



FACULTY OF HEALTH AND SOCIAL CARE

BSc. (Hons.) Nursing (Mental Health)

CONTINUOUS ASSESSMENT OF PRACTICE DOCUMENTATION:

YEAR 3

Affix name label here if you wish

If this document is found, please return to

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Tel 01482 463342

CONTENTS PAGE

PAGE NUMBER	INFORMATION
4	Record of participating mentors/associate mentors
5 - 6	General introduction/description of Year 3 CAP
7 - 9	Competency framework
10 - 12	Process of Continuous Assessment of Practice (CAP)
13	Record keeping in your CAP
14 - 15	Submission of CAPs
16 - 17	Failing a Practice Module
19 - 36	ONGOING RECORD OF ACHIEVEMENT SEMESTER 1
38 - 55	ONGOING RECORD OF ACHIEVEMENT SEMESTER 2
57 - 80	ONGOING RECORD OF ACHIEVEMENT SEMESTER 3
81 - 133	PRACTICE LEARNING OUTCOMES

FACULTY OF HEALTH AND SOCIAL CARE
BSc (Hons.) Nursing (Mental Health)
CONTINUOUS ASSESSMENT OF PRACTICE DOCUMENT

YEAR 3

Module 92558 Mental Health Nursing Practice 7 (MHNP7)

Module 92560 Mental Health Nursing Practice 8 (MHNP8)

Module 92561 Mental Health Nursing Practice 9 (MHNP9)

Student Name _____

Student Number _____

Intake _____

Personal Tutor (AST) _____

RECORD OF MENTORS/ASSOCIATE MENTORS PARTICIPATING IN THE STUDENT’S ASSESSMENT OF PRACTICE

This page must be completed

Mentor’s/Associate Mentor’s name (Please print)	Place of work	Date of last update (If applicable)	Signature	Initials

Welcome to your 3rd year Continuous Assessment of Practice (CAP) document.

This document contains details of the assessment for the three practice modules in year 3 of your nursing programme.

Each module (Mental Health Nursing Practice 7, Mental Health Nursing Practice 8 and Mental Health Nursing Practice 9) has components which must be successfully achieved for you to be awarded the credits available.

The components for each module assessment are;

1. Successful achievement of **all** of the **required practice learning outcomes**, appearing in the table of outcomes at the end of this document.
2. Satisfactory assessment of professional attitude by your mentor.
3. Engagement in inter-professional learning activity on a minimum of 2 occasions.
4. Completion of an action plan at the end of your placement, providing information that feeds into the initial interview on your next practice experience (or preceptorship at the end of the programme).
5. Completion of the written documentation in accordance with record keeping standards outlined in the Nursing and Midwifery Council (NMC) Code (NMC, 2015).
6. Where relevant, completion of the designated 'theory applied to practice' element of the module assessment (this will be specifically identified and explained in the relevant module handbook information, accessible from the Virtual Learning Environment (VLE))

Module credits will not be awarded if any of these are incomplete

The practice learning outcomes to be achieved are identified as either '**shaded**' in grey boxes or '**un-shaded**' in white boxes.

Those in **shaded (grey)** boxes have to be achieved **each semester**.

Those in **un-shaded (white)** boxes are achieved at least **once during the year**.

Whilst there is no minimum and maximum number of outcomes in the **un-shaded (white)** boxes to be achieved each semester, you are advised to seek out opportunities to achieve some of these in each placement rather than leave them until the 3rd semester. Your AST will monitor this as part of your Personal & Professional Development and advise you accordingly. Please also note that whilst it is mandatory to achieve them at least once, you are encouraged to achieve them each time you have the opportunity.

This document records the assessment of your practice learning over year 3 of the programme. The year is sub-divided into 3 semesters. There are some general guidelines on how these documents must be completed which you need to read yourself and ensure your mentor has read them. If your mentor has queries about the document or the process of assessing you, they can contact the Link Lecturer, the Practice Module Leader, or the Practice Learning Facilitator (PLF) / Clinical Skills Tutor.

If assessment of the practice module includes a theoretical element, this will be assessed by academic staff.

The **practice** components of the practice modules are assessed during your allocated placements. This assessment is carried out by registered nurses who have undertaken appropriate educational preparation/updating and are on the 'Live' mentor register.

GUIDANCE ABOUT THE PRACTICE COMPONENT OF THE MODULE

The outcomes for these practice modules have been developed with the following in mind:

- *Standards for Medicines Management* (NMC, 2010)
- *The NMC Code – Professional standards of practice and behaviour for nurses and midwives* (NMC, 2015)
- *Standards for Pre-registration nursing education: Essential Skills Clusters* (NMC, 2010)

All of these must be considered when completing this assessment.

COMPETENCY FRAMEWORK

Development of your practice is incremental over the three years and module outcomes have been designed to ensure this occurs. In addition, expectations about your level of performance have been directed by a competency framework (adapted from the work of Steinaker and Bell, 1979) that can be seen in Table 1 (p.7).

With reference to Table 1, it can be seen that by the end of year 3 the minimum requirement is that;

‘...the student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills.’

All of your activities/performance will be recorded as ‘achieved’ or ‘not achieved’ once they have been attempted.

**TABLE 1
COMPETENCY FRAMEWORK**

Academic Level	Competency Statement	Level of Student Performance Expected	Student role	Mentor role
Year 1 4	The student has been exposed to the experience/activity	The student observes others undertaking the activity, can accurately describe it and is a helper	Has observed or been oriented to the experience/activity	Facilitates exposure to the experience/activity and observes student's performance
	The student can undertake the activity	The student demonstrates an acceptable performance under direct supervision and is a knowledgeable observer	Has participated and assisted in the activity/experience	Supports the student in participation and observes student's performance
Minimum threshold achieved by end of Year 1				
Year 2 5	The student can undertake the activity and explain how the outcome relates to nursing practice	The student carries out the activity as instructed, showing understanding of the rationale behind it. The student is beginning to function more independently and is beginning to formulate principles to guide practice. The student is beginning to adapt and apply nursing skills	Can undertake the activity with supervision explaining the rationale	Supervises the student whilst undertaking the activity/experience
Minimum threshold achieved by end of Year 2				
Year 3 6	The student uses previous experience and applies this knowledge to new settings and is beginning to influence others	The student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills	Can do this independently in a safe and competent manner	Assesses the student's ability to work independently in a safe and competent manner
Minimum threshold for professional registration				

Adapted from Steinaker and Bell (1979)

Wherever possible, outcomes should be achieved within the practice environment involving 'real time experiences'. However there are times where despite seeking out every opportunity to achieve outcomes in this way, it is necessary for students to engage in "simulated practice".

Simulated practice – "...activities that mimic the reality of a clinical environment and are designed to demonstrate procedures, decision making and critical thinking through techniques such as role playing.... and be very detailed and closely simulate reality (Jefferies 2005:97)

This could take various forms, for example:

- discussion
- use of scenarios
- role play
- teaching sessions

It is important however that these practice experiences correspond to the competency framework when signing the practice learning outcomes as achieved (see Table 2, p.9).

Jefferies, P.R. (2005) A framework for designing, implementing, and evaluating simulations used as a teaching strategies in nursing. *Nurse Education Perspectives*, 26(2), 96-103.

TABLE 2 - Adapted from Steinaker and Bell (1979)

COMPETENCY FRAMEWORK – via simulation

Academic Level	Competency Statement	Level of Student Performance Expected	Student role	Mentor role
Year 1 4	The student has been exposed to the experience/activity/ issues within the outcome and can contribute to a discussion led by the mentor.	The student can contribute to the discussion by describing how another would undertake the activity/ deal with the situation and explaining their role in the experience.	Has observed or been oriented to the experience/situation/ issue within the outcome and can contribute to the discussion with the help of the mentor	Facilitates exposure to the experience/situation/issue within the outcome by generating a general discussion around the outcome
	The student can accurately describe how they would undertake the activity/ deal with the situation/ what they know about the issues within a chosen example.	The student can describe how they would undertake the activity /deal with the situation/ what they know about the issues and offers an acceptable account underpinned by a relevant knowledge base.	Can participate in the discussion of the experience/situation/ issue by describing their contribution.	Supports the student in their discussion by offering examples that relate to the outcome and asking the student to comment on how they would act or deal with the situation ; the mentor shares their knowledge and experiences with the student during the discussion
Minimum threshold achieved by end of Year 1				
Year 2 5	The student can generate a discussion by explaining how they would undertake the activity/ deal with the situation/ what they know about the issues within a practice related scenario.	The student can generate a discussion that identifies the principles that guide their actions or practice, with examples of how they may be able to adapt and apply nursing skills.	Can lead the discussion and identify the strengths and limitations of undertaking the activity/ dealing with the situation/ what they know about the issues within the practice related scenario	The mentor can prompt the student to do this but only to gather the necessary evidence that they can function with supervision. Evidence in the form of journal articles, documents; policies, guidelines, directives, legislation should be provided by the student.
Minimum threshold achieved by end of Year 2				
Year 3 6	The student uses previous experience and applies this knowledge to new settings and is beginning to influence others	The student generates a selection of their own examples of situations/ experiences in order to demonstrate achievement of the outcome that is competent and consistent.	Is able to identify the processes underpinning their examples and establish any obstacles or difficulties; including an awareness of actual or potential failings in the practice setting. Actual failings can also be extended to include those that have been identified in the media and how these have influenced better care standards.	Assesses the student's ability to explain how they would act on the identified issues within the examples, using previous knowledge but also adapting skills knowledge and attitudes. The achievement of the outcome needs to include an opportunity to explore how to prevent the actual or potential obstacles influencing the situation and how they would go about dealing with the situations as a qualified nurse. Opportunities to allow the student to engage in the teaching of others is encouraged.
Minimum threshold for professional registration				

THE PROCESS OF CONTINUOUS ASSESSMENT OF PRACTICE

To fulfil the required assessment process **a minimum of three formal interviews must** take place during each practice placement:

1. Initial Interview

This **must** take place during the first week of the placement, and involves a discussion between the mentor and you about the following:

- special needs identified by you prior to commencing the placement including those related to any declared health condition or disability
- the action plan from your previous practice experience
- opportunities available for achieving the learning outcomes
- how to manage learning experiences not under the direct supervision of the mentor
- orientation to the placement area
- dates for the two subsequent interviews (interim and final)

You also need to agree an action plan for your current placement, your previous action plan should inform this.

2. Interim Interview

This interview **must** take place midway through the placement. It provides opportunity for discussion of your progress in relation to achieving the practice learning outcomes and adopting a professional attitude, whilst offering you with appropriate guidance and feedback. You should attend the interim interview having self-assessed the progress you think you have made during the first part of your placement; identifying your strengths but also aspects of your practice that you need to develop. The mentor will then complete their assessment and approve your plan of action.

In semester 3, the Interim Interview is known as a triangulation interview because it will be triangulated between your mentor, your Personal Tutor (AST) and yourself. The purpose of this triangulation interview is to monitor your progress and formulate an action plan that ensures you are on target to be fit for practice and eligible to enter the professional Register. This interview will normally take place in weeks 5/6 of your placement. Hence, you will need to negotiate and agree a date that is convenient for you, your sign-off mentor and AST to attend. You are strongly advised to communicate with all parties involved at the start of your practice experience and arrange a suitable date and time for this interview.

If your mentor has any concerns, they must be discussed with you directly, then communicated to the PLF by your mentor and to your AST by you.

3. Final Interview

Final feedback made by you and your mentor must refer to any progress made in relation to any issues identified in the interim interview action plan.

This final assessment interview **must** take place before you leave your placement. Following the assessment, an action plan will be developed which will provide information that will feed into the initial interview at your next practice experience.

In semester 3, this final assessment will be conducted by your 'sign-off' mentor, who will make the final decision about your overall 'fitness for practice' in relation to you being eligible for entry on to the professional Register for nursing. The action plan completed at the end of this assessment will include goals that will inform your plan for preceptorship.

The mentor's decision as to the achievement of the practice learning outcomes is final.

If concerns have been raised and documented by your mentor at the interim interview or if you have any concerns prior to the final interview you or your mentor must inform the PLF, the Link Lecturer or the Practice Module leader. In such situations, at least one of these people will attend the final interview.

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Working with your mentor

- The assessment process involves a series of interviews between you and your mentor. These should take place at the beginning, middle and end of your placement and provide an opportunity to discuss your professional expectations, previous progress and the learning outcomes you need to achieve.
- As you are required to work a minimum of 40% of your placement hours with a mentor, and experience 24 hour care (early and late shifts during the week, weekends and night shifts), your mentor will discuss the hours and shifts you will be working.

Assessment of your achievement of practice learning outcomes will be carried out by your mentor and/or associate mentor; although others may contribute to the assessment process. You may work with other nurses who do not have immediate access to your mentor. In this instance you should request that they complete a Learning Log, a copy of which can be located later in this CAP document and can be photocopied or further copies can be downloaded from the VLE.

In semester 3 of year 3 only, your ‘Sign Off’ mentor will aim to meet with you for 1 hour each week to discuss your progress and comments will be recorded in this document.

Inter-professional learning

As part of your **Assessment of Practice**, you are **required** to provide evidence of engaging in learning activities with other professionals. The intention of this is to enhance your understanding of the roles of other professionals that work alongside nurses and gain some appreciation of their specific goals within health care. Other professionals include **dietitians, midwives, physiotherapists, doctors, social workers and occupational therapists** but can be any other **professionally qualified practitioners** who are **not** nurses. This means you cannot use your experiences working alongside **specialist nurses, nurse practitioners or nurse consultants** as evidence of inter-professional learning. The ‘Inter Professional Learning Log’ must be completed according to the requirements of the practice module and used to feedback your progress to your mentor. Copies of the log can be downloaded from the VLE.

Service User Involvement

In recent years, service-user involvement in the health service has become a key component of Government policy in the UK, (Department of Health, 2001). This is supported nationally by the National Institute for Health Research through its INVOLVE (2010) initiative. This seeks to promote public involvement in National Health Service, public health and social care research. Specifically, in nursing, the NMC (2010) have expressed their desire to see service-user and carer involvement incorporated into nurse education, including student assessment.

You are encouraged to seek this feedback and when you do, it must be under the direct supervision of your mentor and documented on the form within this document. Additional copies of this page can be downloaded from the VLE.

KEEPING A RECORD OF YOUR CONTINUOUS ASSESSMENT OF PRACTICE

1. All information **must be** legibly hand written in black ink by the student and mentor.
2. The completed assessment documentation **must** contain the following information:
 - Evidence of your orientation to the placement
 - Evidence of interviews between you and your mentor (minimum of three: initial, interim and final)
 - Evidence of action planning following initial, interim and final interviews
 - Evidence of assessment of Professional Attitude in the Practice Setting (**full signatures** required for each criterion at interim and final interview)
 - Evidence of completed Inter Professional Learning Logs
 - Mentor verification of hours you have completed on this placement
 - Mentor verification that you have achieved all relevant learning outcomes
 - All written components of the assessment record have been completed in accordance with the record keeping standards outlined in the *NMC Code* (NMC, 2015).
3. In addition, it is **desirable** that you have sought feedback from one of the people who have used the health services you have contributed to (i.e. a service user).

Submission of CAP Documents

Although CAP documents contain assessment of your skills, knowledge and attitudes in relation to nursing practice, they are still submitted to the University for monitoring by your Personal Tutor (AST). As the person responsible for guiding your personal and professional development, your AST needs to observe your progress and discuss your strengths and any areas in which you need further development. This is all aimed at ensuring you meet the educational and competency standards required by the NMC (2010).

It is YOUR responsibility to submit the CAP document, fully completed to the University by the identified submission date.

On the date of submission you should 'post' your CAP document into the allocated box. These are located at the foot of the stairs in Aire building and the correct box will have the name of your AST on it. Submissions **must be** 'posted' before 12noon.

The CAP document will require a completed 'Assignment Submission Coversheet' that is generated electronically then printed out and signed. Details of how to complete this process will be available on the VLE. Please note that your CAP document **will not be accepted** without this accompanying 'Assignment Submission Coversheet'.

Proof of receipt of assignment submission will be sent to your University email within four working days.

Your CAP documents will then be returned to you by your AST in readiness for your practice the following semester. It is your responsibility to seek out information of when this will occur.

On occasions, the return of your CAP and associated feedback has to take place prior to publication of module results in which case the results will be what we refer to as '**unratified**' (i.e. they may be subject to change at the module and/or programme boards). The final ratified results will be those you receive via Portal.

If you are unable to hand in your CAP on the published submission date, you must inform your AST of the reasons for non-submission and follow the Extension Request process (see Programme Handbook).

Submission Dates Semesters 1, 2 and 3

Module Name	Submission date
Mental Health Nursing Practice 7 CAP	w/c 05/12/16 (exact date and time will be coordinated around your theory timetable. Please see VLE for further updates)
Mental Health Nursing Practice 8 CAP	w/c 06/03/17 (exact date and time will be coordinated around your theory timetable. Please see VLE for further updates)
Mental Health Nursing Practice 9 CAP	Friday 08/09/17, by 12noon to your AST Group Box in the Aire Building.

DO NOT COPY

Failure of a Practice Module

You will fail your practice module if;

1. the required practice learning outcomes are not achieved
2. any of the professional attitudes are assessed as being unsatisfactory
3. you fail to engage in the required number of inter-professional learning experiences - evidenced by completion of Inter Professional Learning logs
4. you fail to complete an action plan at your final interview
5. any of the written components of the CAP document do not meet the record keeping standards outlined in the NMC *Code* (NMC,2015)

6. **where there is a theoretical element to the practice assessment, a pass grade is not achieved**

Module credits will not be awarded if any of the above apply.

Specific Information about Failure of Semester 1 or 2 Practice Modules

If you fail your Practice Assessment at the end of semester 1 or 2 you will usually be required to provide evidence of having achieved those failed elements in your re-submission of the CAP in the subsequent assessment period.

- A. If you fail any practice learning outcome or fail to demonstrate any of the professional attitudes during the placement experience, you will need to demonstrate you have achieved all of these failed elements in your subsequent Practice Assessment.
- B. If you fail to engage in sufficient inter-professional learning (IPL) experiences, you will be required to provide evidence of having achieved the outstanding IPL experiences in addition to the 2 for the subsequent practice period.
- C. If you fail to complete a final action plan, you must complete this prior to your next placement and it will be re-assessed at the next assessment period.
- D. If the documentation is incomplete, you must complete the documentation and it will be re-assessed at the next assessment period.
- E. If you fail the theory element of the module, you will be reassessed at the next assessment period

Specific Information about Failure of Semester 3 Practice Module - PLEASE READ

If you fail your CAP at the end of semester 3, you will normally be offered a further opportunity to be assessed in those elements you failed.

- If you fail either practice element **A or B** of your CAP at the end of semester 3 you will normally be provided with a further 4 week practice experience during which you will have a final opportunity to be assessed in relation to those parts of the assessment you failed. The details of this additional practice experience will be made known to you as soon as possible.
- If you fail practice elements **C or D**, your Personal Tutor (AST) will contact you to arrange for you to return to your last practice placement area to complete the final action plan and/or any other incomplete elements. This will need to be completed prior to the final Progression Board.

Please note there is no theoretical component of the final assessment of practice

Second Failure of Semester 3 Practice Module

- If you fail any element of the CAP for a second time, sadly your programme of study will be discontinued at this point.

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Ongoing Record of Achievement

Year 3, Semester 1

Module name: Mental Health Nursing Practice 7 (MHNP7)

Module number: 92558

AST

Placement Name

Placement Trust/Location/Organisation

Placement Attendance Record Sheet – Year 3 Semester 1

Placement Name Student's Name (printed)

Mentor's Name (printed) Associate Mentor's Name (printed).....

(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)

MENTOR TO COMPLETE THIS RECORD

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
24/10/16	Mon						07/11/16	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
31/10/16	Mon						14/11/16	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
SUBTOTAL							SUBTOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
21/11/16	Mon						28/11/16	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
SUBTOTAL							SUBTOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = HOURS (completed placement equates to 225 hours)

I verify that 40% of clinical placement time was shared between student and mentor/associate mentor and that these documented details are accurate.

Signature of mentor Date

Signature of student Date

MAKING UP OF MISSED PRACTICE HOURS

Making up of missed practice hours from current semester

Hours missed during the placement can be made up and documented here following discussion with your mentor and should be made up within the allocated placement period.

Date	Hours worked	Mentor's signature

Making up of missed practice hours from previous semester(s)

Hours missed in previous semesters can ONLY be made up in this placement and recorded here if discussed with your AST, documented below and then negotiated with your mentor

AST Notes:

I have agreed this student can negotiate with their mentor the making up of _____ hours during this placement. Signed Date

Date	Hours worked	Mentor's signature

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:
 Practitioner's Job title: Practitioner's Professional qualification(s):
 Number of hours worked with the student: Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

Extent to which they achieved what they set out to achieve:.....

Suggestions for future development:

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name	Practitioner's name:
Practitioner's Job title:	Practitioner's Professional qualification(s):
Number of hours worked with the student:	Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

Extent to which they achieved what they set out to achieve:.....

Suggestions for future development:

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

LEARNING LOG FROM WORKING WITH OTHER NURSING PROFESSIONALS

During your programme of study you will encounter a range of nursing roles. Working alongside these professionals needs to be purposeful and should contribute to your overall learning, so the experience needs to be logged in a very similar way to the Inter-professional activities.

THE LOG MUST BE COMPLETED BY YOU AND THE NURSE YOU ARE SPENDING TIME WITH.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:
 Practitioner's Job Title Practitioner's Professional qualification(s).....
 Number of hours worked with the student: Capacity in which you worked with the student

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.

This will contribute towards me achieving the following Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

-
-

Comments about the extent to which the student has achieved what they set out to achieve (as above):

.....

Information I would like to feedback to the mentor responsible for the student's assessment of practice:

.....

Practitioner's Signature **Date** **Mentor's Signature** **Date log seen**

Student: please photocopy this page as required, or download one from the VLE

Supporting evidence from service user or carer who wishes to comment on a student's performance

(to be completed by mentor with the service user or carer concerned)

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable.

Student's name

Time student spent with you: Capacity in which the student cared for you.....

What comments would you like to make regarding the student's performance/attitude?

Do you have any suggestions for the student's future development?

Mentor's signature Date

Student: please photocopy this page as required, or download one from the VLE

**ORIENTATION TO PLACEMENT AREA
YEAR 3 , SEMESTER 1**

Student's Name **Intake**

I have:

1. Discussed the learning opportunities and learning outcomes for the placement with my mentor
2. Discussed with my mentor any specific support or needs I may have with regard to my health, disabilities or learning requirements
3. Been informed who the Link Lecturer and PLF are
4. Been introduced to the placement area and informed of support mechanisms available to students
5. Been introduced to the staffing structure of the placement area
6. Been shown the location of the fire fighting equipment and emergency exits and I know my responsibilities in the event of a fire
7. Been shown the location of resuscitation equipment and I know my responsibilities in the event of an emergency
8. Been told the policy for receiving and referring messages and enquiries
9. Been shown where to store clothing and valuables and I know the policy for safe keeping of these
10. Had an explanation of the off duty and been given a telephone number to ring if I am unable to attend placement
11. Been informed of health and safety issues pertinent to this placement area and am aware of my responsibilities
12. Been informed about safeguarding adults/children policies and processes to be followed if I have any concerns
13. Been informed about the local trust/organisation escalating concerns policy and process to be followed if I have any concerns

Signature of Student Date.....

Signature of Mentor..... Date.....

INITIAL INTERVIEW – YEAR 3, SEMESTER 1

To be completed during first week of placement

Specific needs of the student identified through discussion:

-
-
-

Expectations of student and mentor:

-
-
-

We confirm that the action plan from the final interview of the previous placement has been seen, discussed and used to develop the following plan of action:

During this placement I, the student intend to:

- 1.
- 2.
- 3.
- 4.

Signature of Mentor..... Date.....Signature of Student Date.....

INTERIM INTERVIEW – YEAR 3, SEMESTER 1
Mentor’s Formative Assessment of Professional Attitude in a Practice Setting

	Satisfactory	Unsatisfactory	
	Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes*
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:	Mentor to sign their full signature in the box corresponding to their assessment of the student’s professional attitude		
a. communication with people (patients, their carers/family and colleagues) including listening.			
b. maintaining people’s privacy and dignity			
c. being respectful and courteous			
d. using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. maintaining confidentiality			
b. maintaining records			
c. using problems solving skills			
d. recognising their own limitations and seeking support when unsure of what to do			
e. maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. working alongside other members of the health care team			
b. taking responsibility for making the most out of their learning opportunities			
c. managing feedback about their learning			
d. using reflection as a means of identifying their own learning needs and limitations			
e. managing their time			
f. complying with hygiene, uniform and dress codes.			

*Reference to NMC Code (2015) may assist your decision making about what is regarded as ‘satisfactory professional conduct’ from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

INTERIM INTERVIEW – YEAR 3, SEMESTER 1

To be completed mid-way through the placement

Student – my own assessment of the progress I have made within my practice during the first half of this placement is as follows:

Strengths of my practice	Aspects of my practice I need to develop

Mentor – my assessment of the student's practice during the first half of this placement is as follows:

Strengths within the student's practice	Aspects of practice the student needs to develop

The mutually agreed action plan to be followed for the second half of the placement is: (please identify specific goals to be achieved) – to be completed by the student and agreed with the mentor

By the end of this placement the student will have:

All actions identified within this plan **must** be commented on at final interview

Comments of PLF or Faculty representative (if participating in the interview)

DO NOT COPY

Signature of Mentor.....

Date

Signature of Student

Date

Signature of PLF/Faculty representative

Date

FINAL INTERVIEW – YEAR 3, SEMESTER 1
Mentor’s Summative Assessment of Professional Attitude in a Practice Setting

		Satisfactory	Unsatisfactory	
		Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes*
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:		Mentor to sign their full signature in the box corresponding to their assessment of the student’s professional attitude		
a.	communication with people (patients, their carers/family and colleagues) including listening.			
b.	maintaining people’s privacy and dignity			
c.	being respectful and courteous			
d.	using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:				
a.	maintaining confidentiality			
b.	maintaining records			
c.	using problems solving skills			
d.	recognising their own limitations and seeking support when unsure of what to do			
e.	maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:				
a.	working alongside other members of the health care team			
b.	taking responsibility for making the most out of their learning opportunities			
c.	managing feedback about their learning			
d.	using reflection as a means of identifying their own learning needs and limitations			
e.	managing their time			
f.	complying with hygiene, uniform and dress codes.			

*Reference to NMC Code (2015) may assist your decision making about what is regarded as ‘satisfactory professional conduct’ from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

FINAL INTERVIEW – YEAR 3, SEMESTER 1
Summative Assessment of Practice

STUDENT - You need to reflect on your progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

DO NOT COPY

Signature of student:..... Date:.....

**FINAL INTERVIEW – YEAR 3, SEMESTER 1
Summative Assessment of Practice**

MENTOR - You need to reflect on the student’s progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

Signature of mentor:..... Date:.....

PLF/Faculty representative Comments (If participating in Interview)

Signature of PLF/Faculty representative Date

MENTOR RECORD OF STUDENT’S ACHIEVEMENT

(mentor to tick)

All required practice learning outcomes have been achieved

Yes No

Level of professional attitude has been assessed as satisfactory

Yes No

Student has satisfactorily engaged in the required number of inter-professional learning activities and has completed an IPL log for each activity

Yes No

Action plan for next placement completed

Yes No

All written components of the assessment record have been completed in accordance the record keeping standards outlined in the NMC Code (NMC, 2015)

Yes No

Signature of Mentor:..... Date:.....

STATEMENT OF NON-ACHIEVEMENT (MUST BE COMPLETED BY MENTOR)

Please document any of the above elements that the student has failed to achieve – include the reasons they have failed to achieve them. Any not achieved/unsatisfactory elements identified from the assessment process need to be included in the agreed action plan.

Student to complete

I have completed the placement evaluation via the PPQA website

Certificate Number _____ Student Signature _____ Date _____

NB – your CAP will not be marked unless you have completed your placement evaluation

MUTUALLY AGREED ACTION PLAN TO BE DISCUSSED WITH MENTOR BUT WRITTEN BY THE STUDENT

1. Include aspects of practice to be focused upon during the next placement experience.
2. Any 'not achieved'/'unsatisfactory' elements identified from the assessment of practice process must be included in this plan:

Failure to complete an action plan will result in the CAP document for this semester failing. To help keep the action plan clear, it should take the form of goals agreed and set by the student and mentor.

Keep goals SMART

- Specific
- Measurable
- Achievable
- Realistic
- Time Framed

Two Examples

- 1. I will be able to operate an infusion pump and ensure it delivers the prescribed medication by 13.8.15.
- 2. I will be able to outline the National Early Warning Score by 13.8.15.

This plan of action **must be** discussed with the mentor on the next placement at the initial interview and should influence the action plan you agree on for that placement. Your mentor on your next placement is required to sign to acknowledge that she/he has seen this action plan.

We, the student and mentor, have agreed that the following specific goals need to be achieved in my next clinical experience:

- 1.
- 2.
- 3.
- 4.

Signature of Student

Date.

Signature of Mentor

Date.

Signature of PLF/ Faculty representative (as appropriate)

Date.....

Reminder: MHNP 9 allows for the student to take two weeks of annual leave (a total of 75 hours) flexibly during the placement. This can be taken as either one two-week period, or as two separate one week period. The University Placement Team must be informed of these dates by FRIDAY 13th January 2016, and they will have already been agreed prior to commencing the placement.

Any student who does not specify their preferred dates of annual leave, will have two weeks leave automatically allocated during the placement.

The student is responsible for informing the mentor at the start of the placement / Initial Interview of all relevant dates.

Any queries in relation to this should be directed to the students' AST or the September 14 Intake Lead (Paula Gawthorpe 01482 -463850).

****All students are required to attend university on Friday 8th September for CAP submission and end of programme activities. This is mandatory and all students are allocated 8 hours practice time to allow for this.***

DO NOT COPY

Ongoing Record of Achievement

Year 3, Semester 2

Module name: Mental Health Nursing Practice 8 (MHNP8)

Module number: 92560

AST

Placement Name

Placement Trust/Location/Organisation

Placement Attendance Record Sheet – Year 3 Semester 2

Placement Name Student's Name (printed)

Mentor's Name (printed) Associate Mentor's Name (printed).....

(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)

MENTOR TO COMPLETE THIS RECORD

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
16/01/17	Mon						30/01/17	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
23/01/17	Mon						06/02/17	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
SUBTOTAL							SUBTOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
13/02/17	Mon						27/02/17	Mon					
	Tues							Tues					
	Wed							Wed					
	Thur							Thur					
	Fri							Fri					
	Sat							Sat					
	Sun							Sun					
20/02/17	Mon						TOTAL						
	Tues												
	Wed												
	Thur												
	Fri												
	Sat												
	Sun												
SUBTOTAL													

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = HOURS (completed placement equates to 262 hours and 30 minutes)

I verify that 40% of clinical placement time was shared between student and mentor/associate mentor and that these documented details are accurate.

Signature of mentor Date

Signature of student Date

MAKING UP OF MISSED PRACTICE HOURS

Making up of missed practice hours from current semester

Hours missed during the placement can be made up and documented here following discussion with your mentor and should be made up within the allocated placement period.

Date	Hours worked	Mentor's signature

Making up of missed practice hours from previous semester(s)

Hours missed in previous semesters can ONLY be made up in this placement and recorded here if discussed with your AST, documented below and then negotiated with your mentor

AST Notes:

I have agreed this student can negotiate with their mentor the making up of _____ hours during this placement. Signed Date

Date	Hours worked	Mentor's signature

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:

Practitioner's Job title: Practitioner's Professional qualification(s):

Number of hours worked with the student: Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION **(must be completed prior to arrival at planned working experience)**

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

.....

Extent to which they achieved what they set out to achieve:.....

.....

Suggestions for future development:

.....

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:

Practitioner's Job title: Practitioner's Professional qualification(s):

Number of hours worked with the student: Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

.....

Extent to which they achieved what they set out to achieve:.....

.....

Suggestions for future development:

.....

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

LEARNING LOG FROM WORKING WITH OTHER NURSING PROFESSIONALS

During your programme of study you will encounter a range of nursing roles. Working alongside these professionals needs to be purposeful and should contribute to your overall learning, so the experience needs to be logged in a very similar way to the Inter-professional activities.

THE LOG MUST BE COMPLETED BY YOU AND THE NURSE YOU ARE SPENDING TIME WITH.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:
 Practitioner's Job Title Practitioner's Professional qualification(s).....
 Number of hours worked with the student: Capacity in which you worked with the student

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.

This will contribute towards me achieving the following Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

-
-

Comments about the extent to which the student has achieved what they set out to achieve (as above):

.....

Information I would like to feedback to the mentor responsible for the student's assessment of practice:

.....

Practitioner's Signature **Date** **Mentor's Signature** **Date log seen**

Student: please photocopy this page as required, or download one from the VLE

Supporting evidence from service user or carer who wishes to comment on a student's performance

(to be completed by mentor with the service user or carer concerned)

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable.

Student's name

Time student spent with you: Capacity in which the student cared for you.....

What comments would you like to make regarding the student's performance/attitude?

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Do you have any suggestions for the student's future development?

Mentor's signature Date

Student: please photocopy this page as required, or download one from the VLE

**ORIENTATION TO PLACEMENT AREA
YEAR 3 , SEMESTER 2**

Student's Name **Intake**

I have:

1. Discussed the learning opportunities and learning outcomes for the placement with my mentor
2. Discussed with my mentor any specific support or needs I may have with regard to my health, disabilities or learning requirements
3. Been informed who the Link Lecturer and PLF are
4. Been introduced to the placement area and informed of support mechanisms available to students
5. Been introduced to the staffing structure of the placement area
6. Been shown the location of the fire fighting equipment and emergency exits and I know my responsibilities in the event of a fire
7. Been shown the location of resuscitation equipment and I know my responsibilities in the event of an emergency
8. Been told the policy for receiving and referring messages and enquiries
9. Been shown where to store clothing and valuables and I know the policy for safe keeping of these
10. Had an explanation of the off duty and been given a telephone number to ring if I am unable to attend placement
11. Been informed of health and safety issues pertinent to this placement area and am aware of my responsibilities
12. Been informed about safeguarding adults/children policies and processes to be followed if I have any concerns
13. Been informed about the local trust/organisation escalating concerns policy and process to be followed if I have any concerns

Signature of Student Date.....

Signature of Mentor..... Date.....

INITIAL INTERVIEW – YEAR 3, SEMESTER 2

To be completed during first week of placement

Specific needs of the student identified through discussion:

-
-
-

Expectations of student and mentor:

-
-
-

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We confirm that the action plan from the final interview of the previous placement has been seen, discussed and used to develop the following plan of action:

During this placement I, the student intend to:

- 1.
- 2.
- 3.
- 4.

Signature of Mentor..... Date.....Signature of Student Date.....

INTERIM INTERVIEW – YEAR 3, SEMESTER 2
Mentor’s Formative Assessment of Professional Attitude in a Practice Setting

	Satisfactory	Unsatisfactory	
	Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes*
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:	Mentor to sign their full signature in the box corresponding to their assessment of the student’s professional attitude		
a. communication with people (patients, their carers/family and colleagues) including listening.			
b. maintaining people’s privacy and dignity			
c. being respectful and courteous			
d. using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. maintaining confidentiality			
b. maintaining records			
c. using problems solving skills			
d. recognising their own limitations and seeking support when unsure of what to do			
e. maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. working alongside other members of the health care team			
b. taking responsibility for making the most out of their learning opportunities			
c. managing feedback about their learning			
d. using reflection as a means of identifying their own learning needs and limitations			
e. managing their time			
f. complying with hygiene, uniform and dress codes.			

*Reference to NMC Code (2015) may assist your decision making about what is regarded as ‘satisfactory professional conduct’ from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

INTERIM INTERVIEW – YEAR 3, SEMESTER 2

To be completed mid-way through the placement

Student – my own assessment of the progress I have made within my practice during the first half of this placement is as follows:

Strengths of my practice	Aspects of my practice I need to develop

Mentor – my assessment of the student's practice during the first half of this placement is as follows:

Strengths within the student's practice	Aspects of practice the student needs to develop

The mutually agreed action plan to be followed for the second half of the placement is: (please identify specific goals to be achieved) – to be completed by the student and agreed with the mentor

By the end of this placement the student will have:

All actions identified within this plan **must** be commented on at final interview

Comments of PLF or Faculty representative (if participating in the interview)

Signature of Mentor.....

Date

Signature of Student

Date

Signature of PLF/Faculty representative

Date

FINAL INTERVIEW – YEAR 3, SEMESTER 2
Mentor's Summative Assessment of Professional Attitude in a Practice Setting

	Satisfactory	Unsatisfactory	
	Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes*
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:	Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude		
a. communication with people (patients, their carers/family and colleagues) including listening.			
b. maintaining people's privacy and dignity			
c. being respectful and courteous			
d. using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:			
a. maintaining confidentiality			
b. maintaining records			
c. using problems solving skills			
d. recognising their own limitations and seeking support when unsure of what to do			
e. maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:			
a. working alongside other members of the health care team			
b. taking responsibility for making the most out of their learning opportunities			
c. managing feedback about their learning			
d. using reflection as a means of identifying their own learning needs and limitations			
e. managing their time			
f. complying with hygiene, uniform and dress codes.			

*Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

FINAL INTERVIEW – YEAR 3, SEMESTER 2
Summative Assessment of Practice

STUDENT - You need to reflect on your progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

Signature of student:..... Date:.....

**FINAL INTERVIEW – YEAR 3, SEMESTER 2
Summative Assessment of Practice**

MENTOR - You need to reflect on the student’s progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

DO NOT COPY

Signature of mentor:..... **Date:**.....

PLF/Faculty representative Comments (If participating in Interview)

Signature of PLF/Faculty representative **Date**

MENTOR RECORD OF STUDENT’S ACHIEVEMENT

(mentor to tick)

All required practice learning outcomes have been achieved

Yes No

Level of professional attitude has been assessed as satisfactory

Yes No

Student has satisfactorily engaged in the required number of inter-professional learning activities and has completed an IPL log for each activity

Yes No

Action plan for next placement completed

Yes No

All written components of the assessment record have been completed in accordance with the record keeping standards outlined in the NMC Code (NMC, 2015)

Yes No

Signature of Mentor:..... Date:.....

STATEMENT OF NON-ACHIEVEMENT (MUST BE COMPLETED BY MENTOR)

Please document any of the above elements that the student has failed to achieve – include the reasons they have failed to achieve them. Any not achieved/unsatisfactory elements identified from the assessment process need to be included in the agreed action plan.

Student to complete

I have completed the placement evaluation via the PPQA website

Certificate Number _____ Student Signature _____ Date _____

NB – your CAP will not be marked unless you have completed your placement evaluation

MUTUALLY AGREED ACTION PLAN TO BE DISCUSSED WITH MENTOR BUT WRITTEN BY THE STUDENT

1. Include aspects of practice to be focused upon during the next placement experience.
2. Any 'not achieved'/'unsatisfactory' elements identified from the assessment of practice process must be included in this plan:

Failure to complete an action plan will result in the CAP document for this semester failing. To help keep the action plan clear, it should take the form of goals agreed and set by the student and mentor.

Keep goals SMART

- Specific
- Measurable
- Achievable
- Realistic
- Time Framed

Two Examples

- 1. I will be able to operate an infusion pump and ensure it delivers the prescribed medication by 13.08.2015.
- 2. I will be able to outline the National Early Warning Score by 13.08.2015.

This plan of action **must be** discussed with the mentor on the next placement at the initial interview and should influence the action plan you agree for that placement. Your mentor on your next placement is required to sign to acknowledge that she/he has seen this action plan.

We, the student and mentor, have agreed that the following specific goals need to be achieved in my next clinical experience:

- 1.
- 2.
- 3.
- 4.

Signature of Student

Date.

Signature of Mentor

Date.

Signature of PLF/ Faculty representative (as appropriate)

Date.....

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Ongoing Record of Achievement

Year 3, Semester 3

Module name: Mental Health Nursing Practice 9 (MHNP9)

Module number: 92561

AST

Placement Name

Placement Trust/Location/Organisation

Placement Attendance Record Sheet – Year 3 Semester 3

Placement Name Student's Name (printed)

Mentor's Name (printed) Associate Mentor's Name (printed).....

(Mentor's initials must be included where any changes are made to the attendance record – do not use correction fluid e.g. Tippex)

MENTOR TO COMPLETE THIS RECORD

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager				
		Days		Nights					Days		Nights						
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes					
/ /17	Mon						/ /17	Mon									
Wk 1	Tues					Wk 3	Tues					Wk 4	Tues				
	Wed						Wed						Wed				
	Thur						Thur						Thur				
	Fri						Fri						Fri				
	Sat						Sat						Sat				
	Sun						Sun						Sun				
/ /17	Mon					/ /17	Mon										
Wk 2	Tues					Wk 3	Tues					Wk 4	Tues				
	Wed						Wed						Wed				
	Thur						Thur						Thur				
	Fri						Fri						Fri				
	Sat						Sat						Sat				
	Sun						Sun						Sun				
SUBTOTAL							SUBTOTAL										

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
/ /17	Mon						/ /17	Mon					
Wk 5	Tues					Wk 8	Tues						
	Wed						Wed						
	Thur						Thur						
	Fri						Fri						
	Sat						Sat						
	Sun						Sun						
/ /17	Mon					/ /17	Mon						
Wk 6	Tues					Wk 9	Tues						
	Wed						Wed						
	Thur						Thur						
	Fri						Fri						
	Sat						Sat						
	Sun						Sun						
/ /17	Mon					/ /17	Mon						
Wk 7	Tues					Wk 10	Tues						
	Wed						Wed						
	Thur						Thur						
	Fri						Fri						
	Sat						Sat						
	Sun						Sun						
SUBTOTAL							SUBTOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

MHNP 9 allows for the student to take two weeks of annual leave (a total of 75 hours) flexibly during this placement. This can be taken as either one two-week period, or as two separate one week period. The University Placement Team must be informed of these dates by FRIDAY 13th January 2016, and they will have already been agreed prior to commencing this placement.

Any queries in relation to this should be directed to the students' AST or the September 14 Intake Lead (Paula Gawthorpe 01482 -463850).

Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager	Week Commencing	Day (Tick in box below if worked with mentor or associate mentor)	Hours worked per shift (37hours 30 minutes/week) Record it in hours & minutes e.g. 7hrs 30 mins				Full Signature of Mentor/ Placement manager
		Days		Nights					Days		Nights		
		Hours	Minutes	Hours	Minutes				Hours	Minutes	Hours	Minutes	
/ /17	Mon					/ /17	Mon						
Wk 11	Tues					Wk 12	Tues						
	Wed						Wed						
	Thur						Thur						
	Fri						Fri						
	Sat						Sat						
	Sun						Sun						
SUBTOTAL							TOTAL						

N.B. MEAL BREAKS ARE NOT COUNTED INTO YOUR HOURS OF WORK

TOTAL FOR PLACEMENT (calculated by student and checked by mentor) = HOURS (completed placement equates to 450 hours)

I verify that 40% of clinical placement time was shared between student and mentor/associate mentor and that these documented details are accurate.

Signature of mentor Date Signature of student Date

****All students are required to attend university on Friday 8th September for CAP submission and end of programme activities. This is mandatory and all students are allocated 8 hours practice time to allow for this.***

MAKING UP OF MISSED PRACTICE HOURS

Making up of missed practice hours from current semester

Hours missed during the placement can be made up and documented here following discussion with your mentor and should be made up within the allocated placement period.

Date	Hours worked	Mentor's signature

Making up of missed practice hours from previous semester(s)

Hours missed in previous semesters can ONLY be made up in this placement and recorded here if discussed with your AST, documented below and then negotiated with your mentor

AST Notes:

I have agreed this student can negotiate with their mentor the making up of _____ hours during this placement. Signed Date

Date	Hours worked	Mentor's signature

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:

Practitioner's Job title: Practitioner's Professional qualification(s):

Number of hours worked with the student: Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION **(must be completed prior to arrival at planned working experience)**

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

.....

Extent to which they achieved what they set out to achieve:.....

.....

Suggestions for future development:

.....

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

INTER PROFESSIONAL LEARNING LOG

Appropriate numbers of these logs must be completed each semester to demonstrate that you are able to engage in collaborative working and learning with members from another profession (e.g. Midwives, Dieticians, Occupational Health Practitioners, Doctors, Physiotherapists, Operating Department Practitioners) (Practice Learning Outcome 9.6. Failure to complete the log fully will result in outcome 9.6 being failed.

The log must be completed by you and the professional you are spending time with.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:

Practitioner's Job title: Practitioner's Professional qualification(s):

Number of hours worked with the student: Capacity in which you worked with the student:.....

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.
- 3.

This is to help me achieve Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

- 9.6
-
-

Extent to which student explained the purpose of their request to work with me:.....

.....

Extent to which they achieved what they set out to achieve:.....

.....

Suggestions for future development:

.....

Practitioner's Signature Date Mentor's signature Date log seen

Student: please photocopy this page as required, or download one from the VLE

LEARNING LOG FROM WORKING WITH OTHER NURSING PROFESSIONALS

During your programme of study you will encounter a range of nursing roles. Working alongside these professionals needs to be purposeful and should contribute to your overall learning, so the experience needs to be logged in a very similar way to the Inter-professional activities.

THE LOG MUST BE COMPLETED BY YOU AND THE NURSE YOU ARE SPENDING TIME WITH.

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable

Student's name Practitioner's name:
 Practitioner's Job Title Practitioner's Professional qualification(s).....
 Number of hours worked with the student: Capacity in which you worked with the student

STUDENT PRE-EXPERIENCE PREPARATION (must be completed prior to arrival at planned working experience)

The purpose of working alongside this practitioner is to:

- 1.
- 2.

This will contribute towards me achieving the following Practice Learning outcomes: (identify all that are relevant to assist you in feeding back to your mentor)

-
-

Comments about the extent to which the student has achieved what they set out to achieve (as above):

.....

Information I would like to feedback to the mentor responsible for the student's assessment of practice:

.....

Practitioner's Signature **Date** **Mentor's Signature** **Date log seen**

Student: please photocopy this page as required, or download one from the VLE

Supporting evidence from service user or carer who wishes to comment on a student's performance

(to be completed by mentor with the service user or carer concerned)

It is appreciated that the time spent with the student may not be sufficient for you to offer in-depth comment, but any information you are able to share will be valuable.

Student's name

Time student spent with you: Capacity in which the student cared for you.....

What comments would you like to make regarding the student's performance/attitude?

DO NOT COPY

Do you have any suggestions for the student's future development?

Mentor's signature Date

Student: please photocopy this page as required, or download one from the VLE

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**ORIENTATION TO PLACEMENT AREA
YEAR 3 , SEMESTER 3**

Student's Name **Intake**

I have:

1. Discussed the learning opportunities and learning outcomes for the placement with my mentor
2. Discussed with my mentor any specific support or needs I may have with regard to my health, disabilities or learning requirements
3. Been informed who the Link Lecturer and PLF are
4. Been introduced to the placement area and informed of support mechanisms available to students
5. Been introduced to the staffing structure of the placement area
6. Been shown the location of the fire fighting equipment and emergency exits and I know my responsibilities in the event of a fire
7. Been shown the location of resuscitation equipment and I know my responsibilities in the event of an emergency
8. Been told the policy for receiving and referring messages and enquiries
9. Been shown where to store clothing and valuables and I know the policy for safe keeping of these
10. Had an explanation of the off duty and been given a telephone number to ring if I am unable to attend placement
11. Been informed of health and safety issues pertinent to this placement area and am aware of my responsibilities
12. Been informed about safeguarding adults/children policies and processes to be followed if I have any concerns
13. Been informed about the local trust/organisation escalating concerns policy and process to be followed if I have any concerns

Signature of Student Date.....

Signature of Mentor..... Date.....

INITIAL INTERVIEW – YEAR 3, SEMESTER 3

To be completed during first week of placement

Specific needs of the student identified through discussion:

-
-
-

Expectations of student and mentor:

-
-
-

We confirm that the action plan from the final interview of the previous placement has been seen, discussed and used to develop the following plan of action:

During this placement I, the student intend to:

- 1.
- 2.
- 3.
- 4.

Signature of Sign Off Mentor..... Date..... Signature of Student Date.....

INTERIM INTERVIEW – YEAR 3, SEMESTER 3
Mentor’s Formative Assessment of Professional Attitude in a Practice Setting

	Satisfactory	Unsatisfactory	
	Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes**
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:	Mentor to sign their full signature in the box corresponding to their assessment of the student’s professional attitude		
a. communication with people (patients, their carers/family and colleagues) including listening.			
b. maintaining people’s privacy and dignity			
c. being respectful and courteous			
d. using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. maintaining confidentiality			
b. maintaining records			
c. using problems solving skills			
d. recognising their own limitations and seeking support when unsure of what to do			
e. maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student’s professional attitudes and values in relation to these is:			
a. working alongside other members of the health care team			
b. taking responsibility for making the most out of their learning opportunities			
c. managing feedback about their learning			
d. using reflection as a means of identifying their own learning needs and limitations			
e. managing their time			
f. complying with hygiene, uniform and dress codes.			

* Reference to NMC Code (2015) may assist your decision making about what is regarded as ‘satisfactory professional conduct’ from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

INTERIM (TRIANGULATION) INTERVIEW – YEAR 3, SEMESTER 3

To be completed at the midpoint of the placement experience

Student – my own assessment of the progress I have made within my practice during the first half of this placement is as follows:

Strengths of my practice	Aspects of my practice I need to develop

Mentor – my assessment of the student's practice during the first half of this placement is as follows:

Strengths within the student's practice	Aspects of practice the student needs to develop

The mutually agreed action plan to be followed for the second half of the placement is: (please identify specific goals to be achieved) – to be completed by the student and agreed with the mentor

By the end of this placement the student will have:

All actions identified within this plan **must** be commented on at final interview

Comments of PLF or Faculty representative (if participating in the interview)

DO NOT COPY

Signature of Mentor.....

Date

Signature of Student

Date

Signature of PLF/Faculty representative

Date

FINAL INTERVIEW – YEAR 3, SEMESTER 3
Mentor's Summative Assessment of Professional Attitude in a Practice Setting

	Satisfactory	Unsatisfactory	
	Practice always reflects professional values & attitudes*	Practice mainly reflects professional values & attitudes*	Practice always reflects unprofessional values & attitudes*
1. Make the care of people their first concern, treating them as individuals and respecting their dignity The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:	Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude		
a. communication with people (patients, their carers/family and colleagues) including listening.			
b. maintaining people's privacy and dignity			
c. being respectful and courteous			
d. using their skills of empathy			
2. Work with others to protect and promote the health and wellbeing of those in their care, their families, carers and the wider community The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:			
a. maintaining confidentiality			
b. maintaining records			
c. using problems solving skills			
d. recognising their own limitations and seeking support when unsure of what to do			
e. maintaining professional boundaries			
3. Be open and honest, act with integrity and uphold the reputation of your profession The following activities reflect this principle of care and my assessment of the student's professional attitudes and values in relation to these is:			
a. working alongside other members of the health care team			
b. taking responsibility for making the most out of their learning opportunities			
c. managing feedback about their learning			
d. using reflection as a means of identifying their own learning needs and limitations			
e. managing their time			
f. complying with hygiene, uniform and dress codes.			

*Reference to NMC Code (2015) may assist your decision making about what is regarded as 'satisfactory professional conduct' from a student

NB Any professional behaviour or attitude assessed by your mentor as failing to reflect appropriate professional standards, may be subject to further investigation by the University and/or relevant Trust/Clinical Placement

Date Completed

FINAL INTERVIEW – YEAR 3, SEMESTER 3
Summative Assessment of Practice

STUDENT - You need to reflect on your progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

Signature of student:..... Date:.....

**FINAL INTERVIEW – YEAR 3, SEMESTER 3
Summative Assessment of Practice**

SIGN OFF MENTOR - You need to reflect on the student’s progress during the placement and comment on the following areas:

Professional Attitude:	
Team Working:	
Interpersonal/ communication skills:	
Application of theory to practice:	
Practical Skills:	
Problem-solving abilities /initiative	
General comments:	

Signature of Sign Off mentor:..... **Date:**.....

PLF/Faculty representative Comments (If participating in Interview)

Signature of PLF/Faculty representative **Date**

Record of Mentor & Student's weekly meetings

<u>Date</u>	<u>Comments</u>	<u>Mentor Signature</u>	<u>Student Signature</u>
<p>DO NOT COPY</p>			

Record of Mentor & Student's weekly meetings

<u>Date</u>	<u>Comments</u>	<u>Mentor Signature</u>	<u>Student Signature</u>

Record of Mentor & Student's weekly meetings

<u>Date</u>	<u>Comments</u>	<u>Mentor Signature</u>	<u>Student Signature</u>
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MENTOR RECORD OF STUDENT’S ACHIEVEMENT

(mentor to tick)

All required practice learning outcomes have been achieved

Yes No

Level of professional attitude has been assessed as satisfactory

Yes No

Student has satisfactorily engaged in the required number of inter-professional learning activities and has completed an IPL log for each activity

Yes No

Action plan to be used as part of preceptorship completed

Yes No

All written components of the assessment record have been completed in accordance with the Record Keeping Standards outlined in the NMC Code (NMC, 2015)

Yes No

Signature of Mentor:..... Date:.....

STATEMENT OF NON-ACHIEVEMENT (MUST BE COMPLETED BY MENTOR)

If student has failed to achieve any of the above, please document these here, including why they have failed. These factors must be referred to in the action plan you and the student devise that they will then use to help them pass the failed components at the next attempt.

Sign Off Mentor’s Notes

FINAL DECLARATION

I (insert name of ‘Sign-Off’ Mentor) confirm that (insert name of student).....
has/has not (PLEASE DELETE AS APPROPRIATE) achieved all the practice learning outcomes identified within this assessment of
practice document.

This is the final module in the programme and must be successfully completed in support of the student being entered onto relevant
part of the NMC Register.

Signature of Sign Off Mentor.....

Date

Signature of Student

Date

Signature of AST

Date

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<p><u>Student to complete</u></p> <p>I have completed the placement evaluation via the PPQA website</p> <p>Certificate Number _____ Student Signature _____ Date _____</p> <p>NB – your CAP will not be marked unless you have completed your placement evaluation</p>
--

MUTUALLY AGREED ACTION PLAN TO BE DISCUSSED WITH MENTOR BUT WRITTEN BY THE STUDENT

1. Include aspects of practice to be focused upon during the preceptorship period.

Failure to complete an action plan will result in the CAP document for this semester failing. To help keep the action plan clear, it should take the form of goals agreed and set by the student and mentor.

Keep goals SMART

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time Framed**

TWO EXAMPLES

1. I will be able to assess, plan, implement and evaluate the care for 6 patients for the duration of a shift by 13.08.2016.

2. I will be able to outline the Universal Precautions for Infection Control when nursing a patient with pneumonia to a junior member of the team by 13.08.2016.

This plan of action should be discussed with your preceptor when you commence your preceptorship period. **(Remember to take a photocopy of this page for your records before you hand this document in).**

We, the student and mentor, have agreed that it would be beneficial for me to focus on meeting these goals during my preceptorship period:

- 1.
- 2.
- 3.
- 4.

Signature of Student

Date.

Signature of Mentor

Date.

Signature of PLF/ Faculty representative (as appropriate)

Date.....

PRACTICE LEARNING OUTCOMES

- To be awarded a pass for module 92558 (MHNP7 - semester 1), all of the outcomes in shaded boxes must be achieved
- To be awarded a pass for module 92560 (MHNP8 - semester 2), all of the outcomes in shaded boxes must be achieved
- To be awarded a pass for module 92561 (MHNP9 - semester 3), all of the outcomes in shaded boxes must be achieved

In addition by the **end of the year ALL the outcomes in un-shaded boxes** must have been achieved on at least one occasion.

There is no 'absolute' in terms of how many should be achieved each semester but it is anticipated that this will be spread across the semesters and that they are achieved whenever they can be, to avoid leaving them to the end of the year thus increasing the risk of failure. .

Mentors please note

Where un-shaded outcomes have not been attempted due to lack of opportunity, you should not initial the unachieved box; this is reserved for occasions where the outcome has been attempted but not achieved.

Where outcomes (un-shaded or shaded) have not been achieved at interim interview due to the student not attempting, the achieved/not achieved boxes should be left blank.

NB. Mentor is to initial relevant boxes to record their assessment of the student's achievement/non achievement of outcomes and this must match the specimen initials provided in the mentor record at the front of this document.

LEVEL OF COMPETENCY

Academic Level	Competency Statement	Level of Student Performance Expected	Student role	Mentor role
<p>Year 3</p> <p>6</p>	<p>The student uses previous experience and applies this knowledge to new settings and is beginning to influence others</p>	<p>The student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills</p>	<p>Can do this independently in a safe and competent manner</p>	<p>Assesses the student's ability to work independently in a safe and competent manner</p>
<p>Minimum threshold for professional registration</p>				

LEVEL OF COMPETENCY VIA SIMULATION

<p>Year 3</p> <p>6</p>	<p>The student uses previous experience and applies this knowledge to new settings and is beginning to influence others</p>	<p>The student generates a selection of their own examples of situations/ experiences in order to demonstrate achievement of the outcome that is competent and consistent.</p>	<p>Is able to identify the processes underpinning their examples and establish any obstacles or difficulties; including an awareness of actual or potential failings in the practice setting. Actual failings can also be extended to include those that have been identified in the media and how these have influenced better care standards.</p>	<p>Assesses the student's ability to explain how they would act on the identified issues within the examples, using previous knowledge but also adapting skills knowledge and attitudes. The achievement of the outcome needs to include an opportunity to explore how to prevent the actual or potential obstacles influencing the situation and how they would go about dealing with the situations as a qualified nurse. Opportunities to allow the student to engage in the teaching of others is encouraged.</p>
<p>Minimum threshold for professional registration</p>				

CARE, COMPASSION & COMMUNICATION 1. In relation to provision of collaborative care based on the highest standards, knowledge and competence the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
1.1 Demonstrate clinical confidence in all skills undertaken and an understanding of relevant theories underpinning those skills;												
1.2 Demonstrate self awareness and self confidence, know their own limitations and take appropriate action as necessary;												
1.3 Initiate, maintain and close professional relationships with people and their family members/carers;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 1. In relation to provision of collaborative care based on the highest standards, knowledge and competence the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
1.4 Act as a role model in adopting a professional attitude to all aspects of practice;	This outcomes is achieved via the Professional Attitude assessment											
1.5 Use professional support structures to develop self awareness, challenge own prejudices and enable professional relationships so as to avoid compromising care delivery;												
Semester 1 comments: 												
Semester 2 comments: 												
Semester 3 comments: 												

CARE, COMPASSION & COMMUNICATION 2. In relation to engaging in person-centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
2.1 Demonstrate sensitivity and empower people to make their own choices about how and by whom, their needs are met;												
2.2 Recognise situations and act appropriately when a person's choice may compromise their safety or the safety of others;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 3. In relation to respecting people as individuals and striving to helping them preserve their dignity at all times, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
3.1 Be proactive in promoting and maintaining dignity;												
3.2 Act autonomously, challenging situations or others when a person's dignity may be compromised;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 4. In relation to engaging with people and their family or carers within their cultural environment in an acceptant and anti-discriminatory manner, free from harassment and exploitation, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
4.1 Uphold people's legal rights and speaks out when they are at risk of being compromised;												
4.2 Practice in a manner accepting of differing cultural traditions and beliefs;												
4.3 Act autonomously, proactively promoting a culturally sensitive care environment free from harassment, discrimination and exploitation;												
4.4 Discuss with their mentor how they would manage and diffuse potentially challenging situations where anti-discriminatory practice harassment and/or exploitation may have been a factor;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 5. In relation to practising in a warm, sensitive and compassionate way, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
5.1 Anticipate how people might feel in given situations and respond with kindness and empathy to provide physical and emotional comfort;												
5.2 Observe people for their non verbal cues and respond effectively;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 6. In relation to actively listening to people's needs and concerns and responding using skills that will provide them with information that is clear, accurate, meaningful and free from jargon, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
6.1 Demonstrate an ability to communicate safely and effectively with people;												
6.2 Produce accurate and comprehensive hand written, electronic and verbal reports;												
6.3 Engage in therapeutic communication using the skills of active listening, questioning, paraphrasing and reflection;												
6.4 Use appropriate and relevant communication skills to deal with potentially difficult and challenging situations e.g. breaking bad news; dealing with complaints;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 7. In relation to protecting and keeping confidential, all information received, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
7.1 Act professionally and autonomously in situations where maintaining confidentiality may cause harm to an individual or the public at large;												
7.2 Recognise the confidential nature of health care data and act appropriately in protecting it;												
7.3 Offer a rationale for sharing of data with other health care personnel;												
7.4 Demonstrate skills of keeping electronically stored information secure;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

CARE, COMPASSION & COMMUNICATION 8. In relation to gaining consent prior to any intervention and respecting/upholding people's rights in decision making and giving consent, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
8.1 Use teaching and learning skills to help people understand planned treatments/interventions prior to them giving consent;												
8.2 Work within legal frameworks when seeking consent;												
8.3 Demonstrate respect for the legal rights of people to withhold consent to treatment;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.1 Use a holistic, person centred and systematic approach to assessment of people's physical, emotional, psychological, social, spiritual needs, identifying any potential risk factors and establishing measurable goals that can be evaluated and to do this in partnership with the people themselves/their carers/family members;												
9.2 Demonstrate during their interactions with people that they acknowledge the person may have brought information with them that they have gained from other sources e.g. internet, family friends, health records and which they may want to discuss;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. (cont.,) In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.3 Respond specifically to the physical psychosocial needs of people and their family/carers in times of significant change e.g. deteriorating health, loss, death and dying;												
9.4 Identify appropriate interventions that according to available evidence, will have a positive outcome on the person's health status;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. (cont.,) In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.5 Participate in traditional and technology-based health care record keeping e.g. Patient Administration Systems (PAS); GP2GP system; social care systems; diagnostic requesting/reporting.												
9.6 Work collaboratively within the multi-professional team and other agencies;	This outcome is achieved if the TWO Inter-professional learning logs are completed											
9.7 Ensure all patient information is recorded in a manner that can be easily understood by anyone else needing to access it;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. (cont.,) In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.8 Discuss sensitive public health issues providing appropriate advice and guidance e.g. in relation to contraception, substance misuse, smoking and obesity;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. (cont.,) In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.9 Use knowledge of applied anatomy, physiology, pathology and development to detect physical or psychological deterioration in the condition of:												
• Children												
• Young People												
• People with Mental Health Problems												
• People with Learning Disabilities												
• Older People												
• People with long term conditions e.g. dementia, schizophrenia												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 9. (cont.,) In relation to treating people as partners and working with them to make a holistic and systematic assessment of their needs in order to develop a personalised plan of care that promotes health and well being, minimises risk and promotes safety, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
9.10 Use knowledge of applied anatomy, physiology, pathology and development to present a brief teaching session about how manage a specified physical or psychological deterioration in the condition of:												
• Babies												
• Pregnant Women												
• Postnatal Women												
Semester 1 comments:	<div style="font-size: 48px; opacity: 0.3; transform: rotate(-10deg); position: absolute; top: 50%; left: 50%; width: 100%; height: 100%;">DO NOT COPY</div>											
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
10. In relation to delivering planned nursing interventions and evaluating their effectiveness against the agreed care plan, the student is required to:												
10.1 Act autonomously when faced with an emergency or sudden deterioration in people's physical or psychological condition e.g. abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviours, attempted suicide;												
10.2 Prioritise planned care so as to be safe, effective and efficient;												
10.3 Involve relevant people in evaluating the effect of interventions and in decisions about adjusting plans of care, communicating any changes to colleagues;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
11. In relation to safeguarding adults in vulnerable situations, supporting them and protecting them from harm, the student is required to:												
11.1 Recognise when a person is in vulnerable situations, at risk or in need of support and protection and respond appropriately												
11.2 Share information safely with colleagues across agency boundaries for the protection of individuals and the public;												
11.3 Make effective referrals to safeguard people requiring support and protection;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 11. In relation to safeguarding children and adults in vulnerable situations, supporting them and protecting them from harm, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
11.4 Work collaboratively with other agencies in safeguarding and protecting vulnerable individuals and groups												
11.5 Identify practices which do not safeguard those in need of support and protection												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
12. In relation to responding to feedback to learn, develop and improve services, the student is required to:												
12.1 Demonstrate how they would be supportive and responsive to anyone wishing to make a complaint;												
12.2 Demonstrate how they would work within legal and ethical frameworks and local policies to deal with complaints, compliments and concerns;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

DO NOT COPY

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
13. In relation to promoting continuity when care is to be transferred to another service or person the student is required to:												
13.1 Ensure people and where relevant, their carers/family members have accurate and timely information about the transfer;												
13.2 Provide opportunity for people to voice their comments/concerns about the transfer and report these to an appropriate member of the team;												
13.3 Assist in the preparation of records and reports to facilitate a safe and effective transfer;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 14. In relation to being an autonomous and confident member of the multi-disciplinary or multi-agency team, and inspiring others, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
14.1 Actively consult with other team members to explore strategies which may enhance care;												
14.2 Actively reflect on own practice and that of others, challenging it appropriately as necessary;												
14.3 Adopt a leadership role demonstrating an ability to make decisions, take appropriate actions and support others;												
14.4 Work as an effective role model for others;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 15. In relation to delegating tasks safely and responding appropriately when tasks are delegated to them, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
15.1 Manage the care required by a group of up to 5 patients working within the requirements of the code (NMC,2015) in accepting delegated tasks and in delegating tasks to others;												
15.2 Prepare, support and supervise those to whom care has been delegated;												
15.3 Recognise and address deficits in own skills and knowledge and that of others and take appropriate action to address the deficit;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
16. In relation to safely leading, co-ordinating and managing care, the student is required to:												
16.1 Inspire confidence and provide clear guidance to others;												
16.2 Make decisions and be able to give rationale for them;												
16.3 Manage time of self and others within the team;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
17. In relation to working safely under pressure and maintaining the safety of service users at all times, the student is required to:												
17.1 Prioritise own workload;												
17.2 Appropriately report and manage concerns regarding staffing and skill-mix;												
17.3 Understand how to support others who are experiencing stress;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE 18. In relation to enhancing the safety of service users and identifying and actively managing risk and uncertainty for people, the environment and self, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
18.1 Reflect on and learn from safety incidents;												
18.2 Assess and implement measures that will manage, reduce or remove risk within the care environment;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
19 In relation to working to prevent and resolve conflict, the student is required to:												
19.1 Select and apply appropriate techniques and strategies for conflict resolution, de-escalation and/or physical intervention in the management of potential violence and aggression;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

ORGANISATIONAL ASPECTS OF CARE	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
20. In relation to the safe and effective use of medical devices the student is required to:												
20.1 Work within legal frameworks and apply evidence based principles to safe selection and use of medical devices;												
20.2 Safely use and maintain a range of medical devices, including regular servicing, maintenance and calibration, reporting adverse incidents to appropriate personnel;												
20.3 Keep appropriate records in relation to the use and maintenance of medical devices and decontamination processes in line with local and national guidelines;												
20.4 Explain devices to people and their carers and check their understanding;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 21. In relation to identifying and taking effective measures to prevent and control infection in accordance with local and national policy, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
21.1 Participate in assessing, planning, documenting, implementing and evaluating care that demonstrates effective risk assessment, infection prevention & control;												
21.2 Make autonomous decisions about when to refer to clinical experts about infection prevention and control issues;												
21.3 Explain risks to people, their carers and colleagues educating them in prevention and control of infection;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 22. In relation to maintaining effective standard infection control precautions adapting these to all environments, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
22.1 Manage the care environment making full use of infection prevention and control policies to minimise the risk of infection;												
22.2 Challenge the practice of colleagues who put themselves at risk of infection;												
Semester 1 comments:												
DO NOT COPY												
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 23. In relation to providing effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
23.1 Identify suitable alternatives when isolation facilities are unavailable and principles have to be applied in alternative environments;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 24. In relation to complying with hygiene, uniform and dress codes aimed at limiting, preventing and controlling infection, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
24.1 Act as a role model to others and ensure colleagues work within local policies;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 25. In relation to applying the principles of asepsis when performing invasive procedures using a competent technique, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
25.1 Present a very brief teaching session about an aspect of wound care;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

INFECTION PREVENTION AND CONTROL 26. In relation to reducing risk when handling waste, including sharps and contaminated linen and when dealing with any body fluid spillage, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
26.1 Manage clinical waste and spillages in accordance with local health and safety policies;												
26.2 Use teaching and learning skills to educate others to adopt evidence-based practices;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 27. In relation to assisting people to choose a diet that provides an adequate nutritional and fluid intake, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
27.1 Use knowledge to guide support and advise people about their dietary/fluid intake;												
27.2 Offer information/guidance about appropriate dietary choices in a non-judgmental way;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 27. In relation to assisting people to choose a diet that provides an adequate nutritional and fluid intake, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
27.3 Use teaching and learning skills to educate service users about nutritional issues;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 28. In relation to assessing and monitoring nutritional status and in partnership formulate an effective plan of care, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
28.1 Using appropriate tools, make a comprehensive assessment of people's needs in relation to nutrition, identifying, documenting and communicating level of risk;												
28.2 Seek specialist advice when planning appropriate care;												
28.3 Take appropriate action where malnutrition is identified or where a person's nutritional status deteriorates;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 28. In relation to assessing and monitoring nutritional status and in partnership formulate an effective plan of care, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
28.4 Monitor and record progress towards set goals												
28.5 Discuss progress with the person, their carers and other team members involved;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 29. In relation to assessing and monitoring fluid status, and in partnership formulate an effective plan of care, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
29.1 Accurately record fluid balance and identify any signs of dehydration;												
29.2 Use negotiating and other skills to encourage people who are reluctant to drink, to take adequate amounts of fluid;												
29.3 Take appropriate action where fluid intake and output is imbalanced												
29.4 Use teaching and learning skills to educate service users about their own fluid management;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
30. In relation to creating an environment that is conducive to eating and drinking, the student is required to:												
30.1 Challenge others who do not follow procedures aimed at protecting meal times;												
30.2 Ensure appropriate assistance and support is available to enable people to eat and drink;												
30.3 Ensure provision is made for anyone who is unable to eat at the usual time or unable to prepare their own meals;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

NUTRITION AND FLUID MANAGEMENT 31. In relation to ensuring that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
31.1 Act autonomously to initiate action when a problem with a person's eating and/or swallowing has been identified;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 32. In relation to safely administering fluids when they cannot be taken independently, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
32.1 Understand and apply knowledge of where intravenous fluids may be used for patients with a mental health problem, how they would be prescribed and administered according to local policy;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

DO NOT COPY

MEDICINES MANAGEMENT 33. In relation to correctly and safely undertaking medicines calculations, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
33.1 Demonstrate competency in calculating medicines involving												
• Tablets and capsules												
• Liquid Medicines												
• Injections												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 34. In relation to working within legal and ethical frameworks that underpin safe and effective medicines management, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
34.1 Apply legislation to practice when engaged in ordering, receiving, storing, administering and disposing of medicines and drugs including controlled drugs, within primary care settings,;												
34.2 Apply legislation to practice when engaged in ordering, receiving, storing, administering and disposing of medicines and drugs including controlled drugs, within secondary care settings;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
34. In relation to working within legal and ethical frameworks that underpin safe and effective medicines management, the student is required to:												
34.3 Demonstrate an understanding of all methods of supplying medicines e.g. Medicines Act exemptions, Patient Group Directions(PGD), clinical management plans;												
34.4 Demonstrate an understanding of different types of prescribing e.g. supplementary prescribing, community practitioner prescribing, independent nurse prescribing;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 35. In relation to working as part of a team offering holistic care and seeking to promote comfort and ease from symptoms, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
35.1 Work confidently to develop treatment choices in partnership with the person receiving care and their carers;												
35.2 Take into account people's preferences, ethical considerations, an evidence basis to determine when medicines may or may not be the treatment of choice;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
36. In relation to ensuring safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits, the student is required to:												
36.1 Apply knowledge of basic pharmacology, how medicines act and interact in the systems of the body and their therapeutic action when administering all medicines;												
36.2 Demonstrate an understanding of the common routes and bodily functions affected by medicine administration e.g. absorption, metabolism, adverse reactions, interactions;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 36. In relation to ensuring safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
36.3 Safely administer medicines and monitor their effects;												
36.4 Report adverse reactions and near misses;												
36.5 Demonstrate how they would manage anaphylaxis;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 37. In relation to administering medicines safely and in a timely manner, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
37.1 Teach others to administer medicines;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 38. In relation to keeping and maintaining accurate records, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
38.1 Accurately record medicines' administration as per placement policy;												
Semester 1 comments:												
DO NOT COPY												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 39. In relation to working in partnership with people receiving medical treatments and their carers, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
39.1 Give clear explanations and instructions to people and/or their carers about the use of medicines;												
39.2 Assess the person's ability to safely administer their medicines;												
Semester 1 comments:												
Semester 2 comments:												
Semester 3 comments:												

MEDICINES MANAGEMENT 40. In relation to using and evaluating up-to-date information on medicines management and working within national and local policy guidelines, the student is required to:	SEMESTER 1 (MHNP7)				SEMESTER 2 (MHNP8)				SEMESTER 3 (MHNP9)			
	Interim Interview		Final Interview		Interim Interview		Final Interview		Interim Interview		Final Interview	
	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved	Achieved	Not achieved
40.1 Works within national and local policies and ensures others do the same;												
Semester 1 comments:	DO NOT COPY											
Semester 2 comments:												
Semester 3 comments:												