

NMC proficiencies
Assessment of practice: PgDip Nursing

Nursing programme

Assessment of practice

Name	
University ID number	
Group/intake	
Academic tutor	
Telephone	
Email	
Programme	Postgraduate diploma in nursing

Confidentiality

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

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Welcome to your assessment of practice documentation

This guide has been developed to help students and mentors to complete the documentation for the assessment of practice (AOP).

The introductory pages have been divided into three sections

Section 1: guidance for students

Section 2: guidance for mentors

Section 3: guidance for students and mentors

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 approximately 66% of the postgraduate diploma assessment requirements. In keeping with NMC requirements, your assessment of practice document acts as your pro forma to enter the register at the end of training. Assessment of the NMC proficiencies will test each of the units of learning associated with your programme.

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 and you must accept responsibility to ensure 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 your mentor
- Identify and affirm learning needs with your mentor
- Agree an action plan with your mentor for every practice experience
- Take advantage of every opportunity to work with your mentor or supervising practitioner
- Take advantage of all the learning opportunities available to you
- Maintain your assessment of practice document
- Provide your mentor with examples and evidence from practice to demonstrate how the outcomes and competencies have been achieved
- Co-operate with your mentor to ensure the assessment is completed by the date(s) specified
- Make the assessment of practice documents available to mentors or academic staff on request
- Submit the completed portfolio of learning to registry or your academic tutor by the date specified. **This applies to practice experiences 2, 4 and 6 only**
- Complete the online 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 outcomes and proficiencies for entry to stage 2 of the 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 2006)

Postgraduate 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 postgraduate 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:

- Knowledge and understanding, analysis, synthesis and evaluation
- Problem-solving
- Reflection
- Communicating and interactive skills
- Ethical understanding and safe professional practice

The assessment of practice document has two key areas:

- 1) NMC proficiencies
- 2) Essential skills clusters.

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

Section two contains the essential skills clusters (ESC) which shape the clinical skills log and which must be completed by the end of stage 1 and stage 2 of your programme.

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

The following stages have been designed to meet the requirements of the postgraduate programme.

Stage 1: proficiency level 1 = phase 1 of the programme: **participate** (beginning to understand the role of the nurse and participate in service user care under the supervision of your mentor) – practice experiences 1 and 2

Stage 2: proficiency level 2 = phase 2 of the programme: **initiate** (able to deliver care to service user and family/ carer, non-complex cases) – practice experiences 3 and 4

Stage 2: proficiency level 3 = phase 3 of the programme: **manage** (able to plan, deliver, evaluate and alter as appropriate care to group of service users and families/ carers for complex cases, case load manage, lead care teams, work in multidisciplinary teams) – practice experiences 5 and 6

Section one of the document: NMC proficiencies

This stage of the document has been developed around the NMC outcomes and proficiencies for entry to the register. These statements are divided into four domains,

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

Assessment of proficiency

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

Proficiency level 1 phase 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 wellbeing of the service user(s)
- Manages and prioritises an appropriate personal workload, seeking help when necessary
- Never undertakes anything beyond own phase of proficiency without instruction from, or referring to, a supervising practitioner

Proficiency level 2 phase 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 practice 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 wellbeing of the service user(s)
- Manages and prioritises personal workloads effectively
- Never undertakes anything beyond own phase of proficiency without instruction from, or consulting, a supervising practitioner
- Takes responsibility for, and can justify own actions

Proficiency level 3 phase 3 - manages

- Practices in accordance with the NMC code of professional conduct (NMC 2004)
- Has the skills and ability to practice safely and effectively without the need for direct supervision
- Manages care in order to ensure the safety and wellbeing of service user(s) at all times
- Able to plan, deliver, evaluate and alter as appropriate care to group of service users and families/carers for complex cases
- Lead care teams, work in multidisciplinary teams

How are you assessed on practice experience?

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 domains required to be completed in that practice experience. This will then be outlined in the action plan agreed with your mentor for that stage of the programme.

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

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 stage 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 the end of each phase. 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 domains 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 preliminary interview at your next practice experience.

Summative assessment is the process of evaluating your learning at the end of each phase of 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 practice at the required level to progress to the next stage 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. The code specifically states that:

5.4: Where there is an issue of child protection, you must act at all times in accordance with national and local policies.

Within the counties 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 the 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 children 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.childrensociety.org.uk

www.everychildmatters.gov.uk

Safeguarding vulnerable adults.

Section 1.2 of the NMC code of conduct (NMC 2002) requires that all nurses, midwives and health visitors act to protect and support the health of individual service users and to support the health of the wider community. 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 and Home Office 2000).

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 to the situation at hand (**manages**). Use of reflection helps guide the student in linking theory and practice. It will also help 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 at an early stage will ensure appropriate support is available for the student and mentor to facilitate the student in improving their practice to achieve the proficiencies. An action plan will be agreed which clearly identifies areas for improvement. The mentor should inform the student and the university link 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 university link 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.

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

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 the required 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 outpatient appointment).

To meet the requirements of both the NMC and Department of Health, the student must experience care provision throughout the 24 hour cycle, which means they must be available to 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, the achievement of any goals and 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 must never be an unexpected event for any of the parties involved.**

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.

The following diagram has also been developed to help in 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 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 ESCs as set out in the framework for assessment
<p>To pass the related academic unit and practice experience, the student must:</p> <ul style="list-style-type: none"> • satisfactorily pass all the unit 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. 	
<p>Students who fail to achieve the required standard to pass one or more of the proficiencies or ESCs 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 will be subject to withdrawal from the programme.</p>	

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 stage 1 of the programme to stage 2 of the programme – end of practice experience 1 and 2
- prepare for the responsibilities of registration – end of practice experiences 3 and 4
- enter the register – end of practice experience 5 and 6

Proficiency - removing 'achieved status'

Once a proficiency or skill has been achieved it does not have to be formally reassessed. 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.

Section 3:

guidance for students and mentors

Demonstrating achievement

Remember, this is your assessment and you must accept responsibility to ensure accurate completion.

Formative assessment of practice half way through 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 each phase. This decision would be based on:

- i. proficiencies and skills achieved
- ii. documented reasons for non-achievement in any area
- iii. mentor's evaluation of student's progress stated in the final formative written report
- iv. recommendations of the mentor, university link and/or academic tutor
- v. record of hours of practice 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 each phase. This decision would be based on:

- i. all of the proficiencies/skills being achieved at the minimum level required (unless the mentor verifies the necessary experience has not been available)
- ii. presenting evidence from practice to demonstrate to your mentor that all proficiencies have been achieved
- iii. completing the appropriate essential skills log by the end of each phase of the programme
- iv. submitting and passing the related assessments
- v. satisfactory final written reports
- vi. required number of hours of practice being completed and verified by mentors
- vii. assessment of practice being submitted to your academic tutor by the date(s) specified

Please note: falsification/or incorrect completion of any elements of the above will result in disciplinary action.

Incidents in practice

To be read in conjunction with the University of Southampton guidelines for reporting concerns for students safety (www.southampton.ac.uk/student-services/wellbeing/studentwellbeing.html) and the University of Southampton health and safety policy (www.resource1.soton.ac.uk/hr/healthandsafety/policy/index.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 Nursing and Midwifery 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, Derek Boden, who is the health and safety officer at the School of Nursing and Midwifery can be consulted by emailing rdb@southampton.ac.uk.

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. Guidelines for completion are included in the document. The form should be returned to Derek Boden.

Form S24 can be found at: www.socscinet.soton.ac.uk/safety/s24form20040317.doc.

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

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

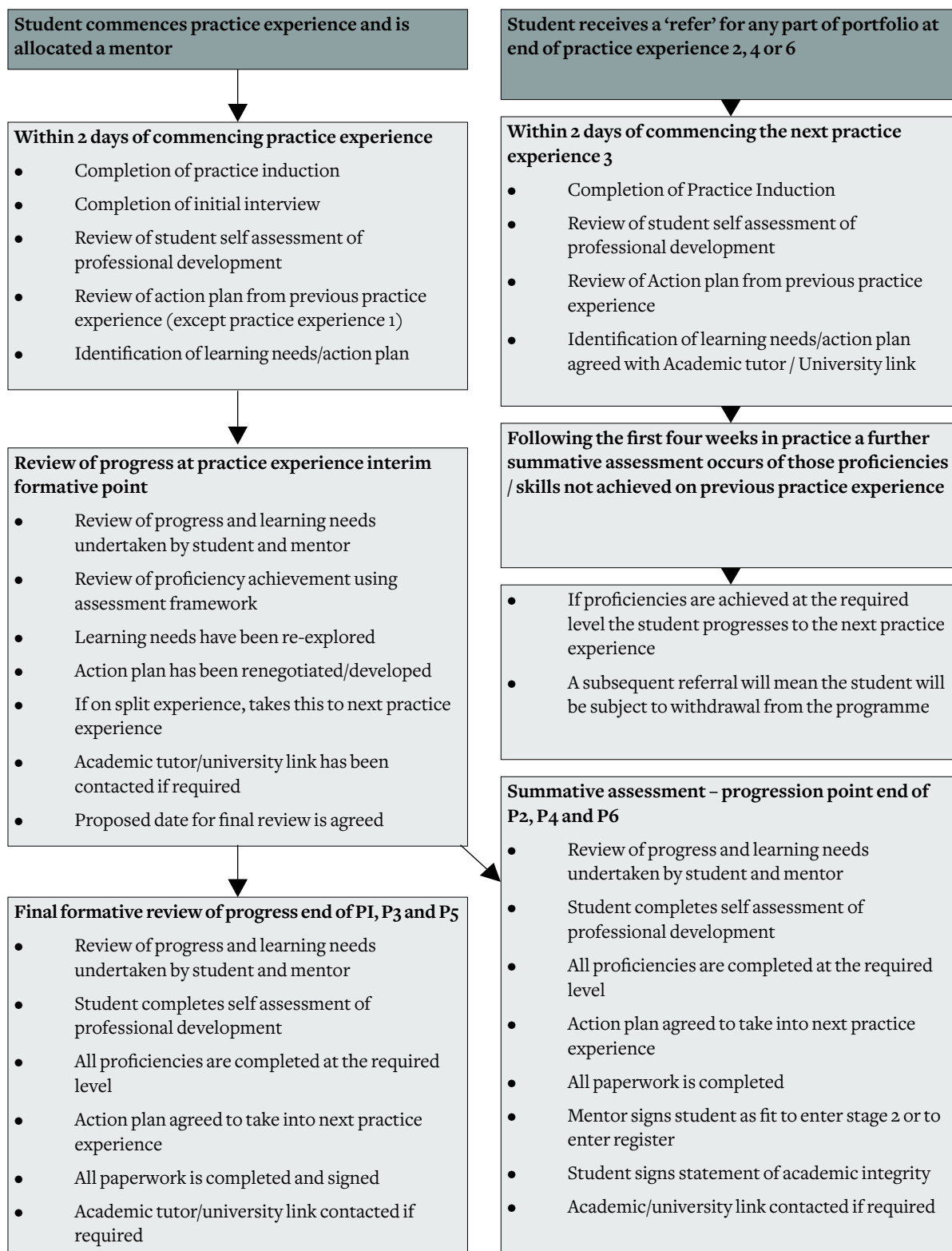
If you work with academic integrity there are a number of practices you must avoid, which are explained in the academic integrity statement for students within your pre-registration student handbook.

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.

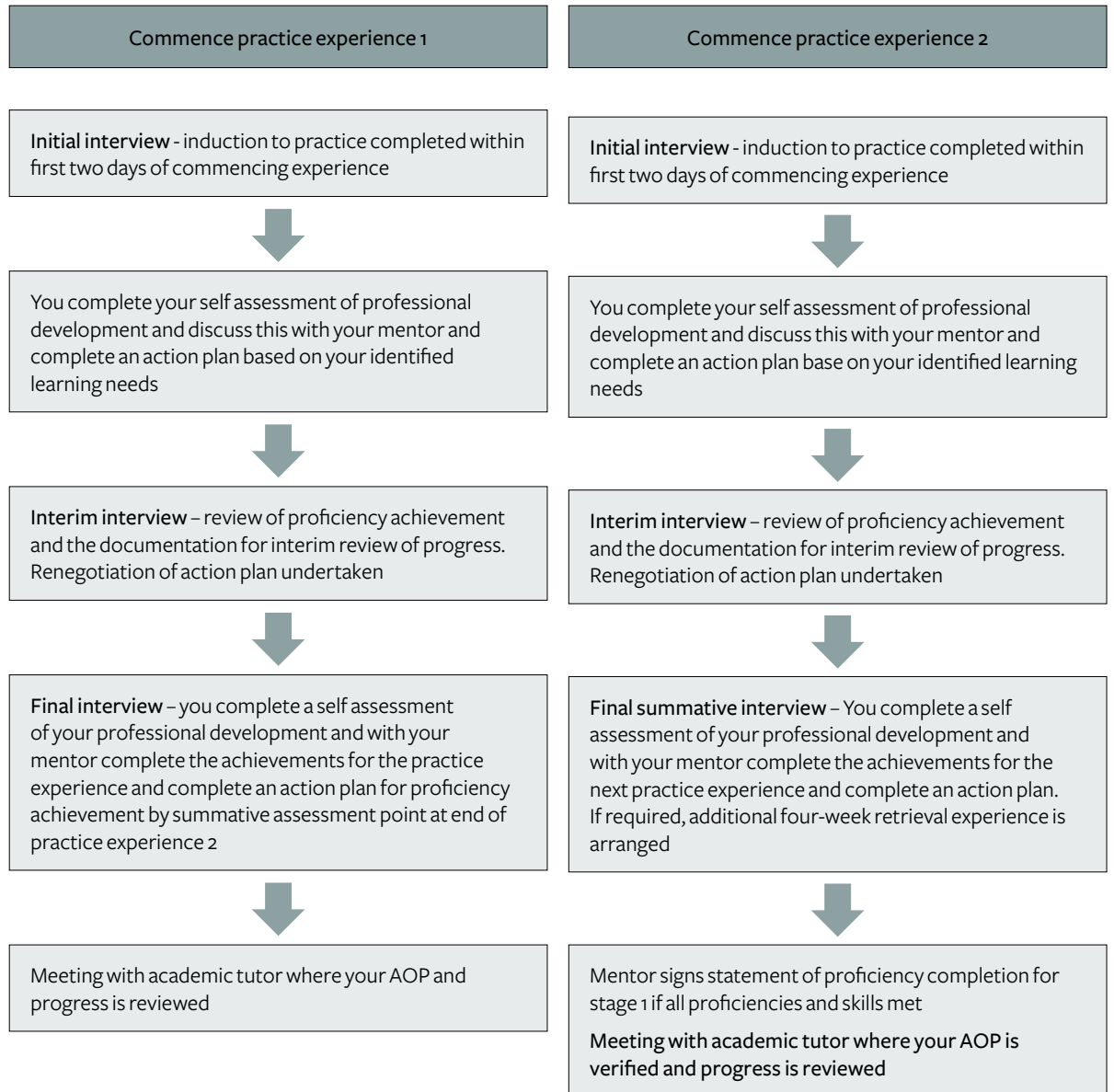
Falsification or incorrect completion of any elements of this document

In connection with programmes leading to a professional qualification, falsely claiming to have completed non-academic requirements such as hours in practice, achievement of professional competencies or falsification of signatures is seen to be a breach of academic integrity and will result in disciplinary action.

Undertaking and completing a practice experience



Completion of assessment of practice documentation for stage 1 of the programme



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 the student is undertaking and will be demonstrated through successful completion of the following units and their assignments

Stage 1:

Academic unit 1 – fundamental principles of nursing 1

Academic unit 2 – fundamental principles of nursing 2

Stage 2:

Academic unit 3 – assessment for care

Academic unit 4 – policy, partnerships and planning

Academic unit 5 – practice development

Academic unit 6 – clinical leadership

The learning outcomes for these assignments are directly linked to the assessment of practice document and the student will demonstrate through the achievement of these learning outcomes that they have explored the underlying theory of the NMC domains as indicated in the relevant 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

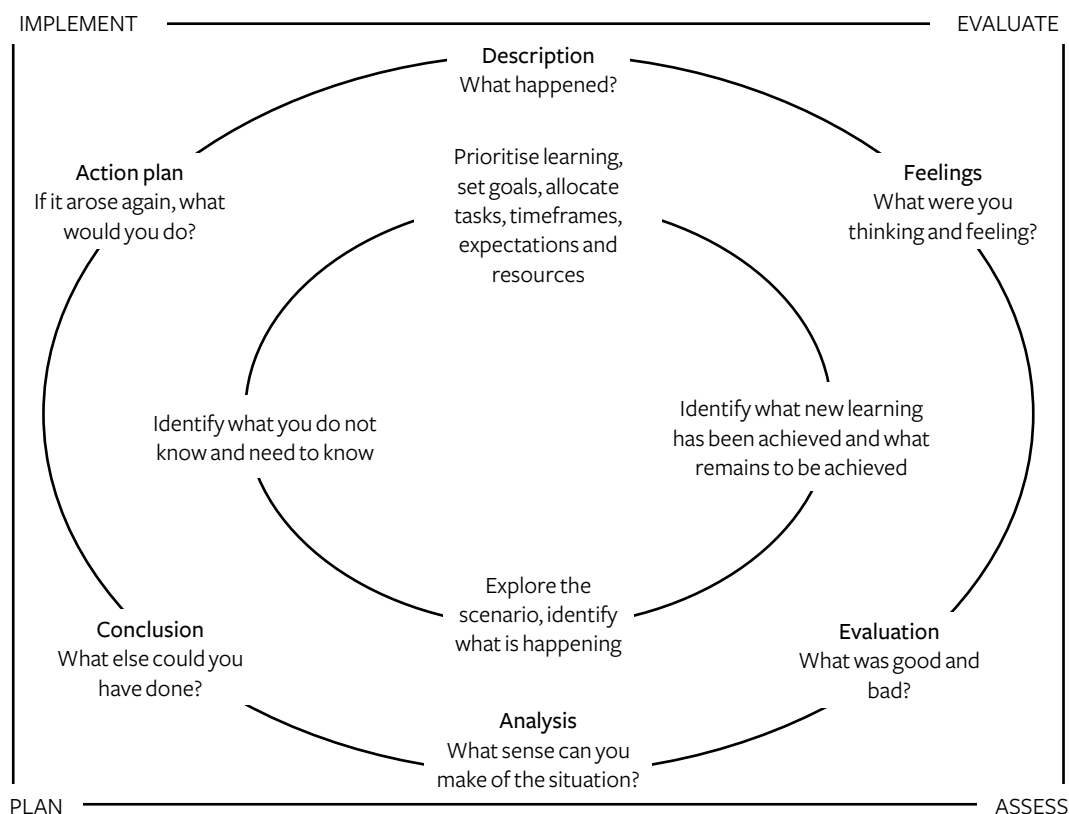
Student evidence: the role of the mentor

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 why, and discuss 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 unit assignment summaries.

Use of a model of reflection is essential – see Southampton model below.

Model of enquiry based learning using principles adapted from reflective and problem-solving cycles (Gibbs 1988:39, Woods 1994:22), the nursing process and processes that link theory and practice (Eraut et al 1995)



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 domains. 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 would it be handled

Examples of what is selected as a subject for reflection can be:

- '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 understandings and attitudes. For example, exploring own attitude towards termination of pregnancy or electro-convulsive therapy

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.

Demonstrating achievement – Postgraduate diploma in nursing/RN programme		NURS6032
Fundamental principles of nursing 1		Level H4
<p>The aim of this unit is to prepare you for your professional role, working in partnership with service users/ children, carers, mentors and members of the multi-professional team, to deliver essential nursing care of a demonstrably high quality.</p>		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Critically review the concept of nursing and its actual and potential contribution to the delivery of high quality ‘evidence-based’ health care in the 21st century.	Domain 1	Professional and ethical practice: P1.1, P1.2
	Domain 2	Care delivery: P2.6
	Domain 4	Personal and professional development: P4.1, P4.2
2. Demonstrate an understanding of the principles of safe practice in: communicating with service users/children and carers; the provision of supportive care and promotion of self care; vital sign observations, resuscitation, safe moving and handling, infection control; personal and oral hygiene; provision of nutrition and hydration; while recognising your limitations as a novice practitioner.	ESC	Care, compassion and communication: 1, 2, 3, 4, 5, 6, 7, 8
	ESC	Organisational aspects of care: 9, 10
	ESC	Infection prevention and control: 21-26
	ESC	Nutrition and fluid management: 27-32
3. Begin to draw on a relevant body of knowledge, theory and/or research from the life and social sciences to provide a sound rationale for nursing practices and to promote the wellbeing of the client group in hospital and other care settings.	Domain 2	Care delivery: P2.5, P2.6, P2.8
	Domain 4	Personal and professional development: P4.1, P4.2
4. Articulate and apply ethical, anti-discriminatory, legal and professional codes of conduct in the context of public protection, confidentiality and professional accountability.	Domain 1	Professional and ethical practice: P1.1, P1.2, P1.3
	Domain 2	Care delivery: P2.6, P2.8
	Domain 3	Care management: P3.1
	Domain 4	Personal and professional development: P4.1, P4.2
5. Assess the impact of social and legislative change on the organisation and provision of contemporary health care.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.8
	Domain 3	Care management: P3.1, P3.2, P3.3
6. Critically evaluate the importance of understanding the lived experience of service users/children and carers in the healthcare system.	Domain 2	Care delivery: P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P2.7
	ESC	Care, compassion and communication: 1, 2

Demonstrating achievement – Postgraduate diploma in nursing/RN programme		NURS6033
Fundamental principles of nursing 2		Level M
<p>The aim of this unit is to develop your ability to work with service users, children and young people, their carers and members of the multi-disciplinary team to deliver high-quality, needs-led, evidence-based nursing care, with particular reference to the needs of vulnerable groups.</p>		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Integrate knowledge and evidence from life sciences and social sciences to review the management of a vulnerable person who experiences acute illness/life event or chronic disease and/or stress.	Domain 1	Professional and ethical practice: P1.2, P1.3
	Domain 2	Care delivery: P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P2.7, P2.8
	Domain 3	Care management: P3.1, P3.2
	Domain 4	Personal and professional development: P4.1, P4.2
	ESC	Organisational aspects of care: 12
2. Critically analyse the principles of safe practice in: protection of privacy and dignity; bladder and bowel care and the promotion of continence; prevention and treatment of pressure ulcers; principle of infection technique (2) – aseptic technique; communicating with, and protection and safety of, vulnerable people; and good record keeping; while recognising your limitations as a novice practitioner.	ESC	Care, compassion and communication: 1, 2, 5, 6, 7, 8
	ESC	Organisational aspects of care: 9, 10, 12, 14, 15, 18, 19, 20
	ESC	Infection prevention and control: 22, 23, 24, 25, 26
	ESC	Nutrition and fluid management: 27, 28, 29
3. Critically apply knowledge, research and evidence-based practice, normal and abnormal functioning of body systems to nursing observations and practice.	Domain 2	Care delivery: P2.3, P2.4, P2.5, P2.6, P2.7, P2.8
	Domain 3	Care management: P3.2
	Domain 4	Personal and professional development: P4.1, P4.2
4. Evaluate the extent to which psychosocial, spiritual, legal, professional, cultural and/or religious influences contribute to health and well being in situations of acute and chronic ill health, disability and/or stress.	Domain 1	Professional and ethical practice: P1.1, P1.2, P1.4, P1.5
	Domain 2	Care delivery: P2.1, P2.2, P2.3, P2.6, P2.8
	Domain 3	Care management: P3.1
	Domain 4	Personal and professional development: P4.1, P4.2

Demonstrating achievement – Postgraduate diploma in nursing/RN programme		NURS6034
Assessment for care		Level M
The aim of this unit is to prepare you to be able to critically review, and take responsibility for, the assessment, planning and implementation of essential nursing care and promotion of health and wellbeing. This should be undertaken in collaboration with service users/children, their carers, and members of the multi-professional team.		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Critically reflect on and analyse the process of assessment and care planning, taking account of the perspectives of service users/children, their carers and the contributions of members of the multi-professional team.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.3, P2.4, P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2
	Domain 4	Personal and professional development: P4.1
	ESC	Organisational aspects of care: 9, 13
2. Critically review theory and research evidence to evaluate the use of medical, nursing, complementary, psychosocial and other therapeutic interventions in the treatment of specific physical and mental health problems.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2
	ESC	Care, compassion and communication: 5
	ESC	Organisational aspects of care: 9
3. Use available policy, theory and research-based evidence to assess health risk for an individual service user/child and make recommendations to promote their health and wellbeing.	Domain 1	Professional and ethical practice: P1.4, P1.5
	Domain 2	Care delivery: P2.2, P2.8
	ESC	Care, compassion and communication: 7
	ESC	Organisational aspects of care: 9
4. Synthesise evidence to demonstrate understanding of pathophysiology, pharmacology, life/social sciences and nursing theory in its application to the safe practice of individualised service user assessment and care that aims to maintain or improve the health or wellbeing of the service user.	Domain 1	Professional and ethical practice: P1.4, P1.5
	Domain 2	Care delivery: P2.2, P2.3, P2.5, P2.8
	Domain 3	Care management: P3.1
	ESC	Care, compassion and communication: 1, 2
5. Articulate the process of safe transfer of care between primary, secondary and/or tertiary settings.	Domain 2	Care delivery: P2.1, P2.2, P2.7
	Domain 3	Care management: P3.2, P3.3
	ESC	Care, compassion and communication: 5, 7
	ESC	Organisational aspects of care: 9, 13, 14
6. Analyse the elements of competent and safe practice in the administration of drugs, taking account of potentially iatrogenic effects and calculate drug dosages accurately.	Domain 1	Professional and ethical practice: P1.1, P1.2
	ESC	Medicines management: 25, 26, 27, 28, 29, 30, 31, 32, 33, 34

Demonstrating achievement – Postgraduate diploma in nursing/RN programme		NURS6035
Policy, partnerships and planning		Level M
<p>The aim of this unit is to enable you to work in partnership with those who have complex or enduring needs or demonstrate challenging behaviour. Partnership working will involve collaboration with their carers and members of the multi-professional and/or multi-agency team, to plan and evaluate care delivery to enhance the service user's experience.</p>		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Integrate knowledge from a range of experiences to analyse the impact of contemporary health and social policy on the provision of healthcare services.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.8
	Domain 3	Care management: P3.2
	Domain 4	Personal and professional development: 4.1
	ESC	Care, compassion and communication: 1, 2
	ESC	Infection prevention and control: 15-17
	ESC	Medicines management: 34
2. Critically review the impact of recent policy implementation strategies from the perspectives of service users/children with a life-threatening condition or enduring health need, their carers, and members of the multi-professional team.	Domain 1	Professional and ethical practice: P1.4
	Domain 2	Care delivery: P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2
	ESC	Organisational aspects of care: 9
3. Demonstrate the ability to work in partnership with service users/children, carers and members of the multi-professional team to plan and evaluate a programme of rehabilitation or continuing care that meets individual service users'/children's needs.	Domain 2	Care delivery: P2.1, P2.2, P2.4, P2.7
	Domain 3	Care management: P3.1, P3.2
	ESC	Care, compassion and communication: 2, 4, 6
	ESC	Organisational aspects of care: 9-14
4. Critically discuss how policy, theory and research-based evidence can be used to inform and improve practice.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2
	ESC	Organisational aspects of care: 10
5. Debate the roles of the nurse as an advocate for service users/children and their carers in a manner that respects their human rights to autonomy, self-determination and personhood.	Domain 1	Professional and ethical practice: P1.1
	Domain 2	Care delivery: P2.2, P2.3
	Domain 3	Care management: P3.2
	Domain 4	Personal and professional development: P4.1, P4.2
	ESC	Care, compassion and communication: 3, 4, 5, 8
	ESC	Organisational aspects of care: 10

Demonstrating achievement – Postgraduate diploma in nursing/RN programme		NURS6036
Practice development		Level M
<p>The aim of this unit is to enable you to acquire the foundation knowledge and skills that are necessary to prepare you for professional nursing practice in an ever-changing healthcare environment where people have complex health and social care needs.</p>		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Critically appraise the legal and professional issues associated with expanded/advanced practice roles and the impact of these roles upon care delivery and the service user experience.	Domain 1	Professional and ethical practice: P1.2, P1.3
	Domain 2	Care delivery: P2.2, P2.5, P2.6
	Domain 3	Care management: P3.2
	Domain 4	Personal and professional development: P4.1, P4.2
	ESC	Care, compassion and communication: 1, 4, 5
2. Apply clinical skills to demonstrate health assessment of a service user with complex health needs (with particular reference to the deteriorating person/child).	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.7, P2.8
	Domain 3	Care management: P3.2, P3.3
	ESC	Organisational aspects of care: 9
3. Use appropriate evidence to review and debate an area of nursing practice that could result in significant improvements for service user/child outcomes.	Domain 1	Professional and ethical practice: P1.2
	Domain 2	Care delivery: P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2, P3.2
	Domain 4	Personal and professional development: P4.1, P4.2
4. Recognise the needs of people with an acute or chronically deteriorating condition and be able to articulate the rationale to meet these needs.	Domain 2	Care delivery: P2.2
	Domain 3	Care management: P3.1, P3.2, P3.3
	ESC	Care, compassion and communication: 6
	ESC	Organisational aspects of care: 12, 13
5. Assess, plan and critically evaluate the care required by people with complex health and social needs, based on current knowledge and research-based evidence. Where appropriate, take into account complementary and alternative approaches to treatment and care.	Domain 2	Care delivery: P2.3, P2.4, P2.5, P2.6, P2.7, P2.8
	Domain 3	Care management: P3.2
	ESC	Organisational aspects of care: 9, 10

Demonstrating achievement – Postgraduate diploma in nursing/RN programme Clinical leadership		NURS6037 Level M
<p>This unit will allow you to consider how different leadership styles and management strategies influence organisational culture and the ways in which organisations, individuals and teams work. During this unit you will also have the opportunity to prepare specifically for registration through professional learning activities.</p>		
Learning outcomes	NMC domains (please refer to the framework for assessment for NMC proficiencies and NMC essential skills clusters)	
1. Appraise a variety of leadership styles, determine your own and recognise the need to adapt to meet the changing cultural and strategic demands of organisations, individuals and teams.	Domain 1	Professional and ethical practice: P1.1, P1.2, P1.3
	Domain 2	Care delivery: P2.2, P2.5, P2.6, P2.8
	Domain 3	Care management: P3.2, P3.3
	Domain 4	Personal and professional development: P4.1, P4.2
2. Critically discuss various change management strategies and debate their effectiveness in sustaining long-lasting change.	Domain 2	Care delivery: P2.6, P2.8
	Domain 3	Care management: P3.2, P3.3
	ESC	Organisational aspects of care: 9, 10
3. Negotiate a small change in service user care and identify how you could provide evidence that the change is an improvement from the perspectives of service users and service providers.	Domain 1	Professional and ethical practice: P1.1
	Domain 2	Care delivery: P2.2, P2.5, P2.7
	ESC	Care, compassion and communication: 2
4. Analyse a variety of approaches to the evaluation and enhancement of services.	Domain 1	Professional and ethical practice: P1.4
	Domain 2	Care delivery: P2.10
	Domain 3	Care management: P3.1, P3.2
	ESC	Organisational aspects of care: 10, 14
5. Evaluate ways in which individuals and teams can be motivated to deliver best care within the resources available.	Domain 2	Care delivery: P2.3, P2.4
	Domain 3	Care management: P3.1, P3.2, P3.3
	Domain 4	Personal and professional development: P4.2
	ESC	Care, compassion and communication: 1-8
	ESC	Organisational aspects of care: 9

Trouble shooting

Difficulties – what action should be taken

If you are experiencing difficulties in fulfilling the requirements for 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 university link (first point of call), academic tutor, award leader or locality liaison lead.

Mentors who have concerns about fulfilling the requirements for the assessment of practice or the adequacy of the student's progress should address their concerns to the student in the first instance and then if necessary another experienced colleague, and/or the university link. If this does not resolve concerns, contact the student's academic tutor (first point of call), the duty tutor, the award leader or locality liaison lead.

(Please refer to the 'managing student issues in practice' poster which should be displayed in your practice area)

Experience not available

The outcomes /proficiencies and the clinical skills log have been designed for use in all practice settings. (Please contact your university link if difficulty in achieving proficiencies or skills occurs)

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 four weeks of your next practice experience.

Students who do not achieve the requirements of the assessment of practice at the second attempt are awarded a fail and may be discontinued from the programme.

Student nurse/midwife practice induction

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

Induction programme for all pre-registration nursing and midwifery students						
Topics to be covered (Mentor initials and date when completed)		Practice experience				
		1	2	3	4	5
Personal issues	Discuss any adjustments re. health or learning needs e.g. latex-free 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 fire, police and emergency numbers Location of fire points, exits, fire extinguishers, fire blankets and fire policy Explain procedure for evacuation and alarm tones Awareness of risks associated with practice areas 					
Moving and handling	Discuss local policy and relation to practice area Location of local moving and handling equipment					
Organisational policy folders	Student should be aware of the following policies/procedures <ul style="list-style-type: none"> Health and safety Infection control Professional behaviour Human resources e.g. harassment, equal opportunities, complaints etc Occupational health Other policies specific to practice area Smoking Security 					

Induction programme for all pre-registration nursing and midwifery students							
Topics to be covered (Mentor initials and date when completed)		Practice experience					
		1	2	3	4	5	6
Accident and 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 user's 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 Nursing and Midwifery 						
Sickness and absence	Explain policy for reporting in the event of sickness or absence including notification to allocations department (School of Nursing and Midwifery)						
Transport issues	Discuss issues related to car parking, hospital transport across sites and 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 						

Stage 1 of the 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 clinical practice learning outcomes in stage 1 of the postgraduate diploma in nursing programme are directly related to the NMC outcomes to be achieved for entry to stage 2 of the programme. To guide students, mentors and academic tutors, the NMC outcomes have been coded and mapped to practice learning outcomes including the KSF. Stage 1 of the programme has therefore assimilated the 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 domain code numbers are found against each learning outcome in stage 1 of the programme practice assessment documentation.

For a more substantive list of linked skills please go to:
www.skillsforhealth.org.uk

Framework for assessment

As a student undertaking stage 1 of your programme, you should be assessed using the framework on the following pages. The chart indicates the expectations of a 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 stage 2 of the programme	Guidance for application of theory to practice		
Domain 1: Professional and ethical practice	<i>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</i>		
<i>Links with ESC:</i> 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	Discuss in an informed manner the implications of professional regulation for nursing practice	KSF: core dimension 2: personal and people development level 2 a, b, c, and d	
	Demonstrate a basic knowledge of professional regulation and self-regulation	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	
	Recognise and acknowledge the limitations of one's own abilities	Practice demonstrates acknowledgment of the limitations of one's own abilities Follows instructions Maintains safety Seeks assistance when required	
	Recognise situations that require referral to a registered practitioner	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	
	Demonstrate an awareness of the NMC code of professional conduct: standards for conduct, performance and ethics	KSF: core dimension 6: equality and diversity - level 2: a and b dimension HWB3: assist in the assessment of people's health and wellbeing needs - HWB2 level 1: e	
	Commit to the principle that the primary purpose of the registered nurse is to protect and serve society	Maintains confidentiality Demonstrates respect and dignity for all Discuss ethical issues in day to day practice	
	Accept responsibility for one's own actions and decisions	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	

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme	Guidance for application of theory to practice	
Domain 1: Professional and ethical practice	<i>P1.2 Practise in accordance with an ethical and legal framework which ensures the primacy of service user interest and wellbeing and respects confidentiality</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 1, 3, 4, 7, 8</p> <p>Organisational aspects of care 12, 15, 17, 19</p> <p>Infection prevention and control 21-26</p> <p>Medicines management 35, 37, 39</p>	<p>Demonstrate an awareness of, and apply ethical principles to, nursing practice</p>	<p>KSF: core dimension 6: equality and diversity - level 2: c, d and e dimension HWB5: provision of care to meet health and wellbeing needs HWB5 level 1: a and e</p>
	Demonstrate respect for service user confidentiality	Maintains confidentiality
	Identify ethical issues in day to day practice	<p>Asks rationale for actions</p> <p>Respects others views</p> <p>Reflects and discusses an ethical dilemma relating to nursing practice during the practice e.g.</p> <p style="padding-left: 40px;">withdrawal of treatment</p> <p style="padding-left: 40px;">covert administration of medicines</p> <p>Obtains consent for care to be undertaken</p>
	<p>Demonstrate an awareness of legislation relevant to nursing practice</p>	<p>KSF: core dimension 6: equality and diversity level 2 c, d and e dimension HWB5: provision of care to meet health and wellbeing needs level 2: e</p>
	Identify key issues in relevant legislation relating to mental health, children, data protection, manual handling, and health and safety, etc	<p>Adheres to all trust policies and procedures relating to infection control/risk assessment/manual handling/safeguarding children and vulnerable adults as appropriate to practice setting</p> <p>Ensures the safety and security of service users and their belongings at all times</p> <p>Follows procedures for documenting and reporting to clinical staff any untoward incident/accident or complaint</p> <p>Essential first aid and resuscitation</p> <p>Administration of medicines,</p> <p>Physical and emotional care</p>
Domain 1: Professional and ethical practice	<i>P1.3 Practise in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups</i>	
<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</p> <p>Nutrition and fluid management 28, 29, 30, 31, 32</p> <p>Medicines management 40</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>	<p>KSF: core dimension 6: equality and diversity level 2: c, d and e</p>
	Demonstrate fairness and sensitivity when responding to service users and groups from diverse circumstances	<p>Reflects on attitudes, values and behaviours and thinks through experiences insightfully</p> <p>Is beginning to develop insight into the way they think and behave towards other people and questions whether such views and behaviours are fair</p>
	Recognise the needs of service users whose lives are affected by disability, however manifest	<p>Can provide knowledge/supporting evidence for care given/offered</p> <p>Recognises the nurse's role as a service user advocate</p>

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills</i>	
<i>Links with ESC:</i> Care, compassion and communication 1, 2, 3, 5, 6, 7, 8 Organisational aspects of care 9, 12 Nutrition and fluid management 28, 29 Medicines management 40	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.	KSF: core dimension 1: communication - level 2: c and dimension HWB5: provision of care to meet health and wellbeing needs level 2 : a, c and g
	Recognise the effect of one's own values on interactions with service users and their carers, families and friends	Undertakes reflective practice with regard to their input with service users and carers Respects others views
	Utilise appropriate communication skills with service users	Communicates verbally and clearly to all Completes basic observations with supervision Identifies some non-verbal skills Listens to others
	Acknowledge the boundaries of a professional caring relationship	Knows limitations in practice Engages and disengages appropriately with service users and carers
Domain 2: Care delivery	<i>P2.2 Create and utilise opportunities to promote the health and wellbeing of service users</i>	
<i>Links with ESC:</i> Care, compassion and communication 2, 6 Organisational aspects of care 9, 14, 16, 17 Infection prevention and control 21 Nutrition and fluid management 28, 29 Medicines management 35	Contribute to enhancing the health and social wellbeing of service users by understanding how, under the supervision of a registered practitioner, to:	KSF: dimension HWB5: provision of care to meet health and wellbeing needs – HWB5 level 1 : b, d and e KSF: core dimension 1: communication - level 2 : d
	Contribute to the assessment of health need	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 user's capability to co-operate and respond accordingly Responsive to the changing needs of the service user Is aware and as appropriate refer to other areas of expertise Is flexible in meeting the demands of care delivery
	Identify opportunities for health promotion	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
	Identify networks of health and social care services	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 team's way of working Knows how the team functions

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme	Guidance for application of theory to practice	
Domain 2: Care delivery	<i>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</i>	
<p><i>Links with ESC:</i></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>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>	<p>KSF: dimension HWB5: provision of care to meet health and wellbeing needs – HWB5 level 1 : a, b and c</p> <p>KSF: core dimension 1: communication level 3: e and f</p>
	<p>Be aware of assessment strategies to guide the collection of data for assessing service users and use assessment tools under guidance to discuss the prioritisation of care needs</p>	<p>Understands principles of nursing practice</p> <p>Can demonstrate knowledge related to the practice undertaken</p> <p>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</p>
	<p>Be aware of the need to reassess service users as to their needs for nursing care</p>	<p>Implements and evaluates the written plan and, from the information gathered, makes decisions about future care</p>
Domain 2: Care delivery	<i>P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers, family and friends, within a framework of informed consent</i>	
<p><i>Links with ESC:</i></p> <p>Organisational aspects of care 9, 10</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>	<p>KSF: dimension HWB5: provision of care to meet health and wellbeing needs – HWB5 level 1 : a, b and d</p>
	<p>Identify care needs based on the assessment of a service user</p>	<p>Uses assessment methods and processes of reasoning that are based on available evidence and are appropriate for the people concerned</p> <p>Obtains sufficient information for informed decision making</p>
	<p>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>	<p>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</p> <p>Identifies the risks that need to be managed</p> <p>Contributes to the formulation of care plans that have clear goals</p> <p>Involves other practitioners and agencies when this is necessary to meet people's health and wellbeing needs</p>

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice</i>	
<i>Links with ESC:</i> Organisational aspects of care 9, 10	Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners	KSF: dimension HWB5: provision of care to meet health and wellbeing needs - level 1 a, b and d
	Undertake activities that are consistent with the care plan and within the limits of one's own abilities	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
	Demonstrate evidence of a developing knowledge base which underpins safe and effective nursing practice	KSF: core dimension 5 : contribute to improving quality level 2: a KSF: dimension HWB5: provision of care to meet health and wellbeing needs - level 1 b and d
	Access and discuss research and other evidence in nursing and related disciplines	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
	Identify examples of the use of evidence in planned nursing interventions.	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
	Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs	Refer to skills log
Domain 2: Care delivery	<i>P2.7 Evaluate and document the outcomes of nursing and other interventions</i>	
<i>Links with ESC:</i> Care, compassion and communication 2, 4, 5, 6, 7, 8 Organisational aspects of care 9, 10, 13, 14, 18 Nutrition and fluid management 27, 28, 29 Medicines management 38, 39	Contribute to the evaluation of the appropriateness of nursing care delivered	KSF: dimension HWB4: enablement to address health and wellbeing needs - level 1: c, f and g
	Demonstrate an awareness of the need to assess regularly a service user's response to nursing interventions	Uses observational/reflective processes to evaluate a particular nursing intervention
	Provide for a supervising registered practitioner, evaluative commentary and information on nursing care based on personal observations and actions	Gives verbal feedback to other healthcare professionals
	Contribute to the documentation of the outcomes of nursing interventions	Accurately records information within the appropriate setting Recorded information is legible and understandable by others

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts</i>	
<i>Links with ESC:</i> Care, compassion and communication 1, 2, 5, 8 Nutrition and fluid management 3 ¹	Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner	KSF: dimension HWB4: enablement to address health and wellbeing needs - level 1: f and g KSF: core dimension 1: communication - level 2: d, e and f
	Demonstrate the ability to discuss and accept care decisions	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
	Accurately record observations made and communicate these to the relevant members of the health and social care team	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

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme		Guidance for application of theory to practice
Domain 3: Care management	<i>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</i>	
<i>Links with ESC:</i> Care, compassion and communication 4, 6, 7, 8 Organisational aspects of care 9, 11, 15, 17, 18, 19, 20 Medicines management 33, 34	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	KSF: dimension HWB3: protection of health and wellbeing needs: level 1: a, b, and c Core dimension 2: health, safety and security level 3: a, b, c, d, and e
	Understand and implement health and safety principles and policies	Induction has included an introduction to health and safety in practice area Monitors work areas and practices and ensures they: are safe and free from hazards conform to health, safety and security legislation, policies, procedures and guidelines
	Recognise and report situations that are potentially unsafe for service users, oneself and others	Identifies potential risks to each of the below: Service users Self Other health workers
Domain 3: Care management	<i>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</i>	
<i>Links with ESC:</i> Care, compassion and communication 1, 7 Organisational aspects of care 12, 13, 14, 15, 16, 17 Infection prevention and control 22 Medicines management 41	Demonstrate an understanding of the role of others by participating in inter-professional working practice	KSF: dimension HWB5: provision of care to meet health and wellbeing needs - level 1: b and d
	Identify the roles of the members of the health and social care team	Establishes and maintains collaborative working relationships with members of the health and social care team Recognises and works within role as stage of the multidisciplinary team
	Work within the health and social care team to maintain and enhance integrated care	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
Domain 3: Care management	<i>P3.4 Demonstrate key skills</i>	
<i>Links with ESC:</i> Care, compassion and communication 7 Organisational aspects of care 9, 10 Medicines management 33, 37, 38, 40, 41, 42	Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery	KSF: core dimension 1: communication - level 2: b and e
		<i>Literacy</i> - hand written notes are legible Can contribute appropriately to care plans, case notes etc <i>Numeracy</i> - demonstrates competency in drug calculations <i>Computer skills</i> - accesses a computer to obtain and enter information that will enhance care delivery

NMC proficiencies (2004) to be achieved for entry to stage 2 of the programme	Guidance for application of theory to practice	
Domain 4: Personal and professional development	<i>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</i>	
<i>Links with ESC:</i> Organisational aspects of care 11, 12, 14, 16, 17, 18	Demonstrate responsibility for one's own learning through the development of a portfolio of practice and recognise when further learning is required	KSF: core dimension 2: develop own knowledge and skills and provide information to others to help development. Level 2: a, b, c, d and e
	Identify specific learning needs and objectives to begin to engage with, and interpret, the evidence base which underpins nursing practice	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
	Acknowledge the importance of seeking supervision to develop safe and effective nursing practice	KSF: core dimension 2: develop own knowledge and skills and provide information to others to help development. Level 2:c and d 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

Checklist of responsibilities to be completed by mentor:
practice experience 1

Read the framework for assessment

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 practice hours record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 1

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)
From	To					

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	To	Number of hours made up during this practice experience	Mentor signature
From	To		
Outstanding hours carried forward			Academic tutor signature

Professional development: self assessment by student at commencement of practice experience

Self assessment based on previous practice experience (In first experience you may draw on life experience prior to commencing the course)	
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	

Initial interview of progress - to be completed within two days of the start of the practice experience

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, 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	

Stage 1 of the programme	Practice experience 1				Practice experience 2			
	Formative assessment point		Formative assessment point		Formative assessment point		Summative assessment point	
	Mentor initials	Date	Level 1	End of practice experience 1	Mentor initials	Date	Level 1	End of practice experience 2
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 primacy of service user interest and wellbeing 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 1: Professional and ethical practice

Proficiencies met at level 1 at end of practice experience 1					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Proficiencies met at level 1 at end of practice experience 2					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Stage 1 of the programme	Practice experience 1						Practice experience 2					
	Formative assessment point			Formative assessment point			Formative assessment point			Formative assessment point		
	Mid-point or end of first stage of split practice			End of practice experience 1			Mid-point or end of first stage of split practice			End of practice experience 2		
	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1
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 wellbeing of service users												
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												

NMC domain 2: Care delivery

Proficiencies met at level 1 at end of practice experience 1							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	n/a	n/a	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

Proficiencies met at level 1 at end of practice experience 2							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	n/a	n/a	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

NMC domain 3: Care management

Proficiencies met at level 1 at end of practice experience 1							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	n/a	n/a	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

Proficiencies met at level 1 at end of practice experience 2							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	n/a	n/a	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

Stage 1 of the programme	Practice experience 1						Practice experience 2								
	Formative assessment point			Formative assessment point			Formative assessment point			Formative assessment point			Summative assessment point		
	<i>Mid-point or end of first stage of split practice</i>			<i>End of practice experience 1</i>			<i>Mid-point or end of first stage of split practice</i>			<i>End of practice experience 2</i>					
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	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1	Mentor initials	Date	Level 1
P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching	Not required in Stage 1 of the programme														

NMC domain 4: Personal and professional development

Proficiencies met at level 1 at end of practice experience 1			
P4.1		P4.2	
Yes	No	n/a	n/a
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Proficiencies met at level 1 at end of practice experience 2			
P4.1		P4.2	
Yes	No	n/a	n/a
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Interim interview of progress practice experience 1

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

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final interview at level 1	

Professional development: self assessment by student at formative assessment –
on completion of practice experience 1

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

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

Please discuss the key points from this assessment with your mentor prior to your final assessment

Stage 1: summary of practice experience to be used in

Fundamental principles of nursing 1

(See 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, 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 – practice experience 1

Student's formative assessment	
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 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

Action plan for proficiency achievement at level 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
Link or academic tutor			Date

Are there any areas of student performance that concern you?		
Student performs skills at an appropriate level of proficiency	Yes	No
I confirm that this student practises at the required level of proficiency at this formative practice assessment	Yes	No
Mentor signature	Date	
Print name		
Student signature	Date	
Print name		

Practice experience 2

Checklist of responsibilities to be completed by mentor:
practice experience 2

Read the framework for assessment

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 practice hours' record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 2

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)

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		
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	

Initial interview of progress - 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 of progress practice experience 2

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

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final interview	
Please note that the student must have met proficiencies on pages 41-49 prior to this date	

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

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

Please discuss the key points from this assessment with your mentor prior to your final assessment

Stage 1: summary of practice experience to be used in
Fundamental principles of nursing 2:

(See 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, 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 – practice experience 2

Student's summative assessment	
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 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

Summative assessment at final interview

Action plan for proficiency and skill development	
Assessment of progress and areas for further development on next practice experience	
What is to be achieved?	Suggested activities and experiences should lead to achievement at level 2
Student signature	Date
Mentor signature	Date
Link or academic tutor	Date

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to pass stage 1 of the programme	Yes	No
Mentor signature	Date	
Print name		

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

Learning agreement

This should only be completed if the student has referred up to 6 proficiencies and/or 6 skills at the final interview for stage 1 of the programme (more than 6 requires new document)

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

Retrieval documentation to be completed at the end of week four of the retrieval practice experience

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

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

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to pass stage one of the programme	
Mentor signature	Date
Print name	

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

I confirm that this student DOES NOT practise at the required level of skill and/or proficiency to pass stage one of the programme	
Mentor signature	Date
Print name	
Student signature	Date
Print name	
Academic tutor signature	Date
Print name	

Stage 2 of the programme – phase 2 and phase 3

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 clinical practice learning outcomes in stage 2 of the postgraduate diploma programme is directly related to the NMC outcomes 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. Stage 2 of the programme has therefore assimilated the 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 domain code numbers are found against each learning outcome in the student's practice assessment documentation.

For a more substantive list of linked skills please go to:
www.skillsforhealth.org.uk

Framework for assessment

During stage 2 the student should be assessed using the framework below:

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 1: Professional and ethical practice	<i>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</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 1, 3</p> <p>Organisational aspects of care 12</p> <p>Infection prevention and control 15</p> <p>Medicines management 26</p>	<p>Demonstrate an awareness of the NMC code of professional conduct: standards for conduct, performance and ethics</p> <p>Practise in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics</p> <p>Use professional standards of practice to self assess performance</p> <p>Consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence</p> <p>Consult other healthcare professionals when individual or group needs fall outside the scope of nursing practice</p> <p>Identify unsafe practice and respond appropriately to ensure a safe outcome</p> <p>Manage the delivery of care services within the sphere of one's own accountability.</p>	<p>KSF: core dimension 2: personal and people development level 3 a, b, c, and d core dimension 4: contribute to the improvement of services level 2 e core dimension 5: maintain the quality of own work level 2 a, b, c, level 3 e, g</p> <p>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.</p> <p>Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands</p> <p>Identifies own development needs and sets own personal development objectives with his/her mentor</p> <p>Takes responsibility for own professional development and maintains portfolio to the required standard</p> <p>Makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information</p> <p>Acknowledges the importance of seeking supervision to develop safe and effective nursing practice</p> <p>Recognises when information needs to be shared with a registered practitioner using both verbal and written reports</p> <p>Complies with legislation, policies and procedures and other quality approaches relevant to the work being undertaken</p> <p>Works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people</p> <p>Acts responsibly as a team member and seeks help if necessary</p> <p>Identifies and reports any significant changes that might affect people's health and wellbeing</p> <p>Evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people</p> <p>Takes appropriate action when there are persistent quality problems</p> <p>Prepares appropriately for care activities as delegated and consistent with legislation, policies and procedures</p> <p>Makes constructive suggestions as to how services can be improved for users and the public</p>

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 1: Professional and ethical practice	<i>P1.2 Practise in accordance with an ethical and legal framework which ensures the primacy of service user interest and wellbeing and respects confidentiality</i>	
<p><i>Links with ESC:</i></p> <p>Care compassion and communication 3, 7, 8</p> <p>Organisational aspects of care 9, 11, 14</p> <p>Infection prevention and control 16, 17</p> <p>Nutrition and fluid management 23</p> <p>Medicines management 26, 29, 33</p>	Demonstrate an awareness of legislation relevant to nursing practice	<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>
	<p>Demonstrate knowledge of legislation and health and social policy relevant to nursing practice</p> <p>Ensure the confidentiality and security of written and verbal information acquired in a professional capacity</p>	<p>Interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards</p> <p>Follows standards and guidelines designed to promote quality</p> <p>Undertakes and records care activities as delegated and consistent with legislation, policies and procedures</p> <p>Communicates information only to those people who have the right and need to know, consistent with legislation, policies and procedures</p>
	<p>Demonstrate knowledge of contemporary ethical issues and their impact on nursing and healthcare</p>	<p>Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity</p> <p>Supports people who might need assistance, which might relate to:</p> <ul style="list-style-type: none"> 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
	<p>Manage the complexities arising from ethical and legal dilemmas</p>	<p>Supports those whose rights have been compromised in a manner that is consistent with legislation, policies and procedures, and good and best practice</p> <p>Respects people's dignity and beliefs; involves them in shared decision making</p>
	<p>Act appropriately when seeking access to caring for service users in their own homes</p>	<p>Obtains their consent when entering their home</p>

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 1: Professional and ethical practice	<i>P1.3 Practise in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 1, 2, 3, 4, 5</p> <p>Infection prevention and control 15</p> <p>Nutrition and fluid management 18-24</p> <p>Medicines management 25-34</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>	<p>KSF: core dimension 6: equality and diversity level 3: c, d and e</p>
	<p>Maintain, support and acknowledge the rights of individuals or groups in the healthcare setting</p>	<p>Supporting people who might need assistance, which might relate to:</p> <ul style="list-style-type: none"> 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 stage of a service user's review process) Representing people's views
	<p>Act to ensure that the rights of individuals and groups are not compromised</p>	<p>Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and a non-discriminatory culture</p>
	<p>Respect the values, customs and beliefs of individuals and groups</p>	<p>Interprets legislation to inform individuals rights and responsibilities</p> <p>Identifies the impact of stigma on health service users, their families and carers and the motivational basis of prejudice</p>
	<p>Provide care which demonstrates sensitivity to the diversity of service users</p>	<p>Assists service users and their carers in making informed choices about their care through the provision of culturally appropriate forms of care</p> <p>Works in a variety of health and social care settings in a non-discriminatory way</p>

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills</i>	
<i>Links with ESC:</i> Care, compassion and communication 1, 2, 3, 5, 6, 7, 8 Organisational aspects of care 9, 12 Medicines management 26, 27, 32	Demonstrate sensitivity when interacting with and providing information to service users	KSF: core dimension 1: communication - level 3: c and f Dimension HWB2: assessment and planning to meet health and wellbeing needs HWB2 : level 3 b, e and f
	Utilise a range of effective and appropriate communication and engagement skills	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
	Maintain and, where appropriate, disengage from professional caring relationships that focus on meeting the service user's needs within professional therapeutic boundaries	Knows limitations in practice Engages and disengages appropriately with service users and carers

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 2: Care delivery	<i>P2.2 Create and utilise opportunities to promote the health and wellbeing of service users and groups</i>	
<i>Links with ESC:</i> Care, compassion and communication 2, 6, 8 Organisational aspects of care 10, 11 Infection prevention and control 15, 17 Nutrition and fluid management 18, 20 Medicines management 32	Contribute to enhancing the health and social wellbeing of service users by understanding how, under the supervision of a registered practitioner, to:	KSF: dimension hwb2: assessment and planning to meet health and wellbeing needs – hwb2 level 4 : b, d, e and f KSF: core dimension 1: communication - level 3 : d
	Consult with service users and groups to identify their need and desire for health promotion advice	Meets 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
	Provide relevant and current health information to service users and groups in a form which facilitates their understanding and acknowledges choice/individual preference	Provides appropriate information to service users and carers in a manner which facilitates their understanding and acknowledges choice and individual preference
	Provide support and education in the development and/or maintenance of independent living skills	Advises on health promoting activities to promote independent living skills Advises on health promoting resources to support independent living Teaching a skill
	Seek specialist/expert advice as appropriate	Establishes and maintains collaborative working relationships with members of the health and ward/ community teams Recognises and works within role as stage of the multidisciplinary team Is aware of the team’s way of working Knows how the team functions

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 2: Care delivery	<i>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</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 2</p> <p>Organisational aspects of care 9</p> <p>Infection prevention and control 15</p> <p>Nutrition and fluid management 18, 19, 20</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>	<p>KSF: dimension HWB2: assessment and care planning to meet health and wellbeing needs – HWB2 level 3 : a, b, c, d, e, f and g</p> <p>KSF: core dimension 1: communication level 3: e and f</p>
	<p>Select valid and reliable assessment tools for the required purpose</p>	<p>Identifies with the people concerned:</p> <ul style="list-style-type: none"> 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 <p>Demonstrates knowledge of variety of assessment tools</p>
	<p>Systematically collect data regarding the health and functional status of individuals, service users and communities through appropriate interaction, observation and measurement</p>	<p>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</p>
	<p>Analyse and interpret data accurately to inform nursing care and take appropriate action</p>	<p>Implements and evaluates the written plan and from the information gathered makes decisions about future care</p>

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.4 Formulate and document a plan of nursing care, where possible, in partnership with service users, their carers, family and friends, within a framework of informed consent</i>	
<i>Links with ESC:</i> Organisational aspects of care 9 Infection prevention and control 15 Nutrition and fluid management 20, 21 Medicines management 32	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	KSF: dimension HWB2: assessment and care planning to meet health and wellbeing needs – HWB2 level 3 : a, b, c, d, e, f and g
	Establish priorities for care based on individual or group needs	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 judgement to meet people's different needs
	Develop and document a care plan to achieve optimal health, habilitation, and rehabilitation based on assessment and current nursing knowledge	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
	Identify expected outcomes, including a time frame for achievement and/or review in consultation with service users, their carers, family and friends and with members of the health and social care team	Involves other practitioners and agencies when necessary to meet people's health and wellbeing needs 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, wellbeing and needs of the service user

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice</i>	
<i>Links with ESC:</i> Care compassion and communication 2, 5 Organisational aspects of care 9 Nutrition and fluid management 18, 19 Medicines management 32	Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs	Dimension HWB5: provision of care to meet health and wellbeing needs - HWB5 level 3 :a, b, c, d, e and f Core dimension 4: develop oneself and others in areas of practice level 3: e and f
	Ensure that current research findings and other evidence are incorporated in practice	Uses relevant literature and research to inform the practice of nursing Contributes to evidence-based packages of care
	Identify relevant changes in practice or new information and disseminate it to colleagues	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
	Contribute to the application of a range of interventions which support and optimise the health and wellbeing of service users	Identifies physical, psychological, social and spiritual needs of the service user; an awareness of values and concepts of individual care; and the ability to devise a plan of care
	Demonstrate the safe application of the skills required to meet the needs of service users within the current sphere of practice	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
	Identify and respond to service users' continuing learning and care needs	Identifies the health-related learning needs of service users, families and friends and participates in health promotion
	Engage with, and evaluate, the evidence base that underpins safe nursing practice	Discusses the relationship of evidence-based practice to clinical effectiveness and clinical governance to our nursing practice

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences</i>	
<i>Links with ESC:</i> Care, compassion and communication 2, 4, 5, 6, 7, 8 Organisational aspects of care 9, 14 Nutrition and fluid management 19, 20	Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences	KSF: dimension HWB4: enablement to address health and wellbeing needs - level 3: band g
	Identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care	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
Domain 2: Care delivery	<i>P2.7 Evaluate and document the outcomes of nursing and other interventions</i>	
<i>Links with ESC:</i> Care, compassion and communication 2, 6, 7, 8 Organisational aspects of care 9, 11 Nutrition and fluid management 20, 21, 23	Contribute to the evaluation of the appropriateness of nursing care delivered	KSF: dimension HWB2: assessment and care planning to meet health and wellbeing needs - level 3: c, f and g
	Collaborate with service users and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes	Uses observational/reflective processes to evaluate a particular nursing intervention Reviews the effectiveness of specific activities as they proceed and make any necessary modifications
	Analyse and revise expected outcomes, nursing interventions and priorities in accordance with changes in the individual's condition, needs or circumstances	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 wellbeing, needs and related risks

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 2: Care delivery	<i>P2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts</i>	
<i>Links with ESC:</i> Care, compassion and communication 5, 6, 7 Organisational aspects of care 9, 10, 13	Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner	KSF: dimension HWB2: assessment and care planning to meet health and wellbeing needs - level 3: f and g KSF: core dimension 1: communication - level 3: d, e and f
	Use evidence-based knowledge from nursing and related disciplines to select and individualise nursing interventions	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
	Demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings	Demonstrates the ability to use skills in a variety of settings
	Recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances	Recognises and can evidence any modifications to skills within different environments and to meet individual service user needs
	Ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public	Follows the professional code of conduct (NMC 2004) in all types of care given Shows an understanding of the ethics of health care and of the nursing profession and the responsibilities which these impose on the nurse's professional practice

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 3: Care management	<i>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</i>	
<p><i>Links with ESC:</i></p> <p>Care compassion and communication 4, 5, 6</p> <p>Organisational aspects of care 9, 12</p> <p>Infection prevention and control 15, 16, 17</p> <p>Nutrition and fluid management 19, 21, 23</p> <p>Medicines management 28, 30, 32, 33, 34</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>	<p>KSF: dimension HWB3: protection of health and wellbeing needs: level 3: a, b, c, d, e, f, g and h</p> <p>Core dimension 3: health, safety and security</p> <p>Level 3: a, b, c, d, and e</p>
	<p>Apply relevant principles to ensure the safe administration of therapeutic substances</p>	<p>Demonstrates awareness of policies and procedures for safe storage of medicines</p> <p>Demonstrates awareness of policies and procedures for safe administration of medicines (under direct supervision)</p> <p>Checking prescription prior to administration</p> <p><i>Please refer to essential skills log: medicines management</i></p>
	<p>Use appropriate risk assessment tools to identify actual and potential risks</p>	<p>Make risk assessment and judgments using appropriate locally validated tools</p> <p>Conducts risk assessment and analysis as part of holistic assessment</p> <p>Takes the appropriate action to address any issues or risks</p> <p>Participates in critical incident analysis, debriefing, and staff support</p>
	<p>Identify environmental hazards and eliminate and/or prevent where possible; communicate safety concerns to a relevant authority</p>	<p>Induction has included an introduction to health and safety in practice area</p> <p>Monitors work areas and practices to ensure they:</p> <ul style="list-style-type: none"> Are safe and free from hazards Conform to health, safety and security legislation, policies, procedures and guidelines
	<p>Manage risk to provide care which best meets the needs and interests of service users and the public</p>	<p>Identifies potential risks to service users, self and other health workers</p>

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 3: Care management	<i>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</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 1, 2</p> <p>Organisational aspects of care 9, 11, 12</p> <p>Infection prevention and control 15, 16, 17</p> <p>Nutrition and fluid management 20, 21</p> <p>Care, medicines management 31</p>	Demonstrate an understanding of the role of others by participating in inter-professional working practice	KSF: dimension hwb5: provision of care to meet health and wellbeing needs - level 3: b and d
	Establish and maintain collaborative working relationships with members of the health and social care team and others	<p>Establishes and maintains collaborative working relationships with members of the health and practice care team</p> <p>Identifies with the people concerned the involvement of other people and agencies</p>
	Participate with members of the health and social care team in decision-making concerning service users	<p>Recognises and works within role as stage of the multidisciplinary team</p> <p>Functions effectively in a team and participates in a multi-professional approach to care of service users</p>
	Review and evaluate care with members of the health and social care team and others.	<p>Recognises where assistance is required from other health professionals</p> <p>Takes responsibility for quality of care being delivered by self and others</p> <p>Demonstrates a willingness to share and discuss your own practice with peers and colleagues</p>
	Take into account the role and competence of staff when delegating work	<p>Identifies the role and contribution of health and social care of non-specialist and support staff</p> <p>Provides support and supervision to support staff and junior students</p>
	Maintain one's own accountability and responsibility when delegating aspects of care to others	Recognises own accountability when delegating tasks
	Demonstrate the ability to co-ordinate the delivery of nursing and health care.	<p>Manages small case loads during a shift</p> <p>Produces assertiveness, conflict management and problem solving skills within the multidisciplinary team</p>

NMC proficiencies (2004) to be achieved for entry to the register		Guidance for application of theory to practice
Domain 3: Care management	<i>P3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored</i>	
<p><i>Links with ESC:</i> 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>	Delegate duties to others, as appropriate, ensuring that they are supervised and monitored	<p>KSF: dimension HWB5: provision of care to meet health and wellbeing needs - level 3: b and d</p> <p>Encourages family and friends to participate in aspects of the individual's care as agreed by the individual</p> <p>Encourages and supports carers and families in developing the skills necessary to provide care for the individual which is consistent with the care plan</p> <p>Undertakes the care management of the individual and delegates duties to other members of the care team as appropriate</p>
Domain 3: Care management	<i>P3.4 Demonstrate key skills</i>	
<p><i>Links with ESC:</i> Care, compassion and communication 2</p> <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>	Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery	KSF: core dimension 1: communication –level 3: b and e
	<i>Literacy</i> – interpret and present information in a comprehensible manner	<i>Literacy</i> – handwritten notes are legible Contributes appropriately to care plans, case notes etc
	<i>Numeracy</i> – accurately interpret numerical data and their significance for the safe delivery of care	<i>Numeracy</i> – demonstration of drug calculations
	<i>Information technology and management</i> – interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care	<i>Computer skills</i> – has accessed a computer to obtain or enter information that will enhance care delivery
	<i>Problem-solving</i> – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information	Is able to discuss and justify clinical decision making relation to: Service user care Leadership decisions Health and wellbeing

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 4: Personal and professional development	<i>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</i>	
<p><i>Links with ESC:</i></p> <p>Care, compassion and communication 5</p> <p>Organisational aspects of care 12</p> <p>Infection prevention and control 15</p>	Demonstrate responsibility for one's own learning through the development of a portfolio of practice and recognise when further learning is required	KSF: core dimension 2: develop own knowledge and skills and provide information to others to help development. Level 3: a, b, c, d and e
	Identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning	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
	Develop a personal development plan which takes into account personal, professional and organisational needs	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
	Share experiences with colleagues and service users in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations	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
	Take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice	Makes effective use of learning opportunities within and outside the workplace evaluating effectiveness and feeding back relevant information

NMC proficiencies (2004) to be achieved for entry to the register	Guidance for application of theory to practice	
Domain 4: Personal and professional development	<i>P4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching</i>	
<i>Links with ESC:</i> Organisational aspects of care 12, 13	Acknowledge the importance of seeking supervision to develop safe and effective nursing practice	KSF: core dimension 2: develop own knowledge and skills and provide information to others to help development. Level 3: b, c and d g6/level 2 b
	Contribute to creating a climate conducive to learning	Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
	Contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience	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
	Demonstrate effective leadership in the establishment and maintenance of safe nursing practice	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

Checklist of responsibilities to be completed by mentor:
practice experience 3

Read the framework for assessment

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 practice hours record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 3

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)
From	To					

Absence record

Hours brought forward				
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	To	Number of hours made up during this practice experience	Mentor signature
From			
Outstanding hours carried forward			Academic tutor signature

Professional development: self assessment by student at commencement of practice experience 3

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	

Initial interview of progress - to be completed within two days of the start of the practice experience

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	

Stage 2 of the programme	Practice Experience 3				Practice Experience 4			
	Formative assessment point <i>Mid-point or end of first stage of split practice</i>	Formative assessment point <i>End of practice experience 3</i>			Formative assessment point <i>Mid-point or end of first stage of split practice</i>	Formative assessment point <i>End of practice experience 4</i>		
		Mentor initials	Date	Level 2		Mentor initials	Date	Level 2
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 primacy of service user interest and wellbeing 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 1: Professional and ethical practice

Proficiencies met at level 2 at end of practice experience 3					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Proficiencies met at level 2 at end of practice experience 4					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Stage 2 of the programme	Practice Experience 3						Practice Experience 4					
	Formative assessment point			Formative assessment point			Formative assessment point			Summative assessment point		
	Mentor initials	Date	Level 2	Mentor initials	Date	Level 2	Mentor initials	Date	Level 2	Mentor initials	Date	Level 2
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 wellbeing 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, family and friends, within a framework of informed consent	Formative assessment point <i>Mid-point or end of first stage of split practice</i>			Formative assessment point <i>End of practice experience 3</i>			Formative assessment point <i>Mid-point or end of first stage of split practice</i>			Summative assessment point <i>End of practice experience 4</i>		

Proficiencies met at level 2 at end of practice experience 3							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

Proficiencies met at level 2 at end of practice experience 4							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

NMC domain 3: Care management

Proficiencies met at Level 2 at end of Practice Experience 3							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

Proficiencies met at Level 2 at end of Practice Experience 4							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

NMC domain 4: Personal and professional development

Proficiencies met at level 2 at end of practice experience 3			
P4.1		P4.2	
Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Proficiencies met at level 2 at end of practice experience 4			
P4.1		P4.2	
Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Interim interview of progress: practice experience 3

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

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final review	
Please note that the student must have met proficiencies on pages 91-99 prior to this date	

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

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

Please discuss the key points from this assessment with your mentor prior to your final assessment

Stage 2: summary of practice experience to be used in:

Assessment for care

(See 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, 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 – practice experience 3

Student's formative assessment	
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 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

Review of progress at end of practice experience 3

Action plan for proficiency achievement at level 2			
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
Link or academic tutor			Date

Are there any areas of student performance that concern you?		
Student performs skills at an appropriate level of proficiency	Yes	No
I confirm that this student practises at the required level of proficiency	Yes	No
Mentor signature	Date	
Print name		
Student signature	Date	
Print name		

Practice experience 4

Checklist of responsibilities to be completed by mentor:
practice experience 4

Read the framework for assessment

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 practice hours record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 4

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)
From	To					

Absence record

Hours brought forward				
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		
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	Weaknesses
Concerns	Expectations
Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience	

Initial interview of progress - 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 of progress practice experience 4

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final interview Please note that the student must have met proficiencies on pages 91-99 prior to this date	

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

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

Please discuss the key points from this assessment with your mentor prior to your final assessment

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. If the service user/carer only wishes to discuss this with the student, the mentor could 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	
Please state what they could do to improve their nursing care	
Please add any other information you think would be helpful	
Mentors signature (witness)	Date
Service user/carer initials	Student initials

Stage 2: summary of practice experience to be used in:

Policy, partnerships and planning

(See 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, previous practice experiences and feedback from other mentors	
Key points	Action plan
Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

Summative assessment

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
Link or academic tutor			Date

Student's summative assessment	
<p>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</p>	
Signature	Date

Mentor's summative assessment	
<p>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</p>	
Signature	Date

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to enter year 3 of the programme	Yes	No
Mentor signature	Date	
Print name		

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

Learning agreement

This should only be completed if the student has referred up to 6 proficiencies at the final assessment point (more than 6 requires new document)

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

Retrieval documentation to be completed at the end of week four of the retrieval practice experience

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

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

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to enter year 3 of the programme	
Mentor signature	Date
Print name	

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

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	Date
Print name	
Student signature	Date
Print name	
Academic tutor signature	Date
Print name	

Practice experience 5

Checklist of responsibilities to be completed by mentor:
practice experience 5

Read the framework for assessment

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 practice hours record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 5

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)
From	To					

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

Initial interview of progress - to be completed within two days of the start of the practice experience

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	

Stage 2 of the programme	Practice Experience 5				Practice Experience 6			
	Formative assessment point		Formative assessment point		Formative assessment point		Summative assessment point	
	Mentor initials	Date	Level 3	End of practice experience 5	Mentor initials	Date	Level 3	End of practice experience 6
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 primacy of service user interest and wellbeing 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 1: Professional and ethical practice

Proficiencies met at level 3 at end of practice experience 5					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Proficiencies met at level 3 at end of practice experience 6					
P1.1		P1.2		P1.3	
Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 1: Professional and ethical practice					
Mentor signature				Date	

Stage 2 of the programme	Practice Experience 5						Practice Experience 6					
	Formative assessment point			Formative assessment point			Formative assessment point			Summative assessment point		
	<i>Mid-point or end of first stage of split practice</i>			<i>End of practice experience 5</i>			<i>Mid-point or end of first stage of split practice</i>			<i>End of practice experience 6</i>		
	Mentor initials	Date	Level 3	Mentor initials	Date	Level 3	Mentor initials	Date	Level 3	Mentor initials	Date	Level 3
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 wellbeing 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, family and friends, within a framework of informed consent												

NMC domain 2: Care delivery

Proficiencies met at level 3 at end of practice experience 5							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

Proficiencies met at level 3 at end of practice experience 6							
P2.1		P2.2		P2.3		P2.4	
Yes	No	Yes	No	Yes	No	Yes	No
P2.5		P2.6		P2.7		P2.8	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 2: Care delivery							
Mentor signature				Date			

Proficiencies met at level 3 at end of practice experience 5							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

Proficiencies met at level 3 at end of practice experience 6							
P3.1		P3.2		P3.3		P3.4	
Yes	No	Yes	No	Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 3: Care management							
Mentor signature				Date			

NMC domain 4: Personal and professional development

Proficiencies met at level 3 at end of practice experience 5			
P4.1		P4.2	
Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Proficiencies met at level 3 at end of practice experience 6			
P4.1		P4.2	
Yes	No	Yes	No
Mentor's comments on evidence presented for NMC domain 4: Personal and professional development			
Mentor signature		Date	

Interim interview of progress: practice experience 5

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final review	
Please note that the student must have met proficiencies on pages 127-135 prior to this date	

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

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?

Please discuss the key points from this assessment with your mentor prior to your final assessment

Stage 2: summary of practice experience to be used in:

Practice development

(See 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, previous practice experiences and feedback from other mentors	
Key points	Action plan
Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

Student's formative assessment

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 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

Review of progress at end of practice experience 5

Action plan for proficiency achievement at level 3			
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
Link or academic tutor			Date

Practice experience 6

Checklist of responsibilities to be completed by mentor:
practice experience 6

Read the framework for assessment

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 practice hours record

Formulate action plan with student (and tutor if student is referred)

Mentor signature sheet: practice experience 6

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

Name of mentor (please print)	Contact telephone number	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. telephone number / email)
From	To				

Absence record

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

Record of absences made up

Dates From To		Number of hours made up during this practice experience	Mentor signature
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
Concerns	Expectations
Please discuss the key points from this assessment with your mentor prior to completing an action plan for this practice experience	

Initial interview of progress - 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 of progress practice experience 6

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 renegotiated/developed		
Academic tutor has been contacted		

Learning need	Action plan
Signature	Date
Proposed date for final interview	
Please note that the student must have met proficiencies on pages 127-135 prior to this date	

Self assessment of practice experience	
Key achievements identified during this practice experience	Key areas for development identified as a result of this practice experience

Key areas for further development to achieve proficiency standard during next practice experience <i>(Except for final practice when areas for development in first post should be considered)</i>	
What is to be achieved?	Which activities and experiences should lead to achievement?

Please discuss the key points from this assessment with your mentor prior to your final assessment

Service user/carer involvement in practice

Consent must be gained from the service user/carer with the mentor present to participate in this exercise. If the service user/carer only wishes to discuss this with the student, the mentor could 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	
Please state what they could do to improve their nursing care	
Please add any other information you think would be helpful	
Mentor signature (witness)	Date
Service user/carer initials	Student initials

Stage 2: summary of practice experience to be used in:

Clinical leadership

(See 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, previous practice experiences and feedback from other mentors	
Key points	Action plan
Student signature	Date
Mentor signature	Date
Academic tutor signature	Date

Student's summative assessment

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 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

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to enter the register	Yes	No
Mentor signature	Date	
Print name		

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

Congratulations on obtaining a pass
for your assessment of practice

Learning agreement

This should only be completed if the student has referred up to 6 proficiencies at the final assessment point (more than 6 requires new document)

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

Retrieval documentation to be completed at the end of week four of the retrieval practice experience

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

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

Declaration

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	Date
Print name	

I confirm that this student practises at the required level of skill and proficiency to enter the register	
Mentor signature	Date
Print name	

I confirm that the documentation and signatures have been checked and verified	
Academic tutor signature	Date
Print name	

I confirm that this student DOES NOT practise at the required level of skill and/or proficiency to enter the register	
Mentor signature	Date
Print name	
Student signature	Date
Print name	
Academic tutor signature	Date
Print name	