



**BSc (Hons) Nursing  
Leading to RN**

**Assessment of Practice Document**

**Field:** All Fields    **Year:** 1

**Student Details**

**Name:** *Hermione Grainger*

**Cohort Number (e.g. 09.10):** *10 / 11*

**Placement Details**

**Name of Ward/Department:** *Platform 9 ¾*

**Trust or Organisation:** *Hogwarts*

**Dates: - From** *02 January 2012* **To** *19th March 2012*

**Practice Placement Manager:** *Prof Snape*

**Mentor/s Details**

**Name:** *Rubeus Hagrid* \_\_\_\_\_ **Name:** \_\_\_\_\_

**Title:** *Staff Nurse* \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department of Practice Learning Details**

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## Introduction

Students on Nursing and Midwifery Council (NMC) pre-registration nurse education programmes leading to registration on a nursing part of the register must be supported and assessed by mentors. Student nurses' practical ability must be assessed to ensure that they demonstrate the skills, knowledge and attitudes necessary to take part in practice without risk to the public.

By the end of the programme you must be able to demonstrate that you are fit to practice in order to register as a nurse. This means you must be able to practice safely and effectively without supervision and have met the standards for competence and all other requirements for registration set out by the NMC Standards for Pre-registration Nursing Education (2010).

This programme will provide practice learning opportunities (PLO) in which you will be in direct contact with service users in a variety of settings. During these PLO your knowledge, skills and attitudes will be assessed. The programme incorporates a progression point at the end of the first and second parts of the programme. Your mentor will judge if you have reached the required level of performance to progress to the next part of the programme. Evidence from your on-going achievement record (OAR) and assessment of practice documents must be used to support this judgement. By the end of the programme you must be able to provide essential care to a very high standard.

In the final 12 week PLO you will be assessed by a sign-off mentor who will make the final assessment of your practice and confirm that you have achieved the required standards of competence and effective practice for entry to the NMC register.

### Practice Learning Opportunities (PLO)

Students will undertake assessments in both theory and practice. You will undertake six summatively assessed periods of practice learning over the course of the programme (2 in each part of the programme). The theoretical content of the programme is placed into periods of study called modules all of which inform practice assessments.

PLO's will take place across a range of community, hospital and other settings and provide the students with experience of 24 hour and 7 day care.

#### **Mandatory Training Prior to PLO**

Students must attend pre placement preparation, induction sessions and a mandatory annual update on basic life support and patient handling. You will not be permitted to attend PLO's if mandatory updates have not been attended.

#### **Allocation of Practice Learning Opportunities**

Students are made aware of their allocated practice learning area around 2-4 weeks prior to the start date. You will be able to find out your allocation via the university intranet and are advised to make contact with the practice area in advance of the placement commencing. This gives the mentor the opportunity to identify any specific requirements of the practice learning experience (e.g. off duty requirements, specify uniform policy, reasonable adjustments for disclosed disabilities).

## **Pathway Experiences**

During each PLO you may spend a suitable period of time on pathway experiences. These are experiences that enhance awareness and understanding of possible services or support networks that contribute to care delivery.

Pathway experiences may either be allocated in advance by Department of Practice Learning and/or arranged locally during the placement. Students should have a nominated supervisor who should provide feedback on performance whilst undertaking the pathway experience.

There is room to record pathway experiences and achievements in the student's practice learning assessment document, your mentor will consider the comments of the supervisor from each pathway when providing ongoing feedback. This will ultimately contribute to your final assessment.

## **Supernumerary Status**

Students undertaking the nursing programme have supernumerary status for the duration of their programme leading to initial registration. Supernumerary means that the student will not, as part of their programme of preparation, be contracted by any person or body to provide nursing care.

This means that the student is additional to workforce requirements and staffing figures. The student will make an evolving contribution to enable them to learn and meet professional standards and competence required in the programme of learning.

## **Students with Disclosed Disabilities**

This assessment of practice document must be completed in line with all reasonable adjustments to which you may be entitled if you have a diagnosed disability which has been disclosed, assessed and recognised by the University. You will require evidence of such entitlement. The reasonable adjustments applied to student placement learning opportunities must not detract from the level of competence to be met in order to be successful. Please see initial interview pages for disability disclosure statements.

Further advice is available from the Faculty of Health Disability Tutor in DPL.

## **Risk Assessments**

If you are under the age of 18 or pregnant a risk assessment must have been undertaken before you can attend any PLO. If this has not been carried out you must contact DPL immediately. Any adjustments or recommendations from the assessment can then be considered by the PLO prior to your attendance.

It is also advisable that you disclose any illness or disability that may be a risk during the PLO so that a risk assessment can be undertaken and adjustments recommended by any such assessment can be considered.

## **The Mentor Role**

A Mentor is a registrant who has met the outcomes of stage 2 of the Standards to Support Learning and Assessment in Practice (2008). They will facilitate learning, supervise and assess you in practice settings. All students undertaking a nursing programme approved by the NMC must be allocated an identified mentor in each period of practice learning. Your mentor must be available to you for at least 40% of the time during periods of practice learning.

In part one of the programme assessment decisions regarding achievement of practice requirements are normally made by a mentor who is a nurse registered in any of the four fields of practice. Where competencies are transferable across professions these may be assessed by an appropriate registered professional who has been suitably prepared.

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In part two assessment decisions regarding achievement of practice requirements must be made by a mentor who is a nurse registered in any of the four fields of practice.

In part three decisions regarding achievement of practice requirements must be made by a mentor who is a nurse registered in the same nursing field as that which you intend to enter.

### **The Sign Off Mentor Role**

In the final PLO students will be assessed by a Sign-Off Mentor who is a registered nurse and who has undertaken additional training. This nurse will make the final assessment of your practice and confirm that you have achieved the required standards of competence for entry to the NMC register.

### **Supervised Practice on Pathway Experiences**

As part your practice learning you will also work with a range of staff in addition to mentors, in order to gain experience. At all times, students should be supervised by staff that are appropriately qualified for that practice learning area. It is important for you to learn with, and from, other health and social care professionals. Where other health and social care professionals are supervising you they will have been suitably prepared and supported for that role by DPL.

### **Process of Assessment in Practice**

The NMC defines four Domains of Nursing which you must demonstrate competence in to gain entry to the professional register. All competencies can be achieved in any practice setting.

Assessment of theory and practice are given equal weighting throughout the programme.

The impact of student learning on service users and their right to decline student care must be respected by both students and mentors.

Students' must take responsibility for their own learning. You must take ownership of this document by recording and updating evidence of your own achievement on a regular basis throughout the PLO. Examples of how to complete the elements of this document can be found on the DPL iCity pages.

#### **The domains of nursing are:**

1. Professional Values
2. Communication and Interpersonal Skills
3. Nursing Practice and Decision Making
4. Leadership, Management and Team Working

Practice assessment documents for this programme have therefore been organised into these four areas for assessment purposes. Each Domain has a set of performance descriptors and a set of skills and attributes that students must achieve to pass the assessment of practice.

The Skills and Attributes sections of this document have been mapped against the principles of the five **Essential Skills Clusters** (ESC's) referred to in the NMC Standards for Pre-registration Nursing Education (2010).

Achievement will be recorded in the following ways:

- A learning log in where you will document evidence of your
  - Knowledge
  - Practical ability
  - Attitude
- A list of skills and attributes which will be confirmed by the mentor when achieved

- Presentation of a piece of evidence which demonstrates your ability to link practice and theory

Further guidance and examples of how to record evidence in each of the above sections is available on the DPL iCity page and DPL website.

- Feedback from service users and their families/carers  
Service users' views must contribute to the assessment of student nurses. In consulting with service users mentors should be guided by the following:
  - The service user will only be approached by the mentor for comments
  - Contribution by the service user will be entirely voluntary
  - Mentors must be mindful of over surveying service users
  - Verbal consent will be sought from the service user
  - The identity of the service user will be anonymised wherever possible
  - If anonymity is not possible the service user can choose not to participate
  - Any lack of service user contribution will not prejudice the practical assessment of the student
  - The mentor will use professional judgement to determine the quality, significance and meaning of the verbal accounts they receive.

This means that mentors will record in the students practical assessment document that service users experiences have been taken into account in assessing the students practice at both interim and final assessment points.

- Feedback from pathway supervisors  
In this document there is room to document pathway experiences and achievements in the following ways:
  - All pathway experiences a student undertakes must be listed in this document.
  - Each experience of one week or more should be recorded via the Record of Pathway Experience pages found in the latter half of this document.
  - Each experience of less than one week should be recorded via the Record of Student Visits pages found in the latter half of this document.
  - All pathway feedback should be considered by the mentor when assessing student performance.

Pathway experiences cannot be undertaken in the last four weeks of placement 1.2 and 2.2. However short student visits lasting no more than a day are permitted.

As part of the assessment of practice process mentors should provide continuous written and verbal feedback on the student's performance; this may include both positive feedback and highlight areas for improvement.

You will meet formally with your mentor to review your progress at the following points:

- Initial interview and induction to placement area
- Interim interview and formative assessment of progress
- Final interview and summative assessment

For further details please refer to the flow chart for practical assessment process within this document.

### **Level of Supervision**

During this programme student nurses are expected to demonstrate that they are progressing

## All Fields 1.1

toward being able to work as autonomous practitioners by the point at which they register. Therefore the level of supervision mentors are required to provide to students should be adjusted as students' progress through each academic year.

### *Year 1 – Direct Supervision*

The mentor is required to ensure the student is directly supervised by a competent individual at all times.

### *Year 2 - Close Supervision*

The mentor must allow the student to work more independently with less supervision in a safe and increasingly confident way to extend their knowledge, skills and attitude.

### *Year 3 – Indirect Supervision*

The mentor must supervise the student less obtrusively in order ascertain that the student is capable of autonomous practice.

## **Required Level of Performance**

In each academic year the grade which the student is required to achieve increases.

Year 1 = P1 (pass year 1)

Year 2 = P2 (pass year 2)

Year 3 = P3 (pass year 3)

You will have 2 attempts at each practical assessment.

Where a student has exceeded the pass criteria a \* may be added to the grade to indicate this. A full description of the Required Level of Performance can be found at the back of this document opposite the Final Assessment Sheet where the grade awarded must be recorded by the mentor.

## **On-going Achievement Record**

Alongside this assessment of practice document you will also have been provided with an on-going achievement record (OAR). The OAR is a compilation of successive mentor comments and assessment of practice decisions from PLOs undertaken by you during your programme of study. The safe keeping of the OAR is your responsibility. You must ensure that the OAR is kept up to date, that you carry it through each PLO areas during your programme of study and make it available to the named mentor at the beginning of each new PLO.

Throughout the final period of practical assessment you must ensure that the OAR is completed according to NMC and programme requirements, and is available to your Sign-Off Mentor, as it will inform the final assessment decision regarding your competence. In order to be able to register with the NMC as a nurse a student MUST be assessed and signed off as competent to practice by a sign off mentor.

## **Raising and Escalating Concerns**

### 1. Safeguarding

As a student nurse you have a duty to put the interests of the people in your care first and to act to protect them if you consider they may be at risk. It is therefore important that you know how to raise and escalate concerns appropriately. You are therefore encouraged to raise any concerns that you have over the standard of care you witness with your mentor, practice learning area manager, practice education facilitator, personal tutor or the DPL.

The NMC guidance on Raising and Escalating concerns can be accessed at:

<http://www.nmc-uk.org/Documents/RaisingandEscalatingConcerns/Raising-and-escalating-concerns-guidance-A5.pdf>

The Faculty of Health Whistle-blowing policy also offers guidance for students.

## 2. Fitness for Practice

When there are concerns at any time about a student's personal / professional suitability to remain on their programme mentors must raise and escalate these concerns via their local practice education facilitator or DPL. This might happen, for example, when a student

- has physical or mental health problems which may put themselves or others at risk
- demonstrates unprofessional behaviour
- has committed an offence under the University's Student Disciplinary Procedure which raises doubts about professional suitability

This list is not exhaustive and other behaviour may raise concerns about a student's fitness for practice.

If a mentor raises a concern about your Fitness for Practice this may result in your PLO being withdrawn whilst an investigation takes place.

### Attendance

You are required to undertake 2300 practice hours across the programme and must complete the "Record of Attendance" sheet at the back of this document. Your mentor must sign this sheet to confirm the accuracy of the hours you have undertaken.

Students must experience 24 hour, 7 day care. You must therefore work the hours and shift pattern of the PLO. This includes weekends, night duty and bank holidays.

Your mentor will organise work patterns which will ensure you have adequate opportunities for learning and effective supervision.

Supernumerary status does not imply the right for students to change allocated duty at will, or always to have off-duty / leave requests honoured.

You will undertake 40 hours of placement learning per week, of which 37.5 hours will follow the work patterns of the practice learning area.

In addition you will undertake 2.5 hours per week to:

- reflect on practice
- source information to enhance your practice
- document progress and achievement during the practical placement

It is not expected that you attend the practice learning area during this 2.5 hours per week.

If you have individual needs which may affect your ability to accommodate certain working patterns you must contact the DPL.

### Reporting Sickness & Absence

It is the student's responsibility to report sickness/absence to the practice learning area prior to the commencement of your working hours. This must be done in accordance with the policies and procedures of the area.

You must also report this information to the DPL via the 24-hour sickness answer-line 0121 331 7010 or the placement sickness email address [dpl.sickline@bcu.ac.uk](mailto:dpl.sickline@bcu.ac.uk).

Mentors are also welcome to report student sickness/absence via this number / email address.

## All Fields 1.1

### **Student and Mentor Support**

Should either students or mentors require support and advice the following help is available:

- Practice Education Facilitators
- Department of Practice Learning (staff)
- Department of Practice Learning (website)
- Programme Directors
- Personal Tutors / Placement liaison tutors
- Student drop in surgeries (see DPL website or iCity)
- Supported Practice and Clinical Excellence (SPACE) <https://icity.bcu.ac.uk/health/Skills-and-Simulation/SPACE>
- Student services [www.bcu.ac.uk/student-info/student-services](http://www.bcu.ac.uk/student-info/student-services)

### **Evaluation of the Practice Learning Area**

Students will have the opportunity to complete a formal evaluation of each practice learning experience either online or in a written format. Mentors can access a summary of this information from their designated practice education facilitator.



**Flow Chart Practical Assessment Process**

**MENTORS RESPONSIBILITIES**

Interview	Content	Considerations	Action
Initial	<p>Introduce student to placement</p> <p>Review Ongoing Achievement Record</p> <p>Discuss the students initial development plan to meet learning outcomes &amp; skills</p> <p>Complete initial interview sheets</p>	<p>Has the meeting taken place in week 1?</p> <p style="text-align: right;"><b>No →</b></p> <p>Do previous mentors indicate student's practice has been satisfactory?</p> <p style="text-align: center;"><b>Yes</b> ↓</p>	<p>Contact PPM &amp;/or DPL</p> <p>Discuss concerns raised by previous mentors with student and agree a plan to address these, document this in the initial development plan.</p>
	↓	←	←
Interim	<p>Review Student progress - consider feedback from pathway experiences and service users</p> <p>Discuss achievements and ongoing learning needs</p> <p>Indicate to student projected grade</p> <p>Plan to help student develop further</p> <p>Complete interim assessment sheets</p>	<p>Has student recorded evidence of achievement?</p> <p style="text-align: right;"><b>No →</b></p> <p>Is student progressing to the required standard?</p> <p style="text-align: center;"><b>Yes</b> ↓</p>	<p>Inform PPM &amp;/or DPL</p> <p>Draw up and implement intermediate action plan to help student to achieve</p>
	↓	←	←
Final	<p>Review Student progress - consider feedback from pathway experiences and service users</p> <p>Provide student with feedback about achievements and any ongoing learning needs</p> <p>Complete final interview sheets</p>	<p>Has student recorded evidence of achievement?</p> <p style="text-align: right;"><b>No →</b></p> <p>Is student at the standard required to pass?</p> <p style="text-align: center;"><b>Yes</b> ↓</p>	<p>Inform PPM &amp;/or DPL</p> <p>Inform student and provide formal statement indicating reasons why U grade was awarded</p> <p>Retain student practical assessment document and give to PPM</p>
		↓	↓
		Student passes placement and progresses	Student is awarded Unsuccessful grade for practical assessment.

**Programme Plan**

**Part 1**

Academic Level: 4

Level of Supervision in Practice: Direct

<p><b>Theory Modules:</b> Professional Values &amp; Academic Skills Introduction to Nursing Practice &amp; Decision Making</p>	<p><b>Practical Placement 1.1</b></p>	<p><b>Theory Modules:</b> Health in Society Nursing Practice 1</p>	<p><b>Practical Placement 1.2</b></p>
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**Part 2**

Academic Level: 5

Level of Supervision in Practice: Close

<p><b>Theory Modules:</b> Professional Values &amp; Evidence Based Practice Nursing Practice 2</p>	<p><b>Practical Placement 2.1</b></p>	<p><b>Theory Modules:</b> Nursing in Society Nursing Practice 3</p>	<p><b>Practical Placement 2.2</b></p>
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**Part 3**

Academic Level: 6

Level of Supervision in Practice: Indirect

<p><b>Theory Modules:</b> Academic &amp; Practice Enquiry Nursing Practice 4</p>	<p><b>Practical Placement 3.1</b></p>	<p><b>Theory Modules:</b> Transition to Qualified Practitioner</p>	<p><b>Practical Placement 3.2 (Sign Off)</b></p>
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The part of the course which this document applies to is indicated by a bold outline

**Overview of Modules Assessed in this Practice Learning Opportunity****Module Title: Professional Values and Academic Skills**

The module discusses the concept of care within a diverse society. Professional values and the ethical and legal frameworks which impact on the delivery of care are introduced. Strategies to facilitate the students' personal, professional and academic development are explored. The teaching and learning strategy used by the module team makes explicit the skills of team working, leadership and partnership working. The module also lays down the foundations for lifelong learning.

**Content**

Overview of the history of nursing – challenges then and now

NMC Code of Conduct and nursing as a profession

Record keeping and confidentiality

An introduction to ethical, legal and professional frameworks

What is care and caring?

The knowledge base of nursing – becoming an informed practitioner

Safeguarding and caring for vulnerable people

The philosophy of nursing

Personal, academic and professional strategies for learning (including numeracy, EYELIT and E-portfolio)

### **Module Title: Introduction to Nursing Practice and Decision Making**

The module will encompass the relevant principles of anatomy, physiology and microbiology to support the development of core nursing skills relevant to all fields of practice. The module is planned with due regard to the issues of care, compassion and communication, organisational aspects of care, infection prevention and control, nutrition and fluid maintenance, and medicines management. These essential nursing skills will be underpinned with a sound physiological basis, particularly with reference to patient observations. Focus upon the development of core skills that include communication to match the needs of a diverse patient population, are fundamental to this module. This will enable content to reflect the course aims of producing a graduate who is knowledgeable and effective at registration and able to deliver high quality care for all. Successful completion of this module should facilitate students to practice in a compassionate, respectful way maintaining dignity and wellbeing and communicating effectively.

This module will introduce students to the nursing skills and applied physiology associated with the 5 Essential Skills Clusters of:

- Care, compassion and communication
- Infection prevention and control
- Nutrition and fluid management
- Medicines management
- Organisational aspects of care

**Initial Interview and Induction to Placement Area**

**Sections 1 to 3 must be completed by the student prior to this interview**

1. I have prepared for this placement by doing the following:  
*Looking at the Trust internet site*  
*Attending lectures and identifying relevant lecture notes*  
*Reading relevant parts of the student handbook*  
*Visited the ward to check bus times, location, off duty & uniform policy*  
*Accessing ward information on the DPL website*
  
2. I am hoping to learn the following during this placement:  
*How to communicate with patients*  
*Start to use the documentation*  
*Practice essential care*  
*Roles of the MDT*  
*Learn the basic routine and become comfortable within a healthcare environment*
  
3. Reflection on my previous mentors comments suggests that I would benefit from developing the following areas of my practice:  
*This is my first placement*

**Sections 4 – 11 should be completed by student & mentor together during the interview**

4. The student's up-to-date Ongoing Achievement Record has been reviewed at this interview.  
*NA – first placement*
  
5. Learning experiences which are available:  
*Clinical environment enabling you to practice your essential skills*  
*Skills sessions & Forums run by the Practice Placement team*
  
6. Resources and equipment available to aid learning:  
*Library, Intranet & Internet, Student Resource Pack,*
  
7. Care pathways which are available for the student to follow:  
*1/52 with community team linked to the ward*  
*Follow patient on their journey i.e. admission, theatre, physiotherapy*  
*Spend time with relevant members of the MDT*
  
8. I am preparing the following academic work which is linked to this placement:

Type of work (e.g. case study, , essay)	Module	Date to be submitted
<i>OSCE</i>	<i>Nursing Practice 1</i>	<i>25<sup>th</sup> January 2012</i>

**All Fields 1.1**

**Disability Statement**

9. Do you wish to disclose a known disability to your mentor? YES NO  
 Dyslexia
10. Do you wish to disclose a Disability Action Plan for Practice Placements? YES NO

If you choose not to disclose a known disability, ill health or pregnancy or discuss your requirements with your mentor at this interview should you be unsuccessful in this practical assessment this may not be considered as an extenuating circumstance.

**Disclosure of Ill Health, Pregnancy or aged under 18 - please specify:**

\_\_\_\_\_

11. Risk assessment required? YES NO

If yes: Date completed: \_\_\_\_\_ Completed by: \_\_\_\_\_

Please refer to guidance at the front of this document regarding students with disclosed disabilities and students requiring risk assessments.

**Initial Interview and Induction to Placement Area (cont)**

I am aware of the following and have discussed them with my mentor:	Yes	No
• Action to be taken in the event of an emergency	<i>RH</i>	
• Fire and evacuation procedure	<i>RH</i>	
• Patient handling policy	<i>RH</i>	
• Infection prevention and control policy	<i>RH</i>	
• Health and safety at work regulations	<i>RH</i>	
• Safeguarding of vulnerable individuals	<i>RH</i>	
• Location and nature of policy and procedure manuals	<i>RH</i>	
• Placement information for students	<i>RH</i>	
• How to contact the practice Placement Manager or equivalent	<i>RH</i>	
• NMC Guidance on professional conduct for nursing and midwifery students	<i>RH</i>	
• Information technology governance policies and procedures	<i>RH</i>	

I have also discussed the following with my mentor:	Yes	No
• Reporting sickness and absence	<i>RH</i>	
• Policy for telephone enquiries	<i>RH</i>	
• Dress/uniform code	<i>RH</i>	
• Shift patterns	<i>RH</i>	
• Contact hours with mentor/supervisor (40% of placement time)	<i>RH</i>	
• Grade to be achieved during this placement	<i>RH</i>	
• Student's emergency contact details (disclosure by student is optional)	<i>RH</i>	

**Review dates**

Further review dates should be provisionally agreed at this interview.

Interim Review date: *W/B 5<sup>th</sup> Feb*      Final Review date: *W/B 19<sup>th</sup> March*

Additional interviews may be required at the discretion of the mentor/s

**Placement Development Plan**

The student should start completing the Placement Development Plan on the following page during the first week of placement and this should be discussed with the mentor/s.

**Student Declaration**

I agree to abide by local policies and procedures, make known as soon as possible any concerns I have regarding my placement experience and take responsibility for my own learning.

Student Signature: *H. Grainger*      Date: *3<sup>rd</sup> January 2012*

Mentor Signature/s: *R. Hagrid*      Date: *3<sup>rd</sup> January 2012*

I confirm my name is currently on the local mentor register

**Initial Development Plan**

What do I need to learn?	What activities and actions will I undertake to achieve this? What resources or support will I need?
Professional Values	<i>Obtain and read a copy of the NMC Code of Professional Conduct, showing the links between student guidance and the Code and how it affects my practice. Demonstrate a working knowledge of policies &amp; procedures concerning the delivery of safe, ethical and legal care.</i>
Communication and Interpersonal Skills	<i>Obtain and read a relevant article / chapter on communication. Develop and practice a wide range of communication skills, both verbal and non-verbal. Maintain appropriate professional boundaries. Maintain confidentiality and ensure that all data is recorded and stored appropriately.</i>
Nursing Practice and Decision Making	<i>Identify opportunities to demonstrate essential care, link the theory to practice. Work within the limitations of my role.</i>
Team-working and Self Management	<i>Ensure I work with my mentor Ask for regular feedback on my progress Start to understand how to organise my daily routine Identify what makes an effective team member and the importance of team-work.</i>



**Initial Development Plan**

What will I be able to do to show I have achieved this?	Date discussed
<p><i>Discuss with my mentor some examples of how the NMC Code will affect specific clinical scenarios.</i></p> <p><i>Discuss with my mentor how I can demonstrate professional behaviour</i></p>	<p>10/01/12</p>
<p><i>Discuss with mentor the article I've read and how it relates to practice.</i></p> <p><i>My mentor will be able to see me interacting with patients and staff appropriately.</i></p> <p><i>I will document all my interventions following Trust guidelines, and discuss the importance of confidentiality.</i></p>	<p>10/01/12</p>
<p><i>Work with my mentor on day to day patient care, discussing my rationale for the care given.</i></p>	<p>10/01/12</p>
<p><i>Identify my mentors off-duty</i></p> <p><i>Work with other members of the team and ask for feedback, then acting on it.</i></p> <p><i>Discuss with mentor how we prioritise workload.</i></p> <p><i>Discuss and demonstrate the characteristics of an effective team member.</i></p>	<p>10/01/12</p>

Mentor Signature/s: *R Hagrid*      Date: *10<sup>th</sup> January 2012*

Student Signature: *H. Grainger*      Date: *10<sup>th</sup> January 2012*

# The NMC Competency Framework

The NMC Standards for pre-registration nursing education (2010) set out the standards for competence and the related competencies that every nursing student must acquire before applying to be registered at first level on the nurses' part of the register. The assessment of practice requirements set out in this document reflects the field specific and generic competencies set out in the NMC Standards for pre-registration nursing education (2010). The full version of the NMC generic and field specific competencies can be accessed via the DVD in the Placement Support Resource Pack which accompanies this assessment of practice document and these can also be viewed via the DPL web site.

The generic standards for competence focus on four domains and are reproduced below as they appear in the NMC Standards.

## **Domain 1: Professional Values**

All nurses must act first and foremost to care for and safeguard the public. They must practise autonomously and be responsible and accountable for safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity and human rights. They must show professionalism and integrity and work within recognised professional, ethical and legal frameworks. They must work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, including the community, ensuring that decisions about care are shared.

## **Domain 2: Communication and interpersonal skills**

All nurses must use excellent communication and interpersonal skills. Their communications must always be safe, effective, compassionate and respectful. They must communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies. Where people have a disability, nurses must be able to work with service users and others to obtain the information needed to make reasonable adjustments that promote optimum health and enable equal access to services.

## **Domain 3: Nursing practice and decision-making**

All nurses must practise autonomously, compassionately, skilfully and safely, and must maintain dignity and promote health and wellbeing. They must assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care. Where necessary they must be able to provide safe and effective immediate care to all people prior to accessing or referring to specialist services irrespective of their field of practice. All nurses must also meet more complex and coexisting needs for people in their own nursing field of practice, in any setting including hospital, community and at home. All practice should be informed by the best available evidence and comply with local and national guidelines. Decision-making must be shared with service users, carers and families and informed by critical analysis of a full range of possible interventions, including the use of up-to-date technology. All nurses must also understand how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care.

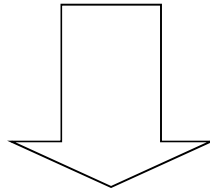
## **Domain 4: Leadership, management and team working**

All nurses must be professionally accountable and use clinical governance processes to maintain and improve nursing practice and standards of healthcare. They must be able to respond autonomously and confidently to planned and uncertain situations, managing themselves and others effectively. They must create and maximise opportunities to improve services. They must also demonstrate the potential to develop further management and leadership skills during their period of preceptorship and beyond.

# Professional Values

To achieve the required standard of practice the student must:

- Recognise when individuals are at risk and take action to maintain safety
- Practise in accordance with the code: Standards of conduct, performance and ethics for nurses and midwives (NMC 2008)
- Promote informed choice, decision making and consent
- Act in accordance with the roles, responsibilities and functions of a nurse
- Apply current legislation to protect the vulnerable irrespective of difference
- Practice in accordance with recognised ethical and legal frameworks



Mentors should seek feedback from service users and their carers about the student's ability to:

- Maintain privacy and dignity
- Be polite, courteous and respectful

This feedback should be recorded on the final interview pages at the back of this document

Professional Values

<b>Learning Log</b> Students should record evidence that demonstrates breadth of achievement in the space below.		
Date	Include information about:	Assessor Signature
04/01/12	<ul style="list-style-type: none"> <li>the things you have done in practice</li> <li>Approached patient X to offer assistance with personal hygiene. Introduced myself and clearly explained how I could help. Patient X attended the bathroom and was able to choose to have a shower</li> <li>Mr X became distressed and upset following a telephone call. I kept a discrete distance as Mr X was angry but made sure I was available if he wanted to talk to me.</li> <li>Received a phone call from a relative wanting information about a patients diagnosis. Politely explained to the relative that I am not allowed to divulge information about diagnosis, prognosis and treatment plans over the phone. I encouraged the relative to come to the ward to speak to the patient directly and the staff caring for them.</li> </ul>	RH
06/01/12		MMS
07/03/12		RH
04/01/12	<ul style="list-style-type: none"> <li>the knowledge you have applied in practice</li> <li>I discussed with my mentor the principles of gaining both implied and informed consent.</li> <li>A patient asked me for my mobile phone number and afterwards I discussed this with my mentor to ensure I was polite but firm in refusing showing I understood about professional boundaries.</li> <li>I discussed with my mentor at the start of the placement what I think my limitations are.</li> <li>I explained how I had used the Trusts policies and guidelines regarding confidentiality to help me decide how to act when a visitor asked me for information</li> <li>We discussed taking patient's wishes into account when planning care</li> </ul>	RH
06/01/12		RH
07/03/12		RH
18/03/12		RH
19/03/12		MMS
04/01/12	<ul style="list-style-type: none"> <li>the attitude you have demonstrated about your professional values.</li> <li>In approaching patients/service users/clients I explained any nursing interventions or procedures that I am going to undertake to ensure that I treated people with dignity and respect.</li> <li>I have not displayed any discriminatory and judgemental behaviour.</li> <li>I have encouraged autonomy for patients/service users/clients to aid recovery.</li> <li>I have evaluated risk and taken steps to prevent distress escalating by being an advocate.</li> <li>I recognised the importance of treating everyone as an individual.</li> </ul>	RH
06/01/12		R
07/03/12		MMS
09/13/12		RH

**All Fields 1.1**

Professional Values

<p><b>Applied Practice – Skills and Attributes</b> Criteria for the level of performance can be found on the penultimate pages of this document</p>	U1	A	N/O	P1	P1*
<ul style="list-style-type: none"> <li>• Recognise and report when an individual may be vulnerable especially               <ul style="list-style-type: none"> <li>- Children</li> <li>- Young people</li> <li>- Vulnerable adults</li> </ul> </li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Recognise the impact of NMC policies and guidance on the care of service users</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Respond promptly and correctly to requests from service users and staff</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Recognise and work within own limitations</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Seek help from mentor or other member of staff in situations beyond own level of expertise or competence</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Maintain a professional attitude at all times</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Be mindful of and sensitive to each individual’s values, beliefs and needs</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Seek consent prior to undertaking all social and nursing skills</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Maintain confidentiality</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Maintain privacy and dignity</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Refer complaints to appropriate staff</li> </ul>			<i>RA</i>		
<ul style="list-style-type: none"> <li>• Present a professional image with regard to dress, behaviour and language used.</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Demonstrate a willingness to accept responsibility for own actions</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Recognise and act appropriately in situations that may impact upon personal safety</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Act as patient advocate</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Acknowledges diversity</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Asks questions of mentor regarding evidence base and practice</li> </ul>				<i>RA</i>	
<ul style="list-style-type: none"> <li>• Keep own personal security details safe and secure (This may include security tags and computer login details)</li> </ul>				<i>RA</i>	



Professional Values  
LINKING KNOWLEDGE AND PRACTICE

What type of document have you chosen?

Patient Information Leaflet	Clinical Document	Reflection	Article	Policy or Procedure <b>X</b>
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Cite the document used: *NMC Code of Conduct (2008)*

Summarise the main points from this document?

*This document is written by our professional body and sets standards to ensure safe, ethical and legal nursing care. It guides nurses about ways in which we should practice to ensure that the public is safe and that they have confidence in the nursing profession.*

What have you learnt from this document?

*I was particularly interested in the issues surrounding professional boundaries and what it means to maintain professional boundaries. I have learnt that sometimes when people are distressed they may cross boundaries and it is my job as a nurse to be sensitive and tactful. I must reinforce the therapeutic nature of the relationship and not overstep my professional boundaries.*

How did this information influence your professional values?

*I reflected for some time on the differences between a professional relationship and a personal relationship. By doing this I also realised there are a number of similarities between a professional and a personal relationship like kindness. But I also realised that you can get too friendly with patients and that this can lead to difficulties with making nursing decisions like prioritising care.*

How will you apply what you have learnt to other situations?

*I will remember to ensure that patients are all treated the same. That it is important not to have favourites based on how much I like them. I think it must also be important to say if you have a friend or relative admitted as then there would be difficulty with a professional boundary. So I would tell the nurse in charge if this ever happens.*

What steps will you take to build on what you have learnt about professional values?

*I think that if I recognised that another nurse is getting too friendly with a patient I need to know what to do about this. It could lead to a safeguarding issue so I will read up on safeguarding policies and try to discuss these with either my personal tutor or the mentor on my next placement.*

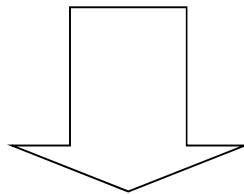


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# Communication and Interpersonal Skills

To achieve the required standard of practice the student must:

- Use a wide range of strategies to communicate
- Be aware of own values and beliefs and ensure that these do not impact on behaviour and communication with others
- Recognise when a person is anxious or distressed and respond appropriately
- Maintain accurate, timely, clear and complete records using appropriate, plain language
- Respect individual rights to confidentiality and keep information secure and confidential.
- Communicate with colleagues clearly concisely and courteously



Mentors should seek feedback from service users and their carers about the student's ability to:

- Provide explanations
  - Listen attentively
- Make them feel welcome

This feedback should be recorded on the final interview pages at the back of this document.

Communication and Interpersonal Skills

**Learning Log**

Students should record evidence that demonstrates breadth of achievement in the space below.

Date	Include information about:	Assessor Signature
	<ul style="list-style-type: none"><li>• the things you have done in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the knowledge you have applied in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the attitude you have demonstrated when communicating and using interpersonal skills.</li></ul>	

Communication and Interpersonal Skills

<p><b>Applied Practice – Skills and Attributes</b>                      Criteria for the level of performance can be found on the penultimate pages of this document</p>	U1	A	N/O	P1	P1*
• Demonstrate active listening skills					
• Listen with empathy					
• Use open and closed questions appropriately					
• Use paraphrasing, summarising and reflection appropriately					
• Communicate openly and non judgementally					
• Demonstrate self-awareness in relation to interpersonal skills					
• Be sensitive, non judgemental and compassionate					
• Show genuine interest in individuals					
• Acknowledge and maintain the boundaries of a professional caring relationship					
• Demonstrate sensitivity and compassion					
• Demonstrate respect, genuineness and warmth					
• Share information with other appropriate healthcare professionals verbally					
• Recognise the effect of one’s own values on interactions with individuals					
• Adapt communication to meet the particular needs of the individual					
• Display empathy					
• Be open and honest					
• Use touch with integrity and consent					
• Seek clarification from people when necessary					
• Acknowledge and respond sensitively to peoples’ feelings and emotions					
• Recognise signs of aggression and take appropriate action to keep self and others safe					



Communication and Interpersonal Skills

**LINKING KNOWLEDGE AND PRACTICE**

**What type of document have you chosen?**

Patient Information Leaflet	Clinical Document	Reflection	Article	Policy or Procedure
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**Cite the document used:**

**Summarise the main points from this document?**

**What have you learnt from this document?**

**How did this information influence your communication & interpersonal skills?**

**How will you apply what you have learnt to other situations?**

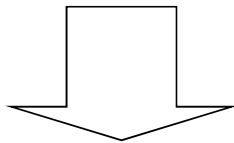
**What steps will you take to build on what you have learnt about communication & interpersonal skills?**

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# Nursing Practice and Decision Making

To achieve the required standard of practice the student must:

- Meet the full range of essential physical and mental health needs of people
- Adapt care to meet continuing and changing needs
- Respond immediately and appropriately in emergency situations
- Comply with local and national guidelines
- Participate in selecting appropriate interventions to meet individual needs
- Deliver care in partnership with others
- Recognise and respond to signs of normal and deteriorating health
- Recognise, minimize and report hazards and risks
- Nurse with an awareness of social and health inequalities
- Use relevant knowledge to provide a rationale for practice
- Report concerns about the condition of individuals to a registered practitioner



Mentors should seek feedback from service users and their carers about the student's ability to:

- Show kindness and compassion
  - Be gentle

This feedback should be recorded on the final interview pages at the back of this document.



Nursing Practice and Decision Making

<b>Learning Log</b>		
Students should record evidence that demonstrates breadth of achievement in the space below.		
Date	Include information about:	Assessor Signature
	<ul style="list-style-type: none"><li>• the things you have done in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the knowledge you have applied in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the attitude you have demonstrated in your nursing practice and decision making.</li></ul>	

Nursing Practice and Decision Making

<p><b>Applied Practice – Skills and Attributes</b> Criteria for the level of performance can be found on the penultimate pages of this document</p>	U1	A	N/O	P1	P1*
<p>Care and Compassion</p>					
<ul style="list-style-type: none"> <li>Participate in delivering person centred care to people who are unable to meet their own physical and emotional needs</li> </ul>					
<ul style="list-style-type: none"> <li>Meet the essential and immediate care needs of individuals in relation to:</li> </ul>					
<ul style="list-style-type: none"> <li>- safety and security</li> </ul>					
<ul style="list-style-type: none"> <li>- wellbeing</li> </ul>					
<ul style="list-style-type: none"> <li>- comfort and sleep</li> </ul>					
<ul style="list-style-type: none"> <li>- bladder care</li> </ul>					
<ul style="list-style-type: none"> <li>- nutrition</li> </ul>					
<ul style="list-style-type: none"> <li>- thirst</li> </ul>					
<ul style="list-style-type: none"> <li>- dignity</li> </ul>					
<ul style="list-style-type: none"> <li>- emotional support</li> </ul>					
<ul style="list-style-type: none"> <li>- independence and self care</li> </ul>					
<ul style="list-style-type: none"> <li>- health promotion</li> </ul>					
<ul style="list-style-type: none"> <li>- self worth</li> </ul>					
<ul style="list-style-type: none"> <li>- skin health</li> </ul>					
<ul style="list-style-type: none"> <li>- anxiety</li> </ul>					
<ul style="list-style-type: none"> <li>- anger</li> </ul>					
<ul style="list-style-type: none"> <li>- pain</li> </ul>					
<ul style="list-style-type: none"> <li>- breathlessness</li> </ul>					
<ul style="list-style-type: none"> <li>Act to safeguard individuals by reporting concerns</li> </ul>					
<ul style="list-style-type: none"> <li>Provide care taking into account the preferences of the individual</li> </ul>					



**All Fields 1.1**

Nursing Practice and Decision Making

	U1	A	N/O	P1	P1*
<ul style="list-style-type: none"> <li>• Use correct patient handling procedures to               <ul style="list-style-type: none"> <li>- position individuals comfortably</li> <li>- support individuals to stand, sit or lie</li> <li>- assist individuals from bed to chair or vice versa</li> </ul> </li> </ul>					
<b>Infection Prevention</b>					
<ul style="list-style-type: none"> <li>• Undertake comprehensive clinical handwashing</li> <li>• Use alcohol gel appropriately</li> <li>• Cleanse hands at appropriate times</li> <li>• Check and clean equipment prior to, in between and after use</li> <li>• Handle, segregate and dispose of clinical waste safely</li> <li>• Dispose of linen safely               <ul style="list-style-type: none"> <li>- soiled</li> <li>- infected</li> </ul> </li> <li>• Handle and dispose of sharps to reduce risk of injury (including needles and razors)</li> <li>• Adhere to local dress code for prevention and control of infection               <ul style="list-style-type: none"> <li>- footwear</li> <li>- hair</li> <li>- nails</li> <li>- body piercings</li> </ul> </li> <li>• Use and dispose of personal protective equipment appropriately (including gloves)</li> <li>• Clean facilities shared by individuals to minimise cross infection (e.g. kitchens, bathrooms)</li> <li>• Encourage others to comply with infection control procedures, including patients and visitors.</li> </ul>					

Nursing Practice and Decision Making

	U1	A	N/O	P1	P1*
<b>Nutrition and Fluid Management</b>					
• Accurately measure and record an individual's dietary and fluid intake					
• Support individuals to make suitable meal choices					
• Help prepare food in accordance with local policy					
• Label and store food correctly and in accordance with local policy					
• Offer appropriate assistance to help individuals to eat and/or drink					
<b>Medicines Management</b>					
• Adhere to NMC Guidelines for Medicines Management and local policies and procedures					
• Participate in administration of medicines					
• Identify 5 medicines commonly administered in this area of practice (list below) Demonstrate knowledge of each drugs					
- therapeutic uses					
- normal dosage					
- action					
- side effects					
- precautions					
- contraindications					
• Medicine 1					
• Medicine 2					
• Medicine 3					
• Medicine 4					
• Medicine 5					

**All Fields 1.1**

Nursing Practice and Decision Making

	U1	A	N/O	P1	P1*
<ul style="list-style-type: none"> <li>• Accurately calculate medicine doses for               <ul style="list-style-type: none"> <li>- tablets / capsules</li> <li>- liquids</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>• Correctly convert               <ul style="list-style-type: none"> <li>- millilitres to litres</li> <li>- milligrams to grams and vice versa</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>• Demonstrate correct injection drawing up technique</li> </ul>					
<ul style="list-style-type: none"> <li>• Administer medicines via a variety of routes (please specify below)</li> </ul>					
<ul style="list-style-type: none"> <li>• Dispose of medicines and medical devices safely</li> </ul>					
<ul style="list-style-type: none"> <li>• Report incidents and near misses to an appropriate member of staff</li> </ul>					
<b>Organisation of Care</b>					
<ul style="list-style-type: none"> <li>• Seek help when               <ul style="list-style-type: none"> <li>- an individual is at risk</li> <li>- an individual's needs are not being met</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>• Collaborate with individuals to help identify their care needs</li> </ul>					
<ul style="list-style-type: none"> <li>• Participate in assessing individuals</li> </ul>					
<ul style="list-style-type: none"> <li>• Participate in planning care which recognises the individuality of the service user</li> </ul>					
<ul style="list-style-type: none"> <li>• Keep service user notes safe and secure</li> </ul>					
<ul style="list-style-type: none"> <li>• Participate in preparing individuals for discharge or transfer</li> </ul>					
<ul style="list-style-type: none"> <li>• Work in partnership with others</li> </ul>					
<ul style="list-style-type: none"> <li>• Demonstrate awareness of data protection legislation</li> </ul>					
<ul style="list-style-type: none"> <li>• Recognise signs of aggression and keep self and others safe</li> </ul>					



**All Fields 1.1**

Nursing Practice and Decision Making  
**LINKING KNOWLEDGE AND PRACTICE**

**What type of document have you chosen?**

Patient Information Leaflet	Clinical Document	Reflection	Article	Policy or Procedure
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**Cite the document used:**

**Summarise the main points from this document?**

**What have you learnt from this document?**

**How did this information influence your care delivery?**

**How will you apply what you have learnt to other situations?**

**What steps will you take to build on what you have learnt about care delivery?**



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# Team Working and Self Management

To achieve the required standard of practice the student must:

- Manage own time
- Use resources to enhance care
- Monitor the quality of own care delivery including evaluating own practice and seeking feedback
- Work in collaboration with other members of the health and social care team

Team Working and Self Management

<b>Learning Log</b>		
Students should record evidence that demonstrates breadth of achievement in the space below.		
Date	Include information about:	Assessor Signature
	<ul style="list-style-type: none"><li>• the things you have done in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the knowledge you have applied in practice</li></ul>	
	<ul style="list-style-type: none"><li>• the attitude you have demonstrated in your team working and self management.</li></ul>	

**All Fields 1.1**

**Team Working and Self Management**

<p><b>Applied Practice – Skills and Attributes</b> Criteria for the level of performance can be found on the penultimate pages of this document</p>	U1	A	N/O	P1	P1*
<ul style="list-style-type: none"> <li>• Use initiative to solve simple problems</li> </ul>					
<ul style="list-style-type: none"> <li>• Recognise own limitations and communicate these to staff</li> </ul>					
<ul style="list-style-type: none"> <li>• Manage own time appropriately               <ul style="list-style-type: none"> <li>- Arrive on time</li> <li>- Return punctually from breaks</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>• Recognise that the service user is a customer who requires high quality service</li> </ul>					
<ul style="list-style-type: none"> <li>• Actively seek help and advice from staff in situations beyond own level of expertise</li> </ul>					
<ul style="list-style-type: none"> <li>• Reflect on the impact of critical incidents on own emotions</li> </ul>					
<ul style="list-style-type: none"> <li>• Recognise signs of stress in self and take appropriate actions</li> </ul>					
<ul style="list-style-type: none"> <li>• Actively engage with mentor to enable own supervision, learning and assessment to take place</li> </ul>					
<ul style="list-style-type: none"> <li>• Ask mentor relevant questions</li> </ul>					
<ul style="list-style-type: none"> <li>• Work co-operatively with other team members</li> </ul>					
<ul style="list-style-type: none"> <li>• Follow reasonable instructions and requests in a timely manner</li> </ul>					
<ul style="list-style-type: none"> <li>• Recognise and value the role and responsibilities of other members of the caring team</li> </ul>					
<ul style="list-style-type: none"> <li>• Thanks service users for compliments and comments</li> </ul>					
<ul style="list-style-type: none"> <li>• Reflect on feedback to enhance own performance</li> </ul>					
<ul style="list-style-type: none"> <li>• Identify and report environmental or individual risks</li> </ul>					
<ul style="list-style-type: none"> <li>• Adhere to risk assessment policy and protocol</li> </ul>					
<ul style="list-style-type: none"> <li>• Works with regard for health and safety at work legislation</li> </ul>					



Team Working and Self Management

**LINKING KNOWLEDGE AND PRACTICE**

**What type of document have you chosen?**

Patient Information Leaflet	Clinical Document	Reflection	Article	Policy or Procedure
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**Cite the document used:**

**Summarise the main points from this document?**

**What have you learnt from this document?**

**How did this information influence your team working?**

**How will you apply what you have learnt to other situations?**

**What steps will you take to build on what you have learnt about team working?**

# Pathway Experiences

Students may spend a suitable period of time on pathway experiences. These are experiences that enhance the student's awareness and understanding of possible services or support networks that contribute to care delivery.

Pathway experiences may either be allocated in advance by Department of Practice Learning and/or arranged locally during the placement. Students should have a nominated supervisor who should provide feedback on the student's performance whilst undertaking the experience.

On the following pages there is room to document pathway experiences and achievements in the following ways:

1. All pathway experiences undertaken must be listed in the log of pathway experiences on the next page.
2. Each experience of one week or more should be recorded via the Record of Pathway Experience (1-2 weeks) pages.
3. Each experience of less than one week should be recorded via the Record of Student Visits pages.

All pathway feedback should be considered by the mentor when assessing student performance.

Log of Pathway Experiences

Please list all pathway experiences and visits undertaken during this placement

Name and Address of Pathway Experience	Name and Title of Supervisor	Dates Attended
<i>Out-patient Clinic</i>	<i>F. Flitwick</i>	<i>21<sup>st</sup> January 2012</i>
<i>CMHT Diagon Alley</i>	<i>P. Sprout</i>	<i>6<sup>th</sup> -10<sup>th</sup> February. 2012</i>
<i>Lead Physiotherapist Clinic</i>	<i>G. Lockhart</i>	<i>12<sup>th</sup> March 2012</i>

Additional Sheets can be obtained from DPL iCity pages or DPL website



**Record of Pathway Experience (1 – 2 weeks)**

Pathway Placement Name: *CMHT* \_\_\_\_\_

Pathway Placement Location: *Birmingham* \_\_\_\_\_

Dates Attended From : *6<sup>th</sup> -10<sup>th</sup> February. 2011*

**Initial Interview**

Have all the elements of induction been addressed? **YES**

Has the student’s development plan been discussed & updated? **YES**

Please identify below the learning opportunities offered by this pathway experience:

• **Professional Values**

Learning opportunities available – *Person centred care, Holistic care. Exploration and reflection on boundaries, Knowledge and working relationships of other multi-disciplinary team members and their roles and responsibilities.*

• **Communication and Interpersonal Skills**

Learning opportunities available - *Nursing/health and social care terminology, team membership, therapeutic relationship building. Assessment, dignity and respect. Personal safety.*

• **Nursing Practice and Decision Making**

Learning opportunities available - *Nursing process. Risk assessment, Social assessment. Carers assessment. Therapeutic interventions. Recognising and reporting appropriately improvement and deterioration in conditions.*

• **Team Working and Self Management**

Learning opportunities available – *Prioritising work load, record keeping and documentation. Health and safety at work. Recognition of own limitations.*

Supervisors Signature: *P. Sprout* Name: *P. Sprout*

Student Signature: *H. Grainger* Date: *22<sup>nd</sup> January 2012*

If any concerns or difficulties are identified during this pathway experience these should be discussed with the student’s home base mentor, the practice placement manager or DPL.

Additional Sheets can be obtained from DPL iCity pages or DPL website

## Record of Pathway Experience (1-2 weeks) (cont.)

Final Interview**Student self-assessment**

Comment on progress, areas of new learning and any aspect that you felt were particularly supportive/helpful to your learning.

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Sickness and absence during this placement:

number of days: \_\_\_\_\_0 number of occasions: \_\_\_\_\_0

Please comment on student's progress during this pathway experience in relation to the four domains of nursing listed below:

- **Professional Values** *Hermione made good progress in this area. She exhibited a warm and empathic persona and in all interactions with patients/ clients/service users/carers was polite courteous and respectful. She worked effectively with all members of the multi-disciplinary team.*
- **Communication and Interpersonal Skills** *Hermione demonstrated her ability to pick out salient points from team meetings. She used her interpersonal skills to quickly establish meaningful therapeutic relationships. She integrated well within the team making valuable contributions to care.*
- **Nursing Practice and Decision Making** *Hermione has a keen eye for detail and has managed to successfully complete a range of assessments and interventions over the week.*
- **Team Working and Self Management** . *Hermione has developed an improved working knowledge of policies and procedures pertaining to this area. Her record keeping and documentation have been exemplary and have met the required professional standard. She has demonstrated the ability to recognise potential hazardous situations within the workplace and reported appropriately. She has consistently worked within the sphere of her own competence.*

**Other comments:** *We wish Hermione well.*

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**Feedback from service users/families and carers** (see guidance)

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Supervisors Signature: *P. Sprout* Name P Sprout

**Record of Student Visits**

**Activity or area visited:** *Outpatients clinic*

Date attended: *21<sup>st</sup> January 2012*

**Student to complete:**  
 What have you learnt from this experience? *The consultant tells patients and nurses what to do. They decide what the patients diagnosis is.*

How will this enhance your nursing practice? *I know to ask the doctors in the team if I have any queries regards to patients care.*

**Supervisor's summary of the student's ability**  
 Please comment on professionalism, communication, care delivery and team working.  
*This student was very professional; she listened and took on board everything I said. .*

---

Supervisors Signature: *F Flitwik* Name: *F. Flitwik*

Student Signature: *H. Grainger* Date: *21<sup>st</sup> January 2012*

**Activity or area visited:** *Lead physiotherapist clinic*

Date attended: *12<sup>th</sup> March 2012*

**Student to complete:**  
 What have you learnt from this experience? *I spent the day with the lead physiotherapist and learned a great deal about the government physical health agenda. I was able to participate and contribute to health screening assessments for physiotherapy services.*

How will this enhance your nursing practice? *I feel that I can now conceptualise the ethos of holistic care. I realise the importance of other healthcare professionals' contribution to the delivery of high quality, patient centred care.*

**Supervisor's summary of the student's ability**  
 Please comment on professionalism, communication, care delivery and team working. *This student was keen and motivated to learn and showed a clear ability to link government initiatives and policies with current healthcare practice.*

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Supervisors Signature: *G Lockhart* Name: *G Lockhart*

Student Signature: *H. Grainger* Date: *12<sup>th</sup> March 2012*

Additional Sheets can be obtained from DPL iCity pages or DPL website

Interim Assessment

At least one interim assessment must be conducted by the mentor during the placement. This will usually occur during the mid third of the placement

Where this is not achievable the PPM or DPL must be informed

**Student to complete questions 1 – 5 in preparation for intermediate assessment interview.**

1. I have learnt the following to date:

*I have learnt to communicate effectively with both service users and members of the multi-disciplinary team also being aware of my professional limitations at this point in time.*

2. I have done the following particularly well:

*I have been able to develop and maintain an excellent therapeutic relationship with service users in my placement and I feel that I have gained their trust and confidence in my dealings with them.*

3. I have achieved the following to date:

*I have successfully acted as a patients advocate and maintained all levels of confidentiality. I have always maintained / displayed empathy and honesty. I am fully aware of the link between physical and mental health wellbeing and government policy.*

4. I still need / would like to develop the following areas of my practice:

*I need to develop my self- confidence and knowledge of medication. I am aware that my punctuality requires attention.*

5. My current Placement Development Plan will facilitate the development needs specified above

*Yes*

If "No" please update and amend your placement development plan and / or interim action plan with your mentor.

**Interim Assessment (Mentor to complete)**

	<b>Projected Achievement</b> <span style="float: right;">⇒</span> <small>(if current level of performance is maintained and continued)</small>	<b>No Opportunity</b>	<b>Unsatisfactory</b>	<b>Further Development Needed</b>	<b>Satisfactory</b>
	<b>Required Level of Performance</b> <span style="float: right;">⇒</span>	The student has had no opportunity to practice	The student's practice is currently unsafe.	The student is currently functioning below the standard required.	The student is currently functioning at the standard required.
	<b>Domain of Nursing</b> <span style="float: right;">↓</span>				
1	Professional values				<i>RH</i>
2	Communication and interpersonal skills			<i>RH</i>	
3	Nursing practice and decision making				<i>RH</i>
4	Team working and self management			<i>RH</i>	
	<b>Immediate Required Action &gt;</b>	<b>An Action Plan <u>must</u> be negotiated and implemented (on the following pages).</b> Support from PPM and DPL <u>must</u> be sought.			Optional further development planning to enhance practice

When undertaking this interview please consider how receptive the student is to feedback  
 Specific areas of good practice: *Hermione usually knows the theory which underpins the care she is delivering. Her record keeping is accurate.*

Specific areas requiring further attention: *Confidence and assertiveness. Attendance and punctuality. Hermione needs to recognise the effect being late has on the rest of the team.*

Service user feedback indicates: *Clients sometimes feel Hermione is a little timid and this makes them feel nervous too*

Does sickness/absence pattern require an action plan? YES      NO

Mentor Signature/s: \_\_\_\_\_ *R Haqid*      Date: *5<sup>th</sup> February 2012*

Student Signature: \_\_\_\_\_ *H Grainger*      Date: *5<sup>th</sup> Feb 2012*





Final Interview

Sections 1 – 4 must be completed by the student in preparation for interview with mentor

1. I have achieved the following during my placement:

*I have worked hard to try and achieve the targets in my action plan. I feel more confident now in talking to patients and staff. I understand that I have to ask if I'm not sure and that it's better to do this than to be unsafe.*

*I still find handing over patients worrying but I have now managed to do this several times and everything was accurate. I think I am worried because I know how important it is to get everything right.*

2. I have identified the following areas for my continuing professional development:

*I need to keep working on handovers.*

*I would like to learn more about safeguarding and I have found some resources to read up on about this.*

*My time management is getting better but I need to stay focussed on this.*

3. The placement has the following attributes:

*I appreciated how hard my mentor worked with me. He has helped me to learn a lot.*

*I enjoyed the way everyone was important and that people asked for my opinion sometimes about a patient when I had looked after them. I think this has helped me to understand more about team working.*

4. The placement could enhance the learning environment for students by:

*If the off duty was done a bit more in advance it would have helped me to arrange my child care.*

*A glossary of terms for students would be a big help as I was completely lost with all the jargon and abbreviations to start with.*



The final interview sheet on the opposite page should now be completed by your mentor and discussed with you.

**Final Interview**  
**Mentor to complete** (please print clearly in black pen)

Student Name: <i>Hermione Granger</i>	Mentor/s Name: <i>Reubeus Hagrid</i>
BCU Student Number: <i>987123</i>	Placement: <i>Hogwarts</i>
Cohort: <i>10/11</i>	Dates of Placement: <i>2.1.2012 - 19.3.2012</i>

Please comment on the student's performance (i.e. strengths and areas for improvement)

**Professional Values**

Professional behaviour: *Hermione has always attempted to behave in a professional manner. She is polite and her uniform is always neat.*

Motivation: *Hermione is very keen, but she gets worried about making errors and this sometimes means she is reluctant to take on new learning opportunities.*

Punctuality & time keeping: *She has worked on her punctuality and this has improved as the placement has progressed*

**Service user/family/carer feedback about**

Maintenance of privacy and dignity: *Good*

Being polite, courteous and respectful: *Many comments about how nice Hermione is if a little shy.*

**Communication and Interpersonal Skills**

Interaction with others: *Hermione took quite a long time to integrate with members of the team. However once she had fully settled in she became more confident to initiate communication.*

Ability to read and respond to social situations: *very intuitive about how people are feeling. Good at reading non-verbal communication of service users.*

Recording and reporting skills: *very high standard for such a junior member of the team. Accurate and clear.*

**Service user/family/carer feedback about the students ability to:**

Provide explanations and listen attentively *"Hermione always listens to me and finds someone who can help if she doesn't know the answer"*

Make them feel welcome: *Later in this placement Hermione began to empathise with service users about how intimidating a care environment can be based on her own experience and they expressed appreciation at how she helped them to settle in.*

Final Interview (Cont.)

**Nursing Practice and Decision Making**

Care delivery: *Hermione has been very diligent in her care delivery and is always mindful of the patient's safety.*

Empathy and compassion: *is a thoughtful nurse who is aware of the anxiety some patients experience. She is ware of overstepping boundaries.*

Application of theory to practice: *very diligent in looking things up.*

**Service user/family/carer feedback about**

Kindness and compassion: *very. Some service users got quite attached to Hermione which she found difficult to handle.*

Gentleness : *very*

**Team Working and Self Management**

Personal organisation: *Hermione has struggled to organise herself. There were several occasions when she attended on the wrong day or was late. However she has made great efforts to deal with this and things have improved as the placement has progressed. However further attention will be required to develop this aspect.*

Team working: *Hermione has now begun to understand the responsibilities she has as a team member.*

Planning own learning needs: *Hermione has deep insight into her own learning needs. She is by nature very inquisitive. She has taken the initiative to find out a lot about the care of the group of service users she has been working with.*

**Other comments:**

*Hermione responded well to the action plan which we implemented and has worked hard to improve.*

On completion this sheet must be transferred to the Student's Ongoing Achievement Record

**Record of Placement Visit by Education Staff**

To be completed by Practice Placement Managers or University Lecturers

Date	Record of Visit	Name/ Signature
<i>5/2/2012</i>	<p><i>Visited to discuss midpoint interview.</i></p> <p><i>Asked Hermione to think about what she thinks she needs to do so that she can contribute to writing the action plan to support her learning. This is planned for tomorrow.</i></p> <p><i>Hermione has been advised to contact her personal tutor for support, phone number supplied.</i></p> <p><i>Hermione asked if it would be possible for her off duty to done further in advance as she is struggling to arrange child care with the notice she is getting.</i></p> <p><i>It was suggested that in order to demonstrate assertiveness she should attempt to broach this with her mentor herself.</i></p>	<p><i>Molly Weasley</i></p>

Additional Sheets can be obtained from DPL iCity pages or DPL website

**Year 1: Required Level of Performance: Practice, Knowledge & Attitude**

In order to be awarded a “Pass” grade the student must be consistently achieving the pass criteria indicated below by the end of the practice learning opportunity:

**Level of Supervision: Direct**

<b>Pass (P1)</b>	<b>Unsuccessful (U1)</b>
<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Actively participates</li> <li>• Actively engages with service users</li> <li>• Delivers care safely</li> <li>• Expresses self with clarity and honesty</li> <li>• Uses language appropriate to the situation</li> <li>• Performs specified skills with few prompts</li> <li>• Organises self</li> <li>• Performs with an awareness of legal and professional limitations</li> <li>• Adheres to the NMC Guidance on professional conduct for nursing and midwifery students (2010)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Has a grasp of up to date theory which underpins routine practices</li> <li>• Asks questions when unsure</li> <li>• Can make some connections between pieces of information</li> <li>• Can offer explanations for the activities undertaken</li> <li>• Shows an awareness of how nursing knowledge and research influence the way care is planned and delivered</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Appropriate professional attitude</li> <li>• Considers the service user first</li> <li>• Recognises appropriateness of own actions</li> <li>• Demonstrates self awareness</li> <li>• Responds appropriately to feedback</li> <li>• Commitment to professional development</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Does not routinely participate or engage with service users</li> <li>• Unsafe care delivery</li> <li>• Lacks self organisation</li> <li>• Requires repeated prompting in familiar tasks</li> <li>• Does not express self with clarity or honesty</li> <li>• Inappropriate use of language</li> <li>• Acts outside professional and legal limitations.</li> <li>• Does not adhere to the NMC Guidance on professional conduct for nursing and midwifery students (2010)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Lacks essential knowledge</li> <li>• Does not ask questions</li> <li>• Has no awareness of the rationale for care</li> <li>• Does not make connections between pieces of information</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an unprofessional attitude</li> <li>• Does not consider the service user first</li> <li>• Unaware of own inappropriate responses</li> <li>• Lacks self awareness</li> <li>• Unprofessional response to feedback</li> <li>• Uncommitted</li> </ul>
<b>Pass* (P1*)</b>	<b>Absent (A)</b>
The student has exceeded the pass criteria indicated above	A decision cannot be made about the student’s ability because of insufficient attendance.

**Final Assessment Sheet**  
(please print clearly in black pen)

Evidence from the student's ongoing achievement record and assessment of practice documents must be used to support this judgement

Student Name: <i>Hermione Grainger</i>		Mentor Name/s: <i>Rubeus Hagrid</i>			
BCU Student Number: <i>987123</i>		Placement: <i>Hogwarts</i>			
Cohort: <i>10/11</i>		Dates of Placement: <i>2.1.2012 - 19.3.2012</i>			
	Domain of Nursing	Grade			
		U1	A	P1	P1*
1	Professional values			<i>RH</i>	
2	Communication and interpersonal skills			<i>RH</i>	
3	Nursing practice and decision making			<i>RH</i>	
4	Team working and self management			<i>RH</i>	
Required Level of Performance		U1 = unsuccessful A = attendance insufficient P1 = meets pass criteria P1* = exceeds pass criteria			
Mentor Signature/s: <i>R Hagrid</i>		Date: <i>19<sup>th</sup> March 2012</i>			
Student Signature: <i>H Grainger</i>		Date: <i>19<sup>th</sup> March 2012</i>			

In signing that the student has passed all 4 domains the mentor is indicating that the student is currently displaying a satisfactory standard of fitness to practice.

*Pink copy to Ongoing Achievement Record  
White copy to be submitted*



**All Fields 1.1**

**Record of Attendance Whilst on Placement**

Student name: *Hermione Grainger* Cohort: (e.g. 09/99) *10/11*

Student number: *987123* Course: *BSc(Hons) Nursing*

Placement address: *Hogwarts*

It is a requirement of the NMC that student nurses must have completed 2300 hours practical experience in order to be eligible for entry to the professional register.

This record of placement attendance must therefore be completed by all students.

It is the student's responsibility to ensure that this attendance record is signed and kept up to date. This document will be checked when you return to University.

Please enter: Number of hours present in placement each day

Mark sickness with **S**, Mark absence with **A**, Mark University Study Days with **SD**

Week Commencing	MON	TUE	WED	THU	FRI	SAT	SUN	Supervisor's Signature
2.1.2012	LD	LD			LD			<i>RH</i>
9.1.2012		LD	LD			LD		<i>RH</i>
16.1.2012			LD	LD			LD	<i>RH</i>
23.1.2012	LD	EL		LD	LD			<i>RH</i>
30.1.2012		LD			LD	LD		<i>RH</i>
6.2.2012			LD			LD	LD	<i>RH</i>
13.2.2012			LD	LD			LD	<i>RH</i>
20.2.2012	LD	E		LD	LD			<i>RH</i>
27.2.2012		LD			LD	LD		<i>RH</i>
5.3.2012			LD			LD	LD	<i>RH</i>
12.3.2012			LD	LD			LD	<i>RH</i>

100% attendance is expected whilst on practical placement.

Please confirm dates when student did not attend due to sickness / absence.

Date From	Date To	Total Days	Date From	Date To	Total Days

Total duration of sickness/absence *0* days over *0* occasions.

Total number of hours missed: *7* hours *due to lateness - highlighted in yellow above*

Mentor/s Signature: *R Hagrid* Date *19<sup>th</sup> March 2012*

Student Signature: *H Grainger* Date: *19/3/2012*

IT IS THE STUDENT'S RESPONSIBILITY TO REPORT SICKNESS/ABSENCE ON THE 24-HOUR SICKNESS ANSWER-LINE **0121 331 7010** OR VIA THE PLACEMENT SICKNESS EMAIL ADDRESS [DPL.sickline@bcu.ac.uk](mailto:DPL.sickline@bcu.ac.uk) MENTORS ARE ALSO WELCOME TO REPORT STUDENT SICKNESS/ABSENCE ON THE NUMBER / EMAIL ADDRESS

Sources:

Rapson. T, Devanney. T., 2010. Student Nurse Clinical Assessment: towards a partnership with people who use services. Staffordshire University. (Unpublished)

Stuart. C., 2007 Assessment, Supervision and Support in Clinical Practice. 2<sup>nd</sup> Ed. London. Churchill Livingstone.

Devised in collaboration with the University of Wolverhampton and the University of Birmingham.