appropriate to choose a different group of patients</p>
<p>Medicines management assessment</p>	<p>For a number of patients</p>

Year 3 and 4 (Part 3)	
<p>1. Peer teaching and learning episode</p> <ol style="list-style-type: none"> 2. Supervise and teach less experienced students and colleagues, appraising the quality of the nursing care they provide, documenting performance, promoting reflection and providing constructive feedback. 3. Demonstrate an understanding of the factors that both facilitate and impede learning in practice. 4. Demonstrate leadership potential in the assessment, planning, implementation and evaluation of care. 5. Apply the appropriate knowledge and skills in appraising the quality of the nursing care provided by the junior learner colleague. 6. Demonstrate effective verbal, non-verbal communication and interpersonal skills in engaging with the learner and others involved in the care and act as a positive role model. 7. 6. Critically reflect on their own role and the role of the nurse in the supervision, facilitation and evaluation of learning for the whole team. 	<p>Students will be working towards this throughout the 3/4 years – Peer coaching and teaching will be advocated throughout the programme in order to demonstrate proficiency at point of assessment. This may require up to ½ a day.</p>
<p>2. Leading and coordinating care</p>	<p>For a group of patients – this may require a ½ or full days assessment</p>
<p>Medicines management assessment for a group of patients</p>	<p>This could be separate or as part of the above care episode</p>

Raising Concerns

Nothing has changes relating to concerns about students’ performance or behaviour – the same systems and policies will continue to apply.

Providing feedback to aid assessment

Providing feedback will be vital as the assessor will be dependent upon the practice supervisors and the student in providing the evidence to support the assessment processes. Developing a systematic approach to feedback will help information being record in a consistent manner. This supports both the student and the assessor in recording the assessment decision.

Example of supervisor feedback

Knowledge: *“During his first placement, Jason has developed his knowledge of assessment. He has kept a placement diary to record learning opportunities and spent time researching. For example he has revised care for people who have had a stroke and the role of the Emergency Department in providing timely assessment and treatment. He has reviewed common conditions such as diabetes, Parkinson’s and dementia. I would encourage Jason to continue to revise A&P as he cares for clients with differing needs”*

Skills: *“Jason is very proactive in developing his skills. Initially he struggled to record B/P’s but has practiced and is now very confident. Jason now is able to complete basic assessments under supervision. I would encourage Jason to continue to build on these skills as he sometimes questions his ability. He is readily meeting the competencies required at this stage of the programme”.*

Professional Behaviours: *“Jason was initially shy and lacked confidence in communicating with the team and patients. We discussed the need to overcome this He is now more confident handovers and in his team interactions”*

Further information:

Supporting Students with dyslexia: https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/CB91FC2A61FC42EF962A64A9CF3A6115/Supporting%20students%20with%20dyslexia%20in%20practice_2nd_edition.pdf

NMC Standards and Guidance: <https://www.nmc.org.uk/standards/standards-for-nurses/>
<https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/health>