



Assessment of practice:
Nursing

Diploma, Diploma with Advanced Studies and Degree programmes
NMC Proficiencies

Nursing programme

Assessment of Practice

Name			
University ID number			
Group/intake			
Programme	Diploma	Diploma with Advanced Studies	Degree

Academic tutor name	
Telephone	
Email	

Ongoing record of achievement statement

My Assessment of Practice document is my “ongoing record of achievement” for practice.

I consent to allow the processing of confidential data about me to be shared between successive mentors and with the relevant education providers in the process of assessing my fitness for practice.

I understand that this is a requirement of the NMC and that it is essential to the pursuance of my programme of study leading to registration.

Student signature	
Academic tutor signature	
Date	

For further information, please refer to:

Standards to Support Learning and Assessing in Practice
 NMC Standards for mentors, practice teachers and teachers.
 First published August 2006, second edition July 2008 p.69
www.nmc-uk.org

Confidentiality

Entries made in the portfolio must ensure the service users’ right to confidentiality is respected at all times.

I have attended the following year one mandatory skills sessions

ESSENTIAL TRAINING	Date	Facilitator	Facilitator's signature
Moving and handling			
Universal precautions			
Basic life support (may take place during first practice placement)			

Skills signatures do not demonstrate student competence nor does it act as a certificate to be used by external employers.

Protecting the public through professional standards

Accepting appropriate responsibility

There may be times when you are in a position where you may not be directly accompanied by your mentor, supervisor or another registered colleague. As your skills, experience and confidence develop, you will become increasingly able to deal with these situations.

However, **you must only participate in interventions for which you have been fully prepared or in which you are properly supervised, and which are in keeping with Trust/practice policy.** If you have any doubts, discuss them as quickly as possible with your mentor or academic tutor.

I have read and understood the above statement	
Student signature	
Academic tutor signature	
Date	

Adapted from an NMC guide for students of nursing and midwifery, Nursing and Midwifery Council (2002)

www.nmc-uk.org/aDisplayDocument.aspx?documentID=1896

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Welcome to your Assessment of Practice document

This guide has been developed to help students and mentors to complete the Assessment of Practice (AOP).

The introductory pages have been divided into three sections

Section 1: Guidance for students – page 2

Section 2: Guidance for mentors – page 5

Section 3: Guidance for students and mentors – page 7

Please read and become familiar with these pages. We recommend they are read in conjunction with the student handbook. Questions arising should be discussed with the academic tutor or University link.

Assessment of practice represents 50% of the pre-registration nursing programme assessment requirements. In keeping with NMC requirements, your Assessment of Practice document acts as your ongoing record of achievement, which is an NMC requirement for registration.

The assessment of the NMC Proficiencies will be tested in the following modules

Year 1: Principles of nursing practice

Year 2: Contemporary nursing practice

Year 3: Leadership and management

The mentor's assessment of your practice is fundamental to maintaining professional standards in nursing so please remind your mentor to read these pages.

Section 1: Guidance for students

Remember, this is YOUR assessment document and you must accept responsibility for accurate completion

- prior to the start of the first practice experience, complete the recommended initial activities including a Professional Development Plan
 - prior to the start of each practice experience make an initial identification of your learning needs
 - actively participate in initial, interim and final interviews with mentor
 - identify and affirm learning needs with mentor
 - agree an action plan with your mentor for every practice experience
 - take advantage of every opportunity to work with mentor / supervising practitioner
 - take advantage of all the learning opportunities available
 - maintain your assessment of practice document
 - provide mentor with examples and evidence from practice to demonstrate how the outcomes / proficiencies have been achieved.
 - co-operate with mentor to ensure the assessment is completed by the date(s) specified
 - make the assessment of practice document available to mentors or academic staff on request
 - submit the assessment of practice documentation to registry by the date specified
- This applies to practice experiences 2, 4 and 6 only**
- complete the on-line evaluation of each practice experience

Nursing proficiencies – guiding principles

- **Fitness for practice**
- **Fitness for purpose**
- **Fitness for award**
- **Fitness for professional standing**

These guiding principles establish the philosophy and values underpinning the NMC's requirements for programmes leading to entry to the register as a nurse.

These principles provide the foundation for the skills and proficiencies required for entry to the branch programmes and to the register and are reflected in all pre-registration nursing programmes. The guiding principles relate to professional proficiency and fitness for practice. As practice takes place in the real world of healthcare delivery, it is inextricably linked to other aspects of fitness: fitness for purpose, professional academic awards and professional standing.

Practice proficiency

As a student you are deemed to be proficient when you have successfully met the NMC standards for nursing at the end of an NMC approved programme. Practice proficiency may only be signed off by a mentor who has met the NMC additional criteria (NMC 2008)

Graduate Key Skills and employability are the generic, transferable skills which all students develop during the course of their academic studies.

They include oral and written communication, study skills and wider areas such as self-awareness and reflection on learning.

Employers are increasingly seeking evidence of skills development within graduate degree programmes. Mapping these skills in the assessment of practice document enables you to develop and demonstrate transferable skills that are useful not only in improving your studies but which can also help you to make the transition to employment after University.

These skills include:

- Managing your own learning
- Information technology
- Working with others
- Communication skills
- Numeracy
- Problem solving

The assessment of practice document has two key areas

- 1) **NMC proficiencies**
- 2) **NMC essential skills clusters**

Part one of the document: NMC Proficiencies

This part of the document has been developed around the NMC Outcomes for Branch Entry Common Foundation Programme and Proficiencies for Entry to the Register (Branch). These statements are divided into four domains,

This part of the document contains the proficiencies that are essential and need to be achieved in every practice experience.

- Professional and ethical practice
- Care delivery
- Care management
- Personal and professional development

Part two: NMC essential skills clusters

Part two contains the NMC essential skills clusters (ESC) which shape the skills log and which must be completed by the end of the Common Foundation Programme (CFP) and Branch programmes.

You must work towards both parts of your assessment of practice document during each practice experience.

The following stages have been designed to meet the requirements for progression during the programme.

Stage 1 = CFP: **Participate** (beginning to understand the role of the nurse and participate in service user care under the supervision of your mentor)

Stage 2 = First year of branch: **Initiate** (able to deliver care to service user & family/carer, non-complex cases)

Stage 3 = Second/ final year of branch **Manage** (able to plan, deliver, evaluate and alter as appropriate care to group of service users & families/carers for complex cases, case load manage, lead care teams, work in multi-disciplinary teams)

Assessment of proficiency

The programme is designed around three sequential levels of Outcome and Proficiency that you have to achieve at different stages of the programme. The levels and criteria for judging achievement are:

Proficiency Level 1: Participates

- Participates, or assists in skill and care delivery under the direct supervision of a supervising practitioner
- Acts appropriately when assisting supervising practitioners
- Has a knowledge base and an understanding of the emotional needs of the service user(s) that accompanies the delivery of 'hands on' skills
- Needs supervision when performing skills or care delivery
- Always ensures the safety and well being of the service user(s)
- Manages and prioritises an appropriate personal workload, seeking help when necessary
- Never undertakes anything beyond own stage of proficiency without instruction from, or referring to a supervising practitioner

Proficiency Level 2: Initiates

- Is able to make an assessment of service user(s) needs and initiate care delivery
- Has a sound knowledge base and an ability to meet the emotional needs of the service user(s) that accompanies the delivery of 'hands on' skills
- After instruction and supervised practice can be trusted to practise safely in similar, uncomplicated situations
- Needs guidance and support to perform skills and deliver care in unfamiliar or complex situations
- Always ensures the safety and well being of the service user(s)
- Manages and prioritises personal workloads effectively
- Never undertakes anything beyond own stage of proficiency without instruction from, or consulting, a supervising practitioner
- Takes responsibility for, and can justify, own actions

Proficiency Level 3: Manages

- Practices in accordance with the NMC Code of Professional Conduct [2004]
- Has the skills and ability to practise safely and effectively without the need for direct supervision
- Manages care in order to ensure the safety and well being of service user(s) at all times
- Able to plan, deliver, evaluate and alter as appropriate care to group of service users & families/carers for complex cases.
- Lead care teams, work in multi-disciplinary teams

How are you assessed in practice?

The assessment process involves you and your named mentor agreeing an action plan at the initial interview outlining the learning experiences available in your area, which will meet some, or all of the proficiencies required to be completed in that practice experience. This will then be outlined in the action plan agreed with your mentor for that part of the programme.

The interim interview provides an opportunity for you and your mentor to agree the items which have been successfully completed, and action plan to complete those remaining.

The final interview allows you to review your learning and to consider your needs and requirements for progression to the next stage of the programme or to registration.

Distinguishing between summative and formative assessment

We believe that assessment should be more than merely a test of how you perform at given points; rather, it should be an integral part of your learning and growing as a nurse. Assessment should not merely be done to you; rather, it should also be done with you, to guide and enhance your learning. You therefore have summative assessment at key progression points. At all other stages you will be given feedback that will enable you to enhance your learning through the progressive stages

Formative assessment evaluates your progress and provides feedback on your development of knowledge, skills and abilities without passing any formal and final judgement.

In practice experiences 1, 3, and 5 the final interview is a formative point at which your mentor assesses if you are successfully completing all of the proficiencies and skills required to pass the stage of your programme. An action plan for future development on your next practice experience will be agreed which you will take to the initial interview at your next practice experience.

Summative assessment is the process of evaluating your learning at key progression points in the programme. This will be undertaken at the final interview in practice experiences 2, 4 and 6 when your mentor will assess and make judgements regarding your ability to practise at the required level to progress to the next year of your programme or to enter the register.

Safeguarding children and young people.

Nurses and midwives have a statutory duty to safeguard and promote the welfare of children and young people. This includes an awareness of how to recognise and respond to concerns about children who are at risk of or suffering from significant harm. This duty is reflected in The Nursing and Midwifery Council code of professional conduct: standards for conduct, performance and ethics (NMC, 2004) that recognises the need to act to protect service users and others from significant harm.

Within the county of Hampshire and the Isle of Wight there are four 'Local Safeguarding Children Boards' collectively known as the 4LSCB. They have responsibility for the development of procedures/protocols in relation to safeguarding children.

All practice experiences for students should have access to these procedures as well as local policies and protocols dependent upon the setting. For example in Hampshire Partnership NHS Trust all staff should be aware of the 4LSCB procedures, and in addition have an internal protocol of child protection arrangements as well as specific policies for Child and Adolescence Mental Health teams or Adult Psychiatric Inpatient services.

It is important to be aware that safeguarding procedures are available in all areas that come into contact with children and families, not only those providing direct care for children. See useful websites below:

www.nspcc.org.uk

www.childrenssociety.org.uk

www.everychildmatters.gov.uk

Safeguarding vulnerable adults.

Some service users may be considered especially vulnerable. A vulnerable adult is defined as a person "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation". (Who Decides?, Lord Chancellor's Office 1997)

In effect all nurses in all practice settings could be required to act to protect any adult but should pay particular attention to the protection of the vulnerable adult. Nurses, Midwives and Health Visitors are required to follow locally agreed multi-agency procedures in order to achieve this (No Secrets, Department of Health & Home Office 2000)

Should you be involved in any way, in any situation in practice related to advocacy and support, contact your academic tutor for advice.

N.B. You must NEVER submit any formal statement related to any situation without prior consultation with your academic tutor who will refer you to an expert advisor.

Section 2: Guidance for mentors

Introduction

Students will normally acquire knowledge, initially in discrete areas (**Participates**) then, with guidance, start to make connections between these areas (**Initiates**) to finally be able to draw on knowledge gained from a variety of sources and apply it to the situation at hand (**Manages**). Use of reflection helps guide the student in linking theory and practice. It also helps the student to identify areas where their knowledge is lacking and further research/reading is required.

Skill development is fostered through observation in the first instance, as you guide the student through the stages of skill acquisition, highlighting the knowledge underpinning the skill. The student will then practice with your direct supervision. Once you and the student agree they understand what is required, the student should then be offered the opportunity to undertake the skill under indirect supervision, but that you check the completed work. Once confident that the student can perform the skill competently and demonstrates the required knowledge, which underpins the skill, the student is deemed competent. Further practice will facilitate proficiency in that skill.

All team members, mentors, and associate mentors may be involved in facilitating the student's learning. However it is you the mentor who is accountable for the final assessment and completion of the assessment documentation.

A fundamental role of every registered nurse is to support and facilitate students in meeting their learning needs during practice experiences. In some cases, students will require clear guidance and support in developing those aspects of their practice that have been identified to them as being below the required standard. Involvement of the University link or academic tutor at an early stage will ensure appropriate support is available for the student and you to facilitate the student in improving their practice to achieve the proficiencies. An action plan will be agreed which clearly identifies areas for improvement. You should inform the student and the academic tutor of the student's progress in meeting the requirements of the action plan so that failing to achieve proficiencies is not an unexpected event for any of the parties involved.

You must remember that as the registered practitioner you are responsible for the assessment process and you need to have confidence in your judgement. Please be certain that the student has achieved a proficiency level, before awarding a pass. If you are concerned that the student may not be able to achieve the required level, you must alert the academic tutor so that appropriate support can be offered to both the student and you. It is important that the student is not given 'the benefit of the doubt' when assessing proficiency.

Questions that you may want to consider when making an assessment

- Has your student met the performance criteria for achieving a pass?
- Can the student discuss the evidence they have provided for their linked assignment and demonstrate their understanding of this evidence?
- Does their evidence / self assessment accurately reflect their performance when delivering care to service users?

A framework of assessment has been developed to help you understand what is required of the student at each stage of the programme – pages 16-21 for the Common Foundation Programme and pages 58-66 for the branch programme.

The following has also been developed to help your decision making.

Practice assessment decision	Criteria
PASS	The student has consistently demonstrated achievement of all the performance criteria relating to each of the NMC proficiencies and Essential Skills Clusters (ESCs) as set out in the framework for assessment
REFER	The student has failed to consistently demonstrate achievement of all the performance criteria relating to each of the NMC proficiencies and ESC's as set out in the framework for assessment
To pass the related academic module and practice experience, the student must:	
<ul style="list-style-type: none"> • Satisfactorily pass all the module learning outcomes • Complete satisfactorily all practice assessment documentation including recording assessment dates, performance evidence and signatures for each practice experience • Submit their completed assessment of practice document and assignment on or before the required submission dates. 	
<ul style="list-style-type: none"> • Students who fail to achieve the required standard to pass one or more of the proficiencies or ESC's will be given a second assessment opportunity to achieve these following the first four weeks of their next practice experience. A subsequent referral will mean the student may be subject to withdrawal from the programme. 	

Achieving and maintaining proficiency and skills

Students must achieve and **maintain** each stage of proficiency and skill in order to:

- ensure standards of service user care are maintained
- progress from CFP to branch – end of year 1
- prepare for the responsibilities of registration – end of year 2
- enter the register – end of year 3

Proficiency - removing 'achieved status'

Once a proficiency or skill has been achieved it does not have to be formally re-assessed. However, if the proficiency or skill is not maintained 'achieved' status must be removed. This can be done by any mentor or the link lecturer.

If this happens:

- the standard of proficiency must be re-achieved before the next summative assessment point and before progression is ratified
- If proficiencies and/or skills are not re-achieved, the student will be referred in the assessment of practice.

What is meant by 'supernumerary' and how important is attendance?

The NMC states the required number of hours within a nursing programme that must be worked in practice. Each programme will ensure that opportunities to meet these requirements hours are given. It is vital that the student's attendance is monitored and recorded accurately to ensure these hours are completed. The NMC requires that students are "supernumerary" which means they cannot be counted as part of the workforce. This ensures the student is free to utilise all learning opportunities (e.g. accompany a service user to theatre or to an out patient appointment).

To meet the requirements of both the NMC and DH criteria for proficiency the student must experience care provision throughout the 24 hour cycle which means they must work shifts, night duty and weekends.

When making your decision regarding the student's level of proficiency, you should reflect on the student's performance, consider feedback from colleagues and University links and think of any further evidence you have to inform your decision. Refer to the student's self-assessment of their performance and the evidence they are presenting to meet the assignment linked to the practice experience. Please refer to the framework for assessment and review the details of the initial and interim reviews, and the achievement of any goals / developments in the student's practice already identified. Remember it is important that the student is given feedback at regular intervals and opportunities to discuss progress throughout the practice experience. Failure to achieve the required proficiency level at the summative assessment point must never be an unexpected event for any of the parties involved.

Section 3: Guidance for students and mentors

Demonstrating achievement

Formative assessment of practice on completion of experiences 1, 3 and 5

At the formative assessment you should be able to demonstrate that satisfactory progress is being made in relation to achieving the proficiencies and essential skills that must be achieved by the end of the year. This decision would be based on the:

- i. proficiencies and skills achieved
- ii. documented reasons for non-achievement in any area
- iii. the mentor's evaluation of your progress stated in the final formative written report
- iv. recommendations of the mentor, University link and / or academic tutor
- v. record of absences and time made up completed and verified by the mentor

Summative assessment of practice on completion of experiences 2, 4 and 6

At the summative assessment you should be able to demonstrate achievement of the proficiencies and essential skills required by the end of year progression point. This decision would be based on the following criteria:

- i. all the proficiencies/skills are achieved at the minimum level required
- ii. you have presented evidence from practice to demonstrate to your mentor that all proficiencies have been achieved
- iii. you have completed the appropriate Essential Skills Log by the end of the year
- iv. you have submitted and passed the related theoretical assessments
- v. your final written reports are satisfactory
- vi. all absence reports have been completed and verified by your mentor
- vii. the Portfolio of learning is submitted to Registry by the date(s) specified

Incidents in practice

www.soton.ac.uk/alps

To be read in conjunction with the University of Southampton guidelines for reporting concerns for students safety (www.soton.ac.uk/student-services/wellbeing/student-wellbeing.html) and the University of Southampton Health and Safety Policy (www.resource1.soton.ac.uk/hr/healthandsafety/policy/PolicyManualFull.html)

Whilst engaged in practice experiences, students may become involved in incidents or accidents. Should this happen, it is important that personnel at the School of Health Sciences are informed, not only to enable the monitoring of health and safety issues but also to offer support and guidance should this be required. The link lecturer or academic teacher must be contacted by the student or their mentor and they will advise the student and mentor of the appropriate action to take.

Definitions of what constitutes an “accident” and an “incident” or a “near miss” are available in the student handbook. If there is uncertainty regarding appropriate action to take, contact the University link or academic tutor.

In the event of such an occurrence, a form S24 should be completed by the student with help from their link lecturer or academic teacher, and guidelines for completion are included in the document. The form should be returned to the health and safety officer at the School of Health Sciences.

Form S24 can be found via the following page:
www.socscinet.soton.ac.uk/safety/S24Form20040317.doc

Whenever students are involved in an accident or incident or a near miss and a practice organization “Incident Form” is completed, the student or mentor must contact the academic teacher and report this, even if they have only witnessed but were not directly involved in the situation. The academic teacher will inform the award leader, the practice academic coordinator and the learning environment lead. Follow up action will be agreed and a record will be made in the student's file. A copy of the incident form must be forwarded to the award leader or academic teacher who will ensure safe storage in the student file.

NB: Please note – students must NEVER write or submit statements that have not been formally endorsed by the University.

Academic integrity

All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty, and mutual respect.

Breaches of academic integrity

If you work with academic integrity there are a number of practices you must avoid which are explained in the academic integrity statement for students within your pre-registration student handbook.

You are responsible for your own work and conduct, and for ensuring you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity.

Falsification or incorrect completion of any elements of this document

Falsely claiming to have completed hours of practice or achievement of proficiencies or skills by falsification of signatures constitutes a breach of academic integrity and will result in disciplinary action.

Evidence – criteria for assembling and presenting evidence of practice

Understanding and application of the proficiencies and skills will be demonstrated at the level that is congruent with the current programme that you are undertaking and will be demonstrated through successful completion of the following modules and their assignments:

Year 1 - Principles of Nursing Practice

Year 2 - Contemporary Nursing Practice

Year 3 – Leadership and Management

The learning outcomes for these assignments are directly linked to the assessment of practice document and you will demonstrate through the achievement of these learning outcomes that you have explored the underlying theory of the NMC Proficiencies as indicated in the following tables:

Evidence – reasons why it must be collected and presented

As a student you are required to present evidence to demonstrate that proficiencies and skills have been achieved. The reason for doing this is to help you develop the knowledge and skills needed to justify your practice.

The purpose of collecting evidence is to demonstrate,

- the proficiencies and skills are being achieved at the minimum level required
- an understanding of, and ability, to adhere to principles of the NMC Code of Professional Conduct
- the development of the skills needed to be able to support one's own practice

Student evidence: the role of the mentor

Your mentor is not expected to make a formal assessment of your academic assignment as it is graded and marked as academic work. However, you must be able to justify by discussion how each outcome has been achieved in practice. Your mentor can expect you to provide a concise outline of how you will meet the proficiencies in the linked module assignment.

Year 1 - Principles of nursing practice: page 35

Year 2 - Contemporary nursing practice: page 94

Year 3 – Leadership and management: page 115

Use of a model of reflection is essential – see Driscoll's 2002 model on page 11. This model is used in the contemporary nursing practice assignment in year 2.

Discussing the linked academic assignments and reflection

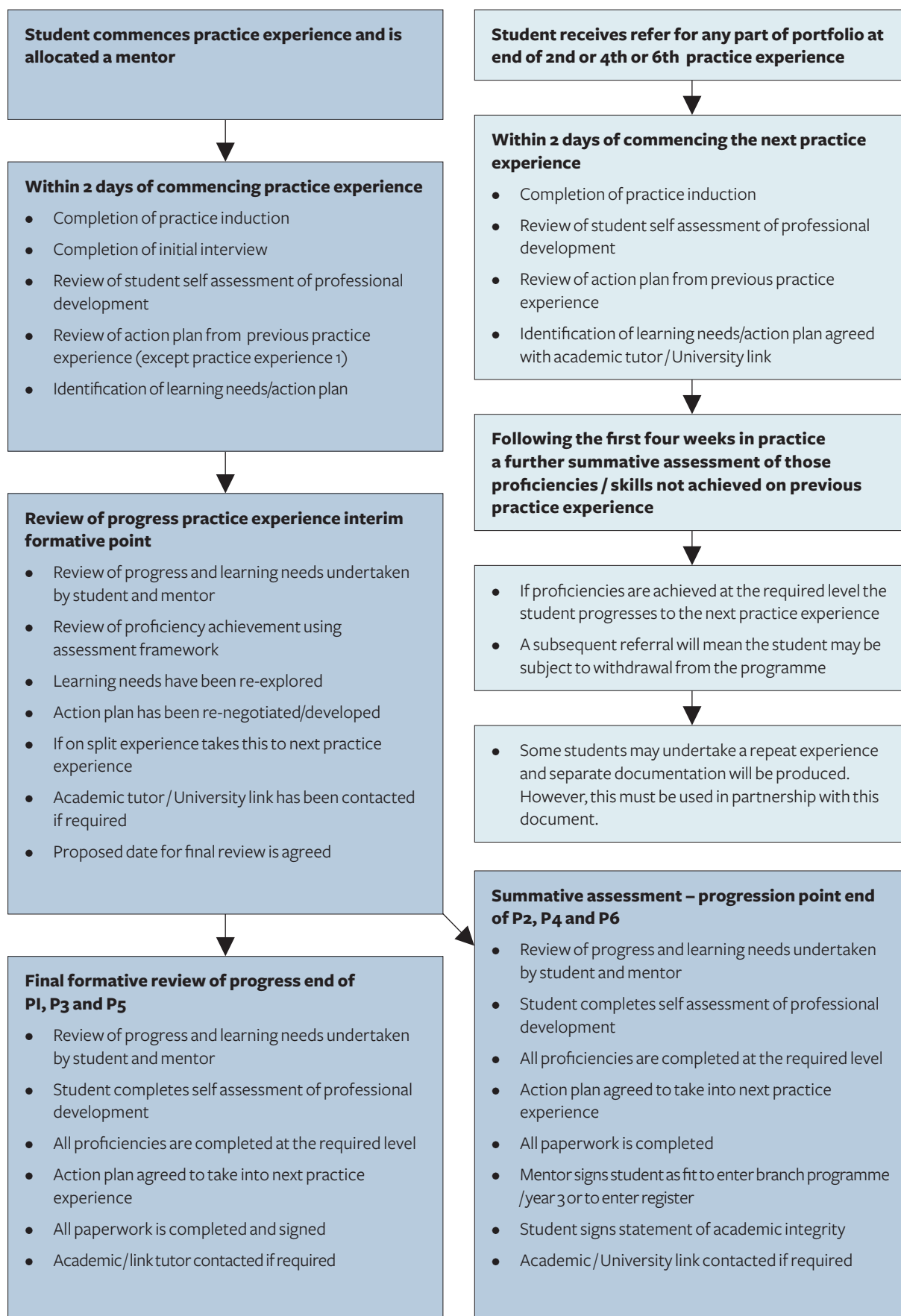
The purpose of the linked assignments is to help you improve your practice by exploring the theory, knowledge, skills, beliefs and values in relation to your practice. Reflection will help you to identify situations which illustrate achievement of the outcomes of the assignment and the NMC Proficiencies. There are many suggestions about how this is done, but reflection generally includes the consideration of:

- your role in an activity or event
- what other healthcare professionals were doing at the time
- the needs of, and the responses of the service user(s)
- why action was taken in the way it was
- possible alternative actions
- what has been learned about self and nursing practice
- should a similar situation occur again, how it would be handled

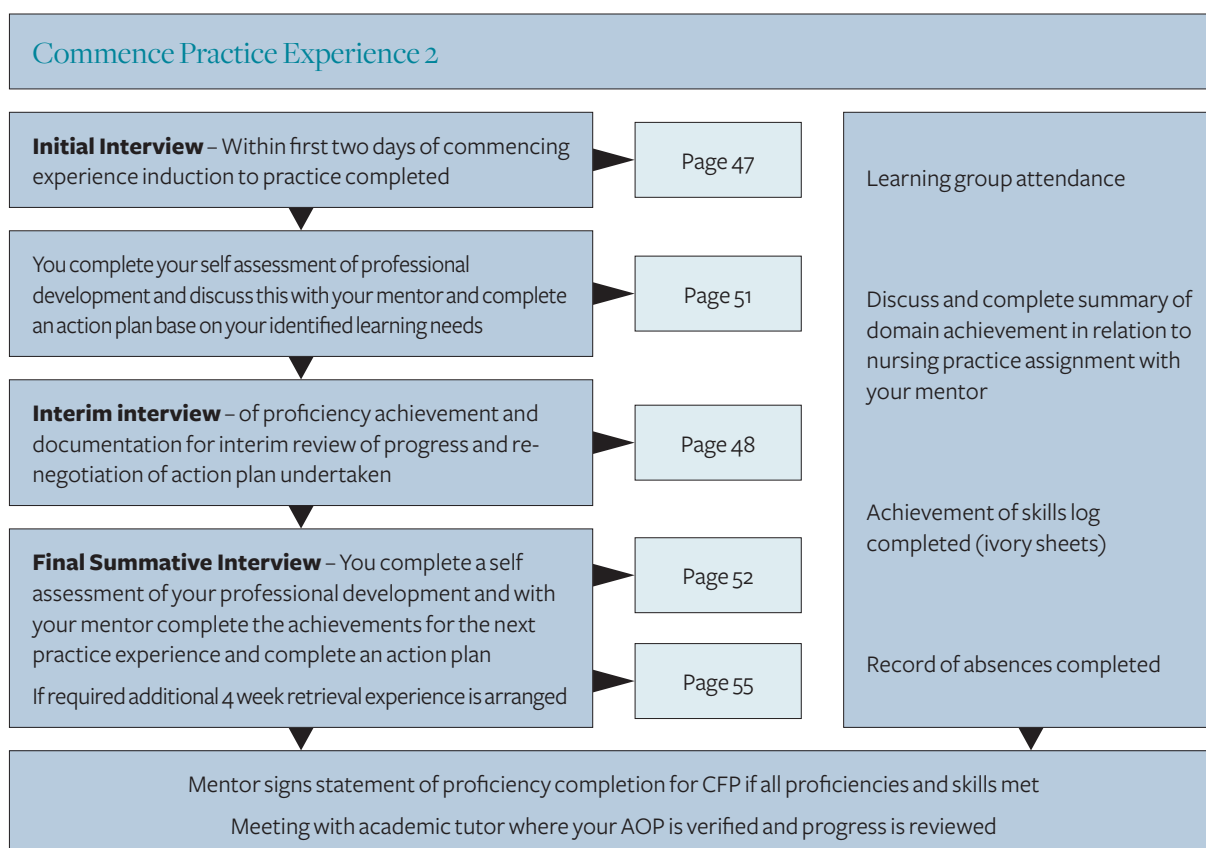
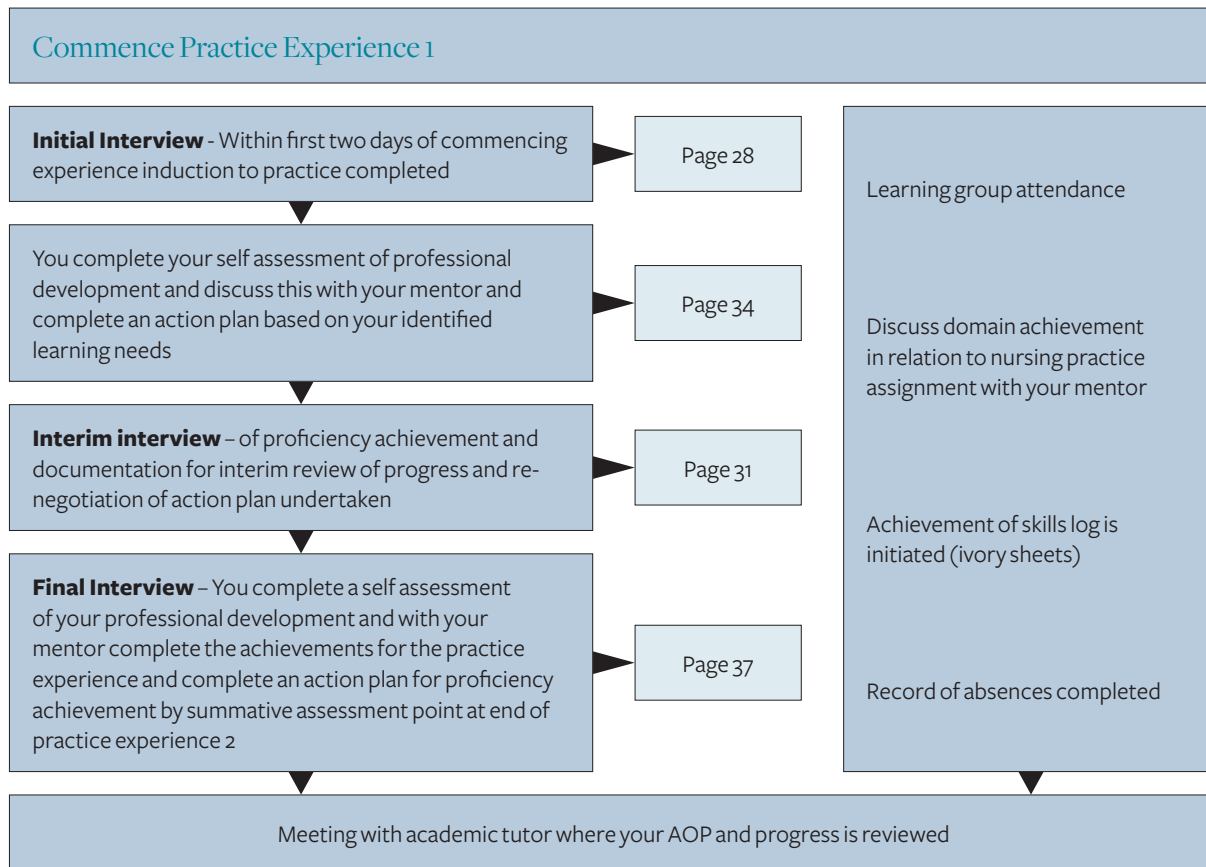
Examples of what is selected as a subject for reflection include:

- 'everyday' for nurses, probably not for the service user, for example admitting a service user, and considering 'did I help the service user, relatives or parents feel confident in the care they received?'
- 'dramatic', if a service user has a cardiac arrest whilst in the bath
- 'self-questioning', after observing poor communication skills in a colleague asking, 'how good am I at communicating with service users?'
- 'self-evaluating', asking how well did I handle a situation that was new to me?
- 'personal insight and analysis', to consider in greater depth one's understanding and attitudes, for example, exploring own attitude towards termination of pregnancy or electroconvulsive therapy

Undertaking and completing a practice experience



Completion of AOP documentation for Common Foundation Programme – green pages



Driscoll's (2002) "The What Model"

1. A description of the event

WHAT? trigger questions:

- is the purpose of returning to this situation?
- happened?
- did I see/do?
- was my reaction to it?
- did other people do who were involved in this?

2. An analysis of the event

SO WHAT? trigger questions:

- How did I feel at the time of the event?
- Were those feelings I had any different from other people who were also involved at the time?
- Are my feelings now, after the event, any different from what I experienced at the time?
- Do I still feel troubled, if so, in what way?
- What were the effects of what I did (or did not do)?
- What positive aspects now emerge for me from the event that happened in practice?
- What have I noticed about my behaviour in practice by taking a more measured look at it?
- What observations does any person helping me to reflect on my practice make of the way I acted at the time?

3. Proposed actions following the event

NOW WHAT? trigger questions:

- What are the implications for others and me in clinical practice based on what I have described and analysed?
- What difference does it make if I choose to do nothing?
- Where can I get more information to face a similar situation again?
- How can I modify my practice if a similar situation were to happen again?
- What help do I need to help me 'action' the results of my reflections?
- Which aspect should be tackled first?
- How will I notice that I am any different in clinical practice?
- What is the main learning that I take from reflecting on my practice in this way?

Driscoll, J. (2002) *Practising Clinical Supervision - A Reflective Approach* Bailliere Tindall/RCN: Edinburgh.

Trouble shooting

Difficulties – what action should be taken

If you are experiencing difficulties in fulfilling the requirements of the assessment of practice, please address your concerns promptly.

In the first instance queries should be addressed to the mentor or nurse in charge. If this does not resolve concerns contact the academic tutor (first point of call), University, award leader or practice academic coordinator.

(Please refer to the “Managing Student Issues in Practice” poster which should be displayed in your practice area and is contained in this document – see pages 138-139)

Experience not available

The outcomes /proficiencies and the skills log have been designed for use in all practice settings. Please contact your academic tutor if difficulty in achieving proficiencies or skills occurs as identified at the interim interview in practice experiences 2, 4 & 6.

Referred: what happens next?

If you do not complete all aspects of the summative assessment of practice at the first attempt you will be referred. Students are normally allowed a further attempt to complete their assessment of practice. The proficiencies and/or skills not achieved at the required level at the progression point will need to be achieved following the first 4 weeks of your next practice experience.

Students who do not achieve the requirements of the assessment of practice at the second attempt may be subject to discontinuation from the programme.

Student nurse/midwife practice induction

Induction programme for all pre-registration nursing & midwifery students

Designed in partnership with localities within Hampshire and the Isle of Wight

Topics to be covered (Mentor initials and date when completed)		Practice experience					
		1	2	3	4	5	6
Personal issues	Discuss any adjustments re health or learning needs e.g. special gloves, dyslexia						
Introduction to staff	Include all staff working within the practice area						
Orientation to practice area	Include: <ul style="list-style-type: none"> • Staff toilets • Staff rest room/canteen • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits • Information of University link – name and contact details 						
Professional Conduct and Appearance	Discuss <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice e.g. working guidelines, etiquette in service users homes, use of mobile phones 						
ID Badge	Explain policy for ID badges						
Confidentiality	Discuss importance of maintaining confidentiality and data protection						
Fire Policy/Procedure	Discuss <ul style="list-style-type: none"> • local policy & emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets & Fire Policy • Explain procedure for evacuation & alarm tones • Awareness of risks associated with practice areas 						
Moving & Handling	Discuss local policy and relation to practice area Location of local moving & handling equipment						
Organisational Policy Folders	Student should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health & Safety • Infection Control • Professional Behaviour • Human Resources e.g. Harassment, Equal Opportunities, Complaints etc • Occupational Health • Other policies specific to practice area • Smoking • Security 						

Topics to be covered (Mentor initials and date when completed)		Practice experience					
		1	2	3	4	5	6
Accident & Clinical Incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents/near misses • Procedure for reporting adverse incidents/near misses • Policy for not being able to gain access to a service users home (Community) 						
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in event of an emergency e.g. cardiac arrest • Emergency contact numbers 						
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Number of students on shifts • Finishing at the end of the day • Nights/weekends/evenings (unsocial hours) • Following current guidance from the University of Southampton School of Health Sciences 						
Sickness & Absence	Explain policy for reporting in the event of sickness or absence						
Transport Issues	Discuss issues related to car parking, hospital transport across sites, public transport						
Telephone	Discuss <ul style="list-style-type: none"> • Contact details for Senior nurse on duty, team members mobiles • Student contact details • Bleep/pager system 						
Equipment	Explain <ul style="list-style-type: none"> • Basic function of appropriate equipment and where and how to access 						
Infection Control	The student should be made aware of policies with specific reference to: <ul style="list-style-type: none"> • Needlestick injury • MRSA • Hand washing 						

Year 1 Common Foundation Programme

Nursing professional regulations

In order to enter the register, the NMC requires students to demonstrate achievement of specific outcomes by the end of their period of training. The practice learning outcomes in the Common Foundation Programmes (CFP) of the Diploma, Diploma with Advanced Studies and the Degree (BN Hons) programmes are directly related to the NMC proficiencies to be achieved for entry to the branch programme in year 2. To guide students, mentors and academic tutors, the NMC standards have been coded and mapped to practice learning outcomes including the KSF. The CFP has therefore been assimilated to Agenda for Change using a generic Job Description for Band 3 using National Occupational Standards for Health and Social Care in the following Framework for Assessment. The corresponding proficiency code numbers are found against each learning outcome in the CFP practice assessment documentation.

Framework for assessment

As a first year student you should be assessed using the Framework on the following pages:

This chart indicates the expectations of a Year 1 student nurse in relation to the proficiencies set by the NMC. These have been mapped against suggested activities and KSF outlines related to professional practice behaviours and related essential skills.

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
<p>Domain 1: Professional and ethical practice</p> <p>Links with ESC: Care Compassion and Communication 1 4 Organisational Aspects of Care 11 12 15 Medicines Management 34</p>	<p>P1.1 Manage oneself, one's practice, and that of others, in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations</p> <p>Discuss in an informed manner the implications of professional regulation for nursing practice</p> <ul style="list-style-type: none"> • Demonstrate a basic knowledge of professional regulation and self-regulation • Recognise and acknowledge the limitations of one's own abilities • Recognise situations that require referral to a registered practitioner. 	<p>KSF: Core Dimension 2: Personal and People development Level 2 a, b, c, & d</p> <ul style="list-style-type: none"> • Has visited the NMC website www.nmc-uk.org and can discuss purpose of the NMC and the reason for the professional regulation of nursing. • Maintains confidentiality • Follows the correct procedure for sickness and absence • Maintains punctuality • Appearance is professional • Practice demonstrates acknowledgment of the limitations of one's own abilities • Follows instructions • Maintains safety • Seeks assistance when required • Acknowledges the importance of seeking supervision to develop safe and effective nursing practice • Asks questions to clarify situations • Recognises when information needs to be shared with a registered practitioner using both verbal and written reports • Always gives information to senior staff
<p>Domain 1: Professional and ethical practice</p> <p>Links with ESC: Care Compassion and Communication 1 2 3 4 7 8 Organisational Aspects of Care 11 12 15 17 19 Infection Prevention and Control 21 26 Medicines Management 34 37 39</p>	<p>P1.1 Manage oneself, one's practice, and that of others, in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations</p> <p>Demonstrate an awareness of the NMC code of professional conduct: standards for conduct, performance and ethics</p> <ul style="list-style-type: none"> • Commit to the principle that the primary purpose of the registered nurse is to protect and serve society • Accept responsibility for one's own actions and decisions. 	<p>KSF: Core Dimension 6: Equality and Diversity - Level 2: a & b Dimension HWB3: Assist in the assessment of people's health and wellbeing needs – HWB2 Level 1: e</p> <ul style="list-style-type: none"> • Maintains confidentiality • Demonstrates respect and dignity for all • Discuss ethical issues in day to day practice • Is able to identify areas for development • Responds to feedback • Knows limitations in practice • Demonstrates knowledge in relation to practice undertaken • Obtains consent for care to be undertaken
	<p>P1.2 Practise in accordance with an ethical and legal framework which ensures the primacy of service user interest and well-being and respects confidentiality</p> <p>Demonstrate an awareness of, and apply ethical principles to, nursing practice</p> <ul style="list-style-type: none"> • Demonstrate respect for service user confidentiality • Identify ethical issues in day to day practice. 	<p>KSF: Core Dimension 6: Equality and Diversity - Level 2: c, d & e Dimension HWB5: Provision of care to meet health and wellbeing needs HWB5 Level 1: a & e</p> <ul style="list-style-type: none"> • Maintains confidentiality • Asks rationale for actions • Respects others views • Reflects and discusses an ethical dilemma relating to nursing practice during the practice e.g. • Withdrawal of treatment • Covert administration of medicines • Obtains consent for care to be undertaken

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
<p>Domain 1: Professional and ethical practice</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 1 3 4 7 8</p> <p>Organisational Aspects of Care 12 15 17 19 21</p> <p>Infection Prevention and Control 20</p> <p>Medicines Management 35 37 39</p>	<p>P1.2 Practise in accordance with an ethical and legal framework which ensures the primacy of service user interest and well-being and respects confidentiality</p> <p>Demonstrate an awareness of legislation relevant to nursing practice</p> <ul style="list-style-type: none"> Identify key issues in relevant legislation relating to mental health, children, data protection, manual handling, and health and safety, etc. 	<p>KSF: Core Dimension 6: Equality and Diversity level 2 c, d & e Dimension HWB5: Provision of care to meet health and wellbeing needs Level 2: e</p> <ul style="list-style-type: none"> Adhere to all trust policies and procedures relating to Infection control/risk assessment manual handling/ safeguarding children and vulnerable adults as appropriate to practice setting Ensures the safety and security of service users and their belongings at all times Follows procedures for documenting and reporting to clinical staff any untoward incident / accident or complaint Essential first aid and resuscitation Administration of medicines, Physical and emotional care
<p>Domain 1: Professional and ethical practice</p> <p>Care Compassion and Communication 1 3 4 7 8</p> <p>Organisational Aspects of Care 11 15 18 19</p> <p>Infection Prevention and Control 22 23 27</p> <p>Nutrition and Fluid Management 28 29 30 31 32</p> <p>Medicines Management 40</p>	<p>P1.3 Practise in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups</p> <p>Demonstrate the importance of promoting equity in service user care by contributing to nursing care in a fair and anti-discriminatory way</p> <ul style="list-style-type: none"> Demonstrate fairness and sensitivity when responding to service users and groups from diverse circumstances Recognise the needs of service users, whose lives are affected by disability, however manifest. 	<p>KSF: Core Dimension 6: Equality and Diversity Level 2: c, d & e</p> <ul style="list-style-type: none"> Reflect on attitudes, values and behaviours and thinks through experiences insightfully Is beginning to develop insight into the way they think and behave towards other people and questions whether such views and behaviours are fair Can provide knowledge/supporting evidence for care given/offered Recognises the nurses role as a service user advocate
<p>Domain 2: Care delivery</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 1 2 3 5 6 7 8</p> <p>Organisational Aspects of Care 9 12</p> <p>Nutrition and Fluid Management 28 29</p> <p>Medicines Management 40</p>	<p>P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills</p> <p>Discuss methods of, barriers to, and the boundaries of, effective communication and interpersonal relationships Demonstrate sensitivity when interacting with and providing information to service users.</p> <ul style="list-style-type: none"> Recognise the effect of one's own values on interactions with service users and their carers, families and friends Utilise appropriate communication skills with service users Acknowledge the boundaries of a professional caring relationship. 	<p>KSF: Core Dimension 1: Communication - Level 2: c & f Dimension HWB5: Provision of care to meet health and wellbeing needs Level 2 : a, c & g</p> <ul style="list-style-type: none"> Undertakes reflective practice with regard to their input with service users and carers Respects others views Communicates verbally and clearly to all Completes basic observations with supervision Identifies some non-verbal skills Listens to others Knows limitations in practice Engages and disengages appropriately with service users and carers

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
<p>Domain 2: Care delivery</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 2 6</p> <p>Organisational Aspects of Care 9 14 16 17</p> <p>Infection Prevention and Control 21</p> <p>Nutrition and Fluid Management 28 29</p> <p>Medicines Management 35</p>	<p>P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups</p> <p>Contribute to enhancing the health and social well-being of service users by understanding how, under the supervision of a registered practitioner, to:</p> <ul style="list-style-type: none"> ● Contribute to the assessment of health need ● Identify opportunities for health promotion ● Identify networks of health and social care services 	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs – HWB5 Level 1: b, d & e KSF: Core Dimension 1: Communication - Level 2: d</p> <ul style="list-style-type: none"> ● Recognises the service user's physical, psychological, emotional, social and spiritual needs ● Respects service users right to participate in decisions about their care ● Understands and recognises the limits of a service users capability to co-operate and respond accordingly ● Responsive to the changing needs of the service users ● Is aware and as appropriate refer to other areas of expertise ● Is flexible in meeting the demands of Care delivery ● Demonstrates an awareness of health promotion resources and how to obtain them ● Provides appropriate information to service users and carers in a manner which facilitates their understanding and acknowledges choice and individual preference ● Establishes and maintains collaborative working relationships with members of the health and ward/ community teams ● Recognises and works within role as part of the multidisciplinary team ● Is aware of the teams way of working ● Knows how the team functions
<p>Domain 2: Care delivery</p> <p>Links with ESC:</p> <p>Organisational Aspects of Care 9 10 16 19</p> <p>Infection Prevention and Control 25</p> <p>Nutrition and Fluid Management 28 29 30 31</p> <p>Medicines Management 38</p>	<p>P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities</p> <p>Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, psychological, social and spiritual needs of service users</p> <ul style="list-style-type: none"> ● Be aware of assessment strategies to guide the collection of data for assessing service users and use assessment tools under guidance discuss the prioritisation of care needs ● Be aware of the need to reassess service users as to their needs for nursing care. 	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs – HWB5 Level 1: a, b & c KSF: Core Dimension 1: Communication Level 3: e & f</p> <ul style="list-style-type: none"> ● Understands principles of nursing practice ● Can demonstrate knowledge related to the practice undertaken ● Contributes to a written plan of care in collaboration with the service user, carer and the multidisciplinary team as appropriate to the needs of the individual service user, based on assessment and current nursing knowledge ● Implement and evaluates the written plan and from the information gathered makes decisions about future care

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
	<p>P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent</p> <p>Contribute to the planning of nursing care, involving service users and, where possible, their carers; demonstrating an understanding of helping service users to make informed decisions</p> <ul style="list-style-type: none"> Identify care needs based on the assessment of a service user Participate in the negotiation and agreement of the care plan with the service user and with their carer, family or friends, as appropriate, under the supervision of a registered nurse inform service users about intended nursing actions, respecting their right to participate in decisions about their care 	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs – HWB5 Level 1: a, b & d</p> <ul style="list-style-type: none"> Uses assessment methods and processes of reasoning that are based on available evidence and are appropriate for the people concerned Obtains sufficient information for informed decision making Develops and records care plans that are appropriate to the people concerned and are consistent with the outcomes of assessing their health and wellbeing needs Identifies the risks that need to be managed Contributes to the formulation of care plans that have clear goals Involves other practitioners and agencies when this is necessary to meet people's health and wellbeing needs
<p>Domain 2: Care delivery</p> <p>Links with ESC: Organisational Aspects of Care 9 10</p>	<p>P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice</p> <p>Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners</p> <ul style="list-style-type: none"> Undertake activities that are consistent with the care plan and within the limits of one's own abilities. <p>Demonstrate evidence of a developing knowledge base which underpins safe and effective nursing practice</p> <ul style="list-style-type: none"> Access and discuss research and other evidence in nursing and related disciplines Identify examples of the use of evidence in planned nursing interventions. <p>Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs.</p>	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs - Level 1 a, b & d</p> <ul style="list-style-type: none"> Correctly undertakes those aspects of the care management of the service user that has been delegated to them for the specific people concerned and as agreed by the care team <p>KSF: Core Dimension 5: Contribute to improving quality Level 2: aKSF: Dimension HWB5: Provision of care to meet health and wellbeing needs - Level 1 b & d</p> <ul style="list-style-type: none"> Develop an awareness of theoretical models and policies Develops new knowledge and skills required within practice area Makes effective use of learning opportunities within and outside of the practice, evaluating their effectiveness and feeding back relevant information Is aware of where to find information and resources Can discuss issues with others and suggests solutions Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and future practice requirements <ul style="list-style-type: none"> Refer to skills log

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
<p>Domain 2: Care delivery</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 2 4 5 6 7 8</p> <p>Organisational Aspects of Care 9 10 13 14 18</p> <p>Nutrition and Fluid Management 27 28 29</p> <p>Medicines Management 38 29</p> <p>Care Compassion and Communication 1 2 5 8 9 10</p> <p>Nutrition and Fluid Management 31</p>	<p>P2.7 Evaluate and document the outcomes of nursing and other interventions</p> <p>Contribute to the evaluation of the appropriateness of nursing care delivered</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the need to assess regularly a service users response to nursing interventions • Provide for a supervising registered practitioner, evaluative commentary and information on nursing care based on personal observations and actions • Contribute to the documentation of the outcomes of nursing interventions 	<p>KSF: Dimension HWB4: Enablement to address health and wellbeing needs - Level 1: c, f & g</p> <ul style="list-style-type: none"> • Uses Observational/reflective processes to evaluate a particular nursing intervention • Gives verbal feedback to other healthcare professionals • Accurately records information within the appropriate setting • Recorded information is legible and understandable by others
	<p>P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts</p>	
	<p>Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner</p> <ul style="list-style-type: none"> • Demonstrate the ability to discuss and accept care decisions • Accurately record observations made and communicate these to the relevant members of the health and social care team. 	<p>KSF: Dimension HWB4: Enablement to address health and wellbeing needs - Level 1: f & g KSF: Core Dimension 1: Communication - Level 2: d, e & f</p> <ul style="list-style-type: none"> • Identifies when the existing nursing care plan is no longer relevant and reports this to an accountable practitioner • Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands • Maintains accurate records of observations made • Recognises when information needs to be shared with a registered practitioner using both verbal and written reports • Always gives information to senior staff
<p>Domain 3: Care management</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 4 6 7 8</p> <p>Organisational Aspects of Care 9.11 15 17 18 19 20</p> <p>Medicines Management 33 34</p>	<p>P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies</p> <p>Contribute to the identification of actual and potential risks to service users and their carers, to oneself and to others, and participate in measures to promote and ensure health and safety</p> <ul style="list-style-type: none"> • Understand and implement health and safety principles and policies • Recognise and report situations that are potentially unsafe for service users, oneself and others. 	<p>KSF: Dimension HWB3: Protection of health and wellbeing needs: Level 1: a, b, & c Core Dimension 2: Health, Safety and Security Level 3: a, b, c, d, & e</p> <ul style="list-style-type: none"> • Induction has included an introduction to health and safety in practice area • Monitors work areas and practices and ensures they: <ul style="list-style-type: none"> • are safe and free from hazards • conform to health, safety and security legislation, policies, procedures and guidelines • Identifies potential risks to each of the below: <ul style="list-style-type: none"> • Service users • Self • Other health workers

NMC proficiencies (2004) to be achieved for entry to the branch programme	Guidance for application of theory to practice	
<p>Domain 3: Care Management</p> <p>Links with ESC: Care Compassion and Communication 1 7 9 Organisational Aspects of Care 12 13 14 15 16 17 Infection Prevention and Control 22 Medicines Management 41</p>	<p>P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team</p> <p>Demonstrate an understanding of the role of others by participating in inter-professional working practice</p> <ul style="list-style-type: none"> Identify the roles of the members of the health and social care team Work within the health and social care team to maintain and enhance integrate care. 	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs - Level 1: b & d</p> <ul style="list-style-type: none"> Establishes and maintains collaborative working relationships with members of the health and practice care team Recognises and works within role as part of the multidisciplinary team Recognises where assistance has been required from other health professionals Takes responsibility for quality of care being delivered by self and others Demonstrates a willingness to share and discuss practice with peers and colleagues
<p>Domain 3: Care Management</p> <p>Links with ESC: Care Compassion and Communication 7 Organisational Aspects of Care 9 10 Medicines Management 27 28 29 31 32 33 37 38 40 41 42</p>	<p>P3.4 Demonstrate key skills</p> <p>Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for Care delivery</p>	<p>KSF: Core Dimension 1: Communication - Level 2: b & e</p> <ul style="list-style-type: none"> Literacy - hand written notes are legible Can contribute appropriately to care plans, case notes etc Numeracy – demonstrates competency in drug calculations Computer skills- accesses a computer to obtain and enter information that will enhance care delivery
<p>Domain 4: Personal and Professional development</p> <p>Links with ESC: Organisational Aspects of Care 11 12 14 16 17 18</p>	<p>P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice</p> <p>Demonstrate responsibility for one's own learning through the development of a portfolio of practice and recognise when further learning is required</p> <ul style="list-style-type: none"> Identify specific learning needs and objectives begin to engage with, and interpret, the evidence base which underpins nursing practice 	<p>KSF: Core Dimension 2: Develop own knowledge and skills and provide information to others to help development. Level 2: a, b, c, d & e</p> <ul style="list-style-type: none"> Asks questions Gets involved Uses opportunities Is willing to participate Is aware of learning needs Is interested in what is happening Requests hand-on practice Has undertaken preparatory reading and can discuss the theoretical underpinning of interventions Undertakes self directed study to expand knowledge base and enhance learning experience
	<p>Acknowledge the importance of seeking supervision to develop safe and effective nursing practice</p>	<p>KSF: Core Dimension 2: Develop own knowledge and skills and provide information to others to help development. Level 2: c & d</p> <ul style="list-style-type: none"> Is open to feedback Acts on feedback Works with supervision Seeks advice before implementing nursing care. Requests help appropriately Knows limitations in practice Recognises areas to develop Is aware of where to find information

Practice experience 1

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: practice experience 1	
Read the framework for assessment (page 16-21)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	

This page must be copied/scanned and stored in student's records

Mentor signature sheet: practice experience 1

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any mentor who is signing your portfolio

Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user group visited	Name of facilitator / practice contact	Signature of facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name)		's strengths and weaknesses.	
Please state what you feel they have done well			
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Please state what they could do to improve their nursing care			
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Please add any other information you think would be helpful			
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Date		Additional practitioner signature	
Practice area		Student signature	

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward

Academic tutor signature

Professional development

Self assessment by student at commencement of practice experience 1

Self assessment based on previous practice experience (In first experience you may draw on life experience prior to commencing the course)	
Strengths	Weaknesses
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Concerns	Expectations
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience



Initial interview: practice experience 1

To be completed within two days of the start of practice experience 1

Completion of practice induction	
Review of student self assessment	
Identification of learning needs/action plan	
This is done by the student in conjunction with the mentor, and is based upon the self assessment.	

Learning needs	Action plan

Mentor's signature	Date
Student's signature	Date
Proposed date for review of progress	



Common foundation programme Practice experience 1	Formative assessment point			Formative assessment point		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences	Not required in Common Foundation Programme					
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Common foundation programme Practice experience 1	Formative assessment point			Formative assessment point		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored	Not required in Common Foundation Programme					
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching	Not required in Common Foundation Programme					

Interim interview: practice experience 1

To be completed half way through experience or after 1st half of a split experience.

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Student's review of progress

After discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor's review of progress

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date

Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final interview at level 1	

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name)		's strengths and weaknesses.
Please state what you feel they have done well.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Please state what they could do to improve their nursing care.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Please add any other information you think would be helpful.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Date	Mentors signature (witness)	
Service User/Carer initials	Student initials	

Demonstrating achievement

To help you ensure that the proficiencies have been achieved the assignment learning outcomes and where they link to the proficiencies is given in the following table

Year 1 Principles of Nursing Practice - Level HE1	
Learning outcomes	NMC Domains (Please refer to the Framework for Assessment for NMC proficiencies)
1 Demonstrate a basic understanding and application of the nurses role in the administration of medicines and therapeutic products	N.B. This Outcome is not met within the linked assignment. It is assessed within ESC Medicines Management in the CFP skills log
2 Apply a basic understanding of how the nurse may promote a service user's wellbeing	Domain 1 – Professional and ethical practice: P1.1 P1.2 P1.3 Domain 2 – Care delivery: P2.2 P2.3 P2.4 P2.8 Domain 3 – Care management: P3.1 P3.2
3 Discuss how health policies influence care delivery	Domain 1 – Professional and ethical practice: P1.3 Domain 3 – Care management: P3.1 P3.2
4 Demonstrate an understanding of the evidence base which underpins nursing and service user care	Domain 2 – Care delivery: P2.3 P2.4 P2.7
5 Use the principles of reflection to explore nursing practice	Domain 1 – Professional and ethical practice: P1.3 Domain 2 – Care delivery: P2.1 P2.5 P2.7 P2.8 Domain 4 – Personal and professional development: P4.1 P4.2
6 Develop an awareness of how the principles of holistic care underpin nursing practice	Domain 1 – Professional and ethical practice: P1.5 Domain 2 – Care delivery: P2.1 P2.2 P2.3 P2.4 P2.5 P2.6 P2.7 P2.8

Year 1: associated theoretical assessment

To be used in Principles of Nursing Practice assignment

(See page 35 and student assignment guidelines)

To be completed by the student following discussion with mentor

Brief outline of the experiences to be used within the assignment	

To be completed by the student in conjunction with the mentor, using the assignment outcomes (page 35), previous practice experiences and feedback from other mentors

Key points	Action plan

Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Final interview

Action plan for proficiency achievement at Level 1 at end of practice experience 1

Assessment of progress and areas for further development to achieve/maintain proficiency standard by Summative assessment point

What is to be achieved	Which activities and experiences should lead to achievement
When is progress to be reviewed	Summary of evidence to demonstrate that proficiencies have been achieved
Student signature	Date
Mentor signature	Date
Academic tutor	Date

Practice experience 2

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: practice experience 2	
Read the framework for assessment (page 16-21)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Review record of previous practice experience	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	

This page must be copied/scanned and stored in student's records

Mentor signature sheet: practice experience 2

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any Mentor who is signing your portfolio

Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user / group visited	Name of Facilitator / practice contact	Signature of Facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name) _____'s strengths and weaknesses.	
Please state what you feel they have done well	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Please state what they could do to improve their nursing care	
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Please add any other information you think would be helpful	
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Date	Additional practitioner signature
Practice area	Student signature

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward

Academic tutor signature

Professional development

Self assessment by student at commencement of practice experience 2

Self assessment based on previous practice experience

Strengths	Weaknesses

Concerns	Expectations

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience

Common foundation programme Practice experience 2	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences	Not required in Common Foundation Programme					
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Common foundation programme Practice experience 2	Formative assessment point			Formative assessment point		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored	Not required in Common Foundation Programme					
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching	Not required in Common Foundation Programme					

Initial interview: practice experience 2

To be completed within two days of the start of practice experience 2

Completion of practice induction	
Review of student self assessment	
Review of previous practice assessment/learning contract	
Identification of learning needs/action plan	
This is done by the student in conjunction with the mentor, and is based upon the self assessment, previous practice experiences and feedback from other mentors.	

Learning needs	Action plan

Mentor's signature	Date
Student's signature	Date
Proposed date for review of progress	

Interim interview: practice experience 2

To be completed half way through experience or after 1st half of a split experience.

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Student's review of progress

After discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor's review of progress

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date

Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final interview	

Please note that the student must have met proficiencies on pages 45-46 prior to this date.

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name) _____'s strengths and weaknesses.	
Please state what you feel they have done well.	
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Please state what they could do to improve their nursing care.	
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Please add any other information you think would be helpful.	
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Date	Mentors signature (witness)
Service User/Carer initials	Student initials

Final interview: practice experience 2

Student's summative assessment: practice experience 2

After reflection in and on practice and discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date
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Mentor's summative assessment

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date
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This page must be copied/scanned and stored in student's records

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to pass the Common Foundation Programme

Yes	No
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Sign-off mentor signature*	
Print name	Date

* This indicates best practice

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

Congratulations on obtaining a pass for your Assessment of Practice

Learning agreement

This should only be completed if the student has referred at the final interview for CFP

Please state which proficiencies / skills need to be addressed	Which activities and experiences should lead to achievement	These proficiencies/ skills need to be obtained at level 1 during the first 4 weeks of next practice experience to achieve a pass of the Common Foundation Programme
Student signature		Date
Mentor signature		Date
Academic tutor signature		Date

If completed, this page must be copied/scanned and stored in student's records

Retrieval documentation

To be completed at the end of week four of the retrieval practice experience

Number of proficiency to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

Number of skill to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to pass the Common Foundation Programme

Mentor signature	
Print name	Date

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

I confirm that this student DOES NOT practise at the required level of skill and/or proficiency to pass the Common Foundation Programme

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

Following a repeat practice experience, the student practices at the required levels of skill and proficiencies to pass the Common Foundation Programme

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

Year 2 branch programme

Nursing professional regulations

In order to enter the register, the NMC requires students to demonstrate achievement of specific outcomes by the end of their period of training. The practice learning outcomes in the branch programmes of the Diploma, Diploma with Advanced Studies and the Degree (BN Hons) programmes are directly related to the NMC proficiencies to be achieved for entry to the registry. To guide students, mentors and academic tutors, the NMC outcomes have been coded and mapped to practice learning outcomes including the KSF. The branch programme has therefore been assimilated to Agenda for Change using a generic Job Description for Band 5 using National Occupational Standards for Health and Social Care in the following Framework for Assessment. The corresponding Proficiency code numbers are found against each learning outcome in the student's practice assessment documentation.

Framework for assessment

During the second and third year the student should be assessed using the Framework below

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 1 Professional and ethical practice</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 13</p> <p>Organisational Aspects of Care 12</p> <p>Infection Prevention and Control 15</p> <p>Medicines Management 26</p>	<p>P1.1 Manage oneself, one's practice, and that of others, in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations</p> <p>Demonstrate an awareness of The NMC code of professional conduct: standards for conduct, performance and ethics</p> <ul style="list-style-type: none"> Practise in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics Use professional standards of practice to self-assess performance 	<p>KSF: Core Dimension 2: Personal and People development Level 3 a, b, c, & d</p> <p>Core dimension 4: Contribute to the improvement of services level 2 e</p> <p>Core dimension 5: Maintain the quality of own work Level 2 a, b, c, Level 3 e, g</p> <ul style="list-style-type: none"> Has visited the NMC website www.nmc-uk.org and can discuss purpose of the NMC and the reason for the professional regulation of nursing. Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands Identifies own development needs and sets own personal development objectives with his/her mentor Takes responsibility for own professional development and maintains portfolio to the required standard Makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information
<p>Domain 1 Professional and ethical practice</p>	<p>Demonstrate an awareness of the NMC code of professional conduct: standards for conduct, performance and ethics</p> <ul style="list-style-type: none"> consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence consult other healthcare professionals when individual or group needs fall outside the scope of nursing practice identify unsafe practice and respond appropriately to ensure a safe outcome manage the delivery of care services within the sphere of one's own accountability. 	<ul style="list-style-type: none"> Acknowledges the importance of seeking supervision to develop safe and effective nursing practice Recognises when information needs to be shared with a registered practitioner using both verbal and written reports Complies with legislation, policies and procedures and other quality approaches relevant to the work being undertaken Works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people Acts responsibly as a team member and seeks help if necessary Identifies and reports any significant changes that might affect people's health and wellbeing Evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people Takes appropriate action when there are persistent quality problems Prepares appropriately for care activities as delegated and consistent with legislation, policies and procedures Makes constructive suggestions as to how services can be improved for users and the public

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 1: Professional and ethical practice</p> <p>Links with ESC: Care Compassion and Communication 3 7 8 Organisational Aspects of Care 9 11 14 15 Infection Prevention and Control 16 17 Nutrition and Fluid Management 23 Medicines Management 26 29 33</p>	<p>P1.2 Practise in accordance with an ethical and legal framework which ensures the privacy of service user interest and well-being and respects confidentiality</p>	
	<p>Demonstrate an awareness of legislation relevant to nursing practice</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of legislation and health and social policy relevant to nursing practice. ● Ensure the confidentiality and security of written and verbal information acquired in a professional capacity <p>Demonstrate knowledge of contemporary ethical issues and their impact on nursing and healthcare</p> <ul style="list-style-type: none"> ● Manage the complexities arising from ethical and legal dilemmas ● Act appropriately when seeking access to caring for service users in their own homes. 	<p>KSF: Core Dimension 6: Equality and Diversity Level 3: a, c Level 4: d, e</p> <p>Dimension HWB5: Provision of care to meet health and wellbeing needs Level 3: d</p> <ul style="list-style-type: none"> ● interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards ● follows standards and guidelines designed to promote quality ● undertakes and records care activities as delegated and consistent with legislation, policies and procedures ● Communicates information only to those people who have the right and need to know consistent with legislation, policies and procedures ● Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity ● Supports people who might need assistance might relate to: Advocacy; ● Enabling people to make best use of their abilities; ● Intervening when someone else is discriminating against someone on a one-off basis or routinely; ● Representing people's views ● Supports those whose rights have been compromised in a manner that is consistent with legislation, policies and procedures and good and best practice ● Respects people's dignity and beliefs; involves them in shared decision making ● Obtains their consent when entering their home
<p>Domain 1: Professional and ethical practice</p> <p>Links with ESC: Care Compassion and Communication 1 2 3 4 5 Infection Prevention and Control 15 Nutrition and Fluid Management 28 29 30 31 32 Medicines Management 39 41</p>	<p>P1.3 Practise in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups</p>	
	<p>Demonstrate the importance of promoting equity in service user care by contributing to nursing care in a fair and anti-discriminatory way</p> <ul style="list-style-type: none"> ● Maintain, support and acknowledge the rights of individuals or groups in the healthcare setting ● Act to ensure that the rights of individuals and groups are not compromised ● Respect the values, customs and beliefs of individuals and groups ● Provide care which demonstrates sensitivity to the diversity of service users. 	<p>KSF: Core Dimension 6: Equality and Diversity Level 3: c, d & e</p> <ul style="list-style-type: none"> ● Supporting people who might need assistance might relate to: ● Advocacy ● Enabling people to make best use of their abilities ● Intervening when someone else is discriminating against someone on a one-off basis or routinely ● Making arrangements for support (e.g. as part of a service users review process) ● Representing people's views ● Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and a nondiscriminatory culture ● Interprets legislation to inform individuals rights and responsibilities ● Identifies the impact of stigma on health service users, their families and carers and the motivational basis of prejudice ● Assists service users and their carers in making informed choices about their care through the provision of culturally appropriate forms of care ● Works in a variety of health and social care settings in a nondiscriminatory way

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 2: Care delivery</p> <p>Links with ESC: Care Compassion and Communication 1 2 3 5 6 7 8 Organisational Aspects of Care 9 12 Medicines Management 26 27 32</p>	<p>P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills</p> <p>Demonstrate sensitivity when interacting with and providing information to service users.</p> <ul style="list-style-type: none"> Utilise a range of effective and appropriate communication and engagement skills Maintain and, where appropriate, disengage from professional caring relationships that focus on meeting the service user's needs within professional therapeutic boundaries. 	<p>KSF: Core Dimension 1: Communication - Level 3: c & f</p> <p>Dimension HWB2: Assessment and planning to meet health and wellbeing needs HWB2: Level 3 b, e & f</p> <ul style="list-style-type: none"> Possesses Communication, social and management skills Establishing contact Demonstrating awareness of and responding to body language, personal space, allowing silence and listening to others General awareness, observation and noticing Demonstrating empathy Adapts communication to the needs of people with specific problems e.g. hearing loss, degree of confusion, first/preferred language or level of knowledge and skills Knows limitations in practice Engages and disengages appropriately with service users and carers
<p>Domain 2: Care delivery</p> <p>Links with ESC: Care Compassion and Communication 2 6 8 9 Organisational Aspects of Care 10 11 Infection Prevention and Control 15 17 Nutrition and Fluid Management 18 20 Medicines Management 32</p>	<p>P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups</p> <p>Contribute to enhancing the health and social well-being of service users by understanding how, under the supervision of a registered practitioner, to:</p> <ul style="list-style-type: none"> consult with service users and groups to identify their need and desire for health promotion advice Provide relevant and current health information to service users and groups in a form which facilitates their understanding and acknowledges choice/ individual preference Provide support and education in the development and/ or maintenance of independent living skills Seek specialist/expert advice as appropriate. 	<p>KSF: Dimension HWB2: Assessment and planning to meet health and wellbeing needs – HWB2 Level 4: b, d, e & f</p> <p>KSF: Core Dimension 1: Communication - Level 3: d</p> <ul style="list-style-type: none"> Meet the needs of the service user's physical, psychological, emotional, social and spiritual needs Demonstrates an awareness of health promotion resources and how to obtain them Provides appropriate information to service users and carers in a manner which facilitates their understanding and acknowledges choice and individual preference Advises on health promoting activities to promote independent living skills Advises on health promoting resources to support independent living Teaching a skill Establishes and maintains collaborative working relationships with members of the health and ward/ community teams Recognises and works within role as part of the multidisciplinary team Is aware of the teams way of working Knows how the team functions

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice		Guidance for application of theory to practice
<p>Domain 2:Care delivery</p> <p>Links with ESC: Care Compassion and Communication 2 Organisational Aspects of Care 9 Infection Prevention and Control 15 Nutrition and Fluid Management 18 19 20</p>	<p>P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users, clients and communities</p> <p>Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, psychological, social and spiritual needs of service users</p> <ul style="list-style-type: none"> Select valid and reliable assessment tools for the required purpose Systematically collect data regarding the health and functional status of individuals, service users and communities through appropriate interaction, observation and measurement Analyse and interpret data accurately to inform nursing care and take appropriate action.. 	<p>KSF: Dimension HWB2: Assessment and care planning to meet health and wellbeing needs – HWB2 Level 3 : a, b, c, d, e, f & gKSF: Core Dimension 1: Communication Level 3: e & f</p> <ul style="list-style-type: none"> Identifies with the people concerned goals for specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs the nature of different aspects of care the involvement of other people and/or agencies relevant evidenced-based practice and/or clinical guidelines Demonstrates knowledge of variety of assessment tools Contributes to a written plan of care in collaboration with the service users, carer and the multidisciplinary team as appropriate to the needs of the individual service user, based on assessment and current nursing knowledge Implements and evaluates the written plan and from the information gathered makes decisions about future care
<p>Domain 2:Care delivery</p> <p>Links with ESC: Organisational Aspects of Care 9 16 19 Infection Prevention and Control 15 Nutrition and Fluid Management 20 21 30 Medicines Management 32</p>	<p>P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, clients, their carers and family and friends, within a framework of informed consent</p> <p>Contribute to the planning of nursing care, involving service users and, where possible, their carers; demonstrating an understanding of helping service users to make informed decisions</p> <ul style="list-style-type: none"> Establish priorities for care based on individual or group needs Develop and document a care plan to achieve optimal health, habilitation, and rehabilitation based on assessment and current nursing knowledge Identify expected outcomes, including a time frame for achievement and/or review in consultation with service users, their carers and family and friends and with members of the health and social care team. 	<p>KSF: Dimension HWB2: Assessment and care planning to meet health and wellbeing needs – HWB2 Level 3 : a, b, c, d, e, f & g</p> <ul style="list-style-type: none"> Uses assessment methods and processes of reasoning that are based on available evidence and are appropriate for the people concerned Obtains sufficient information for informed decision making Applies own skills, knowledge and experience and uses considered judgment to meet people’s different needs Develops and records care plans that are appropriate to the people concerned and are consistent with the outcomes of assessing their health and wellbeing needs Identifies the risks that need to be managed Contributes to the formulation of care plans that have clear goals Involves other practitioners and agencies when this is necessary to meet people’s health and wellbeing needs and risks that is consistent with the resources available Reviews the effectiveness of specific activities as they proceed and makes necessary adjustments under supervision of the person responsible Provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of the service user

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 2:Care delivery</p> <p>Links with ESC: Care Compassion and Communication 2 5 Organisational Aspects of Care 9 16 17 Nutrition and Fluid Management 18 19 Medicines Management 32</p>	<p>P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice</p> <p>Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs.</p> <ul style="list-style-type: none"> • Ensure that current research findings and other evidence are incorporated in practice • Identify relevant changes in practice or new information and disseminate it to colleagues • Contribute to the application of a range of interventions which support and optimise the health and well-being of service users • Demonstrate the safe application of the skills required to meet the needs of service users within the current sphere of practice • Identify and respond to service users' continuing learning and care needs • Engage with, and evaluate, the evidence base that underpins safe nursing practice. 	<p>Dimension HWB5: Provision of care to meet health and wellbeing needs - HWB5 Level 3: a, b, c, d, e & f</p> <p>Core Dimension 4: Develop oneself and others in areas of practice Level 3: e & f</p> <ul style="list-style-type: none"> • Uses relevant literature and research to inform the practice of nursing • Contributes to evidence based packages of care • Enables others to develop and apply their knowledge and skills in practice • Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice • Identifies physical, psychological, social and spiritual needs of the service user; an awareness of values and concepts of individual care; the ability to devise a plan of care • Uses appropriate communication skills to enable the development of helpful caring relationships with service users and their families and friends, and to initiate and conduct therapeutic relationships with service users • Identifies the health related learning needs of service users, families and friends and participates in health promotion • Discusses the relationship of evidence-based practice to clinical effectiveness and clinical governance to our nursing practice
<p>Domain 2:Care delivery</p> <p>Links with ESC: Care Compassion and Communication 2 4 5 6 7 8 Organisational Aspects of Care 9 14 Nutrition and Fluid Management 19 20</p>	<p>P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences</p> <p>Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences</p> <ul style="list-style-type: none"> • Identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care. 	<p>KSF: Dimension HWB4: Enablement to address health and wellbeing needs - Level 3: b&g</p> <ul style="list-style-type: none"> • identifies with the people concerned: • goals for specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs • relevant evidence-based practice and/or clinical guidelines

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice		Guidance for application of theory to practice
Domain 2:Care delivery Links with ESC: Care Compassion and Communication 2 6 7 8 Organisational Aspects of Care 9 11 Nutrition and Fluid Management 20 21 23	P2.7 Evaluate and document the outcomes of nursing and other interventions	
	Contribute to the evaluation of the appropriateness of nursing care delivered <ul style="list-style-type: none"> Collaborate with service users and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes Analyse and revise expected outcomes, nursing interventions and priorities in accordance with changes in the individual's condition, needs or circumstances. 	KSF: Dimension HWB2: Assessment and care planning to meet health and wellbeing needs - Level 3: c, f & g <ul style="list-style-type: none"> Uses observational/reflective processes to evaluate a particular nursing intervention Reviews the effectiveness of specific activities as they proceed and make any necessary modifications Accurately records information that is within the appropriate setting Records information in a way that is legible and understandable by others Applies own skills, knowledge and experience and uses considered judgment to meet people's different care needs Provides effective feedback to inform the overall care plan Makes complete records of work undertaken, people's health and well-being, needs and related risks
Domain 2:Care delivery Links with ESC: Care Compassion and Communication 5 6 7 Organisational Aspects of Care 9 10 13	P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts	
	Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner <ul style="list-style-type: none"> Use evidence based knowledge from nursing and related disciplines to select and individualise nursing interventions Demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings Recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances Ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public. 	KSF: Dimension HWB2: Assessment and care planning to meet health and wellbeing needs - Level 3: f & g KSF: Core Dimension 1: Communication - Level 3: d, e & f <ul style="list-style-type: none"> Undertakes care in a manner that is consistent with: Evidence-based practice and/or clinical guidelines Multidisciplinary team working His/her own knowledge, skills and experience Legislation, policies and procedures Demonstrates the ability to use skills in variety of settings Recognises and can evidence any modifications to skills within different environments and to meet individual service user need Follows the professional code of conduct (NMC 2004) in all types of care given Shows an understanding of the ethics of healthcare and of the nursing profession and the responsibilities which these impose on the nurses professional practice

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 3:Care management</p> <p>Links with ESC: Care Compassion and Communication 4 5 6 Organisational Aspects of Care 9 12 Infection Prevention and Control 15 16 17 Nutrition and Fluid Management 19 21 23 Medicines Management 2 28 30 32 33 34</p>	<p>P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies</p> <p>Contribute to the identification of actual and potential risks to service users and their carers, to oneself and to others, and participate in measures to promote and ensure health and safety</p> <ul style="list-style-type: none"> • Apply relevant principles to ensure the safe administration of therapeutic substances • Use appropriate risk assessment tools to identify actual and potential risks • Identify environmental hazards and eliminate and/or prevent where possible communicate safety concerns to a relevant authority • Manage risk to provide care which best meets the needs and interests of service users and the public. 	<p>KSF: Dimension HWB3: Protection of health and wellbeing needs: Level 3: a, b, c, d, e, f, g & h. Core Dimension 3: Health, Safety and Security Level 3: a, b, c, d, & e</p> <ul style="list-style-type: none"> • Demonstrates awareness of policies and procedures for safe storage of medicines • Demonstrates awareness of policies and procedures for safe administration of medicines (under direct supervision) • Checking prescription prior to administration • Please refer to essential skills log: Medicines management • Make risk assessment and judgments using appropriate locally validated tools • Conducts risk assessment and analysis as part of holistic assessment • Takes the appropriate action to address any issues or risks • Participates in critical incident analysis, debriefing, and staff support • Induction has included an introduction to health and safety in practice area • Monitors work areas and practices and ensures they: <ul style="list-style-type: none"> • are safe and free from hazards • conform to health, safety and security legislation, policies, procedures and guidelines • Identifies potential risks to each of the below: <ul style="list-style-type: none"> • Service users; self and other health workers
<p>Domain 3:Care management</p> <p>Links with ESC: Care Compassion and Communication 1 2 Organisational Aspects of Care 9 11 12 Infection Prevention and Control 15 16 17 Nutrition and Fluid Management 20 21 Medicines Management 31</p>	<p>P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team</p> <p>Demonstrate an understanding of the role of others by participating in inter-professional working practice</p> <ul style="list-style-type: none"> • Establish and maintain collaborative working relationships with members of the health and social care team and others • Participate with members of the health and social care team in decision-making concerning service users • Review and evaluate care with members of the health and social care team and others. • Take into account the role and competence of staff when delegating work • Maintain one's own accountability and responsibility when delegating aspects of care to others • Demonstrate the ability to co-ordinate the delivery of nursing and healthcare. 	<p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs - Level 3: b & d</p> <ul style="list-style-type: none"> • Establishes and maintain collaborative working relationships with members of the health and practice care team • Identifies with the people concerned the involvement of other people and agencies • Recognises and works within role as part of the multidisciplinary team • Functions effectively in a team and participates in a multi-professional approach to care of service users • Recognises where assistance is required from other health professionals • Takes responsibility for quality of care being delivered by self and others • Demonstrates a willingness to share and discuss your own practice with peers and colleagues • Identifies the role and contribution of health and social care of non-specialist and support staff • Provides support and supervision to support staff and junior students • Recognises own accountability when delegating tasks • Manages small case loads during a shift • Produces assertiveness, conflict management and problem solving skills within the multidisciplinary team

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 3: Care management</p> <p>Links with ESC:</p> <p>Care Compassion and Communication 2 6 8</p> <p>Organisational Aspects of Care 9 10 11</p> <p>Nutrition and Fluid Management 19 20</p> <p>Care Compassion and Communication 2</p>	<p>P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored</p> <p>Delegate duties to others, as appropriate, ensuring that they are supervised and monitored</p>	<p>P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored</p> <p>KSF: Dimension HWB5: Provision of care to meet health and wellbeing needs - Level 3: b & d</p> <ul style="list-style-type: none"> • Encourage family and friends to participate in aspects of the individuals care as agreed by the individual care • Encourage and support carers and families in developing the skills necessary to provide care for the individual which is consistent with the care plan • Undertakes the care management of the individual and delegates duties to other members of the care team as appropriate
	<p>Organisational Aspects of Care 9 14</p> <p>Nutrition and Fluid Management 20 24</p> <p>Medicines Management 25 26 29 30 31 32</p>	<p>P3.4 Demonstrate key skills</p> <p>Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for Care delivery</p> <ul style="list-style-type: none"> • Literacy – interpret and present information in a comprehensible manner • Numeracy – accurately interpret numerical data and their significance for the safe delivery of care • Information technology and management - interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care • Problem-solving – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information.

NMC proficiencies (2004) to be achieved for entry to the register: Professional and ethical practice	Guidance for application of theory to practice	
<p>Domain 4: Personal and Professional development</p> <p>Links with ESC: Care Compassion and Communication 5 Organisational Aspects of Care 12 Infection Prevention and Control 15</p>	<p>P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice</p> <p>Demonstrate responsibility for one's own learning through the development of a portfolio of practice and recognise when further learning is required</p> <ul style="list-style-type: none"> • Identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning • Develop a personal development plan which takes into account personal, professional and organisational needs • Share experiences with colleagues and service users in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations • Take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice. 	<p>KSF: Core Dimension 2: Develop own knowledge and skills and provide information to others to help development. Level 3: a, b, c, d & e</p> <ul style="list-style-type: none"> • reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements for entry to the register • identifies own development needs and sets own personal development objectives in discussion with mentor / academic tutor • takes responsibility for own professional development and maintains own professional portfolio • contributes to the development of others in a manner that is consistent with legislation, policies and procedures • contributes to the development of the workplace as a learning environment • enables others to develop and apply their knowledge and skills in practice • makes effective use of learning opportunities within and outside the workplace evaluating effectiveness and feeding back relevant information
<p>Domain 4: Personal and Professional development</p> <p>Links with ESC: Organisational Aspects of Care 12 13 15</p>	<p>P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching</p> <p>Acknowledge the importance of seeking supervision to develop safe and effective nursing practice</p> <ul style="list-style-type: none"> • Contribute to creating a climate conducive to learning • Contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience • Demonstrate effective leadership in the establishment and maintenance of safe nursing practice. 	<p>KSF: Core Dimension 2: Develop own knowledge and skills and provide information to others to help development. Level 3: b, c & dG6/level 2 b</p> <ul style="list-style-type: none"> • Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice • Generates and uses appropriate learning opportunities and applies own learning to the future development of practice • contributes to the development of the workplace as a learning environment • Communicates clearly with team members and gives opportunity to: • Contribute to the planning and organisation of work • Assess their own and team work • Respond to feedback • Develops work plans and allocates work in a way which: • Meets individual service user needs • Is consistent with the team's objectives • Is realistic and achievable • Takes account of team members abilities and development needs

Practice experience 3

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: Practice Experience 3	
Read the framework for assessment (page 58-66)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Review record of previous practice experience	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	

This page must be copied/scanned and stored in student's records

Mentor signature sheet: practice experience 3

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any Mentor who is signing your portfolio

Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user / group visited	Name of Facilitator / practice contact	Signature of Facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name)		's strengths and weaknesses.	
Please state what you feel they have done well			
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Please state what they could do to improve their nursing care			
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Please add any other information you think would be helpful			
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Date		Additional practitioner signature	
Practice area		Student signature	

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward	Academic tutor signature
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Professional development

Self assessment by student at commencement of practice experience 3

Self assessment based on previous practice experience	
Strengths	Weaknesses
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Concerns	Expectations
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience

Initial interview: practice experience 3

To be completed within two days of the start of practice experience 3

Completion of practice induction	
Review of student self assessment	
Review of previous practice assessment/learning contract	
Identification of learning needs/action plan	
This is done by the student in conjunction with the mentor, and is based upon the self assessment, previous practice experiences and feedback from other mentors.	

Learning needs	Action plan

Mentor's signature	Date
Student's signature	Date
Proposed date for review of progress	

Branch programme year 2 Practice experience 3	Formative assessment point			Formative assessment point		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences						
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Branch programme year 2 Practice experience 3	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored						
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching						

Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final review	

Please note that the student must have met proficiencies on pages 74-75 prior to this date.

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name) _____'s strengths and weaknesses.	
Please state what you feel they have done well.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Please state what they could do to improve their nursing care.	
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Please add any other information you think would be helpful.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Date	Mentors signature (witness)
Service User/Carer initials	Student initials

Professional development

Self assessment by student at formative assessment on completion of practice experience 3

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Key areas for further development to achieve proficiency standard during next practice experience	
What is to be achieved during next experience	Which activities and experiences should lead to achievement
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Please discuss the key points from this assessment with your mentor prior to your final assessment	

Final interview: practice experience 3

Student’s formative assessment: practice experience 3

After reflection in and on practice and discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor’s formative assessment

After discussion with your student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date

Practice experience 4

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: Practice Experience 4	
Read the framework for assessment (page 58-66)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Review record of previous practice experience	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	

This page must be copied/scanned and stored in student's records

Mentor signature sheet: practice experience 4

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any Mentor who is signing your portfolio

Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user / group visited	Name of Facilitator / practice contact	Signature of Facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name)		's strengths and weaknesses.	
Please state what you feel they have done well			
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Please state what they could do to improve their nursing care			
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Please add any other information you think would be helpful			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Date	Additional practitioner signature		
Practice area	Student signature		

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward

Academic tutor signature

Professional development

Self assessment by student at commencement of practice experience 4

Self assessment based on previous practice experience	
Strengths <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Weaknesses <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Concerns <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Expectations <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience

Branch programme year 2 Practice experience 4	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences						
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Branch programme year 2 Practice experience 4	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored						
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching						

Initial interview: practice experience 4

To be completed within two days of the start of practice experience 4

Completion of practice induction	
Review of student self assessment	
Review of previous practice assessment/learning contract	
Identification of learning needs/action plan	
This is done by the student in conjunction with the mentor, and is based upon the self assessment, previous practice experiences and feedback from other mentors.	

Learning needs	Action plan

Mentor’s signature	Date
Student’s signature	Date
Proposed date for review of progress	

Interim interview: practice experience 4

To be completed half way through experience or after 1st half of a split experience.

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Student's review of progress

After discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor's review of progress

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date

Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final review	

Please note that the student must have met proficiencies on pages 88-89 prior to this date.

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name)		's strengths and weaknesses.
Please state what you feel they have done well.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Please state what they could do to improve their nursing care.		
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Please add any other information you think would be helpful.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Date	Mentors signature (witness)	
Service User/Carer initials	Student initials	

Demonstrating achievement

To help you ensure that the proficiencies have been achieved the assignment learning outcomes and where they link to the proficiencies is given in the following table

Year 2 Contemporary Nursing Practice - Level HE2	
Learning outcomes	NMC Domains (Please refer to the Framework for assessment for NMC proficiencies)
1 Demonstrate an understanding of the significance of ethical and legal principles in the delivery of healthcare.	Domain 1 – Professional and ethical practice: P1.1 P1.2 P1.3 Domain 2 – Care delivery: P2.1 P2.2 P2.8
2 Examine evidence based practice and how it informs care delivery.	Domain 1 – Professional and ethical practice: P1.1 Domain 2 – Care delivery: P2.2 P2.4 P2.5 P2.6 P2.8 Domain 3 – Care management: P3.1 Domain 4 – Personal and professional development: P4.
3 Explore how health policy, social policy and the principles of clinical governance impact on the management of care.	Domain 1 – Professional and ethical practice: P1.1 P1.2 Domain 2 – Care delivery: P2.5 P2.7 P2.8 Domain 3 – Care management: P3.1
4 Examine the knowledge and skills required for effective professionalism and leadership in clinical practice.	Domain 1 – Professional and ethical practice: P1.1 P1.3 Domain 2 – Care delivery: P2.4 P2.5 P2.7 Domain 3 – Care management: P3.2 P3.3 Domain 4 – Personal and professional development: P4.1 P4.2
5 Explore the development of nursing roles in relation to the modernisation agenda.	Domain 1 – Professional and ethical practice: P1.1 Domain 2 – Care delivery: P2.8 Domain 3 – Care management: P3.2 P3.3 Domain 4 – Personal and professional development: P4.1 P4.2
6 Develop and enhance clinical skills and therapeutic interventions to support contemporary nursing practice.	Domain 2 – Care delivery: P2.1 P2.2 P2.4 P2.5 P2.7 Domain 3 – Care management: P3.2 P3.3 Domain 4 – Personal and professional development : P4.1

Year 2: associated theoretical assessment

To be used in Contemporary Nursing Practice assignment

(See 94 and student assignment guidelines)

To be completed by the student following discussion with mentor

Brief outline of the experiences to be used within the assignment

To be completed by the student in conjunction with the mentor, using the assignment outcomes (page 94), previous practice experiences and feedback from other mentors

Key points	Action plan

Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

Professional development

Self assessment by student at end of practice experience 4

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Key areas for further development to achieve proficiency standard during next practice experience	
What is to be achieved during next experience	Which activities and experiences should lead to achievement
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Please discuss the key points from this assessment with your mentor prior to your final assessment	

Summative assessment: practice experience 4

Student self assessment of achievement at Level 2 and areas for further development to achieve/maintain level of proficiency.

Action plan for proficiency and skill development

Assessment of progress and areas for further development on next practice experience

What is to be achieved	Which activities and experiences should lead to achievement
When is progress to be reviewed?	Summary of evidence to demonstrate that proficiencies have been achieved
Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

This page must be copied/scanned and stored in student's records

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to enter year 3 of the programme.

Yes	No
------------	-----------

Sign-off mentor signature*	
Print name	Date

* This indicates best practice

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

Congratulations on obtaining a pass for your Assessment of Practice

Learning agreement

This should only be completed if the student has referred at the final assessment point

Please state which proficiencies / skills need to be addressed	Which activities and experiences should lead to achievement	These proficiencies/ skills need to be obtained at level 2 during the first 4 weeks of next practice experience to achieve a pass of year 2 of the branch programme
Student signature		Date
Mentor signature		Date
Academic tutor signature		Date

If completed, this page must be copied/scanned and stored in student's records

Retrieval documentation

To be completed at the end of week four of the retrieval practice experience

Number of proficiency to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

Number of skill to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to enter year 3 of the programme

Mentor signature	
Print name	Date

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

I confirm that this student DOES NOT practise at the required level of skill and/or proficiency to enter year 3 of the programme

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

Following a repeat practice experience, the student practices at the required levels of skill and proficiencies to enter year 3 of the programme

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

Practice experience 5

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: practice experience 5	
Read the framework for assessment (page 58-66)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Review record of previous practice experience	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	



This page must be copied/scaned and stored in student's records

Mentor signature sheet: practice experience 5

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any Mentor who is signing your portfolio



Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user / group visited	Name of Facilitator / practice contact	Signature of Facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name)		's strengths and weaknesses.	
Please state what you feel they have done well			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Please state what they could do to improve their nursing care			
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Please add any other information you think would be helpful			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Date		Additional practitioner signature	
Practice area		Student signature	

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward

Academic tutor signature

Professional development

Self assessment by student at commencement of practice experience 5

Self assessment based on previous practice experience	
Strengths <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Weaknesses <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Concerns <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Expectations <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience

Initial interview: practice experience 5

To be completed within two days of the start of practice experience 5

Completion of practice induction	
Review of student self assessment	
Review of previous practice assessment/learning contract	
Identification of learning needs/action plan	

This is done by the student in conjunction with the mentor, and is based upon the self assessment, previous practice experiences and feedback from other mentors.

Learning needs	Action plan

Mentor's signature	Date
Student's signature	Date
Proposed date for review of progress	

Branch programme year 3 Practice experience 5	Formative assessment point			Formative assessment point		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences						
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Branch programme year 3 Practice experience 5	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored						
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching						

Interim interview: practice experience 5

To be completed half way through experience or after 1st half of a split experience.

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Student's review of progress

After discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor's review of progress

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date



Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final review	

Please note that the student must have met proficiencies on pages 109-110 prior to this date.



Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name)		's strengths and weaknesses.
Please state what you feel they have done well.		
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Please state what they could do to improve their nursing care.		
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Please add any other information you think would be helpful.		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Date	Mentors signature (witness)	
Service User/Carer initials	Student initials	

Professional development

Self assessment by student at end of practice experience 5

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Key areas for further development to achieve proficiency standard during next practice experience	
What is to be achieved during next experience	Which activities and experiences should lead to achievement
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Please discuss the key points from this assessment with your mentor prior to your final assessment	

Demonstrating achievement

To help you ensure that the proficiencies have been achieved the assignment learning outcomes and where they link to the proficiencies is given in the following tables

Year 3 Leadership and Management - Level HE2 (Diploma programme)	
Learning outcomes	NMC Domains (Please refer to the Framework for assessment for NMC proficiencies)
1 Demonstrate an understanding of the wider health and social care context influencing leadership and management	Domain 1 – Professional and ethical practice: P1.1 P1.2 Domain 2 – Care delivery: P2.6 P2.8 Domain 3 – Care management: P3.1 P3.2
2 Describe and discuss the relevant underpinning theories of leadership and management that may influence or direct their role as a qualified practitioner	Domain 1 – Professional and ethical practice: P1.3 Domain 2 – Care delivery: P2.3 P2.5 P2.7 Domain 3 – Care management: P3.2 P3.3
3 Evaluate the range of qualities required to effectively lead and manage people within a health and social care setting	Domain 2 – Care delivery: P2.2 P2.4 Domain 3 – Care management: P3.2 Domain 3 – Personal and professional development: P4.2:
4 Discuss their role in supporting innovative strategies for service development to enhance service user care	Domain 2 – Care delivery: P2.1 P2.3 P2.5 P2.8 Domain 4 – Personal and professional development: P4.1 P4.2

Year 3 Leadership and Management - Level HE3 Ad Diploma/BN(Hons)	
Learning outcomes	NMC Domains (Please refer to the Framework for assessment for NMC proficiencies)
1 Demonstrate a comprehensive understanding of the wider context influencing leadership and management within the health and social care environment	Domain 1 – Professional and ethical practice: P1.1 P1.2 Domain 2 – Care delivery: P2.6 P2.8 Domain 3 – Care management: P3.1 P3.2
2 Critically appraise the relevant underpinning theories of leadership and management that may influence or direct their role as a qualified practitioner	Domain 1 – Professional and ethical practice: P1.3 Domain 2 – Care delivery: P2.3 P2.5 P2.7 Domain 3 – Care management: P3.2 P3.3
3 Critically evaluate the range of qualities required to effectively influence, lead and manage people and services within a health and social care setting	Domain 2 – Care delivery: P2.2 P2.4 Domain 3 – Care management: P3.2 Domain 3 – Personal and professional development: P4.2:
4 Critically discuss their role in supporting innovative strategies for service development to enhance service user care	Domain 2 – Care delivery: P2.1 P2.3 P2.5 P2.8 Domain 4 – Personal and professional development: P4.1 P4.2



Year 3: associated theoretical assessment

To be used in Leadership and Management assignment

(See 115 and student assignment guidelines)

To be completed by the student following discussion with sign-off mentor

Brief outline of the experiences to be used within the assignment

To be completed by the student in conjunction with the mentor, using the assignment outcomes (page 115), previous practice experiences and feedback from other mentors

Key points	Action plan

Student signature	Date
Mentor signature	Date
Academic tutor signature	Date



Final interview: practice experience 5

Student's formative assessment: practice experience 5

After reflection in and on practice and discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Signature	Date

Mentor's formative assessment

After discussion with your student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Signature	Date

Final interview: practice experience 5

Student self assessment of progress of proficiency achievement at Level 3 and areas for further development to achieve/maintain proficiency standard by summative assessment point.

Action plan for proficiency achievement at Level 3 at end of practice experience 5

Assessment of progress and areas for further development to achieve/maintain proficiency standard by summative assessment point

What is to be achieved	Which activities and experiences should lead to achievement
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
When is progress to be reviewed	Summary of evidence to demonstrate that proficiencies have been achieved
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Student signature	Date
Mentor signature	Date
Academic tutor	Date

Practice experience 6

Name of placement	
Name of Trust/practice provider	
Name of mentor	

Checklist of responsibilities to be completed by mentor: practice experience 6	
Read the framework for assessment (page 58-66)	
Sign mentor signature sheet	
Complete and sign initial interview	
Complete and sign practice induction	
Review record of previous practice experience	
Complete and sign interim review	
Review skills log	
Complete and sign final interview	
Sign absence hours' record	
Formulate action plan with student (and academic tutor if student is referred)	

This page must be copied/scanned and stored in student's records

Mentor signature sheet: practice experience 6

All healthcare professionals signing student documentation should insert their details below, as indicated.

Name of Mentor (please print)	Work telephone number and email	Name of practice area	Signature	Initials

Completing this grid is a requirement for any mentor who is signing your portfolio

Record of additional activities and visits undertaken to support this practice experience

Dates		Number of hours completed	Type of experience / service user / group visited	Name of Facilitator / practice contact	Signature of Facilitator / practice contact	Contact details (inc. phone no / email)
From	To					

Additional practitioner feedback

Comments on student performance during additional practice experiences/spoke experiences

Please comment on (student name)		's strengths and weaknesses.	
Please state what you feel they have done well			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Please state what they could do to improve their nursing care			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Please add any other information you think would be helpful			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Date		Additional practitioner signature	
Practice area		Student signature	

Absence record

Dates		Number of hours missed from practice	Type of absence (e.g. sickness, compassionate leave, medical/dental appointments, absence without authorisation)	Mentor signature
From	To			

Record of absences made up

Dates		Number of hours made up during this practice experience	Mentor signature
From	To		

I verify this is an accurate record of this student's absence and I have checked accuracy with portal printout (For some students there may be no absences and the mentor's signature confirms this)

Mentor signature

I verify this is an accurate account which matches the portal record

Outstanding hours carried forward

Academic tutor signature

Professional development

Self assessment by student at commencement of practice experience 6

Self assessment based on previous practice experience

Strengths	Weaknesses

Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience

Branch programme year 3 Practice experience 6	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 1: Professional and ethical practice						
P1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations						
P1.2 Practice in accordance with an ethical and legal framework which ensures the privacy of service user and service user interest and well-being and respects confidentiality						
P1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups						
NMC Domain 2: Care delivery						
P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills						
P2.2 Create and utilise opportunities to promote the health and well-being of service users and groups						
P2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of service users and communities						
P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers and family and friends, within a framework of informed consent						
P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice						
P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences						
P2.7 Evaluate and document the outcomes of nursing and other interventions						
P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts						

Branch programme year 3 Practice experience 6	Formative assessment point			Formative assessment point		
	Mid-point or end of first part of split practice			End of practice experience		
	Mentor Initials	Date	Level achieved	Mentor Initials	Date	Level achieved
NMC Domain 3: Care management						
P3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies						
P3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team						
P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored						
P3.4 Demonstrate key skills						
NMC Domain 4: Personal and professional development						
P4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice						
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching						

Initial interview: practice experience 6

To be completed within two days of the start of practice experience 6

Completion of practice induction	
Review of student self assessment	
Review of previous practice assessment/learning contract	
Identification of learning needs/action plan	
This is done by the student in conjunction with the mentor, and is based upon the self assessment, previous practice experiences and feedback from other mentors.	

Learning needs	Action plan

Mentor's signature	Date
Student's signature	Date
Proposed date for review of progress	

Interim interview: practice experience 6

To be completed half way through experience or after 1st half of a split experience.

Please consider the skills log and requirements of the final interview when reviewing the student's progress to date.

Student's review of progress

After discussion with your mentor, please summarise your views about your progress, including strengths, areas for development and identification of any issues affecting your performance

Signature	Date

Mentor's review of progress

After discussion with the student, please summarise your views about her/his progress, including strengths, areas for development and identification of any issues affecting performance.

Signature	Date

Following this review of progress and learning needs

	Yes	No
Learning needs have been re-explored		
Action plan has been re-negotiated/developed		
Academic tutor has been contacted		

Learning needs	Action plan

Signature	Date
Proposed date for final review	

Please note that the student must have met proficiencies on pages 125-126 prior to this date.

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. This exercise can be undertaken as a discussion and the mentor should then record the points raised below.

We would like to hear your views about the way nursing students have contributed to the care you have received. You do not need to disclose your name. The feedback you give will not affect the care you receive and there is no requirement for you to participate (if a carer this relates to care given to the service user).

Please comment on (student name) _____'s strengths and weaknesses.	
Please state what you feel they have done well.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Please state what they could do to improve their nursing care.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Please add any other information you think would be helpful.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Date	Mentors signature (witness)
Service User/Carer initials	Student initials

Professional development

Self assessment by student at end of practice experience 6

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Key areas for further development to achieve proficiency standard during next practice experience (except for final practice, when areas for development at first post should be considered)	
What is to be achieved	Which activities and experiences should lead to achievement
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Please discuss the key points from this assessment with your mentor prior to your final assessment	

This page must be copied/scanned and stored in student's records

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to enter the register.

Yes	No
------------	-----------

Sign-off mentor signature	
Print name	Date

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

Congratulations on obtaining a pass for your Assessment of Practice

I confirm that this student practises at the required level of skill and proficiency to enter the register.

Sign-off mentor signature	
Print name	Date
Academic tutor signature	
Print name	Date

Learning agreement

This should only be completed if the student has referred at the final assessment point

Please state which proficiencies / skills need to be addressed	Which activities and experiences should lead to achievement	These proficiencies/ skills need to be obtained at level 3 during an additional practice experience to achieve a pass and entry to the register
Student signature	Date	
Mentor signature	Date	
Academic tutor signature	Date	

If completed, this page must be copied/scanned and stored in student's records

Retrieval documentation

To be completed at the end of week four of the retrieval practice experience

Number of proficiency to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

Number of skill to be achieved	Achieved	
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

I confirm that there has been no falsification of evidence within this document.

(Before signing please read academic integrity statement for students in your pre-registration student handbook)

Student signature	
Print name	Date

I confirm that this student practises at the required level of skill and proficiency to enter the register.

Mentor signature	
Print name	Date

I confirm that the documentation and signatures have been checked and verified.

Academic Tutor signature	
Print name	Date

I confirm that this student DOES NOT practise at the required level of skill and/or proficiency to enter the register.

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

Following a repeat practice experience, the student practices at the required levels of skill and proficiencies to enter the register.

Mentor signature	
Student signature	
Academic Tutor signature	
Print name	Date

For Assessment of Practice skills log,
please turn to the reverse of this book

Managing student issues that arise whilst undertaking practice experience

Mentor has a general query relating to an aspect of student learning/ personal development

Depending on the query, contact either the academic tutor, learning environment lead or the University Link using the number below

There is an urgent concern relating to an aspect of student performance or conduct that has been brought to the attention of the mentor

Mentor informs senior practitioner, who calls the University Link to discuss*

University Link will:

- assess situation, liaising with senior practitioner regarding student support
 - inform academic tutor
- discuss with award leader or senior member of education management team re: management of student

Student reports a concern to a member of staff (clinical/academic) regarding aspect of observed care/conduct whilst in placement

Member of staff informs mentor or senior practitioner

1. Senior practitioner activates Trust procedures
2. Staff member calls the academic tutor or practice academic coordinator to discuss

Student does not attend placement

Incidents in Practice: www.soton.ac.uk/alps

This protocol has been developed jointly by practitioners and academic staff. There should be a copy displayed in every practice area with the relevant contact numbers included.



University Link numbers

Basingstoke 07768 427 413

Portsmouth 07768 671 563

Hampshire PFT 07798 651 695

Southampton 07771 838 223

Isle of Wight 07767 675 658

Winchester 07879 486 279

* No longer than 24 hours should elapse between mentor becoming aware of concern and 'on call' number activated



*For Assessment of Practice documentation,
please turn to the reverse of this book*



Essential Skills Cluster: Medicines Management

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>42 demonstrate understanding and knowledge to supply and administer via a patient group direction (PGD)¹</p>	<p>For entry to Register:</p> <p>i Through simulation and course work demonstrates knowledge and application of the principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability.</p> <p>ii Through simulation and course work demonstrates how to supply and administer via a patient group direction.</p>	<p>Indicative content:</p> <p>National Prescribing Centre Competency Framework www.npc.co.uk</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Knowledge demonstrated to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Knowledge maintained within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
			<p>1 The law states that only registered nurses may supply and administer a PGD, this cannot be delegated to any other person, including students</p>	<p>I feel ready to demonstrate knowledge</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to demonstrate knowledge to a satisfactory standard</p> <p>Date:</p> <p>Student signature:</p>
		<p>Following discussion between mentor, student and academic tutor, it has been agreed that knowledge has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>			

Year 2		Year 3				
<p>Service users can trust a newly registered nurse to:</p> <p>41 use and evaluate up to date information on medicines management and work within national and local policies</p>	<p>For entry to Register:</p> <p>i Work within national and local policies relevant to the Branch</p>	<p>Indicative content:</p> <p>Evidence based practice, identification of resources, the 'expert' service user. Using sources of information, national and local policies, clinical governance, formularies, e.g. British National Formulary and the Children's British National Formulary.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School E Learning Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under direct supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
			<p>I feel ready to practise under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p> <p>Date:</p> <p>Student signature:</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>
End of P4						

Essential Skills Cluster: Medicines Management

Year 2		Year 3					
<p>Service users can trust a newly registered nurse to:</p> <p>40 work in partnership with service users and carers in relation to managing their medicines</p>	<p>For entry to Register:</p> <p>i Work with service users, parents and carers to provide clear and accurate information</p> <p>ii Give clear instruction, explanation before checking understanding relating to use of medicines and treatment options</p> <p>iii Assess the service users' ability to safely self-administer their medicines</p> <p>iv Assist service users to make safe and informed choices about their medicines</p>	<p>Indicative content:</p> <p>Cultural, religious, linguistic and ethical beliefs, issues and sensitivities around medication.</p> <p>Ethical issues relating to compliance and covert administration of medicines.</p> <p>Self-administration, service user assessment explanation and monitoring.</p> <p>Concordance</p> <p>Meeting needs of specific groups including self-administration, e.g. the mentally ill, learning disabled, children and elderly.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under direct supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
							<p>I feel ready to practise under direct supervision</p>
<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>39. keep and maintain accurate records within a multi-disciplinary framework and as part of a team</p>	<p>For entry to Register:</p> <p>i. Effectively keep records of medication administered and omitted including controlled drugs</p>	<p>Indicative content:</p> <p>Links to legislation, use of controlled drugs, NMC Code of professional conduct; standards for conduct; performance and ethics, in relation to confidentiality, consent and record keeping. Use of electronic records.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>
			<p>I feel ready to practise under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p> <p>Date:</p> <p>Student signature:</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p> <p>Date:</p> <p>Student signature:</p>
End of P4					

Essential Skills Cluster: Medicines Management

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>38 administer medicines safely in a timely manner, including controlled drugs</p>	<p>For entry to Register:</p> <p>Safely and effectively administer medicines via routes and methods commonly used within the Branch and maintain accurate records</p>	<p>Indicative content:</p> <p>Service user involvement, fear and anxiety; importance of non-verbal and verbal communication.</p> <p>Use of prescription charts including how to prepare, read and interpret them and record administration and non-administration. Use of service user drug record cards for controlled drugs.</p> <p>Preparing and administering medication in differing environments; hygiene, infection control, compliance aids, safe transport and disposal of medicines and equipment.</p> <p>Safety, checking service user identity, last dose, allergies, anaphylaxis, polypharmacy, monitoring of effect and record keeping</p> <p>Where and how to report contra-indications, side effects, adverse reactions.</p> <p>Skills needed to administer safely via various means e.g. oral, topical, by infusion, injection, syringe driver and pumps, e.g. in relation to Branch.</p> <p>Aware of own limitations and when to refer on.</p> <p>Legal requirements, mechanisms for supply, sale and administration of medication, self-administration.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>
			<p>I feel ready to practise under direct supervision</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p>
		End of P4		<p>Student signature:</p> <p>Date:</p> <p>Academic teacher signature:</p>	<p>Student signature:</p> <p>Date:</p> <p>Mentor signature:</p> <p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Student signature:</p>

Year 2		Year 3				
<p>Service users can trust a newly registered nurse to:</p> <p>37 order, receive, store and dispose of medicines safely in any setting (including controlled drugs)</p>	<p>For entry to Register:</p> <p>i Order, receive, store and dispose of medicines safely in relation to field of practice (including controlled drugs)</p>	<p>Indicative content:</p> <p>Managing medicines in in-patient or primary care settings, e.g. schools and homes.</p> <p>Legislation that underpins practice, related to a wide range of medicines including controlled drugs, infusions, oxygen, etc.</p> <p>Suitable conditions for storage, managing out-of-date stock, safe handling medication, managing discrepancies in stock, omissions.</p> <p>www.dh.gov.uk - See Safer Management of Controlled drugs</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under direct supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
			<p>I feel ready to practise under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p> <p>Date:</p> <p>Student signature:</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>
End of P4						

Essential Skills Cluster: Medicines Management

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>36 ensure safe and effective practice through comprehensive knowledge of medicines, their actions, risks and benefits</p>	<p>For entry to Register:</p> <ul style="list-style-type: none"> i Apply an understanding of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action related to field of practice ii Safely manage medicine administration and monitors effects iii Reports adverse incidents and near misses (or can discuss) iv Safely manages (or can discuss) anaphylaxis 	<p>Indicative content:</p> <p>Related anatomy and physiology; Drug pathways, how medicines act.</p> <p>Pharmaco-therapeutics – what are therapeutic actions of certain medicines; Risks versus benefits of medication.</p> <p>Pharmaco-kinetics and how doses are determined by dynamics/ systems in body.</p> <p>Role and function of bodies that regulate and ensure the safety and effectiveness of medicines.</p> <p>Knowledge on management of 'adverse drug events', adverse drug reactions, prescribing and administration errors and the potential repercussions for service user safety</p>	<p>These skills and the underlying theory/learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	
			<p>I feel ready to practise under direct supervision</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p>	<p>Skills maintained proficiently under direct supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
			<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	
			<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	
End of P4						
				<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>		

Essential Skills Cluster: Medicines Management

Year 2		Year 3				
<p>Service users can trust a newly registered nurse to:</p> <p>35 work as part of a team to offer a range of treatment options of which medicines may form a part</p>	<p>For entry to Register:</p> <p>i Work confidently as part of the team to develop treatment options and choices</p> <p>ii Question, critically appraise and use evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment</p>	<p>Indicative content:</p> <p>Health promotion, lifestyle advice, over-the-counter medicines, self-administration of medicines and other therapies.</p> <p>Observation and assessment: Effect of medicines and other treatment options, including distraction, positioning, complementary therapies, etc.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under direct supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
			<p>I feel ready to practise under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard</p> <p>Date:</p> <p>Student signature:</p>	<p>I confirm that I am proficient in undertaking these skills under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>
End of P4						

Essential Skills Cluster: Medicines Management

Year 2		Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>34 work within the legal and ethical framework that underpins safe and effective medicines management</p>	<p>For entry to Register:</p> <p>i Demonstrates knowledge of legislation in practice to safe and effective ordering, receiving and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings</p>	<p>Indicative content:</p> <p>Law, consent, confidentiality, ethics, accountability. Responsibilities under law, application of medicines legislation to practice, including use of controlled drugs, exemption orders in relation to Patient Group Directions (PGD). Regulatory requirements: NMC Guidance for the administration of medicines and NMC Code of professional conduct; standards for conduct, performance and ethics, Statutory requirements in relation to Mental Health and Children and Young People and Medicines, National Service Frameworks and other country specific guidance.</p>	<p>These skills and the underlying theory learnt in:</p> <p>School E Learning Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Knowledge demonstrated to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Knowledge maintained within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>

End of P4

Essential Skills Cluster: Medicines Management¹

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>33 correctly and safely undertake medicines² calculations</p>	<p>For entry to Register:</p> <p>i Accurate calculation of medicines frequently encountered within field of practice</p>	<p>Indicative content:</p> <p>Numeracy skills, drug calculations required to administer medicines safely via appropriate routes in field of practice including specific requirements for children and other groups</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>
End of P4		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>			

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>32 safely administer fluids when fluids cannot be taken independently</p>	<p>For entry to Register:</p> <p>Where relevant to branch, understands and applies the knowledge that intravenous fluids are prescribed and works within local administration of medicines policy</p> <p>i Monitors and assesses service users receiving intravenous fluids</p> <p>ii Documents progress against prescription and markers of hydration</p> <p>iii Monitors infusion site for signs of abnormality, reports and documents any such signs</p>	These skills and the underlying theory learnt in:	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:	
		School	Practice Experience	Practice Experience	Practice Experience	Final Branch Experience
		E Learning	Date:	Date:	Date:	Date:
		Practice	Mentor signature:	Mentor signature:	Mentor signature:	Mentor signature:
		(Please circle where skill has been learnt)	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)
		Feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Student signature:
		Date:	Date:	Date:	Date:	Sign-off mentor signature:
		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:
						Academic teacher signature:
						Mentor signature:
						Date:

End of P4

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>31 ensure that those unable to take food by mouth received adequate nutrition</p>	<p>For entry to Register:</p> <p>i Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised</p> <p>ii Where relevant to Branch, administers enteral feeds safely and maintains equipment in accordance with local policy</p> <p>iii Where relevant to Branch, safely inserts, maintains and uses naso-gastric, PEG and other feeding devices</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	
		<p>I feel ready to practise under direct supervision</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Student signature:</p>

End of P4

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3										
<p>Service users can trust a newly registered nurse to:</p> <p>30 provide an environment conducive to eating and drinking</p>	<p>For entry to Register:</p> <p>i Ensures appropriate assistance and support is available to enable service users to eat</p> <p>ii Makes provision for replacement meals for those service users unable to eat at the usual time</p> <p>iii Ensures that appropriate food and fluids are available as required by the service users</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>									
						<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p>					
										<p>End of P4</p>	<p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>		
													Date:	Mentor signature:
													Date:	Academic teacher signature:
													Date:	Student signature:
		Date:	Student signature:											

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>29 assess and monitor fluid status and formulate an effective care plan</p>	<p>For entry to Register:</p> <p>i Identifies signs of dehydration and acts to correct these</p> <p>ii Uses negotiating and other skills to encourage service users who might be reluctant to drink to take adequate fluids</p> <p>iii Works collaboratively with multi-disciplinary team to ensure an adequate fluid intake</p>	These skills and the underlying theory learnt in:	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:	
		School	Practice Experience	Practice Experience	Practice Experience	Practice Experience
		E Learning	Date:	Date:	Date:	Date:
		Practice	Mentor signature:	Mentor signature:	Mentor signature:	Mentor signature:
		(Please circle where skill has been learnt)	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)
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		Date:	Date:	Date:	Date:	Date:
		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:
						Academic teacher signature:
						Student signature:

End of P4

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>28 assess and monitor nutritional status and formulate an effective care plan</p>	<p>For entry to Register:</p> <p>iv Monitors and records progress against the plan</p> <p>v Discusses progress/ changes in the service user's condition with the multi-disciplinary team</p> <p>vi Reports malnutrition/ worsening nutritional status as an adverse event and initiates appropriate action</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
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<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>28 assess and monitor nutritional status and formulate an effective care plan.</p>	<p>For entry to Register:</p> <p>i Makes a comprehensive assessment of service users' needs in relation to nutrition identifying, documenting and communicating level of risk</p> <p>ii Seeks specialist advice as required in order to formulate an appropriate care plan</p> <p>iii Provides information to service user and carers</p>	These skills and the underlying theory learnt in:	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:		
		<p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Practice Experience	Practice Experience	Practice Experience	Practice Experience	
			Date:	Date:	Date:	Date:	
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		End of P4					
		Year 3					
		Skills maintained proficiently under indirect supervision within:					
Final Branch Experience							
Date:							
Sign-off mentor signature:							
Student signature:							
Date:							
Mentor signature:							
Academic teacher signature:							
Student signature:							

Essential Skills Cluster: Nutrition & Fluid Management

		Year 2		Year 3																		
<p>Service users can trust a newly registered nurse to:</p> <p>27 provide assistance with selecting a diet through which they will receive adequate nutritional and fluid intake</p>	<p>For entry to Register:</p> <p>i Applies knowledge of nutrition to provide a balanced diet, taking account of dietary preferences (including religious and cultural requirements) and special diets needed for health reasons</p> <p>ii Discusses with service users how diet can improve health and the risks associated with not eating appropriately</p> <p>iii Supports service users to make appropriate choices/ changes to eating patterns</p> <p>iv Provides support and advice to carers when there are feeding difficulties</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>End of P4</p>																	
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Essential Skills Cluster: Infection Prevention and Control

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>26 act to reduce risk when handling, waste (including sharps), contaminated linen and when dealing with spillages of blood and body fluids.</p>	<p>For entry to Register:</p> <p>i Manages hazardous waste and spillages in accordance with local health and safety policies</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
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		<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>

End of P4

Essential Skills Cluster: Infection Prevention and Control

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>25 safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique.</p>	<p>For entry to Register:</p> <p>i Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique relevant to branch</p> <p>ii Safely performs wound care/dressings, applying non-touch and/or aseptic techniques related to Branch and task being performed.</p> <p>iii Able to communicate potential risks to junior colleagues and advise service users on management of their device, site or wound to prevent and control infection and to promote healing</p>	These skills and the underlying theory learnt in:	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:	
		School	Practice Experience	Practice Experience	Practice Experience	Final Branch Experience
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		Practice	Mentor signature:	Mentor signature:	Mentor signature:	Sign-off mentor signature:
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		Feel ready to practise under direct supervision				Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)
		Date:	Date:	Date:	Date:	Date:
		Student signature:	Student signature:	Student signature:	Student signature:	Mentor signature:
						Academic teacher signature:
						Student signature:

End of P4

Essential Skills Cluster: Infection Prevention and Control

		Year 2				Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>24 fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</p>	<p>For entry to Register:</p> <p>i Acts as a role model to others and ensures colleagues work within local policy</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>	
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		<p>End of P4</p>						
		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>				

Essential Skills Cluster: Infection Prevention and Control

		Year 2		Year 3											
<p>Service users can trust a newly registered nurse to:</p> <p>23 provide effective care for service users who have an infectious disease including, where required, the use of standard isolation techniques</p>	<p>For entry to Register:</p> <p>i Assesses the needs of the infectious service user or cohort and applies appropriate isolation techniques</p> <p>ii Ensures that service users, relatives, carers and colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures</p> <p>iii Identifies suitable alternatives when isolation facilities are unavailable</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>										
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Essential Skills Cluster: Infection Prevention and Control

		Year 2				Year 3					
		Skills practised proficiently under direct supervision within:		Skills performed under indirect supervision to a satisfactory standard within:		Skills practised proficiently under indirect supervision within:		Skills maintained proficiently under indirect supervision within:			
<p>Service users can trust a newly registered nurse to:</p> <p>22 maintain effective Standard Infection Control Precautions for every service user</p>	<p>For entry to Register:</p> <p>i Initiates and maintains appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff</p> <p>ii Adheres to infection prevention and control policies/procedures at all times and ensures colleagues also work according to good practice guidelines</p> <p>iii Challenges the practice of other care workers who put themselves and/or others at risk of infection</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Practice Experience	Practice Experience	Practice Experience	Practice Experience	Practice Experience	Final Branch Experience			
			Date:	Date:	Date:	Date:					
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		Student signature:	Student signature:	Student signature:	Student signature:						
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		Student signature:	Student signature:	Student signature:	Student signature:						
		End of P4									



Essential Skills Cluster: Infection Prevention and Control

Service users can trust a newly registered nurse to:		For entry to Register:		Year 2		Year 3		
		These skills and the underlying theory learnt in:		Skills practised proficiently under direct supervision within:		Skills maintained proficiently under indirect supervision within:		
21 be confident in using health promotion strategies, identifying infection risks and taking effective measures to prevent and control infection in accordance with local and national policy	<ul style="list-style-type: none"> i Works within NMC code of professional conduct; standards for conduct, performance and ethics to meet responsibilities for prevention and control of infection ii Plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control iii Explains risks to service users, relatives, carers and colleagues iv Recognises infection risk and reports and acts in situations where there is need for health promotion/ protection 	School E Learning Practice (Please circle where skill has been learnt)	Practice Experience	Date:	Practice Experience	Date:	Final Branch Experience	
			Skills practised proficiently under direct supervision within:	Date: Mentor signature:	Skills performed under indirect supervision to a satisfactory standard within:	Date: Mentor signature:	Skills practised proficiently under indirect supervision within:	Date: Mentor signature:
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		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	
						Academic teacher signature:	Student signature:	

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>20. select and manage medical devices safely</p>	<p>For entry to Register:</p> <p>i Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices</p> <p>ii Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration</p> <p>iii Explains the devices to service users and/or carers and checks understanding</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>End of P4</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>		
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			<p>Student signature:</p>	<p>Student signature:</p>		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	
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								<p>Sign-off mentor signature:</p>	
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								<p>Mentor signature:</p>	
								<p>Student signature:</p>	

Essential Skills Cluster: Organisational Aspects of Care

		Year 2				Year 3								
<p>Service users can trust a newly registered nurse to:</p> <p>19 work to resolve conflict and maintain a safe environment</p>	<p>For entry to Register:</p> <p>i Selects and applies appropriate strategies and techniques for defusing, disengaging and managing actual or potential violence and aggression</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>End of P4</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	<p>Student signature:</p> <p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p>	<p>Student signature:</p>					
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Essential Skills Cluster: Organisational Aspects of Care

		Year 2				Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>18 identify and safely manage risk in relation to the service user, the environment, self and others</p>	<p>For entry to Register:</p> <p>v Works within legal frameworks to promote safety and positive risk taking</p> <p>vi Works within policies to protect self and others</p> <p>vii Takes steps not to cross professional boundaries and put self or colleagues at risk</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p>
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		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:
							Academic teacher signature:
							Mentor signature:
							Student signature:

End of P4

Essential Skills Cluster: Organisational Aspects of Care

		Year 2				Year 3							
<p>Service users can trust a newly registered nurse to:</p> <p>18 identify and safely manage risk in relation to the service user, the environment, self and others.</p>	<p>For entry to Register:</p> <p>i Reflects on and learns from service user safety incidents as individual and team member and contributes to team learning</p> <p>ii Participates in clinical audit to improve service user care</p> <p>iii Assesses and implements measures to manage, reduce or remove risk that could be detrimental to service users, self and others</p> <p>iv Assesses, evaluates and interprets risk indicators and balances risks against benefits, taking account of the level of risk the service user, or others are prepared to take</p>	These skills and the underlying theory learnt in:		Skills practised proficiently under direct supervision within:		Skills performed under indirect supervision to a satisfactory standard within:		Skills practised proficiently under indirect supervision within:		Skills maintained proficiently under indirect supervision within:			
		School		Practice Experience		Practice Experience		Practice Experience		Practice Experience		Final Branch Experience	
		E Learning		Date:		Date:		Date:		Date:		Date:	
		Practice		Mentor signature:		Mentor signature:		Mentor signature:		Mentor signature:		Sign-off mentor signature:	
		(Please circle where skill has been learnt)		I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I confirm that I am proficient in undertaking these skills.		Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)		Student signature:	
		Feel ready to practise under direct supervision		Date:		Date:		Date:		Date:		Student signature:	
		Student signature:		Student signature:		Student signature:		Student signature:		Academic teacher signature:		Student signature:	

End of P4

		Year 2				Year 3						
<p>Service users can trust a newly registered nurse to:</p> <p>17 work safely under pressure.</p>	<p>For entry to Register:</p> <p>i Prioritises own workload and manages the competing/ conflicting priorities of the caseload, ward or department</p> <p>ii Appropriately reports concerns regarding staffing/ skill-mix</p> <p>iii Recognises stress in others and provides appropriate support or guidance</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	<p>End of P4</p>	Skills practised proficiently under indirect supervision within:	Skills maintained proficiently under indirect supervision within:					
			Practice Experience	Practice Experience		Practice Experience	Final Branch Experience					
			Date:	Date:		Date:	Date:					
			Mentor signature:	Mentor signature:		Mentor signature:	Sign-off mentor signature:					
			I feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>				
			Date:	Date:		Date:	Date:					
			Student signature:	Student signature:		Student signature:	Student signature:					

Essential Skills Cluster: Organisational Aspects of Care

Service users can trust a newly registered nurse to: 16 safely lead, co-ordinate and manage care		For entry to Register:		Year 2				Year 3				
		These skills and the underlying theory learnt in: School E Learning Practice (Please circle where skill has been learnt)		Skills practised proficiently under direct supervision within: Practice Experience Date: Mentor signature:		Skills performed under indirect supervision to a satisfactory standard within: Practice Experience Date: Mentor signature:		Skills maintained proficiently under indirect supervision within: Final Branch Experience Date: Sign-off mentor signature:		Skills maintained proficient in undertaking these skills: Student signature: Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)		
i	Inspires confidence and provides clear direction to others	Feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Date:	Mentor signature:	Date:	Mentor signature:	Date:	Academic teacher signature:	Student signature:
iii	Bases decisions on evidence and uses experience to guide decision-making	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Date:	Mentor signature:	Date:	Mentor signature:	Date:	Academic teacher signature:	Student signature:	
												iv
v	Manages time effectively	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	Date:	Mentor signature:	Date:	Mentor signature:	Date:	Academic teacher signature:	Student signature:	
												vi

End of P4

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>15 safely delegate care to others and to respond appropriately when a task is delegated to them.</p>	<p>For entry to Register:</p> <p>i Works within the requirements in the NMC Code of professional conduct: standards for conduct, performance and ethics in delegating care and when care is delegated to them</p> <p>ii Takes responsibility and accountability when delegating care to others</p> <p>iii Prepares, supports and supervises those to whom care has been delegated</p> <p>iv Recognises and addresses deficits in knowledge and/or skill in self and takes appropriate action</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
		<p>I feel ready to practise under direct supervision</p>		<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I confirm that I am proficient in undertaking these skills.</p>	
<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>14. be confident in their own role within the multi-disciplinary /multi-agency team and to inspire confidence in others.</p>	<p>For entry to Register:</p> <p>i Appropriately consults and explores solutions and ideas with others to enhance care</p> <p>ii Appropriately challenges the practice of self and others across the multi-professional team</p> <p>iii Takes appropriate role within the team</p> <p>iv Act as an effective role model in decision making, taking action and supporting more junior staff</p> <p>v Works inter-professionally as a means of achieving optimum outcomes for service users</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>
		<p>End of P4</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
					<p>Date:</p>
		<p>Date:</p>	<p>Student signature:</p>	<p>Date:</p>	<p>Student signature:</p>
		<p>Date:</p>	<p>Student signature:</p>	<p>Date:</p>	<p>Student signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

		Year 2				Year 3					
<p>Service users can trust a newly registered nurse to:</p> <p>13 promote continuity when their care is to be transferred to another service or person</p>	<p>For entry to Register:</p> <p>i Works with colleagues in other services to ensure safe and effective transition between services</p> <p>ii Prepares service users and their carers for the transition/transfer between services</p> <p>iii Works in partnership with the service user to develop strategies for smooth transfer/transition and evaluates the outcome</p>	These skills and the underlying theory learnt in:		Skills practised proficiently under direct supervision within:		Skills performed under indirect supervision to a satisfactory standard within:		Skills maintained proficiently under indirect supervision within:			
		School		Practice Experience		Practice Experience		Final Branch Experience			
		E Learning		Date:		Date:		Date:			
		Practice		Mentor signature:		Mentor signature:		Mentor signature:			
		(Please circle where skill has been learnt)		I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I confirm that I am proficient in undertaking these skills.		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>	
		I feel ready to practise under direct supervision		Date:		Date:		Date:			
		Student signature:		Student signature:		Student signature:		Student signature:			
		End of P4									

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3											
<p>Service users can trust a newly registered nurse to:</p> <p>12 respond appropriately to feedback from service users, the public and a wide range of sources as a vehicle for learning and development</p>	<p>For entry to Register:</p> <p>i Responds appropriately and effectively to feedback</p> <p>ii Supports service users who wish to complain</p> <p>iii As an individual and team member, actively seeks and learns from feedback to enhance care and own professional development</p> <p>iv Works within legal frameworks and local policies to deal with complaints compliments and concerns</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>										
						<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>					
											<p>End of P4</p>	<p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>		
														Date:	Mentor signature:
														Date:	Academic teacher signature:
														Date:	Student signature:

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>¹¹ act to safeguard children and adults requiring support and protection.</p>	<p>For entry to Register:</p> <p>^v Supports service users in asserting their human rights</p> <p>^{vi} Challenges practices which do not safeguard those requiring support and protection</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	<p>Sign-off mentor signature:</p>	<p>Student signature:</p> <p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>	
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		<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>End of P4</p>				
		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Academic teacher signature:</p>	<p>Student signature:</p>		

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3					
<p>Service users can trust a newly registered nurse to:</p> <p>11 act to safeguard children and adults requiring support and protection.</p>	<p>For entry to Register:</p> <p>i Recognises and responds appropriately when people are vulnerable, at risk, or in need of support and protection</p> <p>ii Shares information safely with colleagues and across agency boundaries for the protection of individuals/the public</p> <p>iii Makes effective referrals to safeguard and protect children and adults requiring support and protection</p> <p>iv Works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect vulnerable individuals and groups</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>				
						<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	
			<p>Date:</p>	<p>Date:</p>					
			<p>Student signature:</p>	<p>Student signature:</p>		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	
			End of P4						
						<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Mentor signature:</p>	<p>Sign-off mentor signature:</p>	<p>Student signature:</p>
				<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>					
					<p>Date:</p>				
					<p>Mentor signature:</p>				
				<p>Academic teacher signature:</p>	<p>Student signature:</p>				

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>10 deliver and evaluate care against the comprehensive assessment and care plan</p>	<p>For entry to Register:</p> <p>iv Implements strategies for evaluating the effect of interventions, taking account of the service users'/carers' interpretation of physical, emotional, and behavioural changes.</p> <p>v Reviews and makes adjustments to the care plan in response to evaluation, communicating these changes to colleagues</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	
		<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p> <p>Student signature:</p>

End of P4

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>10 deliver and evaluate care against the comprehensive assessment and care plan</p>	<p>For entry to Register:</p> <p>i Provides safe and effective care in the context of service users' age, condition and developmental stage</p> <p>ii Prioritises the needs of groups of service users and individuals in order to deliver care effectively and efficiently</p> <p>iii Detects, records and reports deterioration/ improvement and takes appropriate action</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:	
			Practice Experience	Practice Experience	Practice Experience	
			Date:	Date:	Date:	
			Mentor signature:	Mentor signature:	Mentor signature:	
			I feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.
			Date:	Date:	Date:	Date:
			Student signature:	Student signature:	Student signature:	Student signature:
					<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>	
					Date:	Mentor signature:
					Academic teacher signature:	Student signature:

End of P4

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care that is in their best interests and which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to Register:</p> <p>ix Measures, documents and interprets vital signs and acts appropriately on findings</p> <p>x Performs routine diagnostic tests (e.g. urinalysis) relevant to the area of work and acts appropriately on findings</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>End of P4</p>		<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p>
		<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>		
		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>		

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care that is in their best interests and which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to Register:</p> <p>viii Acts appropriately when faced with sudden deterioration in service users' physical or psychological condition or emergency situations (e.g. abnormal vital signs, service user collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide)</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
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End of P4

Essential Skills Cluster: Organisational Aspects of Care

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care that is in their best interests and which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to Register:</p> <p>iv Uses a range of techniques to discuss treatment options with service users</p> <p>v Enables service users to take an active role in making choices concerning their care</p> <p>vi Discusses sensitive issues and provides appropriate advice and guidance e.g. contraception, substance misuse, impact of lifestyle on health</p> <p>vii Refers to specialists when required</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
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		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Organisational Aspects of Care

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care that is in their best interests and which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to Register:</p> <p>i Makes a holistic and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and creates a comprehensive plan of nursing care in partnership with the service user, carer, family or friends</p> <p>ii Applies evidence to practice</p> <p>iii Works within the context of a multi-professional team to enhance the care of service users</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p> <p>Student signature:</p> <p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p>
<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>
<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>

End of P4

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>8 ensure that their consent will be sought prior to care or treatment being given and that their choice will be respected</p>	<p>For entry to Register:</p> <p>i Uses appropriate strategies to enable service users to understand treatments and other interventions in order to give informed consent</p> <p>ii Assesses the needs and wishes of carers and/or relatives in relation to information and consent</p> <p>iii Demonstrates respect for service user autonomy and their right to withhold consent in relation to treatment within legal frameworks</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
		<p>I feel ready to practise under direct supervision</p>		<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I confirm that I am proficient in undertaking these skills.</p>	
		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	
		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Care, Compassion and Communication

		Year 2		Year 3							
<p>Service users can trust a newly registered nurse to:</p> <p>7 protect and treat as confidential all information relating to themselves and their care</p>	<p>For entry to Register:</p> <p>i Acts professionally and appropriately in situations where there may be limits to confidentiality (e.g. public interest, protection from harm)</p> <p>ii Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries)</p> <p>iii Works within the legal frameworks for data protection (e.g. access to and storage of records)</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>End of P4</p>						
						<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Academic teacher signature:</p>	
											<p>Date:</p>
						<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>
								<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>	
				<p>Practice Experience</p> <p>Date:</p>		<p>Final Branch Experience</p> <p>Date:</p>					
				<p>Date:</p>		<p>Date:</p>					
				<p>Student signature:</p>		<p>Student signature:</p>					

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>6 listen, and provide information that is clear, accurate and meaningful</p>	<p>For entry to Register:</p> <p>vi Where appropriate uses the skills of active listening, questioning, paraphrasing and reflection to support a therapeutic intervention</p> <p>vii Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances (e.g. responding to emergencies, unexpected occurrences, saying “no”, dealing with complaints, resolving disputes, de-escalating aggression, conveying ‘unwelcome news’)</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	
		<p>I feel ready to practise under direct supervision</p>		<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I confirm that I am proficient in undertaking these skills.</p>	
<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Care, Compassion and Communication

		Year 2		Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>6 listen, and provide information that is clear, accurate and meaningful</p>	<p>For entry to Register:</p> <p>i Consistently shows ability to communicate safely and effectively with service users providing guidance for juniors</p> <p>ii Communicates effectively and sensitively in different settings, using a range of methods and styles</p> <p>iii Provides accurate and comprehensive written and verbal reports based on best available evidence</p> <p>iv Acts to reduce and challenge barriers to effective communication and understanding</p> <p>v Is proactive and creative in enhancing communication and understanding</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p>		
			<p>Date:</p>	<p>Date:</p>			
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p>	
		<p>Date:</p>	<p>Date:</p>	<p>Date:</p>			
		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Sign-off mentor signature:</p>	
		End of P4					
		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>					
		<p>Date:</p>					
		<p>Mentor signature:</p>					
		<p>Academic teacher signature:</p>					
<p>Student signature:</p>							

Essential Skills Cluster: Care, Compassion and Communication

		Year 2				Year 3							
<p>Service users can trust a newly registered nurse to:</p> <p>5 provide care that is delivered in a warm, sensitive and compassionate way</p>	<p>For entry to Register:</p> <p>vi Recognises circumstances that trigger personal and negative responses and takes action to prevent this compromising of care</p> <p>vii Recognises and responds to emotional discomfort /distress in self and others</p> <p>viii Through reflection and evaluation demonstrates commitment to personal and professional development</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	<p>End of P4</p>	Skills practised proficiently under indirect supervision within:	Skills maintained proficiently under indirect supervision within:						
			Practice Experience	Practice Experience		Practice Experience	Final Branch Experience						
			Date:	Date:		Date:	Date:						
			Mentor signature:	Mentor signature:		Mentor signature:	Sign-off mentor signature:						
			I feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I confirm that I am proficient in undertaking these skills.	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>					
			Date:	Date:		Date:	Date:						
			Student signature:	Student signature:		Student signature:	Student signature:						

Essential Skills Cluster: Care, Compassion and Communication

Service users can trust a newly registered nurse to:	For entry to Register:	Year 2				Year 3				
		These skills and the underlying theory learnt in:		Skills practised proficiently under direct supervision within:	Skills performed under indirect supervision to a satisfactory standard within:	Skills practised proficiently under indirect supervision within:		Skills maintained proficiently under indirect supervision within:		
5 provide care that is delivered in a warm, sensitive and compassionate way	i Anticipates how the service user might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort ii Makes appropriate use of touch iii Listens to, watches for, and responds to verbal and non verbal cues iv Delivers care that recognises need and provides both practical and emotional support v Has insight into own values and how these may impact on service user interactions	School E Learning Practice (Please circle where skill has been learnt)	Practice Experience	Practice Experience	Practice Experience	Practice Experience	Practice Experience	Final Branch Experience		
			Date:	Date:	Date:	Date:	Date:			
		Feel ready to practise under direct supervision	I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.	End of P4				I confirm that I am proficient in undertaking these skills.	Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)
		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:		
		Date:	Date:	Date:	Date:	Date:	Date:	Date:	Academic teacher signature:	
		Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	Student signature:	

Essential Skills Cluster: Care, Compassion and Communication

		Year 2		Year 3		
<p>Service users can trust a newly registered nurse to:</p> <p>4 care for them in an environment and manner that is culturally sensitive and free from discrimination, harassment and exploitation</p>	<p>For entry to Register:</p> <p>i Delivers care that is culturally competent and free from discrimination, harassment and exploitation.</p> <p>ii Upholds service users' legal rights and speaks out when these are at risk of being compromised</p> <p>iii Takes into account differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care</p> <p>iv Is proactive in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation.</p> <p>v Manages challenging situations effectively</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills practised proficiently under indirect supervision within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>
		<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I confirm that I am proficient in undertaking these skills.</p>
		<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>

End of P4

Essential Skills Cluster: Care, Compassion and Communication

		Year 2		Year 3				
<p>Service users can trust a newly registered nurse to:</p> <p>3 treat them with dignity and respect them as individuals</p>	<p>For entry to Register:</p> <p>i Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise the care provided</p> <p>ii Is proactive in promoting and maintaining dignity</p> <p>iii Challenges situations/others when service user dignity may be compromised</p> <p>iv Uses appropriate strategies to encourage and promote service user choice</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p>			
						<p>Date:</p>	<p>Date:</p>	
			<p>I feel ready to practise under direct supervision</p>	<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	<p>I confirm that I am proficient in undertaking these skills.</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p>
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								<p>Date:</p>
		End of P4						
				<p>Date:</p>	<p>Date:</p>	<p>Academic teacher signature:</p>	<p>Student signature:</p>	
				<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	<p>Student signature:</p>	

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>2 engage them as partners in care. Should they be unable to meet their own needs then the nurse will ensure that these are addressed in accordance with the known wishes of the service user or in their best interests</p>	<p>For entry to Register:</p> <p>v Acts to ensure that service users who are unable to meet their activities of living have these addressed in a sensitive and dignified manner and a record is kept in relation to how these needs are met, e.g. bathing, elimination, care of the skin, nails, hair, eyes, teeth and mouth</p> <p>vi Works confidently, collaboratively and in partnership with service users, their families and other carers to ensure that needs are met in care planning and delivery, including strategies for self care and peer support</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	
		<p>I feel ready to practise under direct supervision</p>		<p>I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>		<p>I confirm that I am proficient in undertaking these skills.</p>	
<p>Student signature:</p> <p>Date:</p>		<p>Student signature:</p> <p>Date:</p>		<p>Student signature:</p> <p>Date:</p>		<p>Student signature:</p> <p>Date:</p>		<p>Student signature:</p>	

End of P4

Essential Skills Cluster: Care, Compassion and Communication

		Year 2		Year 3	
<p>Service users can trust a newly registered nurse to:</p> <p>2 engage them as partners in care. Should they be unable to meet their own needs then the nurse will ensure that these are addressed in accordance with the known wishes of the service user or in their best interests</p>	<p>For entry to Register:</p> <p>i Is sensitive to service user needs; choice and capability and appropriately incorporates this into planned care</p> <p>ii Supports access to independent advocacy</p> <p>iii Recognises situations and acts appropriately when service user choice may compromise safety</p> <p>iv Uses strategies to manage situations where the service users' wishes conflict with planned care</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p> <p>Sign-off mentor signature:</p>
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<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	<p>Date:</p> <p>Student signature:</p>	

End of P4

		Year 2				Year 3			
<p>Service users can trust a newly registered nurse to:</p> <p>1 provide care based on the highest standards, knowledge and competence</p>	<p>For entry to Register:</p> <p>v Recognises and acts to overcome barriers in developing effective relationships</p> <p>vi Initiates, maintains and closes professional relationships</p> <p>vii Uses professional support structures to develop self awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise</p>	<p>These skills and the underlying theory learnt in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills practised proficiently under direct supervision within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills performed under indirect supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>		<p>Skills maintained proficiently under indirect supervision within:</p> <p>Final Branch Experience</p> <p>Date:</p>	
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		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	
		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>	

End of P4

Essential Skills Cluster: Care, Compassion and Communication

Service users can trust a newly registered nurse to:		For entry to Register:		Year 2				Year 3				
		These skills and the underlying theory learnt in:		Skills practised proficiently under direct supervision within:		Skills performed under indirect supervision to a satisfactory standard within:		Skills practised proficiently under indirect supervision within:				
<p>1 provide care based on the highest standards, knowledge and competence</p>	<p>i Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to Branch.</p> <p>ii Is self aware and self confident, knows own limitations and is able to take appropriate action</p> <p>iii Acts as a role model in promoting a professional image</p> <p>iv Acts as a role model in developing trusting relationships, within professional boundaries</p>	<p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	Practice Experience		Practice Experience		Practice Experience		Final Branch Experience			
			Date:		Date:		Date:		Date:		Date:	
			Mentor signature:		Mentor signature:		Mentor signature:		Mentor signature:		Sign-off mentor signature:	
			I feel ready to practise under direct supervision		I feel able to initiate these skills under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I feel able to transfer these skills into a new practice experience under the indirect supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		I confirm that I am proficient in undertaking these skills.		Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)	
			Date:		Date:		Date:		Date:		Date:	
			Student signature:		Student signature:		Student signature:		Student signature:		Academic teacher signature:	
			Student signature:		Student signature:		Student signature:		Student signature:		Student signature:	
			Date:		Date:		Date:		Date:		Date:	
			Student signature:		Student signature:		Student signature:		Student signature:		Student signature:	

End of P4

Skills Log

Branch Programme



I confirm that this student practises at the required level of skill to pass the
Common Foundation Programme.

Mentor's signature	
Print name	Date
Student's signature	
Print name	Date

Essential Skills Cluster: Medicines Management

Service users can trust a newly registered nurse to:		For entry to branch:	
42 demonstrate understanding and knowledge to supply and administer medicines via a patient group direction (PGD) ¹		i. Demonstrates knowledge of what a patient group direction is and who can use them.	
1 The law states that only registered nurses may supply and administer a PGD. This cannot be delegated to any other person, including students.		Theory/learned in: School E Learning Practice (Please circle where skill has been learnt)	Knowledge demonstrated within: Practice Experience
		Date:	Date:
		Student signature:	Student signature:
		I have learnt this theory and am ready to discuss it with my mentor	I feel able to discuss this and demonstrate knowledge.
		Date:	Date:
		Student signature:	Student signature:
		Mentor signature:	

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>41 use and evaluate up to date information on medicines management and work within national and local policies</p>	<p>For entry to branch:</p> <p>i Able to access commonly used evidence based sources of information relating to the safe and effective management of medicines</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
		<p>I feel ready to practice under direct supervision</p> <p>Date:</p> <p>Student signature:</p>		<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard.</p> <p>Date:</p> <p>Student signature:</p>		<p>Student signature:</p>		<p>Student signature:</p> <p>Academic tutor signature:</p>	

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>40 work in partnership with service users and carers in relation to managing their medicines</p>	<p>For entry to branch:</p> <p>Where relevant to field of practice, involves service users and carers in administration/self-administration of medicines</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>39 keep and maintain accurate records within a multi-professional framework and as part of a team</p>	<p>For entry to branch:</p> <p>i Demonstrates awareness of roles and responsibilities within the MPT for medicines management, including how and in what ways information is shared</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>I feel ready to practice under direct supervision</p>	<p>I feel able to practise these skills under the direct supervision of my mentor to a satisfactory standard.</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>38 administer medicines safely in a timely manner, including controlled drugs</p>	<p>For entry to branch:</p> <p>iii Where relevant to field of practice, administers medication to service users safely under direct supervision</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>38 administer medicines safely in a timely manner, including controlled drugs</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Uses prescription charts correctly and maintains accurate records ii Utilises and safely disposes of equipment needed to draw up/administer medication (eg needles, syringes, gloves) 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>37 order, receive, store and dispose of medicines safely in any setting (including controlled drugs)</p>	<p>For entry to branch:</p> <p>i Applies knowledge of local policies to safe storage of medicines</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>36 ensure safe and effective practice through comprehensive knowledge of medicines, their actions, risks and benefits</p>	<p>For entry to branch:</p> <p>i Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>35 work as part of a team to offer a range of treatment options of which medicines may form a part</p>	<p>For entry to branch:</p> <p>i Demonstrates awareness of a range of commonly recognised alternative/complementary approaches to managing symptoms e.g. relaxation, distraction, life style advice</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>

Essential Skills Cluster: Medicines Management

<p>Service users can trust a newly registered nurse to:</p> <p>34 work within the legal and ethical framework that underpins safe and effective medicines management</p>	<p>For entry to branch:</p> <p>i Demonstrates understanding of legal/ethical frameworks relating to safe administration of medicines in practice</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Medicines Management²

<p>Service users can trust a newly registered nurse to:</p> <p>33 correctly and safely undertake medicines³ calculations</p>	<p>For entry to branch:</p> <p>i Is competent in basic medicines calculations</p> <p>Demonstrated through numerical assessment with 100% pass mark</p> <p>Student to provide evidence to mentor (result printout)</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under direct supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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<p>1 Please refer to local and School guidelines on medicines management</p>						
<p>2 Medicines management is 'the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm'</p>						
<p>3 A medicinal product is any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring health</p>						

Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>32 safely administer fluids when fluids cannot be taken independently</p>	<p>For entry to branch:</p> <p>i Monitors fluid intake through discussion with the service user and/or their carers and through observation</p> <p>ii Where relevant to field of practice, contributes to the assessment of service users receiving intravenous fluid</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
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		<p>Date:</p> <p>Student signature:</p>		<p>Date:</p> <p>Student signature:</p>					

Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>31 ensure that those unable to take food by mouth receive adequate nutrition</p>	<p>For entry to branch:</p> <p>i Recognises, responds appropriately and reports service users who have difficulty eating and/or swallowing</p> <p>ii Adheres to a plan of care that provides adequate nutrition and hydration when eating or swallowing is difficult</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>30 provide an environment conducive to eating and drinking</p>	<p>For entry to branch:</p> <p>i Follows local procedures in relation to mealtimes (e.g. protected mealtimes, indicators of service users who need additional support)</p> <p>ii Ensures that service users are ready for the meal (i.e. in appropriate location, position, offered opportunity to wash hands, offered appropriate assistance)</p> <p>iii Reports to appropriate person if a service user is unable to eat at the meal time (e.g. is away from the unit, unwell etc)</p> <p>iv Follows food hygiene procedures</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
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Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>29 assess and monitor fluid status and formulate an effective care plan</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Applies knowledge of fluid requirements needed for health and during illness/recovery so that appropriate fluids can be provided ii Accurately monitors and records fluid intake and output iii Recognises and reports reasons for poor fluid intake and output iv Reports to other members of the team when fluid intake and output falls below requirements 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>
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Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>28 assess and monitor nutritional status and formulate an effective care plan</p>	<p>For entry to branch:</p> <p>i Takes and records accurate measurements of weight, height/length, body mass index and other appropriate measures of nutritional status</p> <p>ii Contributes to formulating a care plan through assessment of dietary preferences, availability of appropriate food for the service user, factors preventing preparation of or access to appropriate nutrition</p> <p>iii Reports to other members of the team when agreed plan is not achieved</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
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Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>27 provide assistance with selecting a diet through which they will receive adequate nutritional and fluid intake</p>	<p>For entry to branch:</p> <p>v Supports service users to make healthy food and fluid choices</p> <p>vi Supports service users who need to adhere to specific dietary and fluid regimes</p> <p>vii Provides assistance as required (e.g. use of beakers, bottles, adapted cutlery, plates, positioning etc)</p> <p>viii Identifies and reports service users who are unable to eat or drink and are therefore unable to achieve good nutrition and fluid intake</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Nutrition and Fluid Management

<p>Service users can trust a newly registered nurse to:</p> <p>27 provide assistance with selecting a diet through which they will receive adequate nutritional and fluid intake</p>	<p>For entry to branch:</p> <p>i Applies knowledge of nutrition to advise on diet, taking account of individual preferences</p> <p>ii Applies knowledge of fluid requirements to advise on appropriate fluid intake, taking account of individual preferences</p> <p>iii Identifies dietary and other factors contributing to ill health, obesity, weight loss, poor fluid intake and poor nutrition</p> <p>iv Accurately monitors dietary and fluid intake and completes relevant documentation</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>26 act to reduce risk when handling waste (including sharps), contaminated linen and when dealing with spillages of blood and body fluids</p>	<p>For entry to branch:</p> <p>i Adheres to the requirements of the Health and Safety at Work Act and infection control policies regarding the safe disposal of all waste, soiled linen, blood and/or other body fluids and disposing of 'sharps'</p> <p>ii Acts promptly to address potential risks</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>25 safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Demonstrates understanding of the principles of wound care, healing and asepsis ii Safely performs basic wound care using clean and aseptic techniques through simulation iii Assists in providing accurate information to service users on the management of a device, site or wound to prevent and control infection and to promote healing 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>24 fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection and to maintain safety</p>	<p>For entry to branch:</p> <p>i Adheres to local policy and national guidelines on dress code for prevention and control of infection and to maintain safety (including: footwear, hair, piercings and nails)</p> <p>ii Maintains a high standard of personal hygiene</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>
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		<p>Date:</p>	<p>Date:</p>			<p>Academic tutor signature:</p>
		<p>Student signature:</p>	<p>Student signature:</p>			

Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>23 provide effective care for service users who have an infectious disease including, where required, the use of standard isolation techniques</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Adheres to protocols that identify risks, care and treatment of the presenting infection ii Takes appropriate actions should exposure to infection occur, eg air-borne infection, diarrhoea and vomiting, needle stick injury iii Applies knowledge of an 'exposure prone procedure' (eg handling body fluids) and takes appropriate precautions/actions 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>22 maintain effective Standard Infection Control Precautions for every service user</p>	<p>For entry to branch:</p> <p>i Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for Standard Infection Control Precautions</p> <p>ii Demonstrates effective hand hygiene and the appropriate use of Standard Infection Control Precautions when caring for all service users</p> <p>iii Complies with local and national guidelines for Standard Infection Control Precautions</p> <p>iv Participates in the cleaning of multi-use equipment between each service user</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>21 be confident in using health promotion strategies, identifying infection risks and taking effective measures to prevent and control Infection in accordance with local and national policy</p>	<p>For entry to branch:</p> <p>iv Demonstrates awareness of the role of the Infection Control Team and Infection and local guidelines for referral</p> <p>v Discusses the benefits of health promotion in the prevention and control of infection for improving and maintaining the health of the population</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Infection Prevention and Control

<p>Service users can trust a newly registered nurse to:</p> <p>21 be confident in using health promotion strategies, identifying infection risks and taking effective measures to prevent and control infection in accordance with local and national policy</p>	<p>For entry to branch:</p> <p>i Participates in assessing and planning care appropriate to the service users' risk of infection</p> <p>ii Participates in completing care documentation and evaluation of interventions to prevent and control infection</p> <p>iii Recognises potential signs of infection and reports to relevant senior member of staff</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p> <p>Student signature:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p> <p>Student signature:</p>
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Essential Skills Cluster: Infection Prevention and Control

Service users can trust a newly registered nurse to: 20. select and manage medical devices safely	For entry to branch: i. Safely uses and disposes of medical devices under supervision	These skills and the underlying theory/learned in: School E Learning Practice (Please circle where skill has been learnt)		Skills performed under direct supervision to a satisfactory standard within: Practice Experience Date:		Skills for entry to branch practised proficiently under indirect supervision within: Final CFP Practice Experience Date:		Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document) Date:	
		I feel ready to practice under direct supervision		I feel able to initiate these skills under the direct supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		Student signature:		Academic tutor signature:	
		Date:		Student signature:					

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>19 work to resolve conflict and maintain a safe environment</p>	<p>For entry to branch:</p> <p>i Recognises signs of aggression and responds appropriately to defuse and disengage when necessary</p> <p>ii Acts appropriately to avoid injury to self and others</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>
			<p>I feel ready to practice under direct supervision</p>	<p>I feel able to initiate these skills under the direct supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p>	
		<p>I feel ready to practice under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>Student signature:</p> <p>Date:</p>		<p>Academic tutor signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>18 identify and safely manage risk in relation to the service user, the environment, self and others</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Works within clinical governance frameworks to promote safety and positive risk taking ii Reports adverse events. Assesses risk within current sphere of knowledge and competence iii Follows instructions and takes appropriate action to minimise risk. Works within legal frameworks for protecting self and others iv Knows and accepts own responsibilities and takes appropriate responsibility 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Organisational Aspects of Care

Service users can trust a newly registered nurse to: 17 work safely under pressure	For entry to branch: i Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered ii Recognises when situations are becoming unsafe and reports appropriately iii Understands and applies the importance of rest for effective practice iv Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively	These skills and the underlying theory/learned in: School E Learning Practice (Please circle where skill has been learnt)	Skills performed under direct supervision to a satisfactory standard within: Practice Experience Date: Mentor signature:	Skills for entry to branch practised proficiently under indirect supervision within: Final CFP Practice Experience Date: Mentor signature at end of CFP:	Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>15 safely delegate care to others and to respond appropriately when a task is delegated to them</p> <p>16 safely lead, co-ordinate and manage care</p>	<p>For entry to branch:</p> <p>i Accepts delegated tasks and elements of care based on knowledge, skill and limitations of role</p> <p>i Consults others where limitation of own knowledge or experience requires this</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

Service users can trust a newly registered nurse to:		For entry to branch:			
14. be confident in their own role within the multi-professional team and inspire confidence in others	<ul style="list-style-type: none"> i Values others' roles and responsibilities within the team and interacts appropriately ii Reflects on own practice and discusses issues with other members of the team to enhance learning iii Communicates with colleagues verbally (face to face and by telephone), in writing and electronically with clarity, and checks that the communication has been understood 	These skills and the underlying theory/learned in:		Skills performed under direct supervision to a satisfactory standard within:	
		School E Learning Practice (Please circle where skill has been learnt)		Practice Experience	
		Date:		Date:	
		Mentor signature:		Mentor signature at end of CFP:	
		Student signature:		Student signature:	
I feel ready to practice under direct supervision		I feel able to initiate these skills under the direct supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.		Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)	
Date:		Date:		Date:	
Student signature:		Student signature:		Mentor signature:	
		Academic tutor signature:			

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>13 promote continuity when their care is to be transferred to another service or person</p>	<p>For entry to branch:</p> <p>i Assists in preparing service users and carers for transfer/transition through effective dialogue and the provision of accurate information</p> <p>ii Reports and documents the service users' concerns regarding the transfer/transition</p> <p>iii Assists in the preparation of records and reports to facilitate safe and effective transfer</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>
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Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>12 respond appropriately to feedback from service users, the public and a wide range of sources in order to learn and develop</p>	<p>For entry to branch:</p> <p>i Responds appropriately to all feedback</p> <p>ii Responds appropriately when service users want to complain, providing assistance and support</p> <p>iii Uses supervision and other forms of reflective learning to make effective use of feedback</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>i act to safeguard those requiring support and protection</p>	<p>For entry to branch:</p> <p>iv Challenges practices which do not safeguard service users</p> <p>v Uses support systems to recognise, manage and deal with own emotions</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>11 act to safeguard those requiring support and protection</p>	<p>For entry to branch:</p> <p>i Acts within legal frameworks and local policies in relation to the protection of vulnerable adults and children</p> <p>ii Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty</p> <p>iii Documents concerns and information about service users which may be significant</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>10 deliver and evaluate care against the comprehensive assessment and care plan</p>	<p>For entry to branch:</p> <p>i Works collaboratively with service users and their carers enabling them to take an active role in the delivery and evaluation of their care</p> <p>ii Works within the limitations of knowledge and skills to provide safe and holistic care for a service user group</p> <p>iii Actively seeks to extend knowledge and skills in order to enhance care delivery</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
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Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to branch:</p> <p>viii Performs routine, diagnostic tests (e.g. urinalysis) under supervision as part of assessment process</p> <p>ix Collects and interprets data related to the assessment and planning of care from a variety of sources</p> <p>x Prepares service users for clinical interventions according to local policy</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Organisational Aspects of Care

<p>Service users can trust a newly registered nurse to:</p> <p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care which promotes their health and well-being and minimises the risk of harm</p>	<p>For entry to branch:</p> <p>vi Measures and documents vital signs under supervision and responds appropriately to findings outside the normal range</p> <p>vii Responds appropriately when faced with sudden deterioration in service user physical or psychological condition or emergency situations (e.g. abnormal vital signs, service user collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide)</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Organisational Aspects of Care

Service users can trust a newly registered nurse to:		For entry to branch:				
<p>9 make a holistic and systematic assessment of their needs and develop a comprehensive plan of nursing care which promotes their health and well-being and minimises the risk of harm</p>	<p>i Contributes to the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by identifying, recording, sharing and responding to clear indicators and signs</p> <p>ii Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure</p> <p>iii Contributes to the planning of safe and effective care by recording and sharing information based on the assessment</p> <p>iv Where relevant, applies knowledge of age and condition-related anatomy, physiology and development when interacting with service users</p> <p>v Understands the benefits of a healthy lifestyle and the potential risks involved with various lifestyles or behaviours</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>	
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Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>8 ensure that their consent will be sought prior to care or treatment being given and that their choice will be respected</p>	<p>For entry to branch:</p> <p>i Applies principles of consent</p> <p>ii Ensures that the meaning of consent to treatment and care is understood by the service user</p> <p>iii Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding/ protection procedures)</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>7 protect and treat as confidential all information relating to themselves and their care</p>	<p>For entry to branch:</p> <p>i Applies the principles of confidentiality</p> <p>ii Protects and treats information as confidential except where sharing information is required for the purposes of safeguarding and/or public protection</p> <p>iii Applies the principles of data protection</p> <p>iv Distinguishes between information that is relevant to care planning and information that is not</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>6 listen, and provide information that is clear, accurate and meaningful</p>	<p>For entry to branch:</p> <p>iv Responds in a way that demonstrates understanding of the service user's communication</p> <p>v Selects the most appropriate method, including the use of resources, when communication is challenging</p> <p>vi Effectively communicates the needs/wishes of service user to other professionals</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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		<p>Student signature:</p>	<p>Student signature:</p>			

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>6 listen, and provide information that is clear, accurate and meaningful</p>	<p>For entry to branch:</p> <p>i Communicates effectively both orally and in writing, so that meaning is always clear</p> <p>ii Uses strategies to enhance communication and remove barriers to effective communication</p> <p>iii Records information accurately and clearly on the basis of observation and communication with the service user</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
		<p>I feel ready to practice under direct supervision</p> <p>Date:</p> <p>Student signature:</p>	<p>I feel able to initiate these skills under the direct supervision of my mentor and recognise situations when I need to seek advice from a qualified practitioner before undertaking or on completion of these skills.</p> <p>Date:</p> <p>Student signature:</p>	<p>Academic tutor signature:</p>		

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>5 provide care that is delivered in a warm, sensitive and compassionate way</p>	<p>For entry to branch:</p> <ul style="list-style-type: none"> i Is attentive and acts with kindness and sensitivity ii Delivers care that addresses both physical and emotional needs and preferences iii Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>
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Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>4 care for them in an environment and manner that is culturally sensitive and free from discrimination, harassment and exploitation</p>	<p>For entry to branch:</p> <p>i Demonstrates an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability</p> <p>ii Respects people's rights</p> <p>iii Adopts a principled approach to care underpinned by the NMC Code of professional conduct: standards for conduct, performance and ethics</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>3 treat them with dignity and respect them as individuals</p>	<p>For entry to branch:</p> <p>i Delivers care with dignity making appropriate use of the environment, self, skills and attitude. Identifies situations that might “violate” service user dignity</p> <p>ii Demonstrates respect for others that promotes and values difference</p> <p>iii Takes a person-centred approach to care</p> <p>iv Demonstrates respect for diversity and individual service user preference, regardless of personal view</p> <p>v Applies the concept of dignity</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>		<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>		<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>	
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Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>2 engage them as partners in care. Should they be unable to meet their own needs then the nurse will ensure that these are addressed in accordance with the known wishes of the service user or in their best interests</p>	<p>For entry to branch:</p> <p>vii Assesses service user's level of capability for self care</p> <p>viii Provides care (or makes provisions) for those who are unable to maintain own personal care (e.g. mouth care, elimination, bathing, care of skin, dental care, hair care, eye care and nail care)</p> <p>ix Works in partnership and collaboration with service users and carers</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>2 engage them as partners in care. Should they be unable to meet their own needs then the nurse will ensure that these are addressed in accordance with the known wishes of the service user or in their best interests</p>	<p>For entry to branch:</p> <p>iv Works with the service user to help them identify their goals</p> <p>v Helps the service user to identify and use their strengths to achieve their goals</p> <p>vi Encourages service user self advocacy</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <p>2 engage them as partners in care. Should they be unable to meet their own needs then the nurse will ensure that these are addressed in accordance with the known wishes of the service user or in their best interests</p>	<p>For entry to branch:</p> <p>i Actively involves the service user in their assessment and care planning</p> <p>ii Determines service user preferences to maximise comfort & dignity</p> <p>iii Actively encourages service users to be involved in self care where possible</p>	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>	<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p> <p>Mentor signature:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p> <p>Mentor signature at end of CFP:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p> <p>Mentor signature:</p>

Essential Skills Cluster: Care, Compassion and Communication

<p>Service users can trust a newly registered nurse to:</p> <ol style="list-style-type: none"> 1 provide care based on the highest standards, knowledge and competence 	<p>For entry to branch:</p> <ol style="list-style-type: none"> i Is able to engage service users and build caring professional relationships ii Forms appropriate and constructive relationships with families and other carers iii Uses professional support structures to learn from experience and makes appropriate adjustments 	<p>These skills and the underlying theory/learned in:</p> <p>School</p> <p>E Learning</p> <p>Practice</p> <p>(Please circle where skill has been learnt)</p>		<p>Skills performed under direct supervision to a satisfactory standard within:</p> <p>Practice Experience</p> <p>Date:</p>	<p>Skills for entry to branch practised proficiently under indirect supervision within:</p> <p>Final CFP Practice Experience</p> <p>Date:</p>	<p>Following discussion between mentor, student and academic tutor, it has been agreed that proficiency has not been maintained (see separate document)</p> <p>Date:</p>
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		<p>Student signature:</p>	<p>Student signature:</p>			

This document is based upon the Nursing and Midwifery Council's (NMC) Essential Skills Clusters (ESCs) for Pre-Registration Nursing Programmes

The ESCs are skills statements set out under five broad headings that complement the NMC's outcomes and proficiencies contained within the Standards of proficiency for pre-registration nursing education.

ESCs have been developed for care, compassion and communication, organisational aspects of care, infection prevention and control, nutrition and fluid maintenance, and medicines management. They relate equally to all fields of practice and apply within the common foundation programme and within the context of each branch programme.

The respective ESCs must be performed proficiently prior to entry to the register.

The first column includes a statement of service user expectation, the second column sets out essential skills to be demonstrated before entering the branch programme or register. The medicines management ESC has an additional column of indicative content.

The other columns indicate student progression towards proficiency. The final column on each page should be used to record non-achievement of the skill at the required level.

An action plan must be developed between the student, the mentor and the academic tutor when difficulties are identified and always in advance of the summative assessment.

The academic tutor must be contacted should the action plan not achieve success.

Please refer to the instruction pages of this document for further information.

There are pages included for the student to record skills acquired and practised but not listed in the ESCs.

Skills Log

Common Foundation Programme





**Skills log:
Nursing**

Diploma, Diploma with Advanced Studies and Degree programmes