



Health Education
Yorkshire and the Humber

BSc (Hons) Nursing (Child)

On-going Achievement Record (OAR) and Skills Log

STUDENT NAME:		ACADEMIC SUPPORT TUTOR (AST)	
STUDENT ID NUMBER:	_____	AST EMAIL:	_____
UNIVERSITY EMAIL:	_____	TELEPHONE CONTACT:	_____
TELEPHONE CONTACT:	_____		
PROGRAMME START DATE:	_____	EXPECTED COMPLETION DATE:	

This document is ESSENTIAL for Student Nurses to evidence their learning & achievement

If found please return to:
Faculty of Health and Social Care
University of Hull
Cottingham Road
Hull
HU6 7RX

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INTRODUCTION

The Ongoing Achievement Record (OAR) has been developed to evidence the requirements of the Nursing Midwifery Council (NMC). You must achieve specific NMC Practice Standards which are a mandatory requirement for entry to the Nursing register.

This **Student Held** OAR is held in conjunction with the Practice Assessment Document (PAD), which is a record of your practice learning experiences.

Students on NMC approved pre-registration nursing education programmes, leading to registration on the nurses' part of the register, **must be supported and assessed by an appropriately qualified professional.**

For you to be assessed and 'signed off' on completion of your placements, mentors are guided by the Standards to Support Learning and Assessment in Practice (NMC 2008)

From **September 2007** a sign-off mentor, who has met additional criteria (paragraph 2.1.3), must make the final assessment of practice and confirm that the required proficiencies for entry to the register have been achieved (paragraph 3.2.6).

From **September 2007** students on NMC approved specialist practice programmes leading to a recordable qualification on the nurses' part of the register must be supported and assessed by sign-off mentors who have met additional criteria (paragraph 2.1.3), or practice teachers where this is a requirement by commissioners. The sign-off mentor must make the final assessment of practice and confirm that the required proficiencies for recording a specialist practice qualification have been achieved (paragraph 3.2.6).

YOU MUST:

- [1] Maintain and keep up to date the content of this ongoing 'Ongoing Achievement Record and skills/medication log'
- [2] Share this document with your mentor at all initial interviews and have it accessible at all times during your placement.
- [3] Use this document to record each final interview with your mentor and record the skills & medications you have achieved within the skills/medications log.
- [4] Submit this document along with the Practice Assessment Document (PAD)
- [5] Meet with your Academic Support Tutor (AST) after each placement to discuss your progress (integration of practice/theory). Your AST must sign this document at your meeting.
- [6] Your 'Sign Off' mentor (Practice 9) will use this document to make an informed decision about your competence to proceed to registration (from a practice perspective).
- [7] It is your responsibility to keep this document safe. If it is lost, it will be your responsibility to collect the information to complete it again. Having an incomplete document at the end of P9 for your 'Sign off' mentor to consider may delay your registration with the NMC.

Record of Stage Completion SUMMARY

This is a summary of your achievement of the Practice Standards essential for completing your nursing programme and should be completed at the end of each Stage by you and verified by your AST.

Student Name:.....	Student ID:
Cohort:	

Stage 1 (Yr 1)	Placement Experience	Number of hours	Pass/Fail	Confirmed by Academic Support Tutor (AST)
Placement 1	Module – Skills for Practice			
Placement 2				
Placement 3				
All Practice Standards achieved for Stage 1				
TOTAL Hours Completed for Stage 1				

Stage 2 (Yr 2)	Placement Experience	Number of hours	Pass/Fail	Confirmed by Academic Support Tutor (AST)
Placement 4				
Placement 5				
Placement 6				
All Practice Standards achieved for Stage 2				
TOTAL Hours Completed for Stage 2				

**Record of Completion (continued)
SUMMARY**

Stage 3 (Yr 3)	Placement Experience	Number of hours	Pass/Fail	Confirmed by Academic Support Tutor (AST)
Placement 7				
Placement 8				
Placement 9				
All Practice Standards achieved for Stage 3				
TOTAL Hours Completed for Stage 3				
TOTAL HOURS COMPLETED FOR PROGRAMME				

Confirmation of Completion of Programme Requirements

I can confirm that the Summary Record of Completion is an accurate record of my achievement during my nursing programme.

Student Nurse:(PRINT)

Signature..... Date.....

I can confirm that I have reviewed the student's Ongoing Achievement Record, Skills Log and Stage 3 Practice Assessment Document (PAD) and based on this evidence the student has completed their placements and skills as recorded.

Sign Off Mentor.....(PRINT)

Signature..... Date.....

I can confirm that as far as I am aware, the student has completed their placements and skills as recorded

Academic Support Tutor:(PRINT)

Signature..... Date.....

PLACEMENT 1
Module - Skills for
Practice (SFP)
STAGE 1 (Year 1)

Placement 1 Stage 1 -

Specific requirements for completion of Assessment 1 Skills for Practice

You will have initial teaching and demonstration of the skills followed by opportunities to practice them in a supported environment where you can ask questions and seek clarification. The intention is to provide you with an opportunity to demonstrate your newly acquired skills. With reference to the competency framework (below) you will be expected to participate in the designated activities under direct supervision.

The four areas of practice you will be assessed in are:

1. Infection prevention and control
2. Assessing and recording vital signs
3. Moving and handling people
4. Medicines management

The practice learning outcomes give very clear guidance as to what this means specifically.

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

Although this assessment is in a simulated setting, it is vital to demonstrate adherence to the same professional standards as expected in any practice setting. You are therefore required to attend the assessment on time and be dressed appropriately for clinical practice. You will be provided with safe storage space in which to leave your personal belongings. On the date of assessment you are required to attend the allocated section of CSSS 15 minutes prior to with your OAR with personal details completed and your student card. On completion of the assessment, the member of staff assessing you will complete your Ongoing Achievement Record accordingly.

Due to a range of factors, some students do occasionally fail these assessments. If this is the case for you, the module leader will wherever possible identify a date for you to retake the assessment before the end of the semester.

PLEASE NOTE:

The date of your assessment is non-negotiable; failure to attend at the designated time without prior discussion and authorisation from the module leader will result in non-attendance being recorded and this will result in you being awarded a fail. Please note any illness leading to non-attendance must be supported by appropriate medical evidence.

To be awarded a pass for Module 92506, all of the outcomes must be achieved. Module team member will sign relevant boxes to record their assessment of your achievement/non achievement of outcomes.

LEARNING OUTCOMES

Learning Outcomes Assessment 1: Infection Prevention and Control	1st Attempt Assessment Record		2nd Attempt Assessment Record	
	Achieved	Not achieved	Achieved	Not achieved
1.1 Practise according to the underpinning values of 'The code: Standards of conduct, performance and ethics for nurses and midwives' (NMC, 2015);				
1.2 Work within the limitations of their role and recognise their own level of competence;				
1.3 Promote a professional image at all times;				
1.4 Demonstrate effective hand hygiene and the appropriate use of standard infection control precautions;				
1.5 Demonstrate accurate use and disposal of gloves and aprons;				
1.6 Apply principles of asepsis/infection prevention and control where relevant;				
COMMENTS				

Learning Outcomes Assessment 2: Assessing and Recording Vital Signs	1st Attempt Assessment Record		2nd Attempt Assessment Record	
	Achieved	Not achieved	Achieved	Not achieved
2.1 Practise according to the underpinning values of 'The code: Standards of conduct, performance and ethics for nurses and midwives' (NMC, 2015);				
2.2 Work within the limitations of their role and recognise their own level of competence;				
2.3 Promote a professional image at all times;				
2.4 Seek consent prior to engaging in any aspect of a person's care;				
2.5 Accurately measures and records temperature, pulse, respirations and blood pressure using manual or electronic devices;				
<p>COMMENTS</p>				

Learning Outcomes Assessment 3: Moving and Handling People	1st Attempt Assessment Record		2nd Attempt Assessment Record	
	Achieved	Not achieved	Achieved	Not achieved
3.1 Practise according to the underpinning values of 'The code: Standards of conduct, performance and ethics for nurses and midwives' (NMC, 2015);				
3.2 Work within the limitations of their role and recognise their own level of competence;				
3.3. Promote a professional image at all times;				
3.4 Seek consent prior to engaging in any aspect of a person's care;				
3.5 Demonstrate safe manual handling techniques;				
<p>COMMENTS</p>				

Learning Outcomes Assessment 4: Medicines Management	1 st Attempt Assessment Record		2 nd Attempt Assessment Record	
	Achieved	Not achieved	Achieved	Not achieved
4.1 Practise according to the underpinning values of 'The code: Standards of conduct, performance and ethics for nurses and midwives' (NMC, 2015) and Standards for medicines management (NMC, 2010);				
4.2 Work within the limitations of their role and recognise their own level of competence;				
4.3 Promote a professional image at all times;				
4.4 Seek consent prior to engaging in any aspect of a person's care;				
4.5 Use prescription charts correctly and maintain accurate records;				
4.6 Utilise and safely dispose of equipment needed to administer medicines e.g. needles, syringes, gloves;				
4.7 Demonstrate safe practice in medicines administration in one of the following: <ul style="list-style-type: none"> • Tablets and capsules • Liquid medicines • Injections 				
COMMENTS				

RECORD OF STUDENT'S ACHIEVEMENT

(AST to tick)
YES NO

**All Practice Learning outcomes for Semester 1
practice experience have been achieved.**

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**Level of professional attitude has been assessed as
Satisfactory.**

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Action plan for next placement completed with AST.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**The assessment records have been completed accurately
i.e. signed and dated by an assessor.**

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Signature of AST :.....

Date:.....

Statement of Non-Achievement (must be completed by AST)

If student has failed to achieve any of the above, please record below together with the reason(s) why and ensure these are transferred to the plan of action to be taken to the next placement. If they have failed and subsequently passed any element within the semester, this should be recorded here.

Ongoing development:

ACTION PLAN

In this you should include aspects of practice that need to be focused upon during the next clinical placement. These should be generic and include learning outcomes not previously attempted or achieved.

To help keep the plan of action clear, it should take the form of SMART goals.

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

e.g. the student will not be late for any of their shifts during the six week placement.

e.g. the student will demonstrate use of 2 forms of non-verbal communication during interaction with patients by the end of week 3 of the next placement.

As this is the 1st professional development action plan you will have devised, you will do this with support from your AST.

In preparation for the tutorial you have booked during the assessment period, you need to have identified an action plan that takes into account the experiences (good and not so good) that you have had during this module.

This action plan will be discussed with your AST and **must** be discussed with the mentor on the next placement at the initial interview. Your mentor on your next placement is required to sign to acknowledge that she/he has seen this action plan. We, the student and AST have agreed that the following specific goals need to be achieved in my next practice experience:

-
-
-

Signature of Student

Date.

Signature of AST

Date.....

PLACEMENT 2 STAGE 1 (Year 1)

Placement 2, Stage 1.

Final interview – Summative

Professional Attitude in a Practice Setting – Final Interview	Satisfactory			Unsatisfactory
	Practice always reflects professional values & attitudes	Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
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:				
maintaining confidentiality				
maintaining records				
using problems solving skills				
recognising their own limitations and seeking support when unsure of what to do				
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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately is unable to attend placement				
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

Placement 2 - Stage 1

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
<p>PASS (the practice standards are being achieved).</p> <p><i>Some of the practice elements (.....) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i></p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 2 - Stage 1

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Support Tutor (AST) – AST to complete

Comments on student's reflective skills and how this can be further developed

Comments on student's overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

PLACEMENT 3

STAGE 1 (Year 1)

Placement 3, Stage 1.

Final interview – Summative

Professional Attitude in a Practice Setting – Final Interview	Satisfactory			Unsatisfactory
	Practice always reflects professional values & attitudes	Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
2. 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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
3. 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:				
maintaining confidentiality				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
4. 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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately is unable to attend placement				
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

Placement 3 - Stage 1

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
<p>PASS (the practice standards are being achieved).</p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement and is ready to progress to the next stage.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement and has not completed this stage.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 3 - Stage 1

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Support Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be further developed

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

STAGE 2 (Year 2)

PLACEMENT 4

STAGE 2 (Year 2)

Placement 4, Stage 2.

Final interview – Summative

Professional Attitude in a Practice Setting - <u>Final Interview</u>	Satisfactory		Unsatisfactory	
	Practice always reflects professional values & attitudes		Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)	Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
3. 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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
4. 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:				
maintaining confidentiality				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
5. 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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				
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

Placement 4 - Stage 2

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
<p>PASS (the practice standards are being achieved).</p> <p><i>Some of the practice elements (.....) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i></p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 4 - Stage 2

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Support Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be developed in the future

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

PLACEMENT 5

STAGE 2 (Year 2)

Placement 5, Stage 2, Final interview – Summative

Professional Attitude in a Practice Setting - <u>Final Interview</u>	Satisfactory		Unsatisfactory	
	Practice always reflects professional values & attitudes		Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)	Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
4. 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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
5. 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:				
maintaining confidentiality				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
6. 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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				
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

Placement 5 - Stage 2

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
<p>PASS (the practice standards are being achieved).</p> <p><i>Some of the practice elements (.....) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i></p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 5 - Stage 2

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Support Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be further developed

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

PLACEMENT 6

STAGE 2 (Year 2)

Placement 6, Stage 2, Final interview – Summative

Professional Attitude in a Practice Setting - <u>Final Interview</u>	Satisfactory		Unsatisfactory	
	Practice always reflects professional values & attitudes		Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)	Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
5. 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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
6. 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:				
maintaining confidentiality				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
7. 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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				
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

Placement 6 - Stage 2

<p>STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)</p>			
<p>NAME OF STUDENT (please print):</p> <p>NAME OF PLACEMENT</p> <p>ORGANISATION (e.g. name of NHS Trust)</p> <p>NAME OF MENTOR (please print):</p>			
<p>PASS (the practice standards are being achieved).</p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement and is ready to progress to the next stage.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement and has not completed this stage.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 6 - Stage 2

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Personal Academic Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be further developed

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

STAGE 3 (Year 3)

PLACEMENT 7

STAGE 3 (Year 3)

Stage 3, Placement 7

Final interview – Summative

Professional Attitude in a Practice Setting - <u>Final Interview</u>	Satisfactory		Unsatisfactory	
	Practice always reflects professional values & attitudes		Practice mainly reflects professional values & attitudes (development plan must be agreed and recorded)	Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude				
6. 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:				
communication with people (patients, their carers/family and colleagues) including listening.				
maintaining people's privacy and dignity				
being respectful and courteous and non-judgmental				
using their skills of empathy and is sensitive to the needs of others				
7. 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:				
maintaining confidentiality				
maintaining records				
using problem solving skills				
recognising their own limitations and seeking support when unsure of what to do				
maintaining professional boundaries				
8. 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:				
working alongside other members of the health care team				
taking responsibility for making the most out of their learning opportunities				
managing feedback about their learning				
using reflection as a means of identifying their own learning needs and limitations				
timekeeping is satisfactory and they communicate appropriately if unable to attend placement				
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

Placement 7 - Stage 3

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
<p>PASS (the practice standards are being achieved).</p> <p><i>Some of the practice elements (.....) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i></p> <p>Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
<p>FAIL (some of the practice elements have not been achieved to the standard required)</p> <p>Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement.</p> <p>If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.</p> <p>The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.</p>			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 7 – Stage 3

Post Placement Meeting with Personal Academic Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Supervising Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be developed in the future

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

PLACEMENT 8

STAGE 3 (Year 3)

Placement 8, Stage 3.

Final Interview - Summative

Professional Attitude in a Practice Setting – Final Interview	Satisfactory		Unsatisfactory
	Practice always reflects professional values & attitudes		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student's professional attitude			
7. 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:			
communication with people (patients, their carers/family and colleagues) including listening.			
maintaining people's privacy and dignity			
being respectful and courteous and non-judgmental			
using their skills of empathy and is sensitive to the needs of others			
8. 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:			
maintaining confidentiality			
maintaining records			
using problems solving skills			
recognising their own limitations and seeking support when unsure of what to do			
maintaining professional boundaries			
9. 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:			
working alongside other members of the health care team			
taking responsibility for making the most out of their learning opportunities			
managing feedback about their learning			
using reflection as a means of identifying their own learning needs and limitations			
timekeeping is satisfactory and they communicate appropriately is unable to attend placement			
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

Placement 8 - Stage 3

Final Interview

This interview gives you and your mentor an opportunity to reflect on your overall progress during your placement experience and for an assessment to be completed. It should be completed within the last week of the placement by you and your mentor.

NB for Mentors - Should there be an expectation that the student is going to fail the placement, an AST, Link Lecturer or PLF/CST MUST be present at this interview.

You and your mentor should review your on-going development plan(s) and evidence in all of the following sections of the Assessment in Practice Document (please circle).

- | | | |
|--|----------|--------------------------|
| • Testimonies | Yes / No | Mentor's Initials: |
| • Record of attendance/hours verified | Yes / No | Mentor's Initials: |
| • Skills Log/Practice Standards & Medications verified, signed and discussed | Yes / No | Mentor's Initials: |

STUDENT Self Evaluation

You may wish to consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, practical skills

- Strengths of my knowledge & practice abilities

- Aspects of my knowledge & practice I need to develop further and how I will achieve this

Placement 8 - Stage 3

STATEMENT OF PLACEMENT ACHIEVEMENT (mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)			
NAME OF STUDENT (please print): NAME OF PLACEMENT ORGANISATION (e.g. name of NHS Trust) NAME OF MENTOR (please print):			
PASS (the practice standards are being achieved). <i>Some of the practice elements (.....) have been deferred in line with the assessment criteria as they were 'not been achieved due to lack of opportunity' in this placement. N.B. practice elements decided in this way should be addressed as a priority in the next placement)</i> Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has PASSED the placement.			
Signature of Mentor:		Date:	
Signature of Student:		Date:	
FAIL (some of the practice elements have not been achieved to the standard required) Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has FAILED on the placement. If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement. The student's progress has been discussed and an ACTION PLAN developed to be used in the next placement.			
Signature of Mentor:		Date:	
Signature of Student:		Date:	

Placement 8 - Stage 3

Post Placement Meeting with Personal Academic Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Personal Academic Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be further developed

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

Signed

Date

**FINAL
PLACEMENT 9
STAGE 3 (Year 3)**

Final Placement 9 – Stage 3

Record of Weekly Review Meetings with Sign Off Mentor

Date	Record of Key Issues may also inform the on-going development plan(s)	Student Initials	Sign off Initials

Placement 9, Stage 3,

Final interview – Summative

Professional Attitude in a Practice Setting – Final Interview	Satisfactory		Unsatisfactory
	Practice always reflects professional values & attitudes		Practice reflects unprofessional values & attitudes
Mentor to sign their full signature in the box corresponding to their assessment of the student’s professional attitude			
8. 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:			
communication with people (patients, their carers/family and colleagues) including listening.			
maintaining people’s privacy and dignity			
being respectful and courteous and non-judgmental			
using their skills of empathy and is sensitive to the needs of others			
9. 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:			
maintaining confidentiality			
maintaining records			
using problems solving skills			
recognising their own limitations and seeking support when unsure of what to do			
maintaining professional boundaries			
10. 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:			
working alongside other members of the health care team			
taking responsibility for making the most out of their learning opportunities			
managing feedback about their learning			
using reflection as a means of identifying their own learning needs and limitations			
timekeeping is satisfactory and they communicate appropriately is unable to attend placement			
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 Placement 9 - Stage 3

Final Interview

This interview gives you and your Sign Off mentor an opportunity to reflect on your overall progress during your final placement experience and for a progress assessment to be completed. It should be completed within the last week of the placement by you and your Sign Off mentor.

NB for Mentors - Should there be an expectation that the student is going to fail the placement, an AST, Link Lecturer or PLF/CST **MUST** be present at this interview.

You and your mentor should review your on-going development plan(s) and evidence in all of the following sections of the Assessment in Practice Document (please circle).

- | | | |
|--|----------|--------------------------|
| • Testimonies | Yes / No | Mentor's Initials: |
| • Record of attendance/hours verified | Yes / No | Mentor's Initials: |
| • Skills Log/Practice Standards & Medications verified, signed and discussed | Yes / No | Mentor's Initials: |

STUDENT Self Evaluation

You may wish to consider the following areas: how you have made links between theory and practice, multidisciplinary/interagency working, communication skills, practical skills

- Strengths of my knowledge & practice abilities

- Aspects of my knowledge & practice I need to develop further and how I will achieve this

Final Placement 9 - Stage 3

STATEMENT OF PLACEMENT ACHIEVEMENT

(mentors please note this is a duplicate of the statement in the practice assessment document and must be completed here as well)

NAME OF STUDENT (please print):

NAME OF PLACEMENT

ORGANISATION (e.g. name of NHS Trust)

NAME OF MENTOR (please print):

PASS (the practice standards have been achieved)

Based on the evidence documented during this placement and summarised on the final interview comment sheet, I confirm that the student has **PASSED** the placement and is ready to progress to registration.

Signature of Mentor:

Date:

Signature of Student:

Date:

FAIL (some of the practice elements haven't been achieved'. N.B. practice elements decided in this way should be addressed as a priority in the next placement)

Based on the evidence documented on this student's performance during this placement and summarised on the final interview sheet, I confirm that the student has **FAILED** on the placement and is **not** ready to progress to registration.

If the student has attempted but been unsuccessful in achieving any practice standard or skill then they CANNOT be deemed to have passed the placement.

The student's progress has been discussed and an **ACTION PLAN** developed to be used in the next placement.

Signature of Mentor:

Date:

Signature of Student:

Date:

Final Placement 9 - Stage 3

Statement of Overall Practice Achievement for Programme

Declaration of achievement of NMC requirements for eligibility to apply for registration on Part 1 of the NMC register, Registered Nurse

Student's FULL

Name: _____

Cohort: _____

Field: _____

Month/Year of Completion: _____ /20_____

Declaration by Sign off Mentor/Practice Teacher

I have reviewed the student's Ongoing Achievement Record, Skills Log and Stage 3 Practice Assessment Document (PAD) and can confirm that **I am on the same Part and within the same Field of the NMC register as the student and have:**

- worked with the student for at least 40% of the completed placement.
- had time to reflect upon the student's abilities, given timely feedback and recorded the student's on-going progress & achievement ,
- assessed the student's overall performance on his/her final placement

I therefore sign to confirm that to the best of my knowledge this student is a capable, safe and effective practitioner, who has achieved the required practice standards for eligibility to apply for registration with the Nursing Midwifery Council (NMC).

Name of Sign Off Mentor/ Practice Teacher (Please print)		Date: / /
Signature of Sign Off Mentor/ Practice Teacher		

Declaration by Designated Academic Representative:

I have reviewed the student's Ongoing Achievement Record, Stage 3 Practice Assessment Document (PAD) and Self Declaration of Good Health and Character and can confirm to the best of my knowledge that:

- All practice standards required to be achieved for eligibility to apply for registration with the NMC have been achieved & signed off by a Sign-off Mentor/Practice Teacher.
- NMC & Programme requirements for practice and theory hours have been completed.

Name of Designated University Representative:		Date: / /
Signature of University Lecturer:		

Declaration by Lead - Pre Registration Nursing:

I confirm that to the best of my knowledge, all NMC requirements for registration have been successfully met

Name of Lead-Pre Registration Nursing:		Date: / /
Signature of Lead-Pre Registration Nursing:		

End of Programme Self-Declaration of Good Character and Good Health.

As you are aware at the beginning of the programme you completed a Disclosure and Barring Service check which provided information about your status re Good Character and had an Occupational Health assessment re Good Health. Following this you were required to make a self-declaration upon re-enrolment each year regarding your character and health. These assessments only told us of your status at the time they were completed.

As a registered nurse you will have a responsibility to provide information about any police cautions/convictions, civil convictions, police investigations and health matters to your employer as they and when they occur. As a student you have a similar responsibility to inform your personal academic tutor / cohort lead of any convictions / cautions / police investigations / health matters as they occur.

At the end of the programme the Lead for Pre-Registration Nursing is required to confirm that you are eligible to register having completed the requirements of the programme and provide an indication as to any matters related to Good Character and Good Health that may impact on your ability to register.

You are referred to the relevant NMC site <http://www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/Applying-for-entry-to-the-register/> for information on this. If an issue is highlighted then it may need to be investigated, in which case you will be contacted by a member of the lecturing staff. Information or issues relating to good character or good health will be treated in the strictest confidence and kept in your personal file.

You are required to complete the information below during your post P9 placement meeting with your AST. On completion, Your AST will then forward this along with the Statement of Overall Practice Achievement on the previous page to the Programme Lead.

Student Name:

Student No. **Cohort** **Field**

Convictions or cautions during the programme: YES / NO (please circle)

Health Problems: YES / NO (please circle)

AST / Intake Lead aware: YES / NO / NOT APPLICABLE (please circle)

Signed (Print Name)

Signed (Signature)

Dated

Post Placement Meeting with Academic Support Tutor (AST)

It is your responsibility to arrange to meet with your AST following every practice placement to review your progress and to discuss your placement experience. You should write a reflective account of your placement experience to discuss with your AST prior to meeting with them.

Record of Meeting with Academic Support Tutor (AST) – AST to complete

Comments on Student's reflective skills and how this can be further developed

Comments on Students overall progress and achievements during placement

Advice for future development of practice skills, knowledge and professional attributes

TESTIMONIALS

GUIDANCE

The following pages provide an opportunity for any service user/carer and/or professional/support worker/peer who you have worked with to comment on (for example) your approach in being caring and compassionate, your practice abilities, the knowledge you apply within your practice & your professionalism.

Discussion **MUST** be undertaken between yourself & mentor or a qualified member of the team in which you are working before requesting that they seek testimony from a service user or carer on your behalf.

As a student you **MUST NOT** approach a patient, carer or relative directly.

Service users and carers should **NOT** sign these pages (for reasons of confidentiality). Mentors should countersign all testimonials given by service users/carers.

Mentors may also write a testimonial on behalf of the service user/carer if they are unable to do so themselves.






All service users/carers have the right to decline being involved in obtaining testimonials. This should always be upheld and respected.

Mentors may wish to use Testimonials to inform the on-going and final assessment of students during the placement.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse:					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?






Mentor signature:	Date:
Student signature:	Date:

Thank you for your help
This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
How happy were you with the way the student nurse:	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?






Mentor signature:	Date:
Student signature:	Date:

Thank you for your help
This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse:					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor signature:	Date:
Student signature:	Date:






Thank you for your help

This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
How happy were you with the way the student nurse:	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?






Mentor signature: _____ Date: _____
Student signature: _____ Date: _____

Thank you for your help
This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse:					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?






Mentor signature: _____ Date: _____
Student signature: _____ Date: _____

Thank you for your help
This form has been designed by Service Users, and with thanks from the Pan London PAD group.

Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

- Your comments will help inform the student nurse’s learning
- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
How happy were you with the way the student nurse:	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor signature:	Date:
Student signature:	Date:






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Patient and/or Carer/Relative Testimonial

We would like you to tell us about how well the student nurse has looked after you.

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- The comments you give will not change the way you or your family member is looked after.

Tick if you are: The Patient/Service User <input type="checkbox"/> Carer/Relative <input type="checkbox"/>					
	Very Happy	Happy	I’m not sure	Unhappy	Very Unhappy
How happy were you with the way the student nurse:					
Cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Professional/Support Staff Testimonial

These pages provide an opportunity for other professionals and support staff who you have worked with to comment on your professional attributes, knowledge and practice skills.

Date	Comments	Print Name/Role

Student to identify which Practice Standards these comments can be mapped to:

--

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--

Child Nursing

ADDITIONAL FIELD EVIDENCE (AFE)

Evidencing your Additional Field Learning Outcomes

The NMC (2010) has stipulated that nursing students should be 'confident' in caring for patients/service users from fields of nursing other than their own by the end of the programme.

In order to facilitate this requirement you will be taught about other fields of nursing in the University and will be expected to pursue placement opportunities which will enable you to engage in practical aspects of care related to fields of nursing allied to your own.

Please discuss how you might do this with your AST prior to placement and during placement with your Mentor as part of your Preliminary Interview.

Where possible you should reflect upon the alternative field learning opportunities you have observed or undertaken as part of your own field experience or 'complementary' placement experience and should utilise quality research based evidence and/or policy guidelines to underpin your discussion of what has informed this practice. Your evidence should be signed and dated as achieved by your Mentor and AST.

You are expected to achieve & evidence the 'Additional Field' learning outcomes identified on the next few pages by the end of Stage 2 (P6) for Learning Disability, Mental Health, Adult & Maternal Health.

The learning outcomes once achieved must be verified by your mentor in clinical practice and by your Academic Support Tutor when you meet.

Child Field nursing students are required upon registration to have met all the requirements of children and young people between birth and the age of 18 across the full range of dependencies. This will include meeting the needs of children and young people who have acute or urgent care needs, long term or life limiting conditions, mental health problems or learning disabilities. You will also have the opportunity to care for children and young people in various settings, including hospital, the community and the child or young person's home.

Learning Disability

Recognise and respond to the needs of people with a learning disability who come into their care

Mentor signature:		AST signature:	

Maintain continuity of care to meet pre-existing intellectual, physical and emotional needs

Mentor signature:		AST signature:	

Understand the prevention, effects and treatment of common health problems, the links between learning disabilities and physical and mental health.

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Mentor signature:		AST Signature:	
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Ensure that people with learning disabilities have access to health and social care networks and specialist services to provide support and protect people who are vulnerable.

--	--	--	--

Mentor signature:		AST signature:	
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Actively listen, provide information, and involve people with learning disabilities in decision-making, including agreeing reasonable adjustments to minimise disruption to their usual way of life, and promote their autonomy, wellbeing and social inclusion.

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Mentor signature:		AST signature:	
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Work with families, carers, support networks and, where necessary, specialist advocates to address people's needs.

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Mentor signature:		AST signature:	
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Use effective communication and active involvement in decision making about treatment options taking into account the person's wishes, lifestyle and capacity for consent.

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Mentor signature:		AST signature:	
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Mental Health

Use basic mental health skills to reduce the distress associated with mental health problems and help promote recovery.

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Mentor signature:		AST signature:	
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Act promptly to reduce the risk of harm in a crisis and to protect people who are vulnerable.

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Mentor signature:		AST signature:	
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Have a basic understanding of mental health promotion, the links between physical and mental health problems and the aetiology and treatment of common mental health problems.

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Mentor signature:		AST signature:	
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Appreciate the impact of mental health problems and distress on a person's cognition, communication, behaviour, lifestyle and relationships.

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Mentor signature:		AST signature:	
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Be aware of the main provisions of mental health laws, especially those relating to capacity, human rights and safeguarding.

--	--	--	--

Mentor signature:		AST signature:	
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Recognise and address people's essential mental health needs when these exist alongside other primary health needs.

--	--	--	--

Mentor signature:		AST signature:	
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Work and communicate with others to maintain continuity in meeting mental health needs in long term conditions.

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Mentor signature:		AST signature:	
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Adult

A broad understanding of the life span development of adults and older people, their roles within the family context and how this affects their individual needs, health, behaviour and communication.

Mentor signature:		AST signature:	

Understand and recognise the common physical health problems of adults and older people who come into their care, including their effects, treatment and immediate nursing care requirements.

Mentor signature:		AST signature:	

Deliver basic care to adults and older people required to meet essential needs.

Mentor signature:		AST signature:	

Provide safe care to adults and older people in an emergency, or act to protect them where there is risk of harm, including first aid, basic life support and obtaining emergency assistance when needed.

Mentor signature:		AST signature:	

Provide immediate treatment and care for the adult or older person who becomes acutely ill or is injured.

--	--	--	--

Mentor signature:		AST signature:	
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Make a baseline physical health assessment of an adult or older person, monitor their condition and recognise and respond to any deterioration.

--	--	--	--

Mentor signature:		AST signature:	
-------------------	--	----------------	--

Safely use medical devices to assist with the immediate care or treatment for an adult or older person.

--	--	--	--

Mentor signature:		AST signature:	
-------------------	--	----------------	--

Seek expert advice or support where needed to ensure ongoing safe, effective and evidence based care of an adult or older person or when accessing specialist services.

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Mentor signature:		AST signature:	
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Maternal Health

This Field will be evidenced by completing the learning package.

Skills & Medications Log

Introduction

Attainment of the professional skills outlined in this Skills Log (SL) are essential for the development of your nursing competence and the assessment of your progress in practice.

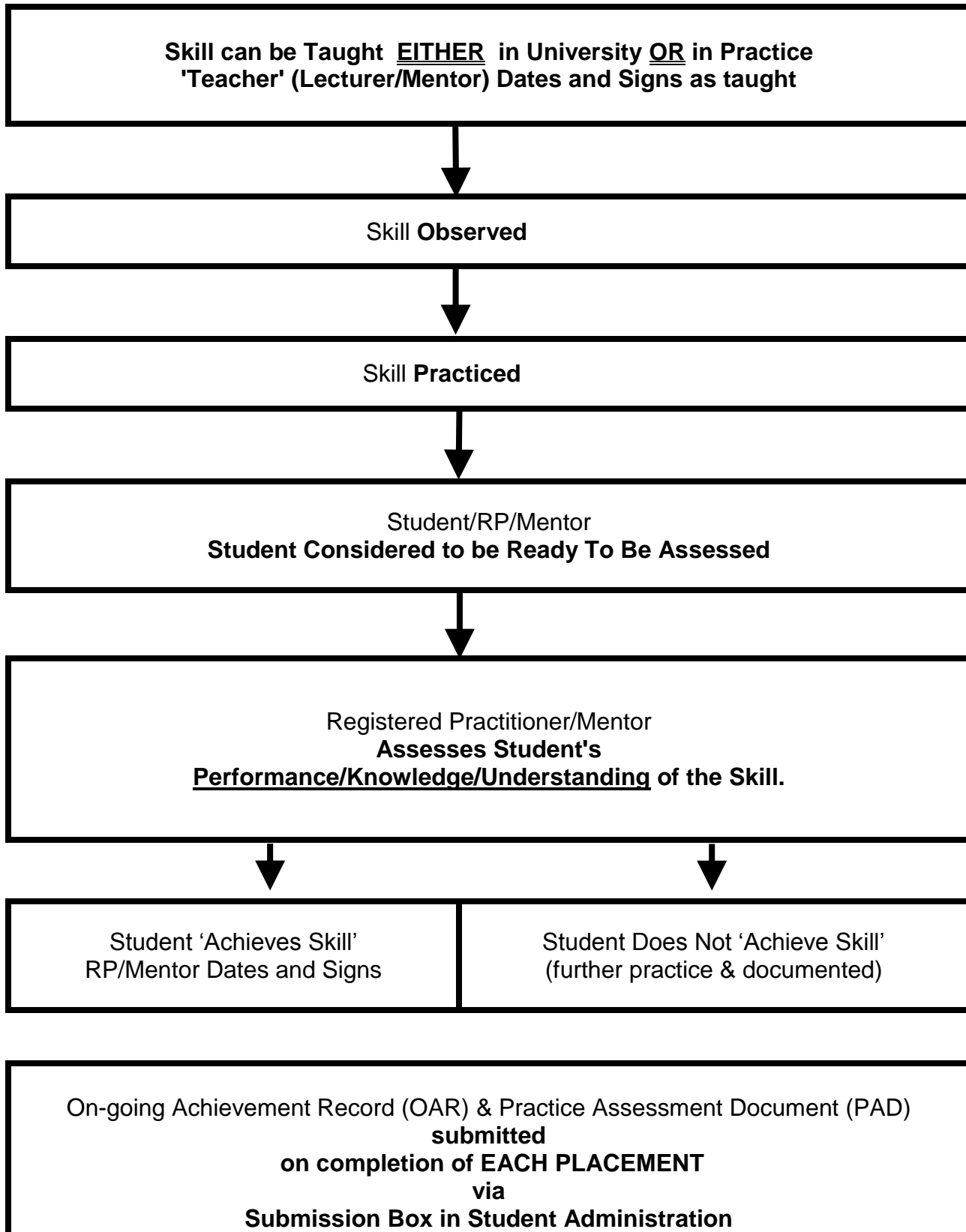
Each skill has been identified as important by both clinical practitioners and lecturers, and will help you demonstrate that you have achieved the NMC (2010) Standards of Competency for entry to the Register.

You should remember at all times when you have been deemed to have achieved safe performance of a skill you will still always work under the supervision of a First level Nurse (R P) /Mentor.

Achieving your Clinical Skills – Guidance

1. It is a requirement that **ALL Essential Skills must be met by the end of your programme** in order to be eligible to register with the NMC.
2. You should **observe** and **practice with guidance** skills as many times as you wish before you and your RP/Mentor agree you are ready to be assessed as skill achieved. *Remember - repetition and practising of skills with formative feedback is a useful aid to developing competence.*
3. **A Registered Practitioner (RP)/Mentor must sign that you have been TAUGHT as well as ACHIEVED the skill.**
4. RP / Mentors who teach and assess skills must sign & complete the table on page 7.
5. **'Skill Achieved' is defined as undertaking a skill safely and consistently with no RP/Mentor intervention.** You must also ensure patient/service user comfort and should be able to articulate the principles underpinning the skill.
6. **You must be proactive in seeking opportunities** within your placement in order to achieve Essential skills.
7. **Desirable skills [those in italics] can also be signed off as 'skill achieved' if the opportunity is available.** Any additional skills (not in the Skills Log) that you have observed, practised and/or achieved can be recorded on page 115.
8. **REMEMBER - you must never work beyond your competence.** An RP/Mentor should guide you as to the appropriateness of observing and practicing any clinical skills.
9. **If you experience difficulty in achieving an 'Essential Skill' you should discuss this with your RP/Mentor and (where appropriate) your Link Lecturer as soon as you are aware of this** so that you have every opportunity put into place to attain them.
10. **During your placement you must have this document and your PAD with you and accessible at all times** for you and your RP/Mentors and when required your named Link lecturer to discuss.
11. **You MUST submit your OAR on completion of each placement on the dates specified by the University programme administrators along with your PAD.** You will have it returned to you during your post placement meeting with your AST. You may photocopy sections of this and your PAD for your own Personal Development Profile PRIOR to submission.
12. **REMEMBER; once a skill has been signed by a Mentor as achieved, the expectation is that you will continue to perform that skill to a competent standard throughout your placements.**

Flow Chart for the Achievement of Clinical Skills



SKILLS

In Order to have the following skills signed off as 'skill achieved' you must

Have been taught, observed and practiced the skill whilst ensuring the individual's comfort, safety, dignity and privacy is maintained throughout the procedure, respecting individuality, culture, age and choice.

Perform the skill as a safe and smooth practice based activity with no need for RP/Mentor intervention whilst articulating the rationale for the skill.

Demonstrate effective communication skills throughout the performance of the skill.

Complete all record keeping for the identified skill.

At all times adhere to the relevant local Organisation policies and procedures and NMC Guidelines.

Once a skill has been achieved, the expectation is that you will continue to perform that skill to a competent standard.

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice				Registered Nurse:		Registered Nurse:		Registered Nurse:	
	Skill Taught				Skill Achieved Stage 1		Skill Achieved Stage 2		Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial		
Manual Handling										
Transfers <i>ie chair to bed</i>	SFP	3.5								
Demonstrate use of equipment Specify x2:										
1]	SFP	3.5								
2]	SFP	3.5								
<i>After a Fall or From Floor</i>										
Postural Management										
Update in classroom (Stage 1)	SFP	3.0								
Update in classroom (Stage 2)										
Update in classroom (Stage 3)										
Basic Life Support (BLS)										
Demonstrate Process Within Classroom (Stage 1)	Sem 1	SFP								
Demonstrate Process Within Classroom (Stage 2)										
Demonstrate Process Within Classroom (Stage 3)										
First aid demonstrated within classroom	Sem1	SFP								
Emergency Equipment Checks										
STUDENT & PATIENT SAFETY (SPS)										
Classroom Update Stage 1	Sem1	SFP								
Classroom Update Stage 2										
Classroom Update Stage 3										

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
FIRE SAFETY								
Classroom Update Stage 1	Sem 1	SFP						
Classroom Update Stage 2								
Classroom Update Stage 3								
INFORMATION GOVERNANCE								
Undertaken DH e-learning stage 1	Sem 1	SFP						
Undertaken DH e-learning stage 2								
Undertaken DH e-learning stage 3								
APPLYING INFECTION CONTROL PROCEDURES USING PERSONAL PROTECTIVE EQUIPMENT (PPE)								
Hand washing	SFP	1.4						
Uses PPE appropriately	SFP	1.5						
Food hygiene/handling								
Sterilising feeding equipment								
Aseptic technique	SFP	1.6						
Clean technique	SFP	1.6						
<i>Isolation barrier nursing</i>	SFP							
<i>Reverse barrier nursing</i>								
Handling & Disposal of:								
Clinical waste	SFP	4.6						
Sharps	SFP	4.6						
Body fluids: blood/vomit/faeces/sputum	Sem1	SFP						
Dealing with spillage	Sem1	SFP						
Bed Linen	Sem1	SFP						
Demonstrate effective communication skills; with service users and carers, families and members of multi-agency teams, using a Person-Centred approach and demonstrating self-awareness in challenging situations. To include verbal, non-verbal and written forms of communication								
Demonstrates Listening & Attending Skills with:								
Infant								
Toddler								
School age child								
Adolescent								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. <i>All skills must be completed by end of stage 3</i>	University or Practice			Registered Nurse: Skill achieved Stage 1		Registered Nurse: Skill achieved Stage 2		Registered Nurse: Skill achieved Stage 3	
	Skill Taught			Date	Initial	Date	Initial	Date	Initial
	Date	Initial		Date	Initial	Date	Initial	Date	Initial
Parents/carers									
Relatives / Extended family									
Parents relatives who are unable to understand English									
Refers to /uses translation service									
Adapts to and responds to communication difficulties <i>i.e. language, culture, hearing, speech,</i>									
The use of play to communicate									
Use of age appropriate distraction techniques									
Promotes family centred care									
Demonstrates self - awareness in challenging situations.									
Care of patient with complex communication needs.									
<i>Breaking bad news</i>		SFP							
Demonstrate effective communication skills; With health and social care professionals within and across organisations, Including verbal, non-verbal and written forms of communication									
Demonstrates effective communication by:									
Interacting effectively with the Inter-professional team									
Accurate message taking/reporting and documenting									
Accessing & using electronic records as per organisational policy									
Hand- over of care – written and verbal for a single patient ie SBAR									
Hand-over of care – written and verbal for a group of patients ie SBAR									
<i>Documents and reports accidents/serious incidents according to Trust policy</i>									
<i>Documents and raises concerns/complaints and safeguarding issues according to Trust policy</i>									

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3		
	Date	Initial	Date	Initial	Date	Initial	Date	Initial	
PARTICIPATE IN THE PROCESS & MANAGEMENT OF NURSING CARE & DELIVERY from first point of contact to transition or discharge									
Arranged admission									
Unplanned/Emergency Admission									
Assessment of child and family and completion of appropriate documents									
Assessment tools- Specify 2									
Tool 1									
Tool 2									
Pharmalogical Pain control intervention									
<i>Specify</i>									
Non-pharmalogical Pain control intervention									
<i>Specify</i>									
Care of Complex Patient									
<i>Caring for a child with central venous line</i>									
<i>Care of a baby in an incubator</i>									
<i>Care of a baby under a radiant heater</i>									
<i>Participates in BLS</i>									
<i>Participates in complex life support</i>									
<i>Participate and supports individuals in emergency first aid situation.</i>									
<i>Participates in Basic Airway Support Management</i>									
Care of child with complex elimination needs: state example									
<i>Cather care : indwelling / intermittent urinary catheter</i>									
<i>Care of Stoma</i>									

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
	Assessment, Monitoring, Recording & Reporting of Vital Signs & Other Observations							
NEWS								
Blood pressure - manual <i>(to be demonstrated in the classroom)</i>	SFP	2.5						
Blood pressure – electronic	SFP	2.5						
Pulse – radial	SFP	2.5						
Pulse – Brachial	SFP	2.5						
Pulse – Carotid	SFP							
<i>Assessment of capillary refill</i>								
Temperature taking methods utilised i) ii)	SFP	2.5						
Respirations	SFP	2.5						
Maintain Fluid Balance chart								
Oxygen saturation monitoring								
Care of febrile child								
<i>Apnoea monitor</i>								
Blood Glucose Monitoring								
Physical Measurements								
Weight	SFP							
Length / height								
Head circumference								
Documentation on to centile chart								
<i>Body Mass Index</i>	SFP							
	Care of complex patient							
Assessment of capillary fill								
Assessment of respiratory distress i.e. nasal flaring, noise, effort, recession.								
Neurologic assessment								
Paediatric Advanced Warning Score (PAWS)								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
	MEETING HYGIENE AND TOILET NEEDS							
Care of skin	SFP							
Umbilical cord	SFP							
Eye care	SFP							
Care of mouth, teeth	SFP							
Bathing an Individual in bed	SFP							
Pressure area care								
Assistance with hygiene	SFP							
Assisting with toilet needs:								
Nappy	SFP							
Toilet	SFP							
<i>Bedpan/urinary bottle</i>	SFP							
MEETING HYDRATION / NUTRITIONAL NEEDS								
Assess nutritional status & tool used i.e. <i>state tool</i>	SFP							
Calculate feed volume								
Calculation of required fluid needs								
Oral feed: breast								
Oral feed: bottle								
Oral feed: weaning diet								
Oral feed: older child								
Drinking								
Management of Enteral Feeding:								
Nasogastric/PEG feeds								
<i>Insert a naso gastric tube</i>								
Accurately records, interprets and reports fluid intake & outputs								
<i>Enteral feeding child with complex needs. Specify i.e. Gastronomy/PEG feeds</i>								
1								
Child with displaced / removed gastronomy								
Intravenous infusion: care of the infusion site								
Use of feed pump								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. <i>All skills must be completed by end of stage 3</i>	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
<i>Care of Blood transfusion</i>								
<i>Care of peripheral line</i>								
<i>Care of giving set</i>								
<i>Care of volumetric pump</i>								
<i>Care of syringe driver</i>								
SPECIMENS: COLLECTING, RECORDING, REPORTING								
Urine collection: 2 methods								
Method 1								
Method 2								
Faecal/stool sample	SFP							
Throat swab								
Wound swab	SFP							
<i>Sputum via suction catheter</i>								
<i>Naso-pharyngeal aspirate</i>								
Accurately documents and reports results from specimens. Specify 2								
1								
2								
Management of airway								
Correct positioning								
<i>Oral/nasal suctioning</i>								
Care of Complex Patient								
<i>Care of tracheotomy</i>								
<i>Tracheotomy tube suctioning</i>								
<i>Change of tracheotomy</i>								
Care of patient: pre and post procedure (diagnostic or surgical)								
Routine pre procedure care								
Preparation of child and family taking into account individual needs								
Preparation of area/equipment								
Emergency pre-procedure care (complex)								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
Care of child with altered levels of consciousness								
Perform neurovascular observations								
Wound care; assess plan implement and evaluate wound healing								
<i>Care of the unconscious child</i>								
APPRECIATING DIVERSITY & EXPRESSING SEXUALITY								
Respects an individual's dignity and privacy	SFP							
Provides age appropriate care.	SFP							
Provides gender appropriate care.								
Provides appropriate spiritual/ religious/ cultural support where required.								
Involvement of Family and friends in the care and support of the child where appropriate.								
END OF LIFE/DYING/LOSS								
Demonstrate ability to support a child and family at a time of loss/end of life	SFP							
<i>Perform last offices for a child</i>	SFP							
<i>Demonstrate an understanding of procedures following death and complete relevant documentation</i>								
<i>Provides on-going support to the family that is sensitive to family, cultural and religious need.</i>								
SAFEGUARDING CHILDREN								
Address child protection issues								
Able to identify policies and procedures around safeguarding children								
<i>Assessment of child/family and completion of documentation</i>								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1	Registered Nurse: Skill Achieved Stage 2	Registered Nurse: Skill Achieved Stage 3
Promotion of growth and development					
Uses age appropriate play to stimulate growth and development					
Promotion of breast feeding					
Weaning advice					
Promotes use of cup over bottle					
Assesses child against developmental milestones					
Undertakes teaching activity to meet need (i.e. 1-1 or group)					
Of a child/children					
Of parents/carers					
<i>Of a sibling</i>					
Addresses health promotion:					
1)					
2)					
3)					
Nursing Process					
Planning care for the individual					
Evaluating care for the individual					
Prioritising care for the individual					
Documents care accurately					
<i>Documents accidents according to Trust policy</i>					
<i>Documents complaints according to Trust policy</i>					
Transfer of Information /Discharge planning					

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice Skill Taught		Registered Nurse: Skill Achieved Stage 1	Registered Nurse: Skill Achieved Stage 2	Registered Nurse: Skill Achieved Stage 3
Management Skills					
Leads & co-ordinates care for a shift on at least 4 occasions:					
1					
2					
3					
4					
Able to delegate workload appropriately.					
Manages change effectively					
Identifies learning needs within team, plans & undertakes teaching activity to meet need (i.e. 1- 1, group)					
Undertakes referrals to other professionals & agencies as appropriate.					

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. All skills must be completed by end of stage 3	University or Practice		Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3	
	Skill Taught		Date	Initial	Date	Initial	Date	Initial
	Date	Initial	Date	Initial	Date	Initial	Date	Initial
Safely administer Medicines under the supervision of a Registered Nurse To include: calculating dose, actual giving, performing safety checks, preparation of drug for administration, monitoring dosage & side effects, completing documentation & storage.								
Calculate Drug Dosage (Stage 1)	SFP							
Calculate Drug Dosage (Stage 2)								
Calculate Drug Dosage (Stage 3)								
Follows storage and administration of medicines policy								
Oral Medication	SFP	4.7						
Sub-Cutaneous Injection	SFP	4.7						
<i>Intramuscular Injection</i>	SFP							
Inhaled Medication	SFP							
Nebulised Medication	SFP							
<i>Enteral Medication</i>	SFP							
<i>Transdermal Medication</i>	SFP							
<i>Eye-Drops</i>	SFP							
<i>Rectal Medication</i>	SFP							
<i>Topical Medication</i>								
Manages the safe administration of medication for an individual patient for at least 1 shift (Stage 2)								
Manages the safe administration of medications for a group of patients for at least 1 shift (Stage 3)								
Administer Oxygen Therapy								
<i>Use Oxygen Humidification</i>								

SKILLS <i>Essential skills in BOLD</i> Desirable skills in italic's. <i>All skills must be completed by</i> <i>end of stage 3</i>	University or Practice			Registered Nurse: Skill Achieved Stage 1		Registered Nurse: Skill Achieved Stage 2		Registered Nurse: Skill Achieved Stage 3		
	Skill Taught	Date		Initial	Date	Initial	Date	Initial	Date	Initial
Additional Skills Undertaken In The Placement Area/University Setting										
- BUT NOT LISTED -										

Medication Used in Practice Placement

A minimum of 5 medications in Stage 1 and a minimum of 10 medications in both Stages 2 & 3 MUST be identified, ideally from different drug groups. Drugs must NOT be repeated / duplicated - you need to provide evidence of understanding

<u>Example of completed Medication page</u>	
Name of Medication ...	
Action:	How does the medication work?
Effect / Indication	Why were the patients taking the medication?
Route	Oral / IM / SC / Topical / PR/Transdermal
Dose	medication 20mg tablets
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)	What are they? How did you check for side effects and how did you manage the patient if they had a side effect?
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)	What are they? Did the patient have any? What are the common ones for this medication?
Drug Calculation (you must show workings out)	(you must show workings out) Patient prescribed 40mgs thus needs 2 x 20mg tablets
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date

STAGE ONE

Medication 1; Name of Medication ...		Medication 2; Name of Medication ...
Action		
Effect / Indication		
Route		
Dose		
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)		
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)		
Drug Calculation (you must show workings out)		
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date

Medication 3; Name of Medication ...		Medication 4; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 5; Name of Medication ...		
Action		
Effect / Indication		
Route		
Dose		
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)		
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)		
Drug Calculation (you must show workings out)		
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	

STAGE TWO

Medication 1; Name of Medication ...		Medication 2; Name of Medication ...
Action		
Effect / Indication		
Route		
Dose		
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)		
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)		
Drug Calculation (you must show workings out)		
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date

Medication 3; Name of Medication ...		Medication 4; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 5; Name of Medication ...		Medication 6; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 7; Name of Medication ...		Medication 8; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 9; Name of Medication ...		Medication 10; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

STAGE THREE

Medication 1; Name of Medication ...		Medication 2; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 3; Name of Medication ...		Medication 4; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 5; Name of Medication ...		Medication 6; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation you must show workings out			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 7; Name of Medication ...		Medication 8; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Medication 9; Name of Medication ...		Medication 10; Name of Medication ...	
Action			
Effect / Indication			
Route			
Dose			
Common Side effects (Please relate this to a patient/service user you are caring for /involved with)			
Contra-indications (Please relate this to a patient/service user you are caring for /involved with)			
Drug Calculation (you must show workings out)			
Safely given drug to identified individual (indicate route used)	Route Mentor Signature Date	Route Mentor Signature Date	

Student & Mentor Checklist – Completion of PAD & OAR

Guidance for Completion of Practice Assessment Document (PAD)	
1. Orientation to Placement	<p>Mentor and student will:</p> <ul style="list-style-type: none"> - Complete Orientation to Practice Setting (first shift) & complete placement details page in PAD - Accurately record attendance record/sick leave/authorised/non authorised & total hours accurately by shift – signed by mentor or registered nurse on a shift basis
2. Initial Interview (first week of placement)	<p>Mentor and student will:</p> <ul style="list-style-type: none"> - Review previous experience/placement and Mentor comments in OAR - Identify and discuss current Learning needs student - Identify and discuss which practice standards, skills and AFE can be achieved - Agree and write an initial development plan - Set date for Intermediate progress review
3. Intermediate Interview (mid-point of placement)	<p>Mentor and student will:</p> <ul style="list-style-type: none"> - Identify and reflect upon student progress – using NMC PRACTICE STANDARDS and Assessment marking tool (GRID) to assess the students’ progress and achievement - Review Ongoing Development plan and learning outcomes - Sign and date all practice standards achieved
4. Final Interview (last week of placement)	<p>Mentor and student will:</p> <ul style="list-style-type: none"> - Identify and reflect upon student progress – use NMC PRACTICE STANDARDS and marking Tool (GRID) to re-assess the student’s OVERALL progress and achievement - Sign and date all practice standards achieved/not achieved/failed - Sign and date Professional behaviour in practice – satisfactory/unsatisfactory - Reflect upon complementary placements undertaken/testimonials – check all signed/dated - Sign and date Statement of Placement Achievement – PASS/FAIL - Placement Evaluation completed (receipt to be submitted with PAD)
Guidance for Completion of On-going Achievement Record (OAR)	
1. Final Interview	<p>Mentor and Student will:</p> <ul style="list-style-type: none"> - Sign and date ALL Professional Behaviours - Verify, sign and date all testimonies, clinical skills, practice standards, AFE (Essential Outcomes for Other Fields) evidence and medications as taught AND achieved - Student to undertake self-reflection: achievements, progress and future learning needs - Mentor to verify if meeting standard expected for stage/end of programme - Complete placement evaluation – receipt to be verified by Mentor - Reflect on effectiveness of reasonable adjustments and document in PSA - Record weekly meetings signed and dated (final ‘Sign Off’ placement) - Complete Statement of Practice Achievement signed and dated (PASS/FAIL) <p>Or</p> <p>Complete Statement of Overall Practice Achievement signed/ dated by Mentor & Student Declaration (Final ‘Sign Off’ placement)</p>