University of the West of England
BRISTOL

Department of Nursing and Midwifery

Ongoing Achievement Record

Assessment of Practice

Nursing – Learning Disabilities

This Ongoing Achievement Record remains the property of the University of the West of England (UWE) and if requested to do so, the student is required to produce this document for review and inspection by UWE academic staff

Version 2015.1

ONGOING ACHIEVEMENT RECORD (OAR)

The standards to support learning and assessment in practice (NMC 2008, page 68) requires that: *'An ongoing achievement record including comments from mentors, must be passed from one placement to the next to enable judgments to be made on the student's progress'.*

In signing this page I am confirming that I have received the ongoing achievement record and that I have read and understood the above statement.

In order to register with the NMC this document will need to be kept safe and in good condition. Students are strongly advised to keep a photocopy of all records; it is their responsibility to keep this document safe.

Correction fluid must not be used in any section of the OAR. If a recording error occurs this must be identified as a single line through the mistake with a signature by the mentor and dated. Failure to adhere to this will affect the student at Progression or Sign-off points.

STUDENT NAME [printed in capitals]:

……

STUDENT NUMBER: ……

STUDENT SIGNATURE:

……

DATE: ……

COHORT: ……

SITE: ……

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University of the West of England, Bristol - Faculty of Health and Applied Sciences
Academic and Professional Standards and Behaviour - A guide for students on health and social care programmes

Professional status is not an inherent right, but is granted by society.

- *Its maintenance depends on the public's belief that professionals are trustworthy.*
- *To remain trustworthy, professionals must meet the obligations expected by society* (p1674).

Cruess, S.R., and Cruess, R.L. (1997) Professionalism must be taught. *BMJ*, 315, 1674-1677

Health and social care professionals and practitioners have to demonstrate the highest standard of behaviour and conduct. Such behaviour and conduct are governed by a *'code of conduct'* of respective professions in addition to the standards set by individual health and social care employers. The Faculty of Health and Applied Sciences has a statutory obligation to ensure, as a requirement of 'fitness' to professional practice, students on health and social care programmes learn, practise and demonstrate appropriate standards of behaviour and conduct. The following guiding principles are a reminder of the standards expected of students and need, where pertinent, to be read in conjunction with the appropriate code of professional conduct (NMC 2015).

Respect for others by:

- Showing courtesy and being respectful to colleagues, staff and the public at all times.
- Maintaining the dignity and privacy of individuals in all care situations.
- Valuing and respecting the views, beliefs, and rights of all individuals.
- Embracing difference and valuing diversity; taking steps to promote tolerance, respect, dignity and equality for all.
- Promoting a work and learning environment free of bullying, harassment and discrimination.
- Promoting an environment conducive to learning by contributing actively, and equitably, to learning and teaching activities, whilst minimising the risk of unnecessary disruptions.

Professional responsibility by:

- Engaging in actions that benefit others and minimise the risk of harm.
- Acting in the best interest of individual service users and carers.
- Demonstrating reliability and punctuality in attendance and adhering to agreed procedure for reporting of non-attendance.
- Adhering to appropriate dress/uniform code, including, maintaining appropriate hygiene; taking pride in personal appearance.
- Working collaboratively and harmoniously, as a member of a multi-disciplinary team; respecting the views, expertise and contributions of others.

Social responsibility by:

- Respecting and making appropriate use of University, Faculty and practice placement facilities and services; including use of books, computer, and other teaching/learning resources.
- Ensuring own actions and behaviour enhance the profession's reputation and the public's confidence.
- Maintaining high personal standards in all settings; refraining from actions that can be construed as dishonest, fraudulent and unprofessional.

Professional integrity by:

- Maintaining honesty and openness in all encounters with service users, academic and service staff, and student colleagues.
- Refraining from accessing and sharing information in practice and academic settings without appropriate authorisation.
- Accepting responsibility and accountability for own actions.

- Ensuring that confidentiality and security of information are maintained at all times.
- Taking appropriate action to report situations and incidents that may harm the safety and well-being of others.

Professional competence by:

- Practising safely at all times by meeting required standards of competence.
- Responding appropriately to individuals' needs and providing safe and competent care.
- Accepting responsibility for own learning and responding appropriately to constructive criticisms.
- Acknowledging limitations in own knowledge, skills and competence; seeking help and guidance as and when necessary.

Academic integrity by:

- Ensuring academic honesty in all course work; including examinations, research activities, and assessment of clinical competence.
- Ensuring academic work submitted reflects own effort with credit given to the work of others.

Introduction

In order to achieve the requirements of the NMC (2010) Standards for Pre-registration Nursing Education, students' will gain a range of practice learning experiences inclusive of Hospital, Community and Private, Voluntary and Independent health and social care settings, reflecting a range of service user journeys. To meet these requirements students must gain practice experience across a range of healthcare provision with access to people across the lifespan and across all fields of nursing practice. In addition, they must gain exposure to 24 hour care, 7 days a week (NMC 2010a:R5.7).

At the completion of their Nursing Education Programme a student is expected to be able to consistently demonstrate the standard of competency for their relevant field of Nursing as required by the Standards for Pre-registration Nurse Education (NMC 2010). These are divided into four domains:

1. Professional Values
2. Communication and Interpersonal Skills
3. Nursing Practice and decision-making
4. Leadership, management and team working

The Ongoing Achievement Record (OAR) maps the practice progress of nursing students in accordance with the Nursing and Midwifery Council Standards for Pre-registration Nursing Education (2010). There are two progression points separating the programme into three equal parts (NMC 2010); ***end of year 1, end of year 2, and final progression to registration for pre-registration students***. Students must meet the required competencies and outcomes at the end of each year of the programme, to progress to the next year. Failure to do so may result in students being withdrawn from the programme.

Retrieval of practice outcomes is not an automatic right and students that fail practice may be offered a retrieval of practice; this decision can only be made at a University Award Board and is based on mentor evidence, individual circumstances of the student, student profile and engagement with the programme.

Assessing learning in practice:
During each placement the student must provide evidence of their learning and this should be expanded upon during each year of the programme.

Every mentor should review the evidence that has been presented by the student. This **should** include a range of evidence from any of the following examples; direct observation in practice by the mentor or associate mentor, question & answer session, narrative, skills development sheets, patient/service user/carer feedback, written reflections, other work items such as a case study, care plan, patient assessment for example.

The method of evidence for each specific competency should be negotiated by mentor and student at the beginning of each placement but it is expected that direct observation of practice will be the most common form of evidence. Direct observation of practice should take place as part of the normal working role of the student, rather than being contrived for the purpose of assessment.

Nursing students engage in UWE Supervision of Learning Days during their practice placements, and it is expected that evidence from these days supports students practice development, and should be available to mentors for review/discussion.

NMC requirements:

- Mentors would not normally support more than three students, from any discipline, at any point in time.
- Whilst giving direct care in the practice setting, at least 40% of a student's time must be spent being supervised (directly or indirectly) by a mentor/practice teacher. In the **final placement** of a pre-registration programme, mentors are required to be either a sign off mentor, or supported by a sign off mentor or practice teacher, in order to make final decisions on competency.
- Sign off mentors must have time allocated to reflect, give feedback and keep records of student achievement in their **final period of**

practice learning, equivalent to **one hour** per student per week. This is in addition to the 40% of supervised practice time already identified.

- Mentors should seek advice and guidance from a sign off mentor, practice teacher or university academic when dealing with failing students.
- Mentors must keep sufficient records to support and justify their decisions on whether a student is, or is not, competent.

Please be aware that assessment of practice accounts for 50% of nursing programmes and is an NMC requirement for registration.

How to Use the Ongoing Achievement Record

The Ongoing Achievement Record evidences progression and achievement of NMC outcomes and competencies throughout the duration of the pre-registration nursing programme and confirms students have met the NMC standards (2010).

Assessment is an ongoing process where students are directly observed by mentors, other staff/professionals, and service users on a student's knowledge and abilities. Mentors have overall responsibility for the assessment of practice and are the only ones who can sign and assess NMC outcomes and competencies. The NMC (2008) states mentors have to be a registered nurse, on the same part of the register as the student.

The Pass/Fail Assessment System
The assessment has been developed as a means of offering mentors clear indications of the standards of competence expected of students to achieve practice at the required level in each year. In this way it guides the progression of student competence from year 1 to year 3. The system offers clearly defined criteria for mentors to identify the level of achievement between pass and fail.

Pass: the student has evidenced and achieved competence in the identified NMC outcome.

Fail: the student has not evidenced competence in the identified NMC outcome because they

- lack either knowledge, skill or understanding at the required year level
- are unsafe in their practice
- lack insight
- lack competence in the skill
- required significant support
- were inconsistent in their delivery of the skill or competence

Formative Placements: During the formative placements for each year students may not achieve all competencies and skills for a variety of reasons including that there is no opportunity for the student to achieve that competency or skill in that placement. Please therefore record N/A (not assessed) to identify the reason why this was not assessed and to inform the mentor in the next placement.

Year 1:
Students need to achieve ALL NMC criteria and associated skills by the end of the final placement in Year 1 to pass. The NMC state that the minimum requirement by the first progression point is:

1. **Safeguards people of all ages, their carers and families**
2. **Professional values, expected attitudes and the behaviours that must be shown towards people, their carers and families**

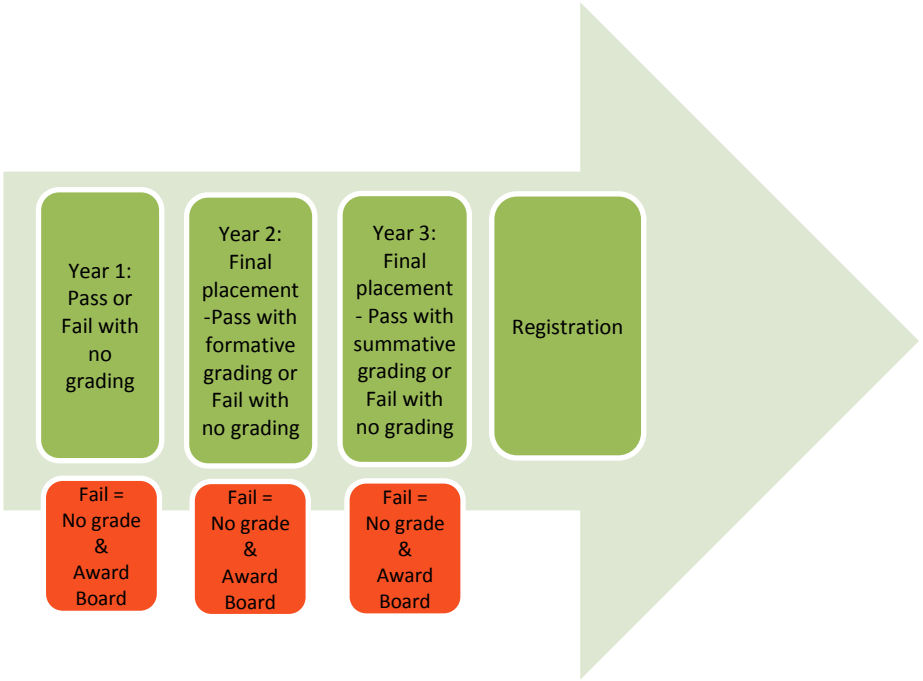
Year 2:
Students need to achieve ALL NMC competencies and specified skills by the end of the final placement in Year 2. The NMC (2010) state that the minimum requirement by the second progression point is:

1. **Works more independently, with less direct supervision, in a safe and increasingly confident manner**
2. **Demonstrates potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice**

Year 3:
To achieve registration with the Nursing and Midwifery Council, students must pass **ALL NMC** competencies and **ALL** skills by the end of the final placement in Year 3.

Grading of Practice
Students who PASS Year 2 will be <u>formatively</u> graded on their practice using the specific grading criteria for Year 2.

Students who PASS Year 3 practice will be <u>summatively</u> graded on their practice using the specific grading criteria for Year 3.



Gathering Evidence
To make an assessment of progress, mentors will ask for a variety of evidence, some verbal, some written and some observed skills. The achievement of skills contributes to the evidence that should be gathered to determine the achievement of competency in practice. Some competencies can only be achieved if a student also demonstrates competence in an associated skill. The type and amount of evidence should have been agreed in the learning contract.
Evidence should be collated in a portfolio and presented to mentors at the mid-point review and at the final assessment of placement.

Additional Opportunities Accessed during Placement
In some practice settings students may utilise additional learning opportunities away from the setting. The OAR contains additional learning opportunities sheets to be completed by a student to identify how the experience has contributed to their learning. There is a place for a practitioner to give feedback; this feedback can contribute to evidence but the mentor has overall responsibility for assessing the competence.

Assessment of Skills
During the placement a student will be formally assessed undertaking skills. The student needs to organise a time to do this. A mentor will expect a student to provide evidence of knowledge and understanding of all the factors that support the achievement of the skill, for example; physiology, guidelines, policies, normal and abnormal ranges etc.

Who can assess me?
The mentor(s) takes overall responsibility for the assessment and they are the only one(s) who can sign and assess competency. The mentor decides who can assess skills so another qualified professional may be able to do this and report back to the mentor.

What are the skill development sheets for?
Skills development sheets can be used for any skill but are best used when completing a psychomotor skill (e.g. blood pressure). Once the student has been observed and assessed undertaking a skill they complete a skill development sheet. The student records what they did and why, utilising underpinning knowledge to support delivery of this skill. Students should discuss the particular issues involved in carrying out this skill with a service user or client group.

When are the assessment points?
These are at the mid-point and end of each placement. Students need to book a time with the mentor at these assessment points to formally discuss progress. There are forms to be completed and submitted at the end of each placement. Mentors and practice areas are busy so you need to take responsibility for the achievement of competencies and be flexible. It is advisable to book time for the assessment at the start of the placement.

Process for using the OAR to monitor and assess learning outcomes in placement: A guide for mentors and students

Day 1:
Mentor arranges for student to be met and orientated to the area.

Week 1:

- Induction to clinical area.
- Student and mentor meet to commence learning contract and action plan. In placements longer than 8 weeks this can be achieved in the 2nd week.
- Mentor and student to agree dates for the mid-point review and final assessment

Mid-Point Review:
Mentor and student to complete formative assessment using the Pass/Fail assessment criteria. The midpoint review provides clear direction for students to work toward their final (summative) assessment.

If the mentor has concerns about a student's achievement on any of the competencies these concerns must be discussed with the student, recorded in the OAR and an action plan developed. Should the student's competence not improve after instigating the action plan mentors need to contact the Practice Support Line.

Summative Assessment:
This is the final judgment on the student's **clinical** performance and an assessment using the Pass/Fail criteria must be completed by the end of placement. Please ensure that all of the competencies and skills are assigned an outcome, initialled and dated by the mentor.

Where there are continued concerns about a student's progress/achievement this must be documented with examples to evidence the decision of grade awarded and a member of the Practice Academic Team contacted via the Practice Support Line. The Practice Support Line is available for both student and mentor support on 0117 32 81152 Monday-Thursday 09:00-17:00hrs, Friday 09:30-16:30hrs.

Submission of OAR:
The mentor must ensure they do not jeopardise the student progression by failing to complete assessment in time for the student to meet hand in dates. The student must check that the relevant assessments are initialled, dated and completed and submit the OAR document on the date specified in the practice module handbook.

Guidance for patient, service user & carer feedback sheet for pre-registration student nurses

Where appropriate, pre-registration student nurses are expected to obtain feedback from patients, service users, children, young people and parents or carers regarding their care delivery. The aim of obtaining feedback is to support evidence of learning for the ongoing achievement record (OAR) which in turn will help the mentor's assessment process.

Students must comply with NMC standards and ensure that patient safety is paramount. Within the process they therefore need to ensure that patients, service users, children, young people and parents or carers do not feel obligated to take part or feel anxious about any ramifications following their contribution to the process. Throughout the process it is essential patients, service users, children, young people and parents or carers are treated as individuals and with respect. It is anticipated that, where possible, patient/carer anonymity is preserved.

It is at the mentor or associate mentors discretion as to which patient is considered appropriate. When the mentor decides this process may take place the choice of patient/carer will be their decision, for some cases it may be appropriate to wait until the day of patient discharge

There may be some individuals and circumstances that it may not be appropriate to seek feedback from. This process therefore must be discussed with the mentor at the beginning of the placement.

Patients and carers must be reassured that they have a right to refuse with no repercussions. If they agree, but are not able to write on the form, then they can express their thoughts to another person who can write on their behalf. This may be a relative, member of staff or student nurse mentor.

The mentor should approach the patient/carer and ask if they are able and would like to complete the feedback form. During the explanation of the process it is imperative that patient/carer understand they are only assessing the student nurses performance and not any organisational issues. The mentor should also be mindful of additional organisational feedback processes and ensure that patient/carers are not over burdened with simultaneous processes. It is suggested two feedback sheets should be used per clinical experience.

If complaints are mistakenly highlighted regarding organisational issues it is the mentor's responsibility to follow the usual policies and procedures. If this does occur it is suggested that the mentor arranges a copy of the feedback sheet for future investigation and reassures the patient//carer that this information will be acted on.

On completion of the feedback sheet it should be folded over and ideally handed back to the mentor. At this point the mentor should remove any personal details that could identify the patient/carer i.e. name/address. The mentor and student should then review the feedback and use this in a constructive manner toward the student nurse final summary assessment. There is space for the mentor on the feedback sheet to provide additional comments. Students should discuss the feedback with their mentor and reflect on the implications for future practice.

Feedback will be treated in confidence between the student and mentor and must not affect patient care. Patients or carers should not be approached to discuss points raised about the student's feedback as this could increase anxiety. The completed leaflet is part of the UWE's strategy and should be stored as part of their individual portfolio.

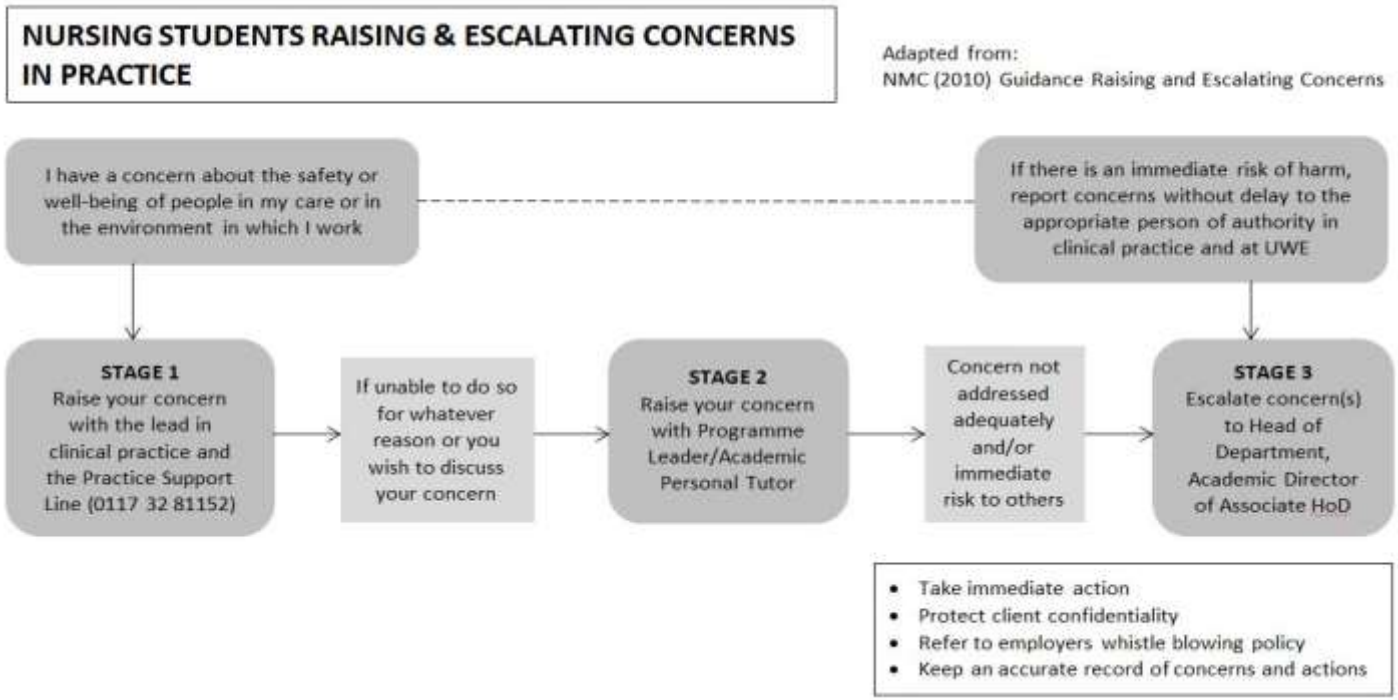
Please read detailed guidance available on the Practice Support webpages http://www1.uwe.ac.uk/students/practicesupportnet

Safeguarding Service Users and Carers

Students have a responsibility to raise concerns when they believe the safety of service users is at risk (NMC, 2015) see guidance here http://www.nmc.org.uk/standards/guidance/

This guidance sets out broad principles that will help students think through the issues and take appropriate action in the public interest. In situations where students believe safety of service users is at risk they must promptly raise these concerns through the appropriate channels such as the Practice Support Line, Practice Academic Teams, personal tutor or any UWE academic member of staff. They must also inform a senior member of staff in the practice area. The Public Interest Disclosure Act enables nurses and midwives to make 'protected disclosures' to the NMC and other organisations.

From 6th April 2015, student nurses and midwives who are in practice settings as part of their education programmes will be given the same level of protection against victimisation or retaliation as registered nurses and midwives. However before going directly to the NMC or CQC it is important to first discuss this with a UWE academic. The flow chart below indicates how this process will work:



STUDENT NAME:	**STUDENT NUMBER:**
TITLE OF PROGRAMME, FIELD and SITE:	
PLACEMENT:	
PROGRAMME LEADER:	**PERSONAL TUTOR:**

Mentor Information - ***to be completed by each mentor***
Placement name

Year 1 Placement 1	Mentor Name [printed]: Date of last mentor update:	Mentor Name [signature]: Date of last mentor update:
Year 1 Placement 2	Mentor Name [printed]: Date of last mentor update:	Mentor Name [signature]: Date of last mentor update:
Year 2 Placement 3	Mentor Name [printed]: Date of last mentor update	Mentor Name [signature]: Date of last mentor update:
Year 2 Placement 4	Mentor Name [printed]: Date of last mentor update	Mentor Name [signature]: Date of last mentor update:
Year 3 Placement 5	Mentor Name [printed]: Date of last mentor update:	Mentor Name [signature]: Date of last mentor update:
Year 3 Placement 6	Mentor Name [printed]: Date of last mentor update:	Mentor Name [signature]: Date of last mentor update:

Record of Supervision of Learning Days – *to be completed by the SoLD facilitator as a record* of attendance

YEAR 1		Placement 1								Placement 2							
SoLD attendance	Date																
Facilitator Name:	Facilitator's Initials																
YEAR 2		**Placement 3**								**Placement 4**							
SoLD attendance	Date																
Facilitator Name:	Facilitator's Initials																
YEAR 3		**Placement 5**								**Placement 6**							
SoLD attendance	Date																
Facilitator Name:	Facilitator's Initials																

Key: AM / PM

Student Orientation to Placement: Year 1 – (Student to Complete)

** If you have responded with a YES on day 1, you do not need to repeat this in Week 1*	**Placement 1 DAY 1**	**Placement 1 During First Week**	**Placement 2 DAY 1**	**Placement 2 During First Week**
Name Of Placement				
Mentor Identified ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Induction Pack Available/Given ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Emergency Equipment/Procedures ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Layout Of Area ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Profile Of Learning Opportunities ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Introduction To Relevant Personnel ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Access To Local Policies E.G Manual Handling, Infection Control, Child Protection, Safeguarding, Conflict Resolution, and appropriate others. ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Does the student have an access plan in place ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**

Practice Induction Records

Student Name…….

Year 1 - The following sessions should be attended by all students on commencement of each new trust area*:

Session Title	Date attended	Student signature	Facilitator signature	Manager / Mentor signature
Fire training - evacuation training				
Violence & Aggression Core level 2 De-escalation Training – Behavioural Support				
IT training				
Health & Safety				
Clinical Governance				
Infection Control				
Student Responsibilities				
Equipment Training Workbook				
Lone-Working				

Year 2/3 - additional updates may need to be attended in accordance with Trust policy:

Session Title	Date attended	Student signature	Facilitator signature	Manager / Mentor signature

***** The content of induction sessions may differ between placement providers

How to Use the Learning Contract

Learning contracts are about planning. They enable you to make the most of the opportunities available and be organised about achieving your assessment requirements. A learning contract is a plan of what you are going to achieve with your mentor's help. The process allows you to discuss your needs and plan your time and learning in the placement. Your mentor contracts with you to establish an effective working relationship to facilitate your learning; assess your practice whilst being an advocate in assisting you to meet your individual learning needs (NMC, 2010). You know what skills and attributes you need to develop. The mentor knows what experiences are available and has the experience to guide you to what is achievable in the time available. Don't forget that you need to meet all the assessment outcomes by the end of the year.

1. Identify your learning needs
Look at the criteria/competencies you need to achieve by the end of the placement. Which do you feel confident about? Which do you think need more work? What personal traits do you need to work on? Outcomes are something to aim for in terms of knowledge, skills, and attitudes, e.g. you may need to increase your knowledge of how diabetes affects the patients or practise the skill of taking observations, or get more confident about talking to patients who you do not know. You may refer to areas that have been identified in previous placements as requiring more work. This allows you to prioritise activities to fit your own experience e.g*. as I have very little experience I would like to learn the fundamental nursing skills.*

With your mentor, discuss how you might achieve some of these needs. The mentor will offer guidance about how you may do this including activities that you may undertake or visits you may make.

Once you have done this you need to write an agreement or contract of learning. This contract needs to be agreed within the first 2 weeks of the placement. The contract has outcome criteria, an action plan (which includes what supporting evidence you might present) and evaluation.

2. Set criteria - what will you learn?
The learning contract allows you to personalise the assessment competencies and pick out the ones most relevant to you for each placement so that you can plan which you do when, and how you achieve them. Outcomes describe what will be learnt, not what you will do. You are setting some targets. You will be thinking about your knowledge your skills and your attitudes, e*.g. after 3 weeks I want to be competent and confident enough to take BPs unsupervised. I will be able to demonstrate my skill and my knowledge around the procedure.*

3. Make an action plan- What evidence will you submit to show you have succeeded?
Say what you are going to do to achieve each competency and what help and resources will you need. You may also identify placement specific activities such as follow a patient journey, visit related clinics, specialist nurses, client/family resources, other members of the multidisciplinary team, carry out a literature search, and write a reflection. These learning activities must be achievable within the time frame allowed, and your mentor will help you to be realistic about what can be achieved. Agree target dates so that you always have something that you are aiming to do but outcomes are spread throughout the placement. Review your progress regularly.

For each criteria/competency you and your mentor will need to agree what evidence is required to prove that learning has occurred and the outcome met. Both student and mentor sign the outcome to signify its completion. This should be an ongoing activity as you progress through the placement in conjunction with your programme and module outcomes, e*.g. I will work with the HCA for 3 shifts and take as many BPs under*

supervision as I can. I will then be observed by my mentor to test my competence. I will be able to discuss the equipment used, the health and safety and infection control issues. I will write a reflection of taking a BP on a patient outlining special considerations because of their condition, legal and ethical requirements and how I felt taking this observation.

4. Evaluation

It's important to evaluate your progress as you go through the placement. When you have done well you can reflect on how you have done this; if less well, then you can plan to do better next time. You may have achieved all you set out to achieve or even added more outcomes. You may find that you have not achieved as much as you hoped. You may wish to move some criteria/competency to the learning contract for the next placement.

LEARNING CONTRACT: Example contract from a student on the learning disability field

I am particularly interested in how the interprofessional (IP) team is involved in care in this placement and therefore I want to explore how the theory of IP working relates to the practical experience of both practitioners and service users.

EXAMPLE OF HOW TO USE THE ACTION PLAN

Individual learning outcomes as identified by the student	Action	Target date	Evaluation
1. Identify the members of the interprofessional team who visit and are involved in supporting and caring for the service users. *2. Discuss what they see as their role in practice.*	*Arrange meetings with all the relevant personnel and where possible spend working time with them to get an insight into how the role fits in with the service users' lives. Also explore with the individual professionals what their experience is of the advantages of and barriers to IP working.*	*Within first 3 weeks of placement.*	*Reflective notes within portfolio.*
3. Identify and compare the features that help and encourage their involvement in care.	*Search the literature for relevant IP articles specifically related to learning disability care and identify an evidence base to support this particular inquiry.*	*By mid point review.*	*Range of articles collected and included within portfolio.*
4. Identify and compare the features that "get in the way" of their involvement. *5. Explore the benefits of their involvement for the service user.*	*Explore with service users how they see the involvement of lots of different professionals in their lives and whether this is helpful for them or not.*	*By end of placement.*	*Reflective notes within portfolio.*

LEARNING CONTRACT: YEAR 1 PLACEMENT 1 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 1

Individual outcome as identified by the student	Action	Target Date	Evaluation

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

MID-POINT SUMMARY – PLACEMENT 1 **Placement Name……**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet

MID-POINT SUMMARY – PLACEMENT 1 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 1 **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet

END OF PLACEMENT SUMMARY – PLACEMENT 1 **Placement Name……**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

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STUDENT NAME **STUDENT NUMBER**

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED MIDWAY THROUGH YEAR 1)

NMC Criteria	Indicate Grade
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Number of skills/skill sets achieved:

Online Numeracy Test passed : Yes/No

Score:

Manual Handling achieved: Yes/No

Basic Life Support achieved: Yes/No

Paediatric Life Support achieved: Yes/No

I have reviewed the above student's Ongoing Achievement Record and portfolio of evidence and given advice and support and **informed the module leader of the student's progress.**

Personal Tutor name:

Personal Tutor signature:

Date:

CARBONATE IN DUPLICATE White sheet to be kept by personal tutor, student to retain a carbon copy (yellow) in booklet.

LEARNING CONTRACT: YEAR 1 PLACEMENT 2 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 2

Individual outcome as identified by the student	Action	Target Date	Evaluation

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

MID-POINT SUMMARY – PLACEMENT 2 **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet

MID-POINT SUMMARY – PLACEMENT 2 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 2 **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

END OF PLACEMENT SUMMARY – PLACEMENT 2 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour. Please make use of comments made by other professionals if available, see page 42.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student: Print name:	Signature:	Date:
Mentor: Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

COMPLETED EXAMPLE: FINAL SUBMISSION OF PRACTICE

Student Name	*K A NOTHER*	**Student Number**	*123456*
Title of Programme, Site and Field *BSc (Hons) Learning Disabilities Nursing, Glenside*			
Module Title	*Practice 1*	**Module Code**	*UZU……*
Module Leader	*D A NOTHER*	**Personal Tutor**	*R A NOTHER*
Name: Placement 1	*Ward…*	**Mentor Name**	*K A NOTHER*
Name: Placement 2	*NBT - PCT with*	**Mentor Name**	*L A NOTHER*

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 1

Please assign the NMC Criteria boxes with the relevant grade and sign as confirmation of accuracy

NMC Criteria	Criteria (Grade)	NMC Criteria	Criteria (Grade)
1	*PASS*	10	*PASS*
2	*PASS*	11	*PASS*
3	*PASS*	12	*PASS*
4	*PASS*	13	*PASS*
5	*PASS*	14	*PASS*
6	*PASS*	15	*PASS*
7	*PASS*	16	*PASS*
8	*PASS*	17	*PASS*
9	*PASS*	18	*PASS*

Identify skills assigned fail, list skill number(s)

I can confirm that all of the NMC Criteria and skills have been assessed for year 1

Mentor Name: *K A NOTHER*

Signature: *knother* **Date:** 00/00/00

I can confirm that I have seen evidence of a pass in the on line numeracy test

Numeracy Score: 89%

Mentor Name: *K A NOTHER*

Signature: *knother* **Date:** 00/00/00

FINAL SUBMISSION OF PRACTICE

Student Name	**Student Number**
Title of Programme, Site and Field	
Module Title	**Module Code**
Module Leader	**Academic Personal Tutor**
Name: Placement 1	**Mentor Name**
Name: Placement 2	**Mentor Name**

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 1

Please assign the NMC Criteria boxes with the relevant grade and sign as confirmation of accuracy

NMC Criteria	Criteria (Grade)	NMC Criteria	Criteria (Grade)	Identify skills assigned fail, list skill number(s)
1		10		
2		11		
3		12		
4		13		
5		14		
6		15		
7		16		
8		17		
9		18		

I can confirm that all of the NMC criteria and skills have been assessed for year 1

Mentor Name:

Signature: **Date:**

I can confirm that I have seen evidence of a pass in the online Numeracy Test

Numeracy Score:

Mentor Name:

Signature: **Date:**

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT: this information can be used to inform the assessment process.

Placement learning opportunity ***(student to complete)***	**What was experienced as a result of the learning opportunity, link to learning criteria and skills** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**What was experienced as a result of the learning opportunity, link to learning criteria and skills** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**What was experienced as a result of the learning opportunity, link to learning criteria and skills** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**What was experienced as a result of the learning opportunity, link to learning criteria and skills** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ASSESSMENT OF PRACTICE CRITERIA ONGOING ACHIEVEMENT RECORD
BSc (HONS) NURSING (LEARNING DISABILITIES) YEAR 1

The NMC has identified skills and professional behaviours that a student must demonstrate by the first progression point. These competencies must normally be achieved during the student's practice learning but some may be met through simulation and during SoLD.
These competencies cover:

- Safety, safeguarding and protection of people of all ages, their carers and their families.
- Professional values, expected attitudes and the behaviours that must be shown towards people, their carers, their families and others.

The competencies reflect public expectations about nurses' basic skills and their ability to communicate effectively with people in vulnerable situations, ensuring their dignity is maintained at all times. If a student is unable to demonstrate these skills and behaviours by progression point one, through the assessment procedures set by the programme provider and their partners, they will not normally be allowed to progress to the second part of the programme. Most of the assessment will take place when providing direct care but some may be through simulation.

NMC DOMAIN	DESCRIPTION
PROFESSIONAL VALUES	Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard service users, including vulnerable adults, children and young people. Understands the principles of confidentiality and data protection and when sharing information is appropriate. Practices honestly and with professional integrity adhering to the principles of the NMC Code of Conduct.
COMMUNICATION AND INTERPERSONAL SKILLS	Communicates appropriately to ensure essential service user's care needs are met. Demonstrates an ability to listen, seek clarity and carry out instructions safely. Demonstrates safe and effective communication skills both orally and in writing.
NURSING PRACTICE AND DECISION MAKING	Demonstrates safe, basic person-centred care. Acts in a manner that is attentive, kind, sensitive, compassionate, non-discriminatory and values diversity. Practices with respect and maintains service user's dignity at all times. Works within laws governing health and safety at work. Recognises signs of aggression and acts to keep self and others safe. Safely and accurately carries out medicine calculations.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Recognises own limitations in knowledge, skills and professional boundaries. Seeks help when a service user's needs are not being met. Is able to recognise deterioration in a service user's physical or psychological condition. Responds appropriately in an emergency and administers first aid as required. Displays a professional image in behaviour and appearance showing respect for diversity and individual preferences. Acts in a way that values the roles of others in the team.

ASSESSMENT OF STUDENT ACHIEVEMENT: YEAR 1

The NMC has set minimum requirements that **must be demonstrated by progression point one.** You should assign a grade to each outcome using the domain description and criteria statements below to help you make an informed judgement about each student's ability across the range. Students **MUST** have achieved a **pass** across all four Domains for **each year 1 NMC Competency and skill** by the end of the final placement in year 1 to progress into year 2.

NMC DOMAINS	FAIL	PASS
PROFESSIONAL VALUES	Demonstrates inadequate understanding of professional frameworks to safeguard people, including children, young people and vulnerable adults. Has inadequate depth of understanding and poor application of professional values relating to practice.	Under supervision practices safely with a good knowledge base and understanding of professional values to meet practice needs.
COMMUNICATION AND INTERPERSONAL SKILLS	Demonstrates an unacceptable level of empathy, verbal and non-verbal communication with individuals/carers and professionals. Documentation is consistently inaccurate, absent or unclear.	Demonstrates empathy and good verbal and non-verbal communication with service users /carers and professionals. Raises concerns where people's needs are not being met. Documentation is consistently accurate, clear and concise.
NURSING PRACTICE AND DECISION MAKING	Incompetent and/or unsafe nursing practice demonstrated across service user assessment, care planning and delivery.	Demonstrates person-centred assessment and care planning. With increasing confidence initiates care delivery under guidance in predictable and less well recognised situations of care.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Unable to recognise own limitations and when to seek support leading to unsafe practice. Does not recognise deterioration in a service user's condition. Does not respond appropriately in an emergency. Inappropriate interaction with others in the team.	Recognises own limitations and seeks appropriate support. Recognises and reports a service user's deteriorating condition. Responds confidently in an emergency. Is a good role model. Values the roles of and collaborates with others in the team.

EXAMPLE PAGE – YEAR 1 – *AS YOU SEE NOT ALL OUTCOMES WILL BE COMPLETED IN THE FIRST PLACEMENT*

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Demonstrates safe, basic person-centred care, under supervision, for people who are unable to meet their own physical and emotional needs. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**	**Fail**	**KN**	**Fail**	**KN**	**Fail**	**KN**	**Pass**	**KN**
***Supporting Examples*:** Demonstrate fairness and sensitivity when responding to service users and carers from diverse circumstances; recognise and safe guard the needs and lives of those who are affected by disability.								
Indicate types of evidence provided for each placement: Placement 1: PO, PCFF, R, Placement 2: SoLD, R, Q & A								
2. Meets people's essential needs in relation to safety and security, well being, comfort, bowel and bladder care, nutrition and fluid maintenance and personal hygiene, maintaining dignity at all times. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**	**N/A**		**N/A**		**Pass**	**DC**	**Pass**	DC
***Supporting Examples*:** Maintains dignity, privacy and confidentiality in meeting essential needs.								
Indicate types of evidence provided for each placement: Placement 1: PO, R, Placement 2: SoLD, R, Q & A								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Demonstrates safe, basic person-centred care, under supervision, for people who are unable to meet their own physical and emotional needs. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Demonstrate fairness and sensitivity when responding to patients/service users and carers from diverse circumstances; recognise and safe guard the needs of lives who are affected by disability.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
2. Meets people's essential needs in relation to safety and security, well being, comfort, bowel and bladder care, nutrition and fluid maintenance and personal hygiene, maintaining dignity at all times. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Maintain dignity, privacy and confidentiality in meeting essential needs, demonstrate care and compassion.								
Indicate types of evidence provided for each placement : Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
3. Seeks help where people's needs are not being met, or they are at risk. ***Communication and interpersonal skills; Nursing practice and decision making; Leadership, management and team working.***								
***Supporting Examples*:** Recognise and report situations that are potentially unsafe for service users, carers, oneself and others.								
Indicate types of evidence provided for each placement: Placement 1: Placement 2:								
4. Is able to recognise when a person's physical or psychological condition is deteriorating, demonstrating how to act in an emergency and administer essential first aid. **Nursing practice and decision making; Leadership, management and team working.**								
***Supporting Examples*:** Discuss the prioritisation of care needs; be aware of the need to reassess service users and carers ; demonstrate an awareness of the need to regularly assess a service users response to nursing interventions; provide for a supervising registered practitioner evaluative commentary and information on nursing care.								
Indicate types of evidence provided for each placement: Placement 1: Placement 2:								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
5. Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people, particularly children, young people and vulnerable adults. **Professional values.**								
***Supporting Examples*:** Demonstrate a basic knowledge of professional regulation and self-regulation; recognise and acknowledge the limitations of one's own abilities; identify key issues in relevant legislation relating to mental health, children, young people and vulnerable adults.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
6. Is able to recognise, and work within, the limitations of their own knowledge and skills and professional boundaries, understanding that they are responsible for their own actions. **Professional Values; Nursing practice and decision making.**								
***Supporting Examples*:** Commit to the principles that the primary purpose of the registered nurse is to protect and serve society; work within limitations of the role and recognises own level of competence.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
7. Demonstrates the ability to listen, seek clarity, and carry out instructions safely. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making; Leadership, management and team working.**								
***Supporting Examples*:** Utilise appropriate communication skills with service users/carers; acknowledge the boundaries of a professional caring relationship; demonstrate the ability to discuss and safely carry out care decisions/instructions.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
8. Uses and disposes of medical devices safely under supervision according to local and national policy, reporting any incidents or near misses. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Undertake activities that are consistent with the local and national policy and within the limits of one's own abilities.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
9. Understands and works within the laws governing health and safety at work. Demonstrates safe manual handling techniques, and understands how nurses can help reduce the risk of infection, including effective hand washing. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Understand and initiate health and safety principles and policies. **TO PASS THIS COMPETENCY THE SUPPORTING SKILLS MUST BE ACHIEVED – Health and safety, infection control, organisational aspects of care**								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
10. Recognises signs of aggression and takes the appropriate action to keep themselves and others safe. **Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Promotes wellbeing and effectively manages personal safety.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
12. Demonstrate safe and effective communication skills, both orally and in writing. **Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Recognise the effects of one's own values on interactions with service users and carer; records information accurately and clearly on the basis of observation and communication; able to clearly communicate and engage with service users/carers and the nursing/professional team.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
13. Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
Supporting Examples: Identify ethical issues in day to day practice; acts in a professional manner; show respect for others.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
14. Demonstrates respect for people's rights and choices. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Demonstrate respect for service user and carer confidentiality, rights and choices; is able to communicate these rights and choices to nursing practice; demonstrate respect for diversity and individual preference.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
15. Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
Supporting Examples: Demonstrate care that is caring, compassionate and non discriminatory; understand how culture, religion .spiritual beliefs, gender and sexuality can impact/influence care.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
16. Understands the principles of confidentiality and data protection. Treats information as confidential, except were sharing is required to safeguard and protect people. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
***Supporting Examples*:** Demonstrate respect for service user and carer; recognise situations where safeguarding may override confidentiality.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								
17. Practices honestly and with integrity, applying the principles of *The code: Standards of conduct, performance and ethics for nurses and midwives* (2015) and the *Guidance on professional conduct for nursing and midwifery students* (2009). **Professional Values; Communication and interpersonal skills; Nursing practice and decision making.**								
Supporting Examples Demonstrate a basic knowledge of professional regulation and self-regulation; recognise and acknowledge the limitations of one's own abilities; recognise situations that require referral to a registered practitioner.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

Each identified NMC competency has the related domain below:	**GRADE = PASS or FAIL**							
	Placement 1 *Write in grade achieved and Initial in relevant box*				**Placement 2** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
18. Acts in a way that values the roles and responsibilities of others in the team and interacts appropriately. **Professional Values; Communication and interpersonal skills; Nursing practice and decision making; Leadership, management and team working.**								
***Supporting Examples*:** Communicate care to the relevant members of the health and social care team; demonstrate the ability to work as part of a team.								
Indicate types of evidence provided for each placement: Placement 1: **Placement 2:**								

Key: Types of evidence that may be used to support verification of achievement, PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form, **N** – Narrative, **Q&A** – Question and Answer, **SDS** – Skills Development Sheet, **SoLD** – Supervision of Learning Days, **R** – Reflection

RETRIEVAL DOCUMENTATION

LEARNING CONTRACT - RETRIEVAL: To retrieve practice the student is required to have passed all competency previously assessed as fail and maintained all competency previously assessed as pass. All skills must be assessed as pass and signed off. These must be completed AND passed within this retrieval period in order for the student to progress into year 2 of the field specific programme.

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL ACTION PLAN TO MEET INDIVIDUAL COMPETENCY AGREED BY STUDENT AND MENTOR

Individual outcome criteria as identified by the student	Action	Target Date	Evaluation

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

Identify number of additional sheets used:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL MID-POINT SUMMARY **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL MID-POINT SUMMARY **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL DOCUMENTATION ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes for development	Agreed Activities	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

Identify number of additional sheets used:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL FINAL SUMMARY **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL FINAL SUMMARY **Placement Name……..**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL DOCUMENTATION

Student Name	**Student Number**
Title of Programme and Field	
Module Title	**Module Code**
Module Leader	**Academic Personal Tutor**
Name: Placement 1	**Mentor Name**
Name: Placement 2	**Mentor Name**

TO BE COMPLETED AT THE END OF THE FINAL PLACEMENT YEAR 1

Please assign the NMC Criteria boxes with the relevant grade and sign as confirmation of accuracy

NMC Criteria	Criteria (Grade)	NMC Criteria	Criteria (Grade)	Identify skills assigned fail, list skill number(s)
1		10		
2		11		
3		12		
4		13		
5		14		
6		15		
7		16		
8		17		
9		18		

I can confirm that all of the NMC criteria and skills have been assessed for year 1

Mentor Name:

Signature: **Date:**

I can confirm that I have seen evidence of a pass in the online Numeracy Test

Numeracy Score:

Mentor Name:

Signature: **Date:**

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

University of the West of England
BRISTOL

Department of Nursing and Midwifery

Standards of Competency
for Entry to the Register

Nursing – Learning Disabilities Year 2

STUDENT ORIENTATION TO PLACEMENT: YEAR 2 – (Student to Complete)

** If you have responded with a YES on day 1, you do not need to repeat this in Week 1*	**Placement 3 DAY 1**	**Placement 3 During First Week**	**Placement 4 DAY 1**	**Placement 4 During First Week**
Name Of Placement				
Mentor Identified ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Induction Pack Available/Given ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Emergency Equipment/Procedures ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Layout Of Area ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Profile Of Learning Opportunities ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Introduction To Relevant Personnel ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Access To Local Policies E.G Manual Handling, Infection Control, Child Protection, Safeguarding, Conflict Resolution, and appropriate others. ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Does the student have an access plan in place ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**

LEARNING CONTRACT: YEAR 2 PLACEMENT 3 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 3

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

MID-POINT SUMMARY – PLACEMENT 3 **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

MID-POINT SUMMARY – PLACEMENT 3 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 3 **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

END OF PLACEMENT SUMMARY – PLACEMENT 3 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name: Signature: Date:

Mentor Print name: Signature: Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

MENTOR AND STUDENT REVIEW (TO BE COMPLETED AT THE END OF PLACEMENT 3)

Competency	Outcome – Indicate Grade	Competency	Outcome – Indicate Grade
Domain 1 – Professional Values		**Domain 3 – Nursing Practice & Decision Making**	
1		18	
2		19	
3		20	
4		21	
5		22	
6		23	
7		24	
8		25	
9		26	
Domain 2 – Communication & Interpersonal Skills		**Domain 4 – Leadership, management & team working**	
10		27	
11		28	
12		29	
13		30	
14		31	
15		32	
16		33	
17			

Number of passed skills:

Identify skills graded as fail, list skills number

Online Numeracy Test: Achieved / Not Achieved

Score:

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

CARBONATE IN DUPLICATE White sheet to be sent to module leader, student to retain a carbon copy (yellow) in booklet.

STUDENT NAME **STUDENT NUMBER**

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED MIDWAY THROUGH YEAR 2)

NMC Criteria	Indicate Grade	NMC Criteria	Indicate Grade
1		18	
2		19	
3		20	
4		21	
5		22	
6		23	
7		24	
8		25	
9		26	
10		27	
11		28	
12		29	
13		30	
14		31	
15		32	
16		33	
17			

Number of skills/skill sets achieved:

Online Numeracy Test passed : Yes/No

Score:

Manual Handling achieved: Yes/No

Basic Life Support achieved: Yes/No

Paediatric Life Support achieved: Yes/No

I have reviewed the above student's Ongoing Achievement Record and portfolio of evidence and given advice and support and **informed the module leader of the student's progress.**

Personal Tutor name:

Personal Tutor signature:

Date:

CARBONATE IN DUPLICATE White sheet to be kept by personal tutor, student to retain a carbon copy (yellow) in booklet.

ACADEMIC PERSONAL TUTOR REVIEW

Academic Personal Tutor Comments

I have reviewed the above student's Ongoing Achievement Record and portfolio of evidence and given advice and support and informed the module leader of the students' progress.

Academic Personal tutor name: **Academic Personal tutor signature:** **Date:**

I have reviewed my progress with my academic personal tutor and received advice and support from them.
I have completed a practice evaluation form.

Student name: **Student signature:** **Date:**

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain a carbon copy (yellow) in booklet.

LEARNING CONTRACT: YEAR 2 PLACEMENT 4 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 4

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

MID-POINT SUMMARY – PLACEMENT 4 **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

MID-POINT SUMMARY – PLACEMENT 4 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 4 **Placement Name……..**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

END OF PLACEMENT SUMMARY – PLACEMENT 4 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

EXAMPLE PAGE: FINAL SUBMISSION OF PRACTICE: YEAR 2

Student Name	*P A NOTHER*	**Student Number**	*67894*
Title of Programme, Site and Field	*BSc (Hons) NURSING (Learning Disabilities), Glenside*		
Module Title	*LD Practice 2*	**Module Code**	*UZZ……*
Module Leader	*Emma Douglass*	**Personal Tutor**	*Emma Douglass*
Name: Placement 3	*Nursing Home*	**Mentor Name**	*K A NOTHER*
Name: Placement 4	*Community Team*	**Mentor Name**	*L A NOTHER*

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 2

Please assign the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

	NMC Competency	Grade
Domain 1 – PV	1	PASS
	2	PASS
	3	PASS
	4	PASS
	5	PASS
	6	FAIL
	7	PASS
	8	PASS
	9	PASS
Domain 2 – C&IPS	10	PASS
	11	PASS
	12	PASS
	13	PASS
	14	PASS
	15	PASS
	16	FAIL
	17	FAIL
Domain 3 – NP&DM	18	PASS
	19	PASS
	20	PASS
	21	PASS
	22	PASS
	23	FAIL
	24	PASS
	25	PASS
	26	FAIL
Domain 4 – LMTW	27	PASS
	28	PASS
	29	PASS
	30	PASS
	31	PASS
	32	PASS
	33	FAIL

Identify skills graded as fail, list skill number(s)

I can confirm that the year 2 competencies and skills have been assessed.

Numeracy Score: 100%

Mentor Name: Libby Harris

Signature: *L Harris* **Date:** 00/00/00

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

FINAL SUBMISSION OF PRACTICE: YEAR 2

Student Name	**Student Number**
Title of Programme, Site and Field	
Module Title	**Module Code**
Module Leader	**Personal Tutor**
Name: Placement 3	**Mentor Name**
Name: Placement 4	**Mentor Name**

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 2

Please grade the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

NMC Competency		Grade
Domain 1 – PV	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Domain 2 – C&IPS	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	

NMC Competency		Grade
Domain 3 – NP&DM	18	
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
Domain 4 – LMTW	27	
	28	
	29	
	30	
	31	
	32	
	33	

Identify skills graded as fail, list skill number(s)

I can confirm that the year 2 competencies and skills have been assessed.

Numeracy Score:

Mentor Name:

Signature: **Date:**

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

PROGRESSION REQUIREMENTS FOR MENTORS

Second progression point

The NMC (2010 p.102) has set minimum requirements that **must be demonstrated by the second progression point**, the end of the second year. These learning outcomes allow the student to show that they can work more independently, with less direct supervision, in a safe and increasingly confident way to extend their knowledge and skills. Students must demonstrate their ability to work as autonomous practitioners by the point of registration. Students are required to make safe and effective use of practice learning, which includes less direct supervision in the final part of the programme. This enables students to be confident and fit for practice by entry to the register. **Students must demonstrate competency in the criteria before being allowed to progress to the third and final part of the programme.**

Progression point two requirements

Criteria that must be met as a minimum requirement by the second progression point:

Requirements related competency domains

1. Works more independently, with less direct supervision, in a safe and increasingly confident manner.

   Professional values
   Communication and interpersonal skills
   Nursing practice and decision making
   Leadership, management and team working

2. Demonstrates potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.

   Professional values
   Communication and interpersonal skills
   Nursing practice and decision making
   Leadership, management and team working

ASSESSMENT OF PRACTICE COMPETENCIES ONGOING ACHIEVEMENT RECORD
BSc (HONS) NURSING (LEARNING DISABILITIES) YEAR 2

NMC DOMAIN	DESCRIPTION
PROFESSIONAL VALUES	Practises with increasing confidence and is responsible for safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity and human rights. Shows professionalism and integrity and works within recognised professional, ethical and legal frameworks. With increasing confidence is able to work in partnership with other health and social care professionals and agencies, service users, carers and families in all settings, ensuring that decisions about care are shared. Uses the principles of confidentiality and data protection when sharing information.
COMMUNICATION AND INTERPERSONAL SKILLS	Communication must always be safe, effective, compassionate and respectful. With increasing confidence is able to communicate effectively using a wide range of strategies and interventions including the use of communication technologies. Is able to work with service users and others to obtain the information needed to make reasonable adjustments that promote optimum health and enable equal access to services for all.
NURSING PRACTICE AND DECISION MAKING	Able to practice competently under indirect supervision. Practices compassionately, skilfully and safely, maintaining dignity and promoting health and wellbeing. Able to assess essential physical and mental health needs of service users in their care and to detect, record, report and respond appropriately to signs of deterioration or improvement. Able to provide safe and effective immediate care to service users prior to accessing or referring to specialist services. Also able to meet more complex and coexisting needs for service users in the relevant setting. Practice is informed by the best available evidence and complies with local and national guidelines. Where appropriate, decision-making must be shared with service users, carers and families and informed by analysis of a range of possible interventions, including the use of up-to-date technology. Understands how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Is professionally responsible and demonstrates knowledge of clinical governance processes to maintain and improve nursing practice and standards of healthcare. Able to respond with increasing confidence to planned and uncertain situations, managing themselves and beginning to manage others. Recognises own limitations in knowledge, skills and professional boundaries. Considers opportunities to improve services. Demonstrates potential to develop further management and leadership skills during the final year of the programme.

ASSESSMENT OF STUDENT ACHIEVEMENT: YEAR 2

The NMC has set minimum requirements that **must be demonstrated by progression point two**. You should assign a grade to each outcome using the Domain descriptions and Competency statements below to help you make an informed judgement about each student's ability across the range. Students **MUST** have achieved a **pass** across all the NMC Domains below for **each Year 2 competency and skill** by the end of the final placement in Year 2 to progress into Year 3.

GRADE	FAIL	PASS
PROFESSIONAL VALUES	Has not demonstrated professional knowledge, values and integrity to support safe practice.	Practises with professional integrity to provide safe and compassionate care for service users, their carers and family. Demonstrates knowledge and understanding of the evidence base that underpins practice and the legal, regulatory and ethical frameworks that guide practice. Shows increasing confidence when working with the wider multi-disciplinary team and service users, ensuring decisions about care are shared.
COMMUNICATION AND INTERPERSONAL SKILLS	Communication skills are limited, poor or inconsistent. Does not demonstrate ability to communicate effectively within the multidisciplinary team.	Communication with service users, their carers and family is compassionate and respectful. Uses appropriate augmentative and alternative communication methods and strategies. With increasing confidence communicates effectively with the multidisciplinary team to maximise people's access to healthcare services.
NURSING PRACTICE AND DECISION MAKING	Does not show increasing independence in practice. Unable to demonstrate competent skills of assessment of the physical and mental health needs of people in their care. Is not able to follow directions and inappropriate performance observed at times.	Is able to follow directions and initiate care under guidance in predictable situations and some less well recognised situations of care. Is able to assess the physical and mental health needs of people in their care. Engages in best practice including local and national guidelines in the decision making process. Demonstrates knowledge and understanding of how broader socioeconomic and cultural factors can affect access to and delivery of healthcare.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Does not demonstrate professional responsibility. Lacks knowledge and understanding of governance processes to maintain standards of care. Does not respond appropriately to an individual's deteriorating condition. Does not demonstrate potential for leadership.	Demonstrates clear professional responsibility and knowledge of governance processes that maintain and improve practice. Recognises reports and responds to an individual's deteriorating condition. Shows increasing confidence in managing self and begins to manage others when responding to planned and unplanned situations. Has potential to develop leadership skills in the final year of the programme.

EXAMPLE PAGE – YEAR 2 COMPETENCY CRITERIA – LEARNING DISABILITIES

COMPETENCY DOMAIN 1: Professional Values **Learning disabilities nurses** must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Must practice with growing confidence according to the NMC Code (2015), and other recognised ethical and legal frameworks. They must be able to recognise and address ethical challenges relating to people choices and decision making about their care, and act within the law to help them and their families and carers find acceptable solutions.	**Pass**	**AL**	**Pass**	**AL**	**Pass**	**DB**	**Pass**	**DB**
***Supporting Examples*:** Demonstrate knowledge and application of professional standards; demonstrate a good understanding of personal scope of practice and available support; seek advice appropriately; act as a role model in promoting a professional image. Learning Disabilities nurses must understand and apply the current legislation to all service users paying special attention to the protection of vulnerable people including those with complex needs arising from ageing, cognitive impairment, long term conditions and those approaching the end of life.								
Indicate types of evidence provided: PO, R, SoLD								
2. Must practice in a holistic, none judgemental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must be developing skills to challenge inequality, discrimination and exclusion from access to care.	**Not assessed**	**AL**	**Fail**	**AL**	**Fail**	**DB**	**Pass**	**DB**
Supporting Examples Learning Disabilities nurses must always promote the anoymony, rights and choices, of people with learning disabilities and support and involve their families and carers, ensuring that each person's rights are upheld according to policy and law.								
Indicate types of evidence provided: SoLD, PT								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 1: Professional Values **Learning disabilities nurses** must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Must practice with growing confidence according to the NMC Code (2015), and other recognised ethical and legal frameworks. They must be able to recognise and address ethical challenges relating to people choices and decision making about their care, and act within the law to help them and their families and carers find acceptable solutions.								
***Supporting Examples*:** Demonstrate knowledge and application of professional standards; demonstrate a good understanding of personal scope of practice and available support; seek advice appropriately; act as a role model in promoting a professional image. Learning Disabilities nurses must understand and apply the current legislation to all service users paying special attention to the protection of vulnerable people including those with complex needs arising from ageing, cognitive impairment, long term conditions and those approaching the end of life.								
Indicate types of evidence provided:								
2. Must practice in a holistic, none judgemental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must be developing skills to challenge inequality, discrimination and exclusion from access to care.								
Supporting Examples Learning Disabilities nurses must always promote the anoymony, rights and choices, of people with learning disabilities and support and involve their families and carers, ensuring that each person's rights are upheld according to policy and law.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 1: Professional Values **Learning disabilities nurses** must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
3. Must support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations.								
***Supporting Examples*:** This may include people whose lives are affected by ill-health, disability, inability to engage, ageing or death. Nurses must act on their own understanding of how these conditions influence public health. Learning disabilities nurses must use their knowledge and skills to exercise professional advocacy, and recognise when it is appropriate to refer to independent advocacy services to safeguard dignity and human rights								
Indicate types of evidence provided:								
4. Must work in partnership with service users, carers, groups, communities and organisations. They must be developing skills to manage risk, and promote health and wellbeing while aiming to empower choices that promote self-care and safety.								
***Supporting Examples*:** Learning disabilities nurses must recognise that people with learning disabilities are full and equal citizens, and must promote their health and wellbeing by focussing on and developing their strengths and abilities.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to Support Verification of Achievement PO – Practice observed, **PCFF** – Patient/Carer Feedback Form, **N –** Narrative, **Q&A –** Question and answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of learning days, **R** – Reflection

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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
5. Must be developing an understanding of the nurses various roles, responsibilities and functions, and learning to adapt their practice to meet the changing needs of people, groups, communities and populations.								
***Supporting Examples*:** Students must be able to make all relevant information accessible to and understandable by people with learning disabilities, including adaptation of format, presentation and delivery. This includes verbal information.								
Indicate types of evidence provided:								
6. Must understand the roles and responsibilities of other health and social care professions, and seek to work with them, developing collaborative working skills, for the benefit of all that need care.								
***Supporting Examples*:** Students must work with multidisciplinary team members in planning and delivering care. Evidence from this work should be included in the portfolio.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
7. Must be responsibility and accountable for keeping their knowledge and skills up to date through continuing professional development. They must aim to improve their performance and enhance the safety and quality of care through self-evaluation, supervision and appraisal.								
***Supporting Examples*:** Students must participate in their continuing development taking ownership of their learning and maintaining their portfolio.								
Indicate types of evidence provided:								
8. Must practice with growing independence recognising the limits of their competence and knowledge. They must reflect upon these limits and seek advice from, or refer to, other professionals where necessary.								
***Supporting Examples*:** Students should maintain a portfolio which includes reflections of their developing practice and are expected to seek advice and learning opportunities throughout year two.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
9. Must appreciate the value of evidence in practice, be developing the skills to understand and appraise research, apply relevant theory and research findings to their work, and identify areas for further investigation.								
***Supporting Examples*:** Students must be developing the skills to identify and critique an appropriate evidence base and have evidence in their portfolio of how their reading of the evidence base influences their practice								
Indicate types of evidence provided:								

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COMPETENCY DOMAIN 2: Communication and Interpersonal Skills **Learning disabilities nurses** must use complex communication and interpersonal skills and strategies to work with people of all ages who have learning disabilities and help them to express themselves. They must also be able to communicate and negotiate effectively with other professionals, services and agencies, and ensure that people with learning disabilities, their families and carers, are fully involved in decision making.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
10. Must build partnerships and therapeutic relationships through safe, effective and non-discriminatory communication. They must take account of individual differences, capabilities, and needs.								
***Supporting Examples*:** Learning disabilities nurses must be developing a range of person-centred alternative and augmentative communication strategies and skills to build partnerships and therapeutic relationships with people with learning disabilities.								
Indicate types of evidence provided:								
11. Must use a range of communication skills and technologies to support person centred care and enhance quality and safety. They must ensure people receive all information in a language and manner that allows informed choices and shared decision making.								
Supporting Examples: Learning disabilities nurses must be able to make all relevant information accessible to and understandable by people with learning disabilities, including adaptation of format, presentation and delivery. When appropriate, they must recognise when language interpretation or other communication support is needed and know how to obtain it.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
12. Must use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people's needs. Must be aware of own values and beliefs and the impact this may have on their communication with others. They must take account of how communication may be influenced by ill health, disability and other factors, and be able to recognise and respond effective when a person finds it hard to communicate.								
***Supporting Examples*:** Learning disabilities nurses must use a structured approach to assess, communicate with, interpret and respond therapeutically to people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress increasingly taking account of communication needs.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
13. Must recognise when people are anxious or in distress and respond effectively, using therapeutic principles, to promote their wellbeing, manage personal safety and resolve conflict. They must know when to consult a third party and how to make referrals for advocacy, mediation or arbitration.								
***Supporting Examples*:** They must use effective communication strategies and negotiation techniques to achieve best outcomes, respecting the dignity and human rights of all concerned. Learning disabilities nurses must recognise and respond therapeutically to the complex behaviour that people with learning disabilities may use as a means of communication.								
Indicate types of evidence provided:								
14. Must use therapeutic principles to engage, maintain and where appropriate disengage from professional, caring relationships and must always respect professional boundaries.								
Supporting Examples: Learning disabilities nurses must be aware of the potential of people with learning disabilities misunderstanding aspects of a relationships that could leave them open to exploitation.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
15. Must be given the opportunity to encourage health promoting behaviour through education, role-modelling and effective communication.								
***Supporting Examples*:** Learning disabilities nurses must be developing an understanding of healthy lifestyles and methods to support people with learning disabilities and make informed decisions about their health.								
Indicate types of evidence provided:								
16. All nurses must maintain accurate, clear and complete records including the use of electronic formats using appropriate and plain language.								
Supporting Examples: Learning disabilities nurses must understand the legislation relevant to record keeping including confidentiality and data protection.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
17. Must respect individual rights to confidentiality and keep information secure and confidential in accordance with the law and relevant ethical and regulatory frameworks, taking account of local protocols. They must also be developing an awareness of when and how to actively share personal information with others when the interests of safety and protection override the need for confidentiality.								
***Supporting Examples*:** Learning disabilities nurses should discuss situations where sharing information may be necessary.								
Indicate types of evidence provided:								

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COMPETENCY DOMAIN 3: Nursing Practice and Decision-making **Learning disabilities nurses** must have an enhanced knowledge of the health and developmental needs of all people with learning disabilities, and the factors that might influence them. They must aim to improve and maintain their health and independence through skilled direct and indirect nursing care. They must also be able to provide direct care to meet the essential and complex physical and mental health needs of people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
18. Must be developing skills to make person centred, evidence based judgements and decisions in partnership with others involved in the care process to ensure high quality of care. They must be able to recognise when the complexity of clinical decision requires specialist knowledge and expertise and consult or refer accordingly.								
***Supporting Examples*:** Learning disabilities nurses must, as appropriate, be able to recognise and respond to the needs of all people in their care, including babies, children, young people, pregnant and post-natal women, people with mental health problems, physical health problems and disabilities, older people, and people with long terms problems such as cognitive impairment.								
Indicate types of evidence provided:								
19. Must possess a growing knowledge base of the structure and functions of the human body and other relevant knowledge from the life behavioural and social sciences as applied to health, ill health, disability, ageing and death.								
Supporting Examples: They must have appropriate knowledge of common physical and mental health problems and treatments in learning disability practice including co-morbidity and physiological and psychological vulnerability.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
20. Must be developing skills and knowledge to carry out comprehensive, systematic nursing assessments, taking account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors in partnership with service users and others through interaction, observation and measurement.								
***Supporting Examples*:** Learning disabilities nurses must use a structured person centred approach to assess, interpret and respond therapeutically to people with learning disabilities and their often complex and pre-existing physical and psychological health needs. This may include working in partnership with services users, carers, and other professionals, services and agencies to agree and implement individual care plans and ensure continuity of care.								
Indicate types of evidence provided:								
21. Must plan, deliver and evaluate safe, competent, person centred care paying special attention to changing health needs during different life stages.								
Supporting Examples: Learning disabilities nurses must demonstrate a growing awareness of individual needs across the life course including during progressive illness, death, loss and bereavement.								
Indicate types of evidence provided:								

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	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
22. Must have a basic understanding of public health principles priorities and practice to recognise and respond to the major causes and social determinants of health illness and health inequalities. They must use and range of information and data to assess the needs of people, groups, communities and populations and work to improve health, wellbeing and experience of life care.								
***Supporting Examples*:** Learning disabilities nurses must be starting to develop, implement and review individual plans for people with learning disabilities that may include health screening, health promotion, the promotion of inclusion and facilitate equal access to all health and social care services.								
Indicate types of evidence provided:								
23. Nurses must practice safely by being aware of the correct use, limitations and hazards of common interventions including nursing activities, treatments and where appropriate medical devices and equipment.								
Supporting Examples: Learning disabilities nurses must be able to evaluate and report any concerns promptly through appropriate channels and modify care appropriately to maintain safety. They must contribute to the collection of local and national data contributing to policy risk hazards and adverse outcomes.								
Indicate types of evidence provided:								

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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
24. Must be developing their skills and knowledge in how to provide educational support using facilitation skills and therapeutic interventions to optimise health and wellbeing they must promote self-care and management wherever possible.								
***Supporting Examples*:** Learning disabilities nurses must be developing skills in working in partnership with people with learning disabilities their families and carers to facilitate choice and maximise self-care and coordinate the transition between different services and agencies.								
Indicate types of evidence provided:								
25. Must be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse.								
Supporting Examples: Learning disabilities nurses must be aware of local safeguarding procedures and protocols for both adults and children.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
26. Must evaluate their care to improve clinical decision making quality and outcomes using a range of methods amending care plans where necessary and communicating changes to others.								
***Supporting Examples*:** Learning disabilities nurses must aware of quality systems and governance and be able to discuss local quality initiatives.								
Indicate types of evidence provided:								

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COMPETENCY DOMAIN 4: Leadership, Management and Team Working **Learning disabilities nurses** must exercise collaborative management, delegation and supervision skills to create, manage and support therapeutic environments for people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 3 *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
27. Must be aware of their role as change agents and be developing leadership skills.								
***Supporting Examples*:** Learning disabilities nurses must participate in activities that ensure that people with learning disabilities receive support that creatively addresses their wide ranging needs.								
Indicate types of evidence provided:								
28. Must be developing their ability to systemically evaluate care to ensure that they and others use the findings to help improve people's experiences, outcomes and shape future services.								
Supporting Examples: Learning disabilities nurses must be developing skills in using data, including research findings, on the health of people with learning disabilities to promote evidence based care.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
29. Must be developing skills in the identification of priorities and manage time and resources effectively to ensure the quality of care is maintained or enhanced.								
***Supporting Examples*:** Learning disabilities nurses should be aware of the wide ranging resources they may be managing including deployment and education of staff.								
Indicate types of evidence provided:								
30. Must be self-aware and recognise how their own values, principles and assumptions may affect their practice.								
Supporting Examples: Learning disabilities nurses must maintain their own professional and personal development with evidence of learning through experience through supervision and reflection in their portfolio.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
31. Must be developing teaching and learning skills to facilitate others to develop their competence using a range of professional and personal development skills.								
***Supporting Examples*:** Learning disabilities nurses must be a resource for the development of others.								
Indicate types of evidence provided:								
32. Must, in teams be able to take the lead in coordinating delegating and supervising care safely, managing risk and remain accountable for the care given.								
Supporting Examples: Learning disabilities nurses must be developing their influencing and leadership skills to engage with a range of agencies and professionals and represent and protect the rights people with learning disabilities.								
Indicate types of evidence provided:								

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NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
33. Must be developing effective working practices across professional agency boundaries actively involving and respecting others contribution to integrated person centred care.								
***Supporting Examples*:** Learning disabilities nurses will demonstrate their growing confidence and know when and how to communicate with and refer to other professionals and agencies in order to respect the choices of services users and others promoting shared decision making.								
Indicate types of evidence provided:								

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YEAR 2 GRADING

The process of assessment for year 2

During year 2 there are 2 practice placements: The first is formatively assessed and the final placement is summatively assessed. Year 2 students should be assessed in all required competencies and skills using the PASS/FAIL assessment system.

ONLY if the student passes all competencies and skills in Year 2 **at the final placement** can they proceed to be graded in practice. **In the event of the student failing, they will NOT be graded in practice.**

The grading of practice in Year 2 is a formative process to guide students in their professional development towards the Year 3 summative grading of practice. This grade does not contribute to the overall degree classification.

Mentor: Using the grading criteria defined below; now award a grade for each domain that is based on your assessment of the student's skills and competencies.

Overview of grading criteria (see table below for detailed explanations)

- **Acceptable:** Student demonstrates skills and competencies that would be expected at this level of experience. There is scope for improvements.
- **Satisfactory:** Student demonstrates skills and competencies to a satisfactory and sound standard that would be expected at this level of experience
- **Good:** Student clearly demonstrates skills and competencies to a good standard that would be expected at this level of experience
- **Very good:** Student demonstrates skills and competencies to a very good standard for this level of experience
- **Excellent:** Student demonstrates skills and competencies to an excellent standard for this level of experience
- **Exceptional:** Student demonstrates skills and competencies to an exceptional standard for this level of experience.

Your details and password will have been sent to you. If you have not received this please contact your manager immediately.

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Professional Values *Practises with increasing confidence to* • Provide safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity • Work within professional, ethical and legal frameworks. • Demonstrate partnership working with other professionals, service users, carers and families, ensuring shared decision making.	Demonstrates acceptable depth of knowledge, understanding and practice of professional values relating to Learning Disabilities nursing. Service user feedback is generally acceptable with scope for improvement.	Demonstrates satisfactory and sound depth of knowledge, understanding and practice of professional values for Learning Disabilities nursing. Service user feedback is satisfactory.	Demonstrates a good level of knowledge and understanding of professional values and practices these consistently. Service user feedback is good.	Demonstrates a very good knowledge and understanding of professional values and is able to link these in a comprehensive range of situations. Service user feedback is very good	Demonstrates excellent, critical knowledge and understanding of professional values and these are embedded in practice. Service user feedback excellent	Demonstrates outstanding critical, knowledge and understanding of professional values, which are embedded in every aspect of practice, and the education of others. Service user feedback is exceptional
Tick grade						
Communication and interpersonal skills *Practises with increasing confidence to* • Communicate in a safe, effective, compassionate, respectful and empathic manner. • Use a wide range of communication strategies. • Promote optimum health and enable equal access to services for all users, including for those with a disability.	Demonstrates an acceptable level of empathetic verbal and non verbal communication with service users. Documentation is usually accurate, clear and concise	Communicates empathetically using a range of verbal and non verbal Communicates to a satisfactory standard with service users and professionals. Documentation is clear and concise.	Demonstrates a good level of communication in challenging situations and responds empathetically. Documentation is consistently accurate, clear and concise	Demonstrates a very good level of empathetic communication, and is able to use skills to de-escalate challenging situations. Documentation is a very good standard	Demonstrates an excellent level of empathetic communication in a wide range of situations. Is able to advocate for others. Documentation is always of an excellent standard	Demonstrates an exceptional level of empathetic communication. Has courage to advocate for others in complex situations. Documentation is always of an exceptional standard and demonstrates the ability to draw on information from a range of sources.
Tick grade						

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Nursing practice and decision making *With increasing confidence* • Practises under indirect supervision, within the NMC code, to assess and deliver evidence-based care that is compassionate, skilful and safe for service users in increasingly complex situations • Provides safe and effective immediate care including accessing specialist services. • Plans and delivers care which reflects social and cultural factors.	Acceptable nursing practice demonstrated, across patient assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of competency is demonstrated across patient assessment, care planning and delivery, informed by evidence.	A good standard of competency is demonstrated in assessment of patients' needs, care planning and delivery, informed by best available evidence.	A very good standard of competency demonstrated using a range of evidence based nursing assessments and interventions.	An excellent standard of competency within clinical practice using a wide range of nursing assessments and interventions. Critically applies evidence based practice.	Outstanding competency within clinical practice critically using a wide range of relevant nursing assessments and interventions in a range of contexts. Critically applies and evaluates evidence based practice.
Tick grade						
Leadership, management and team-working *With increasing confidence is able to* • Demonstrate clear professional responsibility and knowledge of governance processes that safeguard service users and maintain and improve practice. • Prioritise and delegate care • Manage self and begin to manage others when responding to planned and unplanned situations	Recognises and reports relevant clinical governance issues. Beginning to prioritise care in collaboration with others. Some evidence of reflection to identify personal development needs.	Recognises reports and understands the significance of clinical governance issues. Able to prioritise and co-ordinate care in collaboration with others. Demonstrates satisfactory reflective skills.	Supports clinical governance and standards of healthcare effectively. Prioritises and co-ordinates care effectively. Demonstrates good reflective skills.	Promotes clinical governance and upholds standards of healthcare. Effectively directs and manages care in a variety of situations. Demonstrates very good reflective skills	Promotes clinical governance and upholds high standards of healthcare. Effective in managing care in collaboration with others in complex situations. Demonstrates excellent reflective skills.	Promotes clinical governance and upholds high standards of healthcare in the wider context. Highly effective in decision making and managing care. Demonstrates exceptional reflective skills.
Tick grade						

SUBMISSION OF FORMATIVE GRADING OF PRACTICE: YEAR 2 – COMPLETED EXAMPLE

NB Must have completed Final Submission of Practice Year 2 page prior to completing this formative grading of practice.

Student name……Jane Thomas…… Placement……Bristol CLDT……

Name of Mentor……Emma Jones……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / **FAIL**	**Mentor's signature (Please sign and date)** *A Mentor 13.6.13*

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values	B+	*A Mentor (13/06/13)*
2. Communication and interpersonal skills	A	*A Mentor (13/06/13)*
3. Nursing practice and decision making	B+	*A Mentor (13/06/13)*
4. Leadership, management and team working	C	*A Mentor (13/06/13)*

Final Overall grade **(UWE to complete)**	

CARBONATE IN DUPLICATE: This page must be stapled to the final submission of Practice Year 2 documents and submit these in nominated assessment box. Yellow copies to be retained in the student OAR. DO NOT TEAR OUT. Failure to retain copies could result in your referral in the programme, see module handbook for further details.

SUBMISSION OF FORMATIVE GRADING OF PRACTICE: YEAR 2

NB Must have completed Final Submission of Practice Year 2 page prior to completing this formative grading of practice.

Student name…… Placement……

Name of Mentor……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / FAIL	**Mentor's signature (Please sign and date)**

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values		
2. Communication and interpersonal skills		
3. Nursing practice and decision making		
4. Leadership, management and team working		

Final Overall grade **(UWE to complete)**	

CARBONATE IN DUPLICATE: This page must be stapled to the final submission of Practice Year 2 documents and submit these in nominated assessment box. Yellow copies to be retained in the student OAR. DO NOT TEAR OUT. Failure to retain copies could result in your referral in the programme, see module handbook for further details.

LEARNING CONTRACT: RETRIEVAL PLACEMENT **MODULE CODE AND TITLE:……..**

LEARNING CONTRACT - RETRIEVAL: To retrieve practice the student is required to have passed all criteria previously assessed as fail and maintained all criteria previously assessed as pass. All skills must be assessed as pass and signed off. These must be completed AND passed within this retrieval period in order for the student to progress into year 3 of the field specific programme.

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: RETRIEVAL PLACEMENT

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets; student to retain a carbon copy (yellow) in booklet.

RETRIEVAL MID-POINT SUMMARY **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

RETRIEVAL MID-POINT SUMMARY **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

Identify number of additional sheets used:

RETRIEVAL END OF PLACEMENT SUMMARY **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETNG WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

RETRIEVAL END OF PLACEMENT SUMMARY **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, management and team-working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet**.**

RETRIEVAL OF PRACTICE ASSESSMENT: FIELD PROGRAMME - YEAR 2

Student Name	**Student Number**
Title of Programme, Site and Field	
Module Title	**Module Code**
Module Leader	**Personal Tutor**
Name: Placement 3	**Mentor Name**
Name: Placement 4	**Mentor Name**

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 2

Please grade the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

NMC Competency		Grade
Domain 1 – PV	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Domain 2 – C&IPS	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	

NMC Competency		Grade
Domain 3 – NP&DM	18	
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
Domain 4 – LMTW	27	
	28	
	29	
	30	
	31	
	32	
	33	

Identify skills graded as fail, list skill number(s)

I can confirm that the year 2 competencies and skills have been assessed.

Numeracy Score:

Mentor Name:

Signature: **Date:**

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

YEAR 2 GRADING

The process of assessment for year 2

During year 2 there are 2 **practice placements**: The first is formatively assessed and the final placement is summatively assessed. Year 2 students should be assessed in all required competencies and skills using the PASS/FAIL assessment system.

ONLY if the student passes all competencies and skills in Year 2 **at the final placement** can they proceed to be graded in practice. **In the event of the student failing, they will NOT be graded in practice.**

The grading of practice in Year 2 is a formative process to guide students in their professional development towards the Year 3 summative grading of practice. This grade does not contribute to the overall degree classification.

Mentor: Using the grading criteria defined below; now award a grade for each domain that is based on your assessment of the student's skills and competencies.

Overview of grading criteria (see table below for detailed explanations)

- **Acceptable:** Student demonstrates skills and competencies that would be expected at this level of experience. There is scope for improvements.
- **Satisfactory:** Student demonstrates skills and competencies to a satisfactory and sound standard that would be expected at this level of experience
- **Good:** Student clearly demonstrates skills and competencies to a good standard that would be expected at this level of experience
- **Very good:** Student demonstrates skills and competencies to a very good for this level of experience
- **Excellent:** Student demonstrates skills and competencies to an excellent standard for this level of experience
- **Exceptional:** Student demonstrates skills and competencies to an exceptional standard for this level of experience.

Your details and password will have been sent to you. If you have not received this please contact your manager immediately.

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Professional Values *Practises with increasing confidence to* • Provide safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity • Work within professional, ethical and legal frameworks. • Demonstrate partnership working with other professionals, service users, carers and families, ensuring shared decision making.	Demonstrates acceptable depth of knowledge, understanding and practice of professional values relating to Learning Disabilities nursing. Service user feedback is generally acceptable with scope for improvement.	Demonstrates satisfactory and sound depth of knowledge, understanding and practice of professional values for Learning Disabilities nursing. Service user feedback is satisfactory.	Demonstrates a good level of knowledge and understanding of professional values and practices these consistently. Service user feedback is good.	Demonstrates a very good knowledge and understanding of professional values and is able to link these in a comprehensive range of situations. Service user feedback is very good	Demonstrates excellent, critical knowledge and understanding of professional values and these are embedded in practice. Service user feedback excellent	Demonstrates outstanding critical, knowledge and understanding of professional values, which are embedded in every aspect of practice, and the education of others. Service user feedback is exceptional
Tick grade						
Communication and interpersonal skills *Practises with increasing confidence to* • Communicate in a safe, effective, compassionate, respectful and empathic manner. • Use a wide range of communication strategies. • Promote optimum health and enable equal access to services for all users, including for those with a disability.	Demonstrates an acceptable level of empathetic verbal and non verbal communication with service users. Documentation is usually accurate, clear and concise	Communicates empathetically using a range of verbal and non verbal Communicates to a satisfactory standard with service users and professionals. Documentation is clear and concise.	Demonstrates a good level of communication in challenging situations and responds empathetically. Documentation is consistently accurate, clear and concise	Demonstrates a very good level of empathetic communication, and is able to use skills to de-escalate challenging situations. Documentation is a very good standard	Demonstrates an excellent level of empathetic communication in a wide range of situations. Is able to advocate for others. Documentation is always of an excellent standard	Demonstrates an exceptional level of empathetic communication. Has courage to advocate for others in complex situations. Documentation is always of an exceptional standard and demonstrates the ability to draw on information from a range of sources.
Tick grade						

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Nursing practice and decision making *With increasing confidence* • Practises under indirect supervision, within the NMC code, to assess and deliver evidence-based care that is compassionate, skilful and safe for service users in increasingly complex situations • Provides safe and effective immediate care including accessing specialist services. • Plans and delivers care which reflects social and cultural factors.	Acceptable nursing practice demonstrated, across patient assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of proficiency is demonstrated across patient assessment, care planning and delivery, informed by evidence.	A good standard of proficiency is demonstrated in assessment of patients' needs, care planning and delivery, informed by best available evidence.	A very good standard of proficiency demonstrated using a range of evidence based nursing assessments and interventions.	An excellent standard of proficiency within clinical practice using a wide range of nursing assessments and interventions. Critically applies evidence based practice.	Outstanding proficiency within clinical practice critically using a wide range of relevant nursing assessments and interventions in a range of contexts. Critically applies and evaluates evidence based practice.
Tick grade						
Leadership, management and team-working *With increasing confidence is able to* • Demonstrate clear professional responsibility and knowledge of governance processes that safeguard service users and maintain and improve practice. • Prioritise and delegate care • Manage self and begin to manage others when responding to planned and unplanned situations	Recognises and reports relevant clinical governance issues. Beginning to prioritise care in collaboration with others. Some evidence of reflection to identify personal development needs.	Recognises reports and understands the significance of clinical governance issues. Able to prioritise and co-ordinate care in collaboration with others. Demonstrates satisfactory reflective skills.	Supports clinical governance and standards of healthcare effectively. Prioritises and co-ordinates care effectively. Demonstrates good reflective skills.	Promotes clinical governance and upholds standards of healthcare. Effectively directs and manages care in a variety of situations. Demonstrates very good reflective skills	Promotes clinical governance and upholds high standards of healthcare. Effective in managing care in collaboration with others in complex situations. Demonstrates excellent reflective skills.	Promotes clinical governance and upholds high standards of healthcare in the wider context. Highly effective in decision making and managing care. Demonstrates exceptional reflective skills.
Tick grade						

SUBMISSION OF FORMATIVE GRADING OF PRACTICE: YEAR 2

NB Must have completed Final Submission of Practice Year 2 page prior to completing this formative grading of practice.

Student name…… Placement……

Name of Mentor……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / FAIL	**Mentor's signature (Please sign and date)**

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values		
2. Communication and interpersonal skills		
3. Nursing practice and decision making		
4. Leadership, management and team working		

Final Overall grade **(UWE to complete)**	

CARBONATE IN DUPLICATE: This page must be stapled to the final submission of Practice Year 2 documents and submit these in nominated assessment box. Yellow copies to be retained in the student OAR. DO NOT TEAR OUT. Failure to retain copies could result in your referral in the programme, see module handbook for further details.

University of the West of England
BRISTOL

Department of Nursing and Midwifery

Standards of Competency
for Entry to the Register

Nursing – Learning Disabilities Year 3

STUDENT ORIENTATION TO PLACEMENT: YEAR 3 (Student to complete)

** If you have responded with a YES on day 1, you do not need to repeat this in Week 1*	**Placement 5 DAY 1**	**Placement 5 During First Week**	**Placement 6 DAY 1**	**Placement 6 During First Week**
Name Of Placement				
Mentor Identified ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Induction Pack Available/Given ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Emergency Equipment/Procedures ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Layout Of Area ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Profile Of Learning Opportunities ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Introduction To Relevant Personnel ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Access To Local Policies E.G Manual Handling, Infection Control, Child Protection, Safeguarding, Conflict Resolution, and appropriate others. ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**
Does the student have an action plan in place ***Please Circle***	**YES / NO**	**YES / NO**	**YES / NO**	**YES / NO**

LEARNING CONTRACT: YEAR 3 PLACEMENT 5 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 5

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

MID-POINT SUMMARY – PLACEMENT 6 **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name: Signature: Date:

Mentor Print name: Signature: Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

MID-POINT SUMMARY – PLACEMENT 5 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 5 (Cont)

Outcomes that are causing concern	Agreed activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 5 **Placement Name……**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

END OF PLACEMENT SUMMARY – PLACEMENT 5 **Placement Name……**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

MENTOR AND STUDENT REVIEW (TO BE COMPLETED AT THE END OF PLACEMENT 5)

Competency	Outcome – Indicate Grade	Competency	Outcome – Indicate Grade
Domain 1 – Professional Values		**Domain 3 – Nursing Practice & Decision Making**	
1		18	
2		19	
3		20	
4		21	
5		22	
6		23	
7		24	
8		25	
9		26	
Domain 2 – Communication & Interpersonal Skills		**Domain 4 – Leadership, management & team working**	
10		27	
11		28	
12		29	
13		30	
14		31	
15		32	
16		33	
17			

Number of passed skills:

Identify skills graded as fail, list skills number

Online Numeracy Test: Achieved / Not Achieved

Score:

Mentor's Name: _____ Mentor's signature: _____Date: _____

Student's Name: _____ Student's signature: _____Date: _____

CARBONATE IN DUPLICATE White sheet to be sent to module leader, student to retain a carbon copy (yellow) in booklet.

STUDENT NAME **STUDENT NUMBER**

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED MIDWAY THROUGH YEAR 3)

NMC Criteria	Indicate Grade	NMC Criteria	Indicate Grade
1		18	
2		19	
3		20	
4		21	
5		22	
6		23	
7		24	
8		25	
9		26	
10		27	
11		28	
12		29	
13		30	
14		31	
15		32	
16		33	
17			

Number of skills/skill sets achieved:

Online Numeracy Test passed : Yes/No

Score:

Manual Handling achieved: Yes/No

Basic Life Support achieved: Yes/No

Paediatric Life Support achieved: Yes/No

I have reviewed the above student's Ongoing Achievement Record and portfolio of evidence and given advice and support and **informed the module leader of the student's progress.**

Personal Tutor name:

Personal Tutor signature:

Date:

CARBONATE IN DUPLICATE White sheet to be kept by personal tutor, student to retain a carbon copy (yellow) in booklet.

ACADEMIC PERSONAL TUTOR REVIEW (TO BE COMPLETED MIDWAY THROUGH YEAR 3)

Academic Personal Tutor Comments:

I have reviewed the above student's Ongoing Achievement Record and portfolio of evidence and given advice and support and informed the module leader of the students' progress.

Academic Personal tutor name: **Academic Personal tutor signature:** **Date:**

I have reviewed my progress with my personal tutor and received advice and support from them.
I have completed the practice evaluation form.

Student name: **Student signature:** **Date:**

CARBONATE IN DUPLICATE White sheet to be kept by personal tutor, student to retain a carbon copy (yellow) in booklet.

LEARNING CONTRACT: YEAR 3 PLACEMENT 6 **PLACEMENT NAME:…….**

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: PLACEMENT 6

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____Date: _____

Student's Name: _____ Student's signature: _____Date: _____

MID-POINT SUMMARY – PLACEMENT 6 **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

MID-POINT SUMMARY – PLACEMENT 6 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____Date: _____

Student's Name: _____ Student's signature: _____Date: _____

END OF PLACEMENT SUMMARY – PLACEMENT 6 **Placement Name…….**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

END OF PLACEMENT SUMMARY – PLACEMENT 6 **Placement Name…….**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

EXAMPLE PAGE: FINAL SUBMISSION OF PRACTICE: YEAR 3

Student Name	*P A NOTHER*	**Student Number**	*67894*
Title of Programme, Site and Field	*BSc (Hons) NURSING (Learning Disabilities), Glenside*		
Module Title	*LD Practice 3*	**Module Code**	*UZZ……*
Module Leader	*Robert Pardoe*	**Academic Personal Tutor**	*Kim Scarborough*
Name: Placement 5	*Community Nurses*	**Mentor Name**	*K A NOTHER*
Name: Placement 6 (Final placement)	*Head Injury*	**Mentor Name** (Sign off)	*L A NOTHER*

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 3

Please assign the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

NMC Competency		Grade
Domain 1 – PV	1	PASS
	2	PASS
	3	PASS
	4	PASS
	5	PASS
	6	FAIL
	7	PASS
	8	PASS
	9	PASS
Domain 2 – C&IPS	10	PASS
	11	PASS
	12	PASS
	13	PASS
	14	PASS
	15	PASS
	16	FAIL
	17	FAIL

NMC Competency		Grade
Domain 3 – NP&DM	18	PASS
	19	PASS
	20	PASS
	21	PASS
	22	PASS
	23	FAIL
	24	PASS
	25	PASS
	26	FAIL
Domain 4 – LMTW	27	PASS
	28	PASS
	29	PASS
	30	PASS
	31	PASS
	32	PASS
	33	FAIL

Identify skills graded as fail, list skill number(s)

I can confirm that the year 3 competencies and skills have been assessed.

Numeracy Score: 100%

Mentor Name: Libby Harris

Signature: *L Harris* **Date:** 00/00/00

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

FINAL SUBMISSION OF PRACTICE: YEAR 3

Student Name	**Student Number**
Title of Programme, Site and Field	
Module Title	**Module Code**
Module Leader	**Academic Personal Tutor**
Name: Placement 5	**Mentor Name**
Name: Placement 6 (Final placement)	**Mentor Name** (Sign off)

TO BE COMPLETED BY THE MENTOR AT THE END OF THE FINAL PLACEMENT YEAR 3

Please assign the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

	NMC Competency	Grade
Domain 1 – PV	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Domain 2 – C&IPS	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	

	NMC Competency	Grade
Domain 3 – NP&DM	18	
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
Domain 4 – LMTW	27	
	28	
	29	
	30	
	31	
	32	
	33	

Identify skills graded as fail, list skill number(s)

I can confirm that the year 3 competencies and skills have been assessed.

Numeracy Score:

Mentor Name:

Signature: **Date:**

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. Yellow copies to be retained in the student OAR DO NOT TEAR OUT failure to retain copies could result in your referral in the programme, see module handbook for further details.

ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

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Placement learning opportunity ***(student to complete)***	**How did the additional learning opportunity contribute to achievement of learning competencies or skills?** ***(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
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		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

ASSESSMENT OF PRACTICE COMPETENCIES: YEAR 3

The NMC (2010 p.102) state students must demonstrate their ability to work as autonomous practitioners by the point of registration.

Students are required to make safe and effective use of practice learning, which includes less direct supervision in the final part of the programme. This enables students to be confident and fit for practice by entry to the register.

The **Sign-off mentor**, who has met additional NMC requirements, is responsible for making the judgement about whether a student has achieved the overall standards of competence required for entry to the register at the end of an NMC approved programme.

ASSESSMENT OF PRACTICE COMPETENCIES ON GOING ACHIEVEMENT RECORD
BSc (HONS) NURSING (LEARNING DISABILITIES) YEAR 3

NMC DOMAIN	DESCRIPTION
PROFESSIONAL VALUES	Works within legal and professional frameworks and local policies to safeguard service users and carers. Promotes the rights, choices and wishes of people across the age spectrum and in all care environments. Promotes the health, wellbeing, comfort, dignity and rights of people, groups, communities and populations whose lives are affected by transition, disability, mental capacity, ill health, distress, disease, ageing or death. Show professionalism, integrity and caring while working in partnership with service users, their carers and other health and social care professionals. Recognises own strengths and limitations, seeking appropriate support when required. Maintains confidentiality and protection of data at all times, especially when sharing information.
COMMUNICATION AND INTERPERSONAL SKILLS	Communicates appropriately to ensure service users' essential care needs are met. Demonstrates an ability to listen, seek clarity and carry out instructions safely. Demonstrates safe and effective communication skills using a variety of complex skills including relevant augmentative and alternative communication methods and strategies and technologies. Communication is characterised by respect for service users' differences, care, compassion and dignity. Recognises when other specialist services are required to promote service users' wellbeing.
NURSING PRACTICE AND DECISION MAKING	Demonstrates safe and effective person-centred care. Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory that values diversity. Maintains service users' dignity at all times. Has knowledge of mental health, learning disabilities and children and young people's nursing that enables them to respond to a wide range of healthcare needs. Working in partnership demonstrates effective person-centred, evidence-based care planning, delivery, implementation and evaluation. Recognises when complex clinical decisions require specialist input and makes appropriate referrals. Promotes best practice and influences change. Works within laws governing health and safety at work. Recognises and responds appropriately to signs of aggression and acts to keep self and others safe.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Demonstrates understanding of professional accountability and the role of clinical governance processes in maintaining standards of healthcare and nursing practice. Recognises own limitations in knowledge, skills and professional boundaries. Seeks help when service users' needs are not being met. Is able to recognise deterioration in a service user's physical or psychological condition. Responds appropriately in an emergency and administers first aid. Displays a professional image in behaviour and appearance. Shows respect for diversity and individual preferences. Acts in a way that values the roles of others in the team. Demonstrates potential for leadership and autonomous practice.

ASSESSMENT OF STUDENT ACHIEVEMENT: YEAR 3

You should assign a pass or fail to each outcome using the domain description and competency statements below to help you make an informed judgement about each student's ability across the range. Students **MUST** have achieved a **pass** across all the NMC Domains for **each Year 3 competency and skill** by the end of the final placement in Year 3 to progress onto the register.

NMC DOMAINS	FAIL	PASS
PROFESSIONAL VALUES	Demonstrates inadequate understanding of professional frameworks to safeguard those in their care. Has inadequate depth of understanding and poor application of professional values relating to practice. Does not demonstrate confidence in a variety of situations.	With minimal supervision practices safely and competently with a good knowledge base and understanding of professional values to meet practice needs. With confidence works in partnership with a range of people including relevant other professionals to improve health outcomes. Promotes the rights, choices and wishes of service users across the age spectrum and in all care environments. Understands the principles of confidentiality and data protection and when sharing information is appropriate. Practices honestly and with integrity. Acts as an advocate for service users and their families, working in partnership with them. Maintains professional boundaries at all times. With confidence and competence adapts to the changing care environment.
COMMUNICATION AND INTERPERSONAL SKILLS	Demonstrates an unacceptable level of empathy, verbal and non-verbal communication with service users/carers and professionals. Documentation is inaccurate, absent or unclear or inconsistent. Does not protect security and/or individual duty of confidentiality.	Communicates safely and effectively with service users and groups of all ages using a variety of appropriate techniques including technology where applicable. Demonstrates empathy and good verbal and non-verbal communication with individuals and professionals. Communicates with care and compassion showing respect for individual differences and protecting dignity. Raises concerns where a service user's needs are not being met. Makes appropriate referrals to specialist services when required. Documentation is accurate, clear, complete and concise. Understands principles of data protection, security and confidentiality in accordance with the law, ethical and regulatory frameworks including local protocols.
NURSING PRACTICE AND DECISION MAKING	Incompetent and/or unsafe nursing practice demonstrated, across patient assessment, care planning and delivery. Demonstrates inadequate knowledge and skills to provide up to date evidence-based care to all. Lacks confidence to practice without guidance. Is unable to consistently carry out accurate medicine calculations and administration.	Practices holistic, person-centred care with compassion and respect, maintaining the dignity and wellbeing of all concerned. Demonstrates ability to critically assess and plan evidence-based care using a variety of technology and appropriate nursing interventions. Uses standard care pathways where appropriate and confidently instigates individual care plans when required. Confidently implements care delivery with minimal guidance in predictable and less well recognised situations of care. Protects vulnerable service users and accesses additional support where required. Demonstrates an up to date knowledge base of biological, psychological and social differences that informs care planning and delivery. Incorporates appropriate health promotion in care delivery. Safely and accurately carries out medicine calculations and administration.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Does not recognise own limitations and/or when to seek support leading to unsafe practice. Does not respond to an individual's deteriorating condition. Does not respond appropriately in an emergency. Inappropriate interaction with others in the team. Does not demonstrate potential for leadership and autonomy.	Recognises own limitations and seeks appropriate support. With minimal guidance is able to respond confidently to planned and unplanned situations, managing themselves and demonstrating potential to manage others effectively. Values the roles of, collaborates with and practices effectively as part of the team demonstrating potential leadership skills. Recognises reports and responds to a service user's deteriorating condition. Responds confidently in an emergency. Is able to prioritise and manage time effectively ensuring quality of care is maintained. Is a good role model.

EXAMPLE PAGE – YEAR 3 COMPETENCY – LEARNING DISABILITIES

COMPETENCY DOMAIN 1: Professional Values **Learning disabilities nurses** must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Must practice with confidence according to the NMC Code (2015), and within other recognised ethical and legal frameworks. They must be able to recognise and address ethical challenges relating to people choices and decision making about their care, and act within the law to help them and their families and carers find acceptable solutions.	**Pass**	**KS**	**Fail**	**KS**	**Fail**	**DB**	**Pass**	**DB**
***Supporting Examples*:** Demonstrate knowledge and application of professional standards; demonstrate a good understanding of personal scope of practice and available support; seek advice appropriately; act as a role model in promoting a professional image. Learning Disabilities nurses must understand and apply the current legislation to all service users paying special attention to the protection of vulnerable people including those with complex needs arising from ageing, cognitive impairment, long term conditions and those approaching the end of life.								
Indicate types of evidence provided: PO, R, SoLD								
2. Must practice in a holistic, none judgemental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must challenge inequality, discrimination and exclusion from access to care.	**Not assessed**	**KS**	**Pass**	**KS**	**Pass**	**DB**	**Pass**	**DB**
Supporting Examples Learning Disabilities nurses must always promote the anoymony, rights and choices, of people with learning disabilities and support and involve their families and carers, ensuring that each person's rights are upheld according to policy and law.								
Indicate types of evidence provided: SoLD, PT								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 1: Professional Values **Learning disabilities nurses** must promote the individuality, independence, rights, choice and social inclusion of people with learning disabilities and highlight their strengths and abilities at all times while encouraging others do the same. They must facilitate the active participation of families and carers.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
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Indicate types of evidence provided:								

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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
3. Must support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations. These include people whose lives are affected by ill-health, disability, inability to engage, ageing or death. Nurses must act on their own understanding of how these conditions influence public health.								
***Supporting Examples*:** Learning disabilities nurses must use their knowledge and skills to exercise professional advocacy, and recognise when it is appropriate to refer to independent advocacy services to safeguard dignity and human rights								
Indicate types of evidence provided:								
4. Must work in partnership with service users, carers, groups, communities and organisations. They must manage risk, and promote health and wellbeing while aiming to empower choices that promote self-care and safety.								
***Supporting Examples*:** Learning disabilities nurses must recognise that people with learning disabilities are full and equal citizens, and must promote their health and wellbeing by focussing on and developing their strengths and abilities.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
5. Must fully understand the nurses various roles, responsibilities and functions, and adapt their practice to meet the changing needs of people, groups, communities and populations.								
***Supporting Examples*:** Students must be able to make all relevant information accessible to and understandable by people with learning disabilities, including adaptation of format, presentation and delivery.								
Indicate types of evidence provided:								
6. Must understand the roles and responsibilities of other health & social care professions, and seek to work with them collaboratively for the benefit of all that need care.								
***Supporting Examples*:** Students must work with multidisciplinary team members in planning and delivering care								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
7. Must be responsibility and accountable for keeping their knowledge and skills up to date through continuing professional development. They must aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal.								
***Supporting Examples*:** Students must participate in their continuing development taking ownership of their learning								
Indicate types of evidence provided:								
8. Must practice independently recognising the limits of their competence and knowledge. They must reflect upon these limits and seek advice from, or refer to, other professionals where necessary.								
***Supporting Examples*:** Students should maintain a portfolio which includes reflections of their developing practice.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
9. Must appreciate the value of evidence in practice, be able to understand and appraise research, apply relevant theory and research findings to their work, and identify areas for further investigation.								
***Supporting Examples*:** Students must be able to identify appropriate evidence base and have evidence in their portfolio of how their reading influences their practice								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
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COMPETENCY DOMAIN 2: Communication and Interpersonal Skills **Learning disabilities nurses** must use complex communication and interpersonal skills and strategies to work with people of all ages who have learning disabilities and help them to express themselves. They must also be able to communicate and negotiate effectively with other professionals, services and agencies, and ensure that people with learning disabilities, their families and carers, are fully involved in decision making.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
10. Must build partnerships and therapeutic relationships through safe, effective and non-discriminatory communication. They must take account of individual differences, capabilities, and needs.								
***Supporting Examples*:** Learning disabilities nurses must use the full range of person-centred alternative and augmentative communication strategies and skills to build partnerships and therapeutic relationships with people with learning disabilities.								
Indicate types of evidence provided:								
11. Must use a range of communication skills and technologies to support person centred care and enhance quality and safety. They must ensure people receive all information in a language and manner that allows informed choices and shared decision making. They must recognise when language interpretation or other communication support is needed and know how to obtain it.								
Supporting Examples: Learning disabilities nurses must be able to make all relevant information accessible to and understandable by all people with learning disabilities, including adaptation of format, presentation and delivery.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
12. Must use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people's needs. Must be aware of own values and beliefs and the impact this may have on their communication with others. They must take account of the many different ways in which people communicate and how these may be influenced by ill health, disability and other factors, and be able to recognise and respond effective when a person finds it hard to communicate.								
***Supporting Examples*:** Learning disabilities nurses must use a structured approach to assess, communicate with, interpret and respond therapeutically to people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF –** Patient/Carer Feedback Form
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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
13. Must recognise when people are anxious or in distress and respond effectively, using therapeutic principles, to promote their wellbeing, manage personal safety and resolve conflict. They must use effective communication strategies and negotiation techniques to achieve best outcomes, respecting the dignity and human rights of all concerned. They must know when to consult a third party and how to make referrals for advocacy, mediation or arbitration.								
***Supporting Examples*:** Learning disabilities nurses must recognise and respond therapeutically to the complex behaviour that people with learning disabilities may use as a means of communication.								
Indicate types of evidence provided:								
14. Must use therapeutic principles to engage, maintain and where appropriate disengage from professional, caring relationships and must always respect professional boundaries.								
Supporting Examples: Learning disabilities nurses must be aware of how people with learning disabilities need support to understand appropriate relationships to reduce their vulnerability to exploitation.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
	Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
15. Must take every opportunity to encourage health promoting behaviour through education, role-modelling and effective communication.								
***Supporting Examples*:** Learning disabilities nurses must have an understanding of healthy lifestyles and methods to support people with learning disabilities and make informed decisions about their health.								
Indicate types of evidence provided:								
16. All nurses must maintain accurate, clear and complete records including the use of electronic formats using appropriate and plain language.								
Supporting Examples: Learning disabilities nurses must understand the legislation relevant to record keeping including confidentiality and data protection.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection.

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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
17. Must respect individual rights to confidentiality and keep information secure and confidential in accordance with the law and relevant ethical and regulatory frameworks, taking account of local protocols. They must also actively share personal information with others when the interests of safety and protection override the need for confidentiality.								
***Supporting Examples*:** Learning disabilities nurses be aware of situations where sharing information may be necessary.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection.

COMPETENCY DOMAIN 3: Nursing Practice and Decision-making **Learning disabilities nurses** must have an enhanced knowledge of the health and developmental needs of all people with learning disabilities, and the factors that might influence them. They must aim to improve and maintain their health and independence through skilled direct and indirect nursing care. They must also be able to provide direct care to meet the essential and complex physical and mental health needs of people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
18. Must use up to date knowledge and evidence to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice. They must make person centred, evidence based judgements and decisions in partnership with others involved in the care process to ensure high quality of care. They must be able to recognise when the complexity of clinical decision requires specialist knowledge and expertise and consult or refer accordingly.								
***Supporting Examples*:** Learning disabilities nurses must be able to recognise and respond to the needs of all people in their care, including babies, children, young people, pregnant and post-natal women, people with mental health problems, physical health problems and disabilities, older people, and people with long terms problems such as cognitive impairment.								
Indicate types of evidence provided:								
19. Must possess a broad knowledge of the structure and functions of the human body and other relevant knowledge from the life behavioural and social sciences as applied to health, ill health, disability, ageing and death.								
Supporting Examples: They must have an in-depth knowledge of common physical and mental health problems and treatments in learning disability practice including co-morbidity and physiological and psychological vulnerability.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
20. Must carry out comprehensive, systematic nursing assessments that take account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors in partnership with service users and others through interaction, observation and measurement.								
***Supporting Examples*:** Learning disabilities nurses must use a structured person centred approach to assess, interpret and respond therapeutically to people with learning disabilities and their often complex and pre-existing physical and psychological health needs. They must work in partnership with services users, carers, and other professionals, services and agencies to agree and implement individual care plans and ensure continuity of care.								
Indicate types of evidence provided:								
21. Must plan, deliver and evaluate safe, competent, person centred care paying special attention to changing health needs during different life stages.								
Supporting Examples: Learning disabilities nurses must demonstrate an awareness of individual needs across the life course including during progressive illness, death, loss and bereavement.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 3: Nursing Practice and Decision-making **Learning disabilities nurses** must have an enhanced knowledge of the health and developmental needs of all people with learning disabilities, and the factors that might influence them. They must aim to improve and maintain their health and independence through skilled direct and indirect nursing care. They must also be able to provide direct care to meet the essential and complex physical and mental health needs of people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
22. Must understand public health principles priorities and practice to recognise and respond to the major causes and social determinants of health illness and health inequalities. They must use and range of information and data to assess the needs of people, groups, communities and populations and work to improve health, wellbeing and experience of life care.								
***Supporting Examples*:** Learning disabilities nurses must develop, implement and review individual plans for people with learning disabilities that may include health screening, health promotion, the promotion of inclusion and facilitate equal access to all health and social care services.								
Indicate types of evidence provided:								
23. Nurses must practice safely by being aware of the correct use, limitations and hazards of common interventions including nursing activities, treatments and where appropriate medical devices and equipment.								
Supporting Examples: Learning disabilities nurses must be able to evaluate and report any concerns promptly through appropriate channels and modify care appropriately to maintain safety. They must contribute to the collection of local and national data contributing to policy risk hazards and adverse outcomes.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
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COMPETENCY DOMAIN 3: Nursing Practice and Decision-making **Learning disabilities nurses** must have an enhanced knowledge of the health and developmental needs of all people with learning disabilities, and the factors that might influence them. They must aim to improve and maintain their health and independence through skilled direct and indirect nursing care. They must also be able to provide direct care to meet the essential and complex physical and mental health needs of people with learning disabilities.	**GRADE = PASS or FAIL**							
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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
24. Must provide educational support facilitation skills and therapeutic interventions to optimise health and wellbeing they must promote self-care and management wherever possible.								
***Supporting Examples*:** Learning disabilities nurses must work in partnership with people with learning disabilities their families and carers to facilitate choice and maximise self-care and coordinate the transition between different services and agencies.								
Indicate types of evidence provided:								
25. Must be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse.								
Supporting Examples: Learning disabilities nurses must be aware of local safeguarding procedures and protocols for both adults and children.								
Indicate types of evidence provided:								

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COMPETENCY DOMAIN 3: Nursing Practice and Decision-making **Learning disabilities nurses** must have an enhanced knowledge of the health and developmental needs of all people with learning disabilities, and the factors that might influence them. They must aim to improve and maintain their health and independence through skilled direct and indirect nursing care. They must also be able to provide direct care to meet the essential and complex physical and mental health needs of people with learning disabilities.	**GRADE = PASS or FAIL**							
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	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
26. Must evaluate their care to improve clinical decision making quality and outcomes using a range of methods amending care plans where necessary and communicating changes to others.								
***Supporting Examples*:** Learning disabilities nurses must aware of quality systems and governance and be able to discuss local quality initiatives.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF –** Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 4: Leadership, Management and Team Working **Learning disabilities nurses** must exercise collaborative management, delegation and supervision skills to create, manage and support therapeutic environments for people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
27. Must act as change agents and provide leadership through quality improvements and service development to enhance people's wellbeing and experiences of health care.								
***Supporting Examples*:** Learning disabilities nurses must take the lead in ensuring that people with learning disabilities receive support that creatively addresses their wide ranging needs.								
Indicate types of evidence provided:								
28. Must systemically evaluate care and ensure that they and others use the findings to help improve people's experiences, outcomes and shape future services.								
Supporting Examples: Learning disabilities nurses must use data, research findings on the health of people with learning disabilities ensuring evidence based care.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 4: Leadership, Management and Team Working **Learning disabilities nurses** must exercise collaborative management, delegation and supervision skills to create, manage and support therapeutic environments for people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
29. Must be able to identify priorities and manage time and resources effectively to ensure the quality of care is maintained or enhanced.								
***Supporting Examples*:** Learning disabilities nurses should be aware of the wide ranging resources they may be managing including deployment and education of staff.								
Indicate types of evidence provided:								
30. Must be self-aware and recognise how their own values, principles and assumptions may affect their practice.								
Supporting Examples: Learning disabilities nurses must maintain their own professional and personal development with evidence of learning through experience through supervision and reflection.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

COMPETENCY DOMAIN 4: Leadership, Management and Team Working **Learning disabilities nurses** must exercise collaborative management, delegation and supervision skills to create, manage and support therapeutic environments for people with learning disabilities.	**GRADE = PASS or FAIL**							
	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
31. Must facilitate student nurses and others to develop their competence using a range of professional and personal development skills.								
***Supporting Examples*:** Learning disabilities nurses must be a resource for the development of others.								
Indicate types of evidence provided:								
32. Must independently as well as in teams must be able to take the lead in coordinating delegating and supervising care safely, managing risk and remain accountable for the care given.								
Supporting Examples: Learning disabilities nurses must use their leadership influencing and leadership skills to engage with a range of agencies and professionals and represent and protect the rights people with learning disabilities.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

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	Placement 5 *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
	Mid point review		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
NMC Competency	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
33. Must work effectively across professional agency boundaries actively involving and respecting others contribution to integrated person centred care.								
***Supporting Examples*:** Learning disabilities nurses must know when and how to communicate with and refer to other professionals and agencies in order to respect the choices of services users and others promoting shared decision making.								
Indicate types of evidence provided:								

Key: Types of evidence that may be used to support verification of achievement: PO – Practice Observed, **PCFF** – Patient/Carer Feedback Form
N – Narrative, **Q&A** – Question and Answer **SDS** – Skills Development Sheet, **SoLD –** Supervision of Learning Days Activity, **R** – Reflection

YEAR 3 GRADING: NURSING - LEARNING DISABILITIES

Process of assessment for Year 3

During year 3 there are 2 practice placements: the first is formatively assessed and the final placement is summatively assessed. Year 3 students should be assessed in all required competencies and skills using the PASS/FAIL assessment system.

ONLY if the student passes all competencies and skills in Year 3 **at the final placement** can they proceed to be graded in practice. **In the event of the student failing, they will NOT be graded in practice**.

NB The final overall mark will be calculated by UWE following submission, not by the mentor.

Mentor: Using the grading criteria defined below; now award a grade for each domain that is based on your assessment of the student's competencies and skills.

Overview of grading criteria see below for detailed explanations:

- **Acceptable:** Student demonstrates skills and competencies that would be expected at this level of experience. There is scope for improvements.
- **Satisfactory:** Student demonstrates skills and competencies to a satisfactory and sound standard that would be expected at this level of experience
- **Good:** Student clearly demonstrates skills and competencies to a good standard that would be expected at this level of experience
- **Very good:** Student demonstrates skills and competencies to a very good for this level of experience
- **Excellent:** Student demonstrates skills and competencies to an excellent standard for this level of experience
- **Exceptional:** Student demonstrates skills and competencies to an exceptional standard for this level of experience.

Your details and password will have been sent to you. If you have not received this please contact your manager immediately.

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Professional Values • Accountable for safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity • Works within professional, ethical and legal frameworks. • Demonstrates partnership working with other professionals, service users, carers and families, ensuring shared decision making.	Demonstrates acceptable level of knowledge, understanding and practice of professional values relating to Learning Disabilities Nursing. Service user feedback is generally acceptable with scope for improvement.	Demonstrates satisfactory level of knowledge, understanding and practice of professional values for Learning Disabilities Nursing. Service user feedback is satisfactory.	Demonstrates a good level of knowledge and understanding of professional values and practises these consistently. Service user feedback is good.	Demonstrates a very good knowledge and understanding of professional values and is able to link these in a comprehensive range of situations. Service user feedback is very good.	Demonstrates excellent, critical knowledge and understanding of professional values and these are embedded in practice. Service user feedback consistently excellent.	Demonstrates outstanding critical, knowledge and understanding of professional values, which are embedded in every aspect of practice, and the education of others. Service user feedback is outstanding.
Tick grade						
Communication and interpersonal skills • Communication is empathic, safe, effective, compassionate and respectful. • Able to use a wide range of communication strategies. • Able to promote optimum health and enable equal access to services for all users, including for those with a disability.	Demonstrates an acceptable level of verbal and non verbal communication with service users and other professionals. Documentation is usually accurate, clear and concise	Demonstrates a satisfactory level of verbal and non verbal communication with service users and other professionals Documentation is consistently accurate, clear and concise	Demonstrates a good level of communication in challenging situations. Documentation is always accurate, clear and concise	Demonstrates a very good level of communication, and is able to use skills to de-escalate challenging situations. Documentation is always factual and follows a logical sequence relating observation to care delivery	Demonstrates excellent communication skills in a wide range of situations, and is able to advocate for others. Documentation is always of an excellent standard	Demonstrates exceptional communication skills, has courage to advocate for others in complex situations. Documentation is always of an excellent standard and demonstrates the ability to draw on information from a range of sources.
Tick grade						

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. (Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme), see module handbook for further details.

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Nursing practice and decision making • Practise autonomously, within the NMC code to assess and deliver evidence-based care that is compassionate, skilful and safe for service users in both uncomplicated and complex situations • Provides safe and effective immediate care including accessing specialist services. • Plans and delivers care which reflects influencing social and cultural factors.	Competent nursing practice demonstrated, across patient assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of competency is demonstrated across patient assessment, care planning and delivery, informed by best available evidence.	A good standard of competency is demonstrated in assessment of patients' needs, care planning and delivery, informed by best available evidence.	A very good standard of competency is demonstrated using a range of evidence based nursing assessments and interventions.	An excellent standard of competency is shown within clinical practice. using a wide range of nursing assessments and interventions. Critically applies evidence based practice.	An outstanding competency within clinical practice is shown; uses a wide range of relevant nursing assessments and interventions in a range of complex contexts. Critically applies evidence based practice.
Tick grade						
Leadership, management and team-working • Maintains, improves and evaluates nursing practice and healthcare standards including contributing to development of self and others. • Demonstrates leadership skills in prioritisation, delegation and supervision of care • Practises autonomously, confidently and competently in planned and unplanned situations, managing themselves and others effectively.	Acceptable leadership skills, co-ordinates care in collaboration with others. Supports clinical governance and standards of healthcare. Some evidence of reflection to identify personal development needs.	Satisfactory leadership skills; effective in managing care in collaboration with others in planned and unplanned situations. Promotes clinical governance and upholds standards of healthcare. Demonstrates satisfactory reflective skills.	Demonstrates good leadership skills in directing and managing care in all situations. Competent to take the lead in response to changing situations. Upholds standards of clinical standards.	Demonstrates very good leadership skills Effectively directs, manages and supervises care delivery. Promotes a high standard of clinical care to others.	Excellent leadership skills evident in a range of situations. Effectively directs, manages and supervises care. Maintains excellent standards of clinical practice. Able to advocate for others. Identifies novel ways of working.	Shows exceptional leadership qualities in a range of complex situations & is an excellent advocate. Highly effective care manager & takes responsibility to promote & maintain high standards of clinical care. Able to use skills to educate others. Shows creative or innovative ways of working & improving services.
Tick grade						

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SUBMISSION OF SUMMATIVE GRADING OF PRACTICE: YEAR 3 – COMPLETED EXAMPLE

NB Must have completed Final Submission of Practice Year 3 page prior to completing this summative grading of practice.

Student name……John Smith…… Placement……Brain Injury Unit……

Name of Mentor……Paula Ross……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / **FAIL**	**Mentor's signature (Please sign and date)** *A Mentor 13.6.13*

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values	B+	*A Mentor (13/06/13)*
2. Communication and interpersonal skills	A	*A Mentor (13/06/13)*
3. Nursing practice and decision making	B+	*A Mentor (13/06/13)*
4. Leadership, management and team working	C	*A Mentor (13/06/13)*

Final Overall grade **(UWE to complete)**	

CARBONATE IN DUPLICATE: This page must be stapled to the final submission of Practice Year 3 documents and submit these in nominated assessment box. Yellow copies to be retained in the student OAR. DO NOT TEAR OUT. Failure to retain copies could result in your referral in the programme, see module handbook for further details.

SUBMISSION OF SUMMATIVE GRADING OF PRACTICE: YEAR 3

NB Must have completed Final Submission of Practice Year 3 page prior to completing this summative grading of practice.

Student name…… Placement……

Name of Mentor……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / FAIL	**Mentor's signature (Please sign and date)**

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values		
2. Communication and interpersonal skills		
3. Nursing practice and decision making		
4. Leadership, management and team working		

Final Overall grade **(UWE to complete)**	

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LEARNING CONTRACT: RETRIEVAL PLACEMENT **MODULE CODE AND TITLE:……..**

To retrieve practice the student is required to have passed all criteria previously assessed as fail and maintained all criteria previously assessed as pass. All skills must be assessed as pass and signed off. These must be completed AND passed within this retrieval period in order for the student to progress to completion of the field specific programme.

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain a carbon copy (yellow) in booklet.

ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR: RETRIEVAL PLACEMENT

Individual outcome as identified by the student	Action	Target Date	Evaluation Strategy

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain a carbon copy (yellow) in booklet.

RETRIEVAL MID-POINT SUMMARY (YEAR 3) **Placement Name…….**

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

RETRIEVAL MID-POINT SUMMARY (YEAR 3) **Placement Name……**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

ACTION PLAN TO ADDRESS ANY AREAS FOR FURTHER DEVELOPMENT FOLLOWING MID-POINT REVIEW (RETRIEVAL DOCUMENTATION)

Outcomes that are causing concern	Agreed Activities to address areas of concern	Target Date	Evaluation of Student Performance

Mentor's Name: _____ Mentor's signature: _____ Date: _____

Student's Name: _____ Student's signature: _____ Date: _____

Identify number of additional sheets used:

RETRIEVAL END OF PLACEMENT SUMMARY (YEAR 3) **Placement Name……**

STUDENT TO COMPLETE PRIOR TO MEETING WITH MENTOR

Student Overall Comments:

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

RETRIEVAL END OF PLACEMENT SUMMARY (YEAR 3) **Placement Name……**

Mentor Overall Comments – Please provide specific examples in relation to competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Student Print name:	Signature:	Date:
Mentor Print name:	Signature:	Date:

CARBONATE IN DUPLICATE White sheet submitted with assessment sheets, student to retain (yellow) copy in booklet.

RETRIEVAL OF PRACTICE ASSESSMENT: FIELD PROGRAMME - YEAR 3

Student Name	**Student Number**
Title of Programme, Site and Field:	
Module Title	**Module Code**
Module Leader	**Academic Personal Tutor**
Name: Placement 5	**Mentor Name**
Name: Placement 6 (final placement)	**Mentor Name** (sign off)

TO BE COMPLETED BY THE MENTOR AT THE SUMMATIVE ASSESSMENT POINT OF THE FINAL PLACEMENT: YEAR 3

Please assign the NMC competency boxes with the relevant grade and sign as confirmation of accuracy

	NMC Competency	Grade		NMC Competency	Grade
Domain 1 – PV	1		Domain 3 – NP&DM	18	
	2			19	
	3			20	
	4			21	
	5			22	
	6			23	
	7			24	
	8			25	
	9			26	
Domain 2 – C&IPS	10		Domain 4 – LMTW	27	
	11			28	
	12			29	
	13			30	
	14			31	
	15			32	
	16			33	
	17				

Identify skills graded as fail, list skill number(s)

I can confirm that the year 3 competencies and skills have been assessed.

Numeracy Score:

Mentor Name:

Signature: **Date:**

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YEAR 3 GRADING: NURSING - LEARNING DISABILITIES

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Tick grade						
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Tick grade						

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Nursing practice and decision making • Practise autonomously, within the NMC code to assess and deliver evidence-based care that is compassionate, skilful and safe for service users in both uncomplicated and complex situations • Provides safe and effective immediate care including accessing specialist services. • Plans and delivers care which reflects influencing social and cultural factors.	Competent nursing practice demonstrated, across patient assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of competency is demonstrated across patient assessment, care planning and delivery, informed by best available evidence.	A good standard of competency is demonstrated in assessment of patients' needs, care planning and delivery, informed by best available evidence.	A very good standard of competency is demonstrated using a range of evidence based nursing assessments and interventions.	An excellent standard of competency is shown within clinical practice. using a wide range of nursing assessments and interventions. Critically applies evidence based practice.	An outstanding competency within clinical practice is shown; uses a wide range of relevant nursing assessments and interventions in a range of complex contexts. Critically applies evidence based practice.
Tick grade						
Leadership, management and team-working • Maintains, improves and evaluates nursing practice and healthcare standards including contributing to development of self and others. • Demonstrates leadership skills in prioritisation, delegation and supervision of care • Practises autonomously, confidently and competently in planned and unplanned situations, managing themselves and others effectively.	Acceptable leadership skills, co-ordinates care in collaboration with others. Supports clinical governance and standards of healthcare. Some evidence of reflection to identify personal development needs.	Satisfactory leadership skills; effective in managing care in collaboration with others in planned and unplanned situations. Promotes clinical governance and upholds standards of healthcare. Demonstrates satisfactory reflective skills.	Demonstrates good leadership skills in directing and managing care in all situations. Competent to take the lead in response to changing situations. Upholds standards of clinical standards.	Demonstrates very good leadership skills Effectively directs, manages and supervises care delivery. Promotes a high standard of clinical care to others.	Excellent leadership skills evident in a range of situations. Effectively directs, manages and supervises care. Maintains excellent standards of clinical practice. Able to advocate for others. Identifies novel ways of working.	Shows exceptional leadership qualities in a range of complex situations & is an excellent advocate. Highly effective care manager & takes responsibility to promote & maintain high standards of clinical care. Able to use skills to educate others. Shows creative or innovative ways of working & improving services.
Tick grade						

CARBONATE IN DUPLICATE Attach front white copy of all feedback sheets to this sheet and submit these in nominated assessment box for programmes. (Yellow copies to be retained in the student OAR, DO NOT TEAR OUT failure to retain copies could result in your referral in the programme), see module handbook for further details.

SUBMISSION OF SUMMATIVE GRADING OF PRACTICE: YEAR 3

NB Must have completed Final Submission of Practice Year 3 page prior to completing this summative grading of practice.

Student name…… Placement……

Name of Mentor……

Mentor to circle Pass or Fail and sign in the box below **IF FAIL, DO NOT PROCEED TO GRADING.**

PASS / FAIL	**Mentor's signature (Please sign and date)**

Mentor to assign a grade for each domain ***GRADES TO BE ADDED INTO ONLINE ASSESSMENT DOCUMENT****

NMC Domain	**Grade**	**Mentor's signature** (Please sign and date)
1. Professional Values		
2. Communication and interpersonal skills		
3. Nursing practice and decision making		
4. Leadership, management and team working		

Final Overall grade **(UWE to complete)**	

CARBONATE IN DUPLICATE: This page must be stapled to the final submission of Practice Year 3 documents and submit these in nominated assessment box. Yellow copies to be retained in the student OAR. DO NOT TEAR OUT. Failure to retain copies could result in your referral in the programme, see module handbook for further details.

University of the West of England
BRISTOL

Department of Nursing and Midwifery

Skills
for Entry to the Register

Nursing – Learning Disabilities

NOTES FOR GUIDANCE:

PLEASE USE THE COMPETENCY CRITERIA FRAMEWORK TO ASSESS EACH SKILL

Each skill should support a live account of care delivery that was observed / participated in by the student under the supervision of the mentor / supervisor and signed off by that person after the activity / activities have been assessed. Simulation and discussion can be used if observation and participation is not available e.g. BLS.

- The student ***may*** be assessed ***on more than one occasion*** within a placement, and ***in more than one placement***, with feedback given each time as to student capability. This will help give a clear indication as to how well the student is performing. A Pass or Fail should be assigned as a clear indicator of performance level.

- Most skills need to be completed in both year 2 and year 3. There are some 'once only' skills that can be achieved any time during years 2 and 3. **Any 'once only' skill attempted in Year 2, must be passed by the end of Year 2.** All skills need to be maintained and can be reassessed at any point.

- On each occasion a skill is assessed, a skill summary sheet will usually be completed and should have evidence base to support the skill.

- ***Failure to maintain a skill*** to the required standard may result in referral on a subsequent assessment (even if a pass had originally been achieved in a previous placement).

- The student ***cannot be referred in a skill if a pass has been achieved in a prior placement*** and ***there is no further exposure to the practise of the skill***. This will need to be clearly documented in the learning contract.

- There is an expectation that supporting evidence is utilised as part of the skills summary sheets.

- **Skills can only be assigned as fail or a pass. The Sign Off Mentor can only 'Sign Off' a student where there is evidence ALL skills are achieved as pass**.

SKILLS GUIDANCE: YEAR 1 SKILL SETS

In order to give the student an indication of how well they are performing a grading using the Pass/Fail criteria for assessment should be assigned to each skill/skill set once it is undertaken.

It is important that each skill or skill set completed represents a live account of care delivery that was observed / participated in by the student under the supervision of the mentor/supervisor and signed off by that person after the activity/activities have been assessed.

This is normally during, or at the end of the shift, when the activity was observed. This will require the student to ensure they make an agreement with the supervisor/mentor that this will be an observed activity for assessment and feedback and time is allocated to complete the activity effectively. Continuous assessment and feedback from staff to students regarding their continuing skills development is expected to be a part of the daily activity for all students in practice.

Who can assess a skill?

The mentor decides who can assess skills so another qualified professional may be able to do this and they report back to the mentor. The mentor should take overall responsibility.

NOTES FOR GUIDANCE

- The student may be assessed on more than one occasion within a placement, and in more than one placement, with feedback given each time as to capability to help give a clear indication as to how well they are doing and a grade assigned as a clear indicator of performance level.

- It is possible that the student may only be assessed in one placement for a skill as exposure is not available in other placements for the year. This needs to be clearly indicated in the learning contract to ensure the student is given the opportunity to practise the skill when it is appropriate and available.

- Failure to maintain a skill to the required standard when opportunities to practise are available may result in referral on a subsequent assessment even if a pass had originally been achieved in a previous placement.

- **The student cannot be referred in a skill if a pass has been achieved in a prior placement and there is <u>no</u> further exposure to the practise of the skill. This will need to be clearly documented in the learning contract.**

- Further evidence of your clinical skills should be recorded in the skills summary sheets. These provide the competency statements to support the achievement of your skills. These should be available to your mentor and kept in your portfolio.

SKILLS DECISION MAKING FRAMEWORK

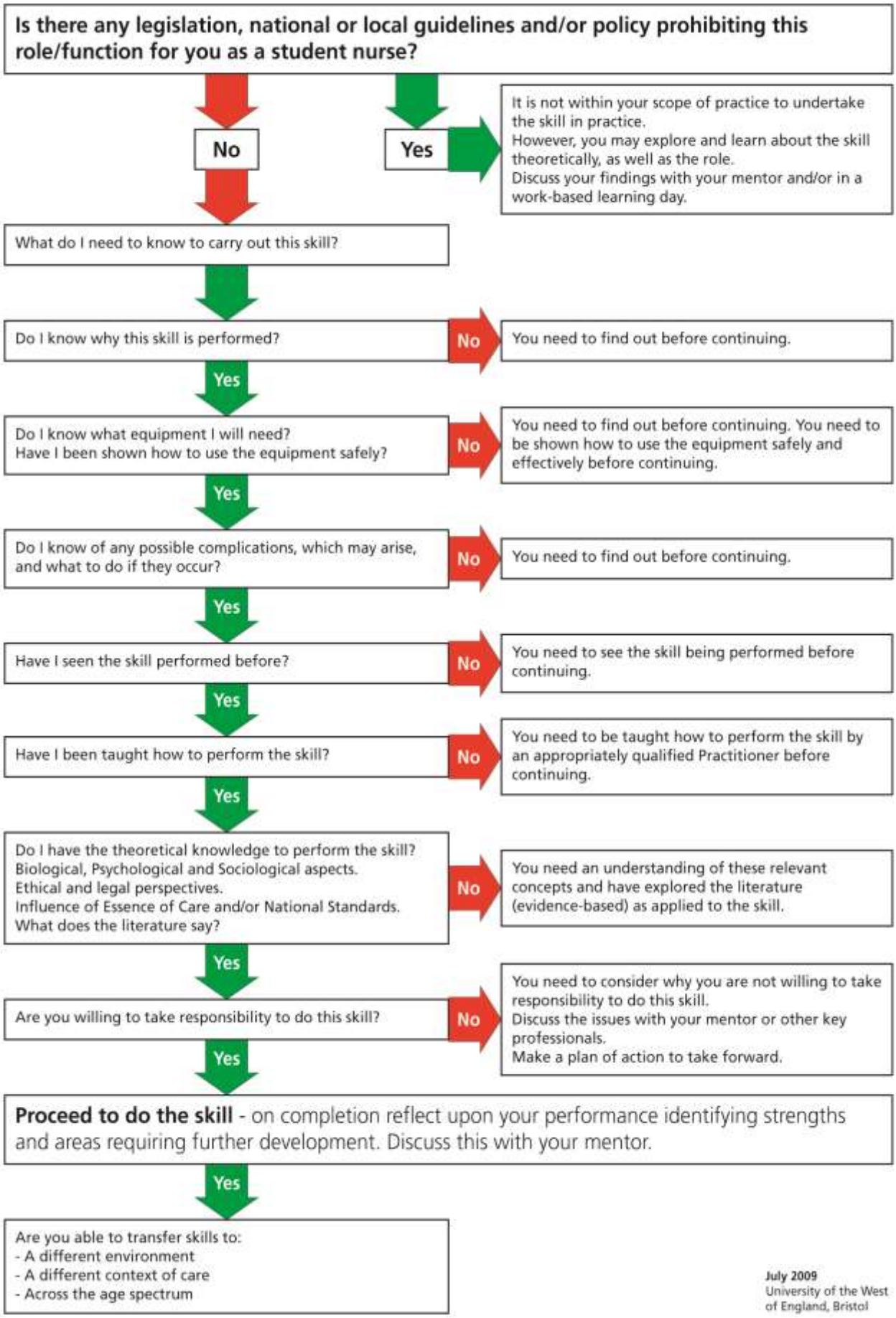
The purpose of this decision making framework is to provide the mentor and the student with a tool to assist when learning about a new skill. It utilises a step-by-step approach to the areas you need to consider when developing and building your skill repertoire.

The primary aim of this tool is to aid you in meeting the learning outcomes and competencies outlined in your Ongoing Achievement Record. It will hopefully help you, with support from your mentor and/or another qualified healthcare professional, in practice, in identifying the particular aspects of a skill that you need to consider prior to undertaking this for the first time in the practice setting. The framework can also act as a means by which you and your mentor can measure your progress in developing your knowledge and understanding around the implementation of a specific skill.

One of the key aspects of the pre-registration programme and a crucial attribute of a Registered Nurse is the ability to take responsibility for one's own learning. Firstly you need to be able to recognise your own strengths and weaknesses and secondly to develop an action plan to address developmental needs. Using this framework will assist you and your mentor in undertaking an appraisal of your abilities with regards to certain skills and then an appropriate action plan to enable you to gain the knowledge and understanding required prior to undertaking the skill for the first time to be developed.
In order to practise a skill confidently and competently it needs to be undertaken many times. You have a responsibility to ensure that you continue to develop your knowledge, understanding and delivery of this skill, exploring the implementation of this skill within differing environments, contexts of care as well as across the age spectrum.

At all times your mentor, or the appropriately qualified healthcare professional supervising you is accountable. However, this does not mean that you can never be held to account by the university or by the legal system for the consequences of your actions.

A Decision Making Framework Toward Skill Development



July 2009
University of the West of England, Bristol

EXAMPLE PAGE – SKILLS ASSESSMENT

EXAMPLE PAGE: SKILLS FOR FIRST PROGRESSION POINT				
ESSENTIAL SKILLS: **CARE, COMPASSION AND COMMUNICATION**	**YEAR 1** *Write in grade achieved and Initial in relevant box*			
	PLACEMENT 1		**PLACEMENT 2**	
	GRADE	INITIALS	GRADE	INITIALS
As partners in the care process, people can trust a Year 1 student nurse to provide collaborative care based on the highest standards, knowledge and competence.	Fail	PM	Pass	BM
This may include: Articulating the underpinning values of The code: Standards of conduct, performance and ethics for nurses and midwives (the code) (NMC 2015); Working within limitations of the role and recognises own level of competence; Promoting a professional image; Being able to engage with people and build caring professional relationships.				
People can trust the Year 1 student nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.	Fail	PM	Fail	BM
This may include: Taking a person-centred, personalised approach to care.				
People can trust the Year 1 student nurse to respect them as individuals and strive to help them the preserve their dignity at all times.	Pass	PM	Pass	BM
This may include: Demonstrating respect for diversity and individual preference, valuing differences, regardless of personal view; Engaging with people in a way that ensures dignity is maintained through making appropriate use of the environment, self and skills and adopting an appropriate attitude; Using ways to maximise communication where hearing, vision or speech is compromised.				

ESSENTIAL SKILLS: **1 - CARE, COMPASSION AND COMMUNICATION**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 2**	
	GRADE	INITIALS		GRADE	INITIALS
1.1 - As partners in the care process, people can trust a Year 1 student nurse to provide collaborative care based on the highest standards, knowledge and competence.					
This may include: Articulating the underpinning values of The code: Standards of conduct, performance and ethics for nurses and midwives (the code) (NMC 2015); Working within limitations of the role and recognises own level of competence; Promoting a professional image; Showing respect for others; Being able to engage with people and build caring professional relationships.					
1.2 - People can trust the Year 1 student nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.					
This may include: Taking a person-centred, personalised approach to care.					
1.3 - People can trust the Year 1 student nurse to respect them as individuals and strive to help them and preserve their dignity at all times.					
This may include: Demonstrating respect for diversity and individual preference, valuing differences, regardless of personal view; Engaging with people in a way that ensures dignity is maintained through making appropriate use of the environment, self and skills and adopting an appropriate attitude; Using ways to maximise communication where hearing, vision or speech is compromised.					
1.4 - People can trust a Year 1 student nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.					
This may include: Demonstrating an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability; Respecting people's rights; Adopting a principled approach to care underpinned by the code (NMC 2015).					
1.5 - People can trust the Year 1 student nurse to engage with them in a warm, sensitive and compassionate way.					
This may include: Being attentive and acting with kindness and sensitivity; Taking into account people's physical and emotional responses when engaging with them; Interacting with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch; Providing person centred care that addresses both physical and emotional needs and preferences; Evaluating ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.					

ESSENTIAL SKILLS: **1 - CARE, COMPASSION AND COMMUNICATION**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 1**	
	GRADE	INITIALS		GRADE	INITIALS
1.6 - People can trust the Year 1 student nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.					
This may include: Communicating effectively both orally and in writing, so that the meaning is always clear; Recording information accurately and clearly on the basis of observation and communication; Always seeking to confirm understanding; Responding in a way that confirms what a person is communicating; Effectively communicating people's stated needs and wishes to other professionals.					
1.7 - People can trust the Year 1 student nurse to protect and keep as confidential all information relating to them.					
This may include: Applying the principles of confidentiality; Protecting and treating information as confidential except where sharing information is required for the purposes of safeguarding and public protection; Applying the principles of data protection.					
1.8 - People can trust the Year 1 student nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.					
This may include: Seeking consent prior to sharing confidential information outside of the professional care team, subject to agreed safeguarding and protection procedures.					

ESSENTIAL SKILLS: **2 - ORGANISATIONAL ASPECTS OF CARE**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 2**	
	GRADE	INITIALS		GRADE	INITIALS
2.1 - People can trust the Year 1 student nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.					
This may include: Responding appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person.					
2.2 - People can trust the Year 1 student nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.					
This may include: Acting within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations; Sharing information with colleagues and seeking advice from appropriate sources where there is a concern or uncertainty; Using support systems to recognise, manage and deal with own emotions.					
2.3 - People can trust the Year 1 student nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.					
This may include: Responding appropriately to compliments and comments.					
2.4 - People can trust the Year 1 student nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.					
This may include: Working within the code (NMC 2015) and adheres to the Guidance on professional conduct for nursing and midwifery students. (NMC 2010)					
2.5 - People can trust the Year 1 student nurse to safely delegate to others and to respond appropriately when a task is delegated to them.					
This may include: Accepting delegated activities within limitations of own role, knowledge and skill.					

ESSENTIAL SKILLS: **2 - ORGANISATIONAL ASPECTS OF CARE**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 2**	
	GRADE	INITIALS		GRADE	INITIALS
2.6 - People can trust the Year 1 student nurse to work safely under pressure and maintain the safety of service users at all times.					
This may include: Recognising when situations are becoming unsafe and reporting appropriately; Understanding and applying the importance of rest for effective practice.					
2.7 - People can trust a Year 1 student nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.					
This may include: Under supervision, working within clinical governance frameworks; Reporting safety incidents regarding service users to senior colleagues. Under supervision assessing risk within current sphere of knowledge and competence; Following instructions and taking appropriate action, sharing information to minimise risk; Under supervision working within legal frameworks to protect self and others; Knowing and accepting own responsibilities and taking appropriate action.					
2.8 - People can trust the Year 1 student nurse to work to prevent and resolve conflict and maintain a safe environment.					
This may include: Recognising signs of aggression and responding appropriately to keep self and others safe; Assisting others or obtaining assistance when help is required.					
2.9 - People can trust the Year 1 student nurse to select and manage medical devices, relevant within the placement area, safely.					
This may include: Safely using and disposing of medical devices under supervision and in keeping with local and national policy and understanding reporting mechanisms relating to adverse incidents.					

ESSENTIAL SKILLS: **3 - INFECTION PREVENTION AND CONTROL**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 2**	
	GRADE	INITIALS		GRADE	INITIALS
3.1 - People can trust the Year 1 student nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.					
This may include: Following local and national guidelines and adhering to standard infection control precautions.					
3.2 - People can trust the Year 1 student nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.					
This may include: Demonstrating effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people.					
3.3 - People can trust a Year 1 student nurse to fully comply with hygiene, and dress codes in order to limit, prevent and control infection.					
This may include: Adhering to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercing and nails; Maintaining a high standard of personal hygiene; Wearing appropriate clothing for the care delivered in all environments.					

ESSENTIAL SKILLS: **4 - NUTRITION AND FLUID MANAGEMENT**	**YEAR 1** *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			**PLACEMENT 2**	
	GRADE	INITIALS		GRADE	INITIALS
4.1 - People can trust the Year 1 student nurse to assist them in creating an environment that is conducive to eating and drinking.					
This may include: Reporting to an appropriate person where there is a risk of meals being missed. Following food hygiene procedures in accordance with policy.					

ESSENTIAL SKILLS: 5 - MEDICINES MANAGEMENT[1]	YEAR 1 *Write in grade achieved and Initial in relevant box*				
	PLACEMENT 1			PLACEMENT 2	
	GRADE	INITIALS		GRADE	INITIALS
5.1 - People can trust the Year 1 student nurse to correctly and safely undertake medicines[2] calculations.					

This may include: Being competent in the process of medication-related calculation relevant to Learning Disabilities Nursing practice areas: for example: Tablets and capsules, Liquid medications, injections according to the service users' individual prescribed medication routine.

Students must have evidence of passing the UWE online numeracy test to pass this skill

Year 1 evidence of pass for UWE online test: Mentor Signature and date……

[1] Medicines management is "the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm" (MHRA 2004). As the administration of a medicinal product is only part of the process, these ESCs reflect the process from prescribing, through to dispensing, storage, administration and disposal.

[2] A Medicinal product is "Any substance or combination of substances presented for treating or preventing disease in human beings or in animals. Any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring, correcting or modifying physiological functions in human beings or animals is likewise considered a medicinal product" (Council Directive 65/65/EEC).: Reporting to an appropriate person where there is a risk of meals being missed. Following food hygiene procedures in accordance with policy.

ESSENTIAL SKILLS: **Minimum of achieving pass once across years two and three**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* *(Please note all skills in this section must be achieved by end of year 3; this may be through simulation. Any problems in achieving this MUST be reported to the module leader at the beginning of placement 6)*									
	Year 2						**Year 3**			
	Placement Three			**Placement Four**			**Placement Five**			**Placement Six**	
	Grade	Initials		Grade	Initials		Grade	Initials		Grade	Initials
1. Demonstrating the ability to undertake airway management when appropriate as appropriate to the clinical area (e.g. management of choking risk) **(required once). This can be achieved through simulation/discussion in the clinical area and/or under the supervision of a qualified practitioner.**											
2. Demonstrating the ability to take part in basic life support activities. **(This can be achieved through simulation/discussion in the clinical area and/or under the supervision of a qualified practitioner).** Supervisor has seen UWE Basic Life Support certificate.											
3. Demonstrating the ability to respond appropriately to a clinical or other emergency and working with the care team effectively (e.g. epilepsy).											
4. Safely using and maintaining a range of medical devices appropriate to area of work (e.g. postural management equipment)**.**											
5. Recognising, responding and reporting when service users have difficulties eating and/or swallowing.											
6. Safely maintaining and caring for the service user who has an enteral feeding device **(can be a simulated skill)**.											
7. Assessing, recording and interpreting information regarding the neurological status of service users and reporting appropriately.											
8. Ordering, receiving, storing and disposing of **controlled and non-controlled drugs** safely in accordance with legislation.											

ESSENTIAL SKILLS: **Minimum of achieving pass once across years two and three**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* *(Please note all skills in this section must be achieved by end of year 3; this may be through simulation. Any problems in achieving this MUST be reported to the module leader at the beginning of placement 6)*									
	Year 2						**Year 3**			
	Placement Three			**Placement Four**			**Placement Five**			**Placement Six**	
	Grade	Initials		Grade	Initials		Grade	Initials		Grade	Initials
9. Being able to understand and interpret centile charts as a measure of a child's growth and development **(Could be achieved by simulation)**.											
10. Developing a comprehensive, personalised plan for management of end of life care demonstrating an awareness of initiatives and tools that underpin best practice in end of life care **(can be through simulation/discussion)**.											
11. Safely apply the principles of asepsis when performing aseptic technique appropriate to the setting.											

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **Care, Compassion and Communication**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* *(All skills MUST be achieved in year 2. Should there be a problem achieving a skill the module leader must be contacted at the beginning of placement 4)*				
	Year 2				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
12. As partners in the care process, people can trust a Year 2 student nurse to provide collaborative care based on the highest standards, knowledge and competence.					
This may include: Forming appropriate and constructive professional relationships with families and other carers; Using professional support structures (e.g. supervision, team meetings) to learn from experience and making appropriate adjustments.					
13. People can trust the Year 2 student nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.					
This may include: Actively empowering people to meet their own needs and to make choices; Determining people's preferences to maximise comfort & dignity; Actively supporting people in their own care and self-care; Considering, with the person and their carers, their capability for self-care; Providing personalised care, or making provisions for those who are unable to maintain their own activities of living, maintaining dignity at all times; Assisting people with their care.					
14. People can trust the Year 2 student nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.					
This may include: Using strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication.					
15. People can trust the Year 2 student nurse to protect and keep as confidential all information relating to them.					
This may include: Data protection, distinguishing between information that is relevant care planning and information that is not.					

ESSENTIAL SKILLS: **These skills need to be completed in once year 2** **Care, Compassion and Communication**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
16. People can trust the Year 2 student nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.					
This may include: Applying principles of consent in relation to restrictions relating to specific client groups and seeks consent for care; Ensuring that the meaning of consent to treatment and care is understood by the people or service users.					

ESSENTIAL SKILLS: **These skills need to be completed in once year 2** **Organisational Aspects of Care**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
17. People can trust the Year 2 student nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.					
This may include: Accurately undertaking and recording a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices; Understanding the concept of public health and the benefits of healthy lifestyles and the potential risks involved with various lifestyles or behaviours, for example, substance misuse, smoking, obesity; Recognising indicators of unhealthy lifestyles; Contributing to care based on an understanding of how the different stages of an illness or disability can impact on people and carers; Measuring and documenting vital signs under supervision and responding appropriately to findings outside the normal range; Collecting and interpreting routine data, under supervision, related to the assessment and planning of care from a variety of sources; Undertaking the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares and responds to clear indicators and signs; With the person and under supervision, planning safe and effective care by recording and sharing information based on the assessment; Where relevant, applies knowledge of age and condition-related anatomy, physiology and development when interacting with people.					
18. People can trust the Year 2 student nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.					
This may include: Acting collaboratively with people and their carers enabling and empowering them to take a shared and active role in the delivery and evaluation of nursing interventions; Working within the limitations of own knowledge and skills to question and provide safe and holistic care; Preparing people for clinical interventions as per local policy; Actively seeking to extend knowledge and skills using a variety of methods in order to enhance care delivery; Detecting, recording, reporting and responding appropriately to signs of deterioration or improvement.					
19. People can trust the Year 2 student nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.					
This may include: Documenting concerns and information about people who are in vulnerable situations.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **Organisational Aspects of Care**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
20. People can trust the Year 2 student nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.					
This may include: Gaining feedback from service users and carers, responding appropriately when people want to complain, providing assistance and support; Using supervision and other forms of reflective learning to make effective use of feedback; Taking feedback from colleagues, managers and other departments seriously, gaining feedback from service users and carers, and shares the messages and learning with other members of the team.					
21. People can trust the Year 2 student nurse to promote continuity when their care is to be transferred to another service or person.					
This may include: Assisting in preparing people and carers for transfer and transition through effective dialogue and accurate information; Reporting issues and people's concerns regarding transfer and transition; Assisting in the preparation of records and reports to facilitate safe and effective transfer					
22. People can trust the Year 2 student nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.					
This may include: Supporting and assisting others appropriately; Valuing others' roles and responsibilities within the team and interacting appropriately; Reflecting on own practice and discussing issues with other members of the team to enhance learning; Communicating with colleagues verbally, face-to-face and by telephone, and in writing and electronically in a way that the meaning is clear, and checking that the communication has been fully understood.					
23. People can trust the Year 2 student nurse to work safely under pressure and maintain the safety of service users at all times.					
This may include: Contributing as a team member; Demonstrating professional commitment by working flexibly to meet service needs to enable quality care to be delivered; Using supervision as a means of developing strategies for managing own stress and for working safely and effectively.					
24. People can trust the Year 2 student nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.					
This may include: Contributing to promote safety and positive risk taking; Under supervision working safely within the community setting taking account of local policies, for example, lone worker policy.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **INFECTION, PREVENTION AND CONTROL**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
25. People can trust the Year 2 student nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.					
This may include: Participating in assessing and planning care appropriate to the risk of infection thus promoting the safety of service users; Participating in completing care documentation and evaluation of interventions to prevent and control infection; Being aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral; Recognising the potential signs of infection and reporting to relevant senior member of staff; Discussing the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population					
26. People can trust the Year 2 student nurse to maintain effective standard infection control precautions and apply and adapt these to the needs and limitations in all environments.					
This may include: Applying knowledge of transmission routes in describing, recognising and reporting situations where there is a need for standard infection control precautions; Safely using and disposing of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions; Adhering to requirements for cleaning, disinfecting, decontaminating of 'shared' nursing equipment, including single or multi-use equipment, before and after every use as appropriate, according to recognised risk, in accordance with manufacturers' and organisational policies.					
27. People can trust the Year 2 student nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.					
This may include: Adhering to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting; Ensuring dignity is preserved when collecting and disposing of bodily fluids and soiled linen. Acting to address potential risks within a timely manner including in the home setting.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **NUTRITION AND FLUID MANAGEMENT**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
28. People can trust the Year 2 student nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.					
This may include: Under supervision helping people to choose healthy food and fluid in keeping with their personal preferences and cultural needs; Accurately monitoring dietary and fluid intake and completing relevant documentation as appropriate; Supporting people who need to adhere to specific dietary and fluid regimens and informs them of the reasons; Maintaining independence and dignity wherever possible and provides assistance as required; Identifying people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided.					
29. People can trust the Year 2 student nurse to assess and monitor their nutritional status in partnership formulate an effective plan of care.					
This may include: Taking and recording accurate measurements; Assessing baseline nutritional and fluid requirements for healthy people related to factors such as age and mobility; Contributing to formulating a care plan through assessment of dietary preferences, including local availability of foods and cooking facilities; Reporting to other members of the team when agreed plan is not achieved.					
30. People can trust the Year 2 student nurse to assess and monitor their fluid status in partnership with them and formulate an effective plan of care.					
This may include: Applying knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided; Accurately monitoring and recording fluid intake and output; Recognising and reporting reasons for poor fluid intake and output;					
31. People can trust the Year 2 student nurse to assist them in creating an environment that is conducive to eating and drinking.					
This may include: Following local procedures in relation to mealtimes, for example, protected mealtimes, indicators of people who need additional support; Ensuring that people are ready for the meal; that is, in an appropriate location, position, offered opportunity to wash hands, offered appropriate assistance.					
32. People can trust the Year 2 student nurse to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.					
This may include: Recognising, responding appropriately and reporting when people have difficulty eating or swallowing; Adhering to an agreed plan of care that provides for individual difference, for example, cultural considerations, psychosocial aspects and provides adequate nutrition and hydration when eating or swallowing is difficult.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **MEDICINES MANAGEMENT**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
33. People can trust the Year 2 student nurse to work within legal and ethical frameworks that underpin safe and effective medicines management.					
This may include: Demonstrating understanding of legal and ethical frameworks relating to safe administration of medicines in practice; Demonstrating an understanding of types of prescribing, types of prescribers and methods of supply; Demonstrates understanding of legal and ethical frameworks for prescribing.					
34. People can trust the Year 2 student nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.					
This may include: Demonstrating awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice; Discussing referral options.					
35. People can trust the student undergraduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.					
This may include: Using knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur.					
36. People can trust the Year 2 student nurse to administer medicines safely and in a timely manner, including controlled drugs.					
This may include: Using prescription charts correctly and maintaining accurate records; Utilising and safely disposing of equipment needed to draw up and administer medication, for example, needles, syringes, gloves; Administering and, where necessary, preparing medication safely under direct supervision, including orally and by injection as relevant to the placement.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 2** **MEDICINES MANAGEMENT**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 2**				
	Placement Three			**Placement Four**	
	Grade	Initials		Grade	Initials
37. People can trust a Year 2 student nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home.					
This may include: Demonstrating awareness of roles and responsibilities within the multi-disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings.					
38. People can trust a Year 2 student nurse to work in partnership with people receiving medical treatments and their carers.					
This may include: Under supervision involving people and carers in administration and self-administration of medicines					
39. People can trust the Year 2 student nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.					
This may include: Accessing commonly used evidence based sources relating to the safe and effective management of medicine.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **CARE, COMPASSION AND COMMUNICATION**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* *(All skills MUST be achieved in year 3. Should there be a problem achieving a skill the module leader must be contacted at the beginning of placement 6)*				
	Year 3				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
PLEASE NOTE YEAR 3, SKILLS 1-11 ARE ON SKILLS TO BE DEMONSTRATED ONCE IN YEAR 2/3 AT START OF YEAR 2/3 SKILLS PAGES. PLEASE ENSURE THESE ARE ALL COMPLETED BY THE END OF YEAR 3.					
12. As partners in the care process, people can trust a Year 3 student nurse to provide collaborative care based on the highest standards, knowledge and competence.					
This may include: Demonstrating clinical confidence through sound knowledge, skills and understanding relevant to field. Being self-aware and self-confident, knows own limitations and is able to take appropriate action; Acting as a role model in promoting a professional image; Acting as a role model in developing trusting relationships, within professional boundaries; Recognising and acting to overcome barriers in developing effective relationships with service users and carers; Initiating, maintaining and closing professional relationships with service users and carers; Using professional support structures to develop self-awareness, challenging own prejudices and enabling professional relationships, so that care is delivered without compromise.					
13. People can trust the Year 3 student nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.					
This may include: Being sensitive and empowering people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care; Ensuring access to independent advocacy; Recognising situations and acting appropriately when a person's choice may compromise their safety or the safety of others; Using strategies to manage situations where a person's wishes conflict with nursing interventions necessary for the person's safety; Acting with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves; Working autonomously, confidently and in partnership with people, their families and carers to ensure that needs are met through care planning and delivery, including strategies for self-care and peer support; Actively helping people to identify and use their strengths to achieve their goals and aspirations.					
14. People can trust the Year 3 student nurse to respect them as individuals and strive to help them preserve their dignity at all times.					
This may include: Acting professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise care; Being proactive in promoting and maintaining dignity; Acting autonomously to challenge situations or others when someone's dignity may be compromised; Using appropriate strategies to empower and support their choice.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **CARE, COMPASSION AND COMMUNICATION**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
15. People can trust the Year 3 student nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.					
This may include: Upholding people's legal rights and speaking out when these are at risk of being compromised; Accepting and accommodating differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and carers; Acting autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation; Managing and diffusing challenging situations effectively.					
16. People can trust the Year 3 student nurse to engage with them in a warm, sensitive and compassionate way.					
This may include: Anticipating how people might feel in a given situation and responding with kindness and empathy to provide physical and emotional comfort; Making appropriate use of touch; Listening to, watching for, and responding to verbal and non-verbal cues; Engaging with people in the planning and provision of care that recognises personalised needs and provides practical and emotional support; Having insight into own values and how these may impact on interactions with others; Recognising circumstances that trigger personal negative responses and taking action to prevent this compromising care; Recognising and acting autonomously to respond to own emotional discomfort or distress in self and others; Through reflection and evaluation demonstrating commitment to personal and professional development and life-long learning;					
17. People can trust the Year 3 student nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.					
This may include: Consistently showing ability to communicate safely and effectively with people providing guidance for others; Communicating effectively and sensitively in different settings, using a range of methods and skills; Providing accurate and comprehensive written and verbal reports based on best available evidence; Acting autonomously to reduce and challenge barriers to effective communication and understanding; Being proactive and creative in enhancing communication and understanding; Using the skills of active listening, questioning, paraphrasing and reflection to support a therapeutic intervention.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **CARE, COMPASSION AND COMMUNICATION**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
18. People can trust the Year 3 student nurse to protect and keep as confidential all information relating to them.					
This may include: Acting professionally and autonomously in situations where there may be limits to confidentiality, for example, public interest and protection from harm; Recognising the significance of information and acting in relation to who does or does not need to know; Acting appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries); Working within the legal frameworks for data protection including access to and storage of records.; Acting within the law when confidential information has to be shared with others.					
19. People can trust the Year 3 student nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.					
This may include: Using helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent; Working within legal frameworks when seeking consent; Assessing and responding to the needs and wishes of carers and relatives in relation to information and consent; Demonstrating respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people's safety.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **ORGANISATIONAL ASPECTS OF CARE**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
20. People can trust the Year 3 student nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.					
This may include: In partnership with the person, their carers and their families, making a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care; Acting autonomously and taking responsibility for collaborative assessment and planning of care delivery with the person, their cares and their family; Applying research based evidence to practice; Working within the context of a multi-professional team and working collaboratively with other agencies when needed to enhance the care of people, communities and populations; Promoting health and well-being, self-care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying; Using a range of techniques to discuss treatment options with people; Discussing sensitive issues in relation to public health and providing appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity; Referring to specialists when required; Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide; Measuring, documenting and interpreting vital signs and acting autonomously and appropriately on findings; Working within a public health framework to assess needs and plan care for individuals, communities and populations.					
21. People can trust the Year 3 student nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.					
This may include: Providing safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages; Prioritising the needs of groups of people and individuals in order to provide care effectively and efficiently; Detecting, recording and reporting if necessary, deterioration or improvement and taking appropriate action autonomously; Evaluating the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes; Involving the person in review and adjustments to their care, communicating changes to colleagues.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **ORGANISATIONAL ASPECTS OF CARE**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
22. People can trust the Year 3 student nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.					
This may include: Recognising and responding when people are in vulnerable situations and at risk, or in need of support and protection; Sharing information safely with colleagues and across agency boundaries for the protection of individuals and the public; Making effective referrals to safeguard and protect children and adults requiring support and protection; Working collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations; Supporting people in asserting their human rights; Challenging practices which do not safeguard those in need of support and protection.					
23. People can trust the Year 3 student nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.					
This may include: Developing and implementing methods to gather service user and carer feedback on student care provision; Sharing complaints, compliments and comments with the team in order to improve care; Actively responding to feedback; Supporting people who wish to complain; developing and implementing methods to gather service user and carer feedback on student care provision; As an individual team member and team leader, actively seeking and learning from feedback to enhance care and own and others professional development; Working within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns.					
24. People can trust the Year 3 student nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.					
This may include: Actively consulting and exploring solutions and ideas with others to enhance care; Challenging the practice of self and others across the multi-professional team; Taking effective role within the team adopting the leadership role when appropriate; Acting as an effective role model in decision making, taking action and supporting others; Working inter-professionally and autonomously as a means of achieving optimum outcomes for people; Safeguarding the safety of self and others, and adhering to lone working policies when working in the community setting and in people's homes.					
25. People can trust the Year 3 student nurse to safely delegate to others and to respond appropriately when a task is delegated to them.					
This may include: Working within the requirements of the code (NMC 2015) in delegating care and when care is delegated to them; Taking responsibility and accountability for delegating care to others; Preparing, supporting and supervising those to whom care has been delegated; Recognising and addressing deficits in knowledge and skill in self and others and taking appropriate action.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **ORGANISATIONAL ASPECTS OF CARE**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
26. People can trust the Year 3 student nurse to safely lead, co-ordinate and manage care.					
This may include: Inspiring confidence and providing clear direction to others; Taking decisions and being able to answer for these decisions when required; Basing decisions on evidence and using experience to guide decision-making; Acting as a positive role model for others; Managing time effectively; Negotiating with others in relation to balancing competing and conflicting priorities.					
27. People can trust the Year 3 student nurse to work safely under pressure and maintain the safety of service users at all times.					
This may include: Demonstrating effective time management; Prioritising own workload and manages competing and conflicting priorities; Appropriately reporting concerns regarding staffing and skill-mix and acting to resolve issues that may impact on the safety of service users within local policy frameworks; Recognising stress in others and providing appropriate support or guidance ensuring safety to people at all times; Enabling others to identify and manage their stress; Working within local policies when working in the community setting including in people's homes and ensures the safety of others.					
28. People can trust the Year 3 student nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.					
This may include: Reflecting on and learning from safety incidents as an autonomous individual and as a team member and contributing to team learning; Participating in clinical audit to improve the safety of service users; Assessing and implementing measures to manage, reduce or remove risk that could be detrimental to people, self and others; Assessing, evaluating and interpreting risk indicators and balancing risks against benefits, taking account of the level of risk people are prepared to take; Working within legal and ethical frameworks to promote safety and positive risk taking; Working within policies to protect self and others in all care settings including in the home care setting; Taking steps not to cross professional boundaries and put self or colleagues at risk.					
29. People can trust the Year 3 student nurse to work to prevent and resolve conflict and maintain a safe environment.					
This may include: Selecting and applying appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **INFECTION, PREVENTION AND CONTROL**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
30. People can trust the Year 3 student nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.					
This may include: Working within the code (NMC 2015) and in collaboration with people and their carers to meet responsibilities for prevention and control of infection; In partnership with people and their carers, planning, delivering and documenting care that demonstrates effective risk assessment, infection prevention and control; Identifying, recognising and referring to the appropriate clinical expert; Explaining risks to people, relatives, carers and colleagues and educating them in prevention and control of infection; Recognising infection risk and reporting and acting in situations where there is need for health promotion and protection and public health strategies.					
31. People can trust the Year 3 student nurse to maintain effective standard infection control precautions and apply and adapt these to the needs and limitations in all environments.					
This may include: Initiating and maintaining appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff; Applying legislation that relates to the management of specific infection risk at a local and national level; Adhering to infection prevention and control policies and procedures at all times and ensuring that colleagues work according to good practice guidelines; Challenging the practice of other care workers who put themselves and others at risk of infection; Managing overall environment to minimise risk.					
32. People can trust a Year 3 student nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.					
This may include: Recognising and acting upon the need to refer to specialist advisers as appropriate; Assessing the needs of the infectious person, or people and applying appropriate isolation techniques; Ensuring that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures; Identifying suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances (this may be a scenario discussion).					
33. People can trust a Year 3 student nurse to fully comply with hygiene, uniform and/or dress codes in order to limit, prevent and control infection.					
This may include: Acting as a role model to others and/or ensuring colleagues work within local policy.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **INFECTION, PREVENTION AND CONTROL**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
34. People can trust the Year 3 student nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.					
This may include: Managing hazardous waste and spillages in accordance with local health and safety policies; Instructing others to do the same.					
35. People can trust the Year 3 student nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.					
This may include: Using knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health; Supporting people to make appropriate choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatment requirements and special diets needed for health reasons; Referring to specialist members of the multi-disciplinary team for additional or specialist advice; Discussing in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately; Liaising with a registered midwife and providing essential advice and support to pregnant women and mothers who are breast feeding if appropriate to placement; Providing support and advice to carers when the person they are caring for has specific dietary needs.					
36. People can trust the Year 3 student nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.					
This may include: Making a comprehensive assessment of people's needs in relation to nutrition and fluid intake identifying, documenting and communicating level of risk; Seeking specialist advice as required in order to formulate an appropriate care plan; Providing information to people and their carers; Monitoring and recording progress against the plan; Discussing progress and changes in condition with the person, carers and the multi-disciplinary team; Acting autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, and report this as an adverse event. Assess, monitor, record and evaluated the nutritional status of people who are feed via tube.					
37. People can trust the Year 3 student nurse to assess and monitor their fluid status and in partnership, formulate an effective plan of care.					
This may include: Using negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids; Identifying signs of dehydration and acting to correct these; Working collaboratively with the person their carers and the multi-disciplinary team to ensure an adequate fluid intake and output.					
38. People can trust the Year 3 student nurse to assist them in creating an environment that is conducive to eating and drinking.					
This may include: Challenging others who do not follow procedures; Ensuring appropriate assistance and support is available to enable people to eat; Ensuring provision is made for replacement meals for anyone who is unable to eat ay the usual time, or unable to prepare their own meals; Ensuring that appropriate food and fluids are available as required. Assessing as part of the MDT problems associated with meals and drinks and developing and implementing behavioural support plans as appropriate. Undertaking, or providing staff development opportunities in relation to eating and drinking.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **NUTRITION AND FLUID MANAGEMENT**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box*				
	Year 3				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
39. People can trust the Year 3 student nurse to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.					
This may include: Taking action to ensure that, where there are problems with eating and swallowing, nutritional and fluid balance status is not compromised; Administering enteral feeds safely and maintaining equipment in accordance with local policy; Safely, maintaining and using naso-gastric, PEG and other feeding/fluid balance devices; Working within legal and ethical frameworks taking account of personal choice (if observation of tube feeding passed in year 2, this may be through Q&A, portfolio evidence, or simulation).					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **MEDICINES MANAGEMENT[1]**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
40. People can trust the Year 3 student to correctly and safely undertake medicines[2] calculations.					
This may include: Being competent in the process of medication-related calculation relevant to Learning Disabilities Nursing practice areas: for example: Tablets and capsules, Liquid medications, injections according to the service users' individual prescribed medication routine. **Students must have evidence of passing the UWE online numeracy test to pass this skill** **Year 3 evidence of pass for UWE online test: Mentor Signature and date……..** [1] Medicines management is "the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm" (MHRA 2004). As the administration of a medicinal product is only part of the process, these ESCs reflect the process from prescribing, through to dispensing, storage, administration and disposal. [2] A Medicinal product is "Any substance or combination of substances presented for treating or preventing disease in human beings or in animals. Any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring, correcting or modifying physiological functions in human beings or animals is likewise considered a medicinal product" (Council Directive 65/65/EEC).					
41. People can trust the Year 3 student nurse to work within legal and ethical frameworks that underpin safe and effective medicines management					
This may include: Fully understanding all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions (PGDs), clinical management plans and other forms of prescribing; Fully understanding the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing.					
42. People can trust the Year 3 student nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.					
This may include: Working confidently as part of the team and, where relevant, as leader of the team to develop treatment options and choices with the person receiving care and their carers; Questioning, critically appraising, taking into account ethical considerations and the preferences of the person receiving care and using evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **MEDICINES MANAGEMENT[1]**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
43. People can trust the Year 3 student nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.					
This may include: Applying knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action; Understanding common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions; Safely managing drug administration and monitoring effects; Reporting adverse incidents and near misses; understanding the procedures in safely managing anaphylaxis.					
44. People can trust the Year 3 student nurse to administer medicines safely and in a timely manner, including controlled drugs.					
This may include: Safely and effectively administering and, where necessary, preparing medicines via routes and methods commonly used and maintaining accurate records; Supervising and teaching others to do the same; Understanding the legal requirements.					
45. People can trust a Year 3 student nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home.					
This may include: Keeping accurate records of medication administered and omitted, in a variety of care settings, and ensuring others do the same.					
46. People can trust a Year 3 student nurse to work in partnership with people receiving medical treatments and their carers.					
This may include: Working with people and carers to provide clear and accurate information; Giving clear instruction and explanation and checking that the person understands the use of medicines and treatment options; Assessing the person's ability to safely self-administer their medicines; Assisting people to make safe and informed choices about their medicines.					
47. People can trust the Year 3 student nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.					
This may include: Working within national and local policies and ensuring others do the same.					

ESSENTIAL SKILLS: **These skills need to be completed once in year 3** **MEDICINES MANAGEMENT[1]**	**GRADE = PASS or FAIL; NA = No opportunity** *Write in grade and initial in relevant box* **Year 3**				
	Placement Five			**Placement Six**	
	Grade	Initials		Grade	Initials
48. People can trust the Year 3 student nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines					
This may include: Working within national and local policies and ensuring others do the same					
49. People can trust the Year 3 student nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction					
This may include: **Through simulation and course work** demonstrating knowledge and application of the principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability; **Through simulation and course work** demonstrating how to supply and administer via a patient group direction					