



UNIVERSITY OF
PLYMOUTH

Faculty of Health

School of Nursing and Midwifery
2019/2020

Practice Assessment Handbook/ Practice Assessment Document

Post Graduate Diploma District Nursing

Date of Approval: 7th July 2020
Date of Implementation: September 2020
Year of first award: 2022

A handwritten signature in black ink, appearing to be 'H. L.', written over a light blue horizontal line.

Student Name _____

Practice Assessor Name _____

Contact e-mail _____

Academic Assessor _____

Contact E-Mail _____

Practice Supervisor _____

Contact e-mail _____

PLEASE MAKE SURE THAT THIS DOCUMENT IS AVAILABLE TO YOUR PRACTICE SUPERVISOR(S),
PRACTICE ASSESSOR AND ACADEMIC ASSESSOR.

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Please contact the Programme Lead and Team via e-mail with any questions, or to raise concerns, at the earliest possible opportunity.

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Students undertaking programmes delivered by the Faculty of Health are reminded that any alteration to University documentation, including practice portfolios, involving forgery/falsification of an Assessors / Supervisors comments or signature/initialling or use of typing correction fluid will be investigated. This investigation could lead to disciplinary action, which may lead to a student being unable to achieve professional registration.

Introduction

Welcome to work-based learning and the Practice Assessment Document (PAD)

The Practice Assessment Document (PAD) makes up part of your Post Graduate Diploma in District Nursing assessment. Continuous assessment is an integral aspect of assessment in practice and you are required to show evidence of consistent achievement. The PAD will be used to assess your progress throughout the Post Graduate Diploma in District Nursing and has 4 main purposes.

- To demonstrate your achievement of the programme learning outcomes,
- To demonstrate achievement of the practice learning outcomes for the SPQ (Specialist Practitioner Qualification) District Nurse qualification NMC (2001)
- To demonstrate achievement at End Point Assessment for the District Nurse Apprenticeship Standard.
- Identify your own continuing professional development and how you have addressed this

Throughout the duration of the programme students are expected to reflect on their practice to ensure integration of theory and practice. You should engage positively in all learning opportunities, taking responsibility for your own learning and know how to access support. You will work with and receive written feedback from your Practice Assessor and Practice Supervisors(s) and you are required to reflect on your learning.

The practice learning outcomes are colour coded in the PAD (as shown below) and the colour relate to the specialist core module they are attached to. They will be submitted for review before the end of each academic year prior to the Academic Award Board.

Fundamentals of Community Nursing – complete Year 1

Contemporary Leadership and Management for Community Nursing – complete Year 2

The Practice Assessment Document

You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning. You should ensure you are familiar with your university assessment and submission processes for this document and contact the academic representative from your university, or refer to your university's intranet if you require support or advice on specific university procedures.

The PAD is a comprehensive record of your professional development and performance in practice. You are responsible for the safekeeping and maintenance of the PAD. It should be

available to your Practice Supervisor, Practice Assessor and Academic Assessor at all times when you are in placement.

The PAD should not contain any patient/service user/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

People must be offered the opportunity to give and, if required withdraw their informed consent to student participation in their care. Staff in practice will provide guidance as required. Before approaching any patient/ service user or carer for feedback you must discuss with your Practice Supervisor(s) / Practice Assessor who will facilitate consent

Practice Supervisor role and responsibilities

Students on the Post Graduate Diploma District Nursing may be supported by a number of Practice Supervisors. Normally the Practice Supervisor would hold the SPQ District Nurse Qualification or be an experienced community nurse.

As a Practice Supervisor you have an important role in supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the work based learning placement. It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their practice learning outcomes . Specific feedback must be provided to the Practice Assessor on the student's progress.

Practice Supervisors will have undertaken preparation provided by the programme provider to undertake the role. Practice Supervisors are invited to attend a preparation and evaluation session at the beginning and end of the academic year.

A range of staff can support student learning and have a vital role in student learning and development though may not be contributing formally to assessment of practice learning outcomes, example could be District Nurses, experienced community nurses, nurse managers, Specialist Nurses, e.g. diabetic nurse specialist, tissue viability, community matrons, with relevant community experience and evidence of continuing professional development.

However, these staff members are encouraged to support learning and can provide valuable student feedback within the PAD on the *Record of communication/additional feedback pages*.

Practice Assessor role and responsibilities

Practice Assessors for the Post Graduate Diploma District Nursing will hold the Specialist Practice Qualification / District Nurse. Practice Assessors will undertake preparation for the role. Practice assessors will be invited to attend a preparation session at the beginning and end of each academic year of the programme.

As a Practice Assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. You will liaise with the Academic Assessor scheduling communication at relevant points.

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the practice learning outcomes in discussion with you, but they must be working in their scope of practice and the practice assessor must ultimately sign off the proficiency.

When assessing the student, you should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

If the student is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action, an Action Plan should be instigated to address specific needs or concerns within a specified timeframe. In the event of this, seek guidance from the Academic Assessor and/or senior practice representative.

Student responsibilities

- Practice assessment is a shared responsibility between you, your Practice Assessor, your Academic Assessor and your employer. Your responsibilities in this process are to:
 - Organise an initial interview with your Practice Assessor
 - With your Practice Assessor, identify Practice Supervisor (s)
 - Co-ordinate with your Practice Assessor the timings for formative, interim, mid-point and summative, (final) meetings.
 - Ensure that the Practice Assessment Document (PAD) is made available to your Practice Assessor and Practice Supervisor (s) for completion of formative and summative assessments respectively.
 - Follow the appropriate process for submission of the completed Practice Assessment Document (PAD) by the due date to the university.
 - Raise placement concerns in a timely manner.

Academic Assessor role and responsibilities

Academic Assessors are Registered Nurses (Adult) who hold the SPQ DN. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend the student for progression for each year of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms

Monitoring student progress

It is expected by the NMC and the University that regular meetings between the student and Practice Supervisor and Practice Assessor should take place to enable a valid and constructive review of student progress and agreement about any further learning experiences which are required.

The Practice Assessor should also meet with the student to inform their assessment of the student's competence. Such meetings will involve direct observation of the student's practice to enable a valid assessment of competence.

Meetings/ discussion also need to take place between the Practice Supervisor and Practice Assessor to inform the Practice Assessor's understanding of the student's learning and development in practice.

The Practice Assessor and Academic Assessor are also required to meet with the student to explore the student's progress with practice and academic learning to enable a constructive assessment of the student's development of appropriate proficiencies and to allow the Academic Assessor to collate student outcomes from all elements of the programme. Meetings may take place using a Skype for Business Meeting or Microsoft Team Meetings well as in person.

The final meetings for each linked module practice learning outcomes, will allow both the Practice Assessor and Academic Assessor to fully review the student's progress in practice and to ensure that all standards have been achieved. Support will be provided for the Practice Assessor so that there is familiarity with the requirements for the summative assessment.

The following meetings between student, Practice Assessor, Practice Supervisor and Academic Assessor are required as a **minimum** with a suggested timeline:

Fundamentals of Community Nursing – Year1	Time Frame
Initial Interview: To review the student's SWOC analysis and proposed learning development plan agreement	Within 4 weeks of module start
Mid-Point Interview Year 1: To review progress,	Suggested November / December in preparation for summative assessment.
Further Interim Meeting Year 1:	If required (at any time)

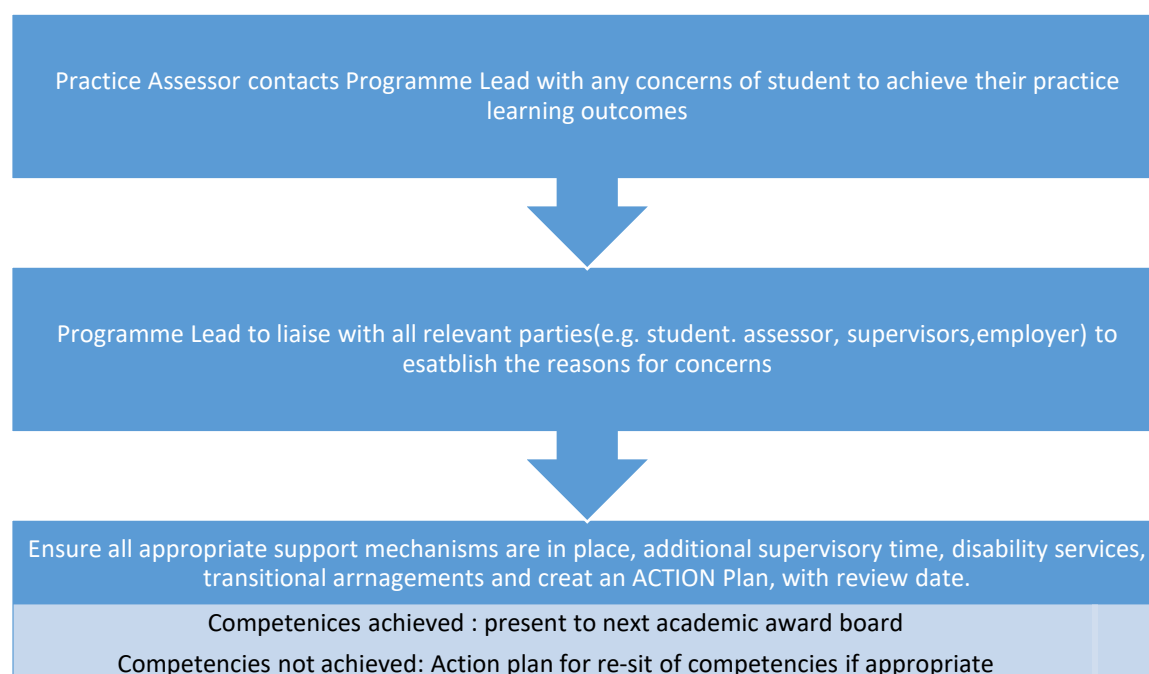
Final Interview Year 1: To complete summative assessment and sign off as achieved Level 4.	May, must be completed by submission date in June.
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Year 2 - Contemporary Leadership and management in Community Nursing	Time Frame
Initial Interview: To review the student's SWOC analysis and proposed learning development plan agreement	Within 2 weeks of start module
Mid-Point Interview Year 2: To review progress,	By end of April
Further Interim Meeting Year 2:	If required (at any time)
Final Interview Year 2: To complete summative assessment and sign off as achieved Level 4.	By end of May, must be completed by submission date in June.

Further direct observations of practice should be arranged as necessary to enable a valid assessment of student competence.

Issues arising within the placement

If a student is not meeting the expected learning outcomes and progressing then this needs to be raised with the Academic Supervisor or Programme Lead as soon as possible so that an a formative review can be put into place and an action plan formulated.



Raising Concerns in Practice

The best way of overcoming challenges within the National Health Service resulting in good outcomes for the public and those who care for them is good communication, honesty and transparency through partnership working.

If you feel you have seen excellent practice and your colleagues need applauding then please **tell them**. This makes a difference to those working hard under pressure.

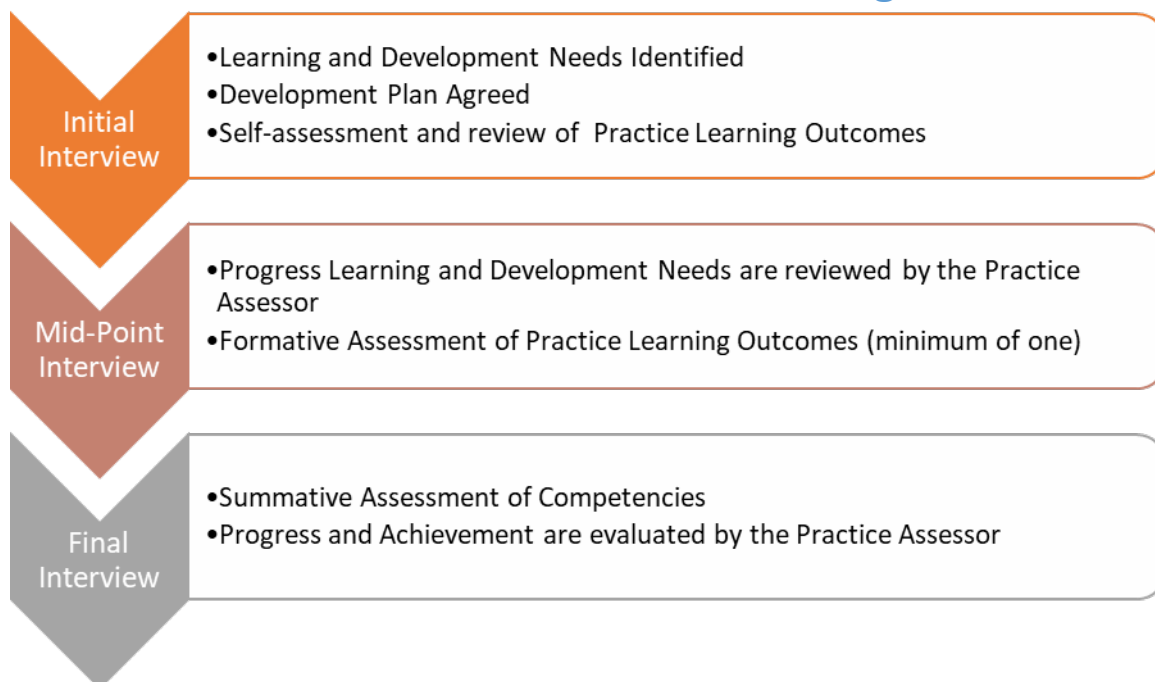
Should you have an uncertainty or be unhappy about any person's actions you are encouraged to discuss this with your Practice Assessor, Practice Supervisor or organisational apprenticeship lead. This needs to be done immediately so your uncertainties or identification of poor practice can be addressed and managed without delay.

Please refer to Plymouth Online Practice Placement Information for further information for Placement Incidents and Concerns

https://www.plymouth.ac.uk/uploads/production/document/path/10/10586/Placement_incidents_and_concerns_policy_2019.pdf

https://www.plymouth.ac.uk/uploads/production/document/path/2/2057/Fitness_to_Practise_Procedure_for_Students_-_June_2019.pdf

The Assessment Process of Practice Learning Outcomes



Formative assessment

Formative assessments are used to inform and support the student in developing their practice. Learning that takes place at this point is key to promoting a successful outcome at the summative assessment stage. The NMC (2018) require that all Practice Supervisors/ Practice Assessors should record and justify their decisions. Concerns with progress must be recorded and guidance given. They should also ensure that regular feedback is given. Students are required to have a minimum of one formative assessment each year of the programme. Formative assessments should be conducted in a timely fashion, in the middle of the programme to identify areas for development and an appropriate time frame to address these. Any cause for concern and action plans included in this practice document should be used to document progress and are an important part of the audit trail.

Although formative assessment should occur informally throughout the practice period, there are two key stages, which require review by the Practice Assessor and Academic Assessor. These are

1. The Initial Interview.
2. The Mid- Point Progression Interview
3. Interim Meetings
4. Summative Assessment

This will be required for two core specialist modules.

Summative Assessment

The Summative Assessment is carried out by the Practice Assessor towards the end of the [module](#) to confirm the achievement or non-achievement of the programme practice learning outcomes. Please complete all aspects of the summative assessment. Students must achieve Level 4 for all the practice learning outcomes to achieve a pass.

Initial Interview (To be completed during weeks 1-3)

Prior to the initial interview, the student should carry out a self-assessment of the Practice Learning Outcomes. At the initial interview, the Practice Assessor and Student will review the self-assessment and this will form the basis for discussion to identify learning needs and agree a development plan. This is a written agreement and makes explicit what the student will do to achieve the learning objectives. This should occur in the first 2-4 weeks of commencing the programme.

Record of Initial Interview

Are there any other areas of learning need identified? Please give details below and how this will be achieved.

Student Signature: _____	Date _____
Practice Assessor Signature: _____	Date _____
Academic Assessor Signature: _____	Date _____

Learning Development Plan

Student Name _____ Signature _____

Practice Assessor _____ Signature _____

Learning Objectives/Needs S.M.A.R.T	Learning Resources/Actions	Evidence of achievement /Date Achieved

Record of Interim Meeting (if required)

Is satisfactory progress being made towards achieving the practice learning outcomes and individual learning needs?

Are there further identified areas of learning need? (Please give details and how this will be achieved?)

Student reflective comment on learning and formative feedback

Student Signature: _____ Date _____

Practice Assessor Signature: _____ Date _____

Academic Assessor Signature: _____ Date _____

Record of Mid-Point Interview (completed end of year 1)

Is satisfactory progress being made towards achieving the practice learning outcomes and individual learning needs?

Are there further identified areas of learning need? (Please give details and how this will be achieved?)

Student reflective comment on learning and formative feedback

Student Signature: _____ Date _____

Practice Assessor Signature: _____ Date _____

Academic Assessor Signature: _____ Date _____

Record of Final Interview

Name of Student	
Student ID	
Name of Practice Assessor	
Name of Academic Assessor	
Name of Manager	

I confirm that the above named student has

Completed a **minimum** of 844 hours in district nursing practice to meet the NMC 50 /50 practice theory requirements

Has met the all practice learning outcomes at Level 4

Met their identified individual learning needs.

ACHIEVED/ REFERRED (Delete as appropriate)

Comment below

Student Comment

Signature: _____ Date _____

Practice Assessor Comment

Signature: _____ Date _____

Academic Assessor Comment

I confirm the student has completed the required 844 hours practice

Signature: _____ Date _____

Guidelines for Completion of Practice Learning Outcomes

Students will be assessed in the following areas of community practice (NMC, 2001)

1. Clinical Nurse Practice
2. Care and programme Management
3. Clinical Practice leadership
4. Clinical Practice development

Definition of Level

Level 1 - I have minimal knowledge and skills in this topic area

Level 2 - I have some of the skills and knowledge to carry out my role

Level 3 - I have some of the knowledge and skills to carry out my role but not yet to full competence and with confidence

***Level 4** - I can demonstrate consistently full competence in this area and can provide evidence

***Students must achieve Level 4 in all of the practice learning outcomes by the end of the practice assessment period**

Key to Assessment

Fundamentals of Community Nursing – complete Year 1

Contemporary Leadership and Management for Community Nursing – complete Year 2

1. Clinical Nurse Practice	INITIAL SELF-ASSESSMENT	FORMATIVE	*SUMMATIVE	*EVIDENCE LOCATION
11.1 assesses health, health related and nursing needs of patients or clients, their families and other carers by identifying and initiating appropriate steps for effective care for individuals and groups;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.2 sets, implements and evaluates standards and criteria of nursing intervention by planning and providing and evaluating specialist clinical nursing care across a range of care provision to meet the health needs of individuals and groups requiring specialist nursing;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.3 assesses and manages critical and clinical events to ensure safe and effective care;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.4 supports and empowers patients and clients, their families and other carers to influence and participate in decisions concerning their care by providing information on a range of specialist nursing care and services;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.5 facilitates learning in relation to identified health needs for patients, clients and carers;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.6 provides counselling and psychological support for individuals and their carers;	Date..... Level..... Student	Date..... Level..... Student	Date..... Level..... Student	

	Practice Assessor	Practice Assessor	Practice Assessor	
11.7 act independently within a multi-disciplinary/multi-agency context and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.8 support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
1.6 Source and utilise eHealth technology and technology assisted learning systems to support self-care and improve efficiency and effectiveness of the district nursing service.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
1.6.1 Work collaboratively with others to identify individuals who would benefit from technology, with ongoing support and management.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
1.7 Promote the mental health and well-being of people and carers in conjunction with mental health professionals and GPs, identifying needs and mental capacity, using recognised assessment and referral pathways and best interest decision making and providing appropriate emotional support.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

1.9 Assess and evaluate risk using a variety of tools across a broad spectrum of often unpredictable situations, including staff, and people within their home environments.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
1.9.1 Develop and implement risk management strategies that take account of people's views and responsibilities, whilst promoting patient and staff safety and preventing avoidable harm to individuals, carers and staff.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
2. Care and programme management				
11.9 supervise and manage clinical practice to ensure safe and effective holistic research-based care;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.10 initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals and groups by identifying and selecting from a range of health and social agencies, those that will assist and improve care and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.11 recognise ethical and legal issues which have implications for nursing practice and take appropriate action.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

3. Clinical practice leadership				
2.4 Facilitate an analytical approach to the safe and effective distribution of workload through delegation, empowerment and education which recognises skills, regulatory parameters and the changing nature of district nursing whilst establishing and maintaining the continuity of caring relationships	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
2.6 Manage and co-ordinate programmes of care, for individuals with acute and long term conditions, ensuring their patient journey is seamless between mental and physical health care, hospital and community services and between primary and community care.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.12 lead and direct the professional team clinically, to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.13 identifies individual potential in registered nurses and specialist practitioners, through effective appraisal systems. As a clinical expert advises on educational opportunities that will facilitate the development and support of their specialist knowledge and skills to ensure they develop their clinical practice and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

11.14 ensures effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counselling, clinical supervision and provision of an educational environment.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
4.4 Apply the principles of project management to enable local projects to be planned, implemented and evaluated.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
4. Clinical practice development				
11.15 create an environment in which clinical practice development is fostered, evaluated and disseminated;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.16 identify specialist learning activities in a clinical setting that contribute to clinical teaching and assessment of learning in a multi-disciplinary environment within scope of expertise and knowledge base;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.16 initiate and lead practice developments to enhance the nursing contribution and quality of care;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

11.17 identify, apply and disseminate research findings relating to specialist nursing practice and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
11.18 explore and implement strategies for quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success.	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
3.2 Demonstrate the values of high quality, compassionate nursing and support the ongoing development of these values in others, whilst demonstrating resilience and autonomy in the context of increasing demand, managing change to meet the evolving shape of services through flexibility, innovation and strategic leadership.				
5. Clinical Nurse Practice –District Nursing				
28.1 assess the health and health-related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals and groups;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

28.2 assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
28.3 assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
Care and programme Management – District Nursing				
28.4 contribute to strategies designed to promote and improve health and prevent disease in individuals and groups;	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	
28.5 manage programmes of care for patients with chronic disease and	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	Date..... Level..... Student Practice Assessor	

<p>28.6 play a key role in care management as appropriate.</p>	<p>Date..... Level..... Student Practice Assessor </p>	<p>Date..... Level..... Student Practice Assessor </p>	<p>Date..... Level..... Student Practice Assessor </p>	
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Patient/Service User/Child/Young Person/Carer Feedback Form

1 I do not wish for my feedback to be used to inform future practice, audit or evaluation purposes, but I am happy for it to inform the returning nurse's assessment

How happy were you with the way the nurse.....	Please place an 'X' on the line for each statement <i>10 = Very satisfied.....0 = Very unsatisfied</i>
..... met your needs?	<i>10</i> <i>0</i>
..... understood the way you felt?	<i>10</i> <i>0</i>
..... talked to you?	<i>10</i> <i>0</i>
..... informed you of your care?	<i>10</i> <i>0</i>
.....showed you respect?	<i>10</i> <i>0</i>
What did they do well?	
How can they improve?	
Practice Supervisor/Practice Assessor's Name:	
Signature:	Date:
Returner's Name:	
Signature:	Date:

Action Plan

Aim/Objective	Actions	Date Achieved.