University of the
West of England
UWE
BRISTOL

Department of Nursing and Midwifery

Ongoing Achievement Record
Assessment of Practice

Nursing – Mental Health

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: ....…………

Contents page

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 formatively graded on their practice using the specific grading criteria for Year 2.

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

Year 1: Pass or Fail with no grading	Year 2: Final placement -Pass with formative grading or Fail with no grading	Year 3: Final placement - Pass with summative grading or Fail with no grading	Registration
Fail = No grade & Award Board	Fail = No grade & Award Board	Fail = No grade & Award Board	
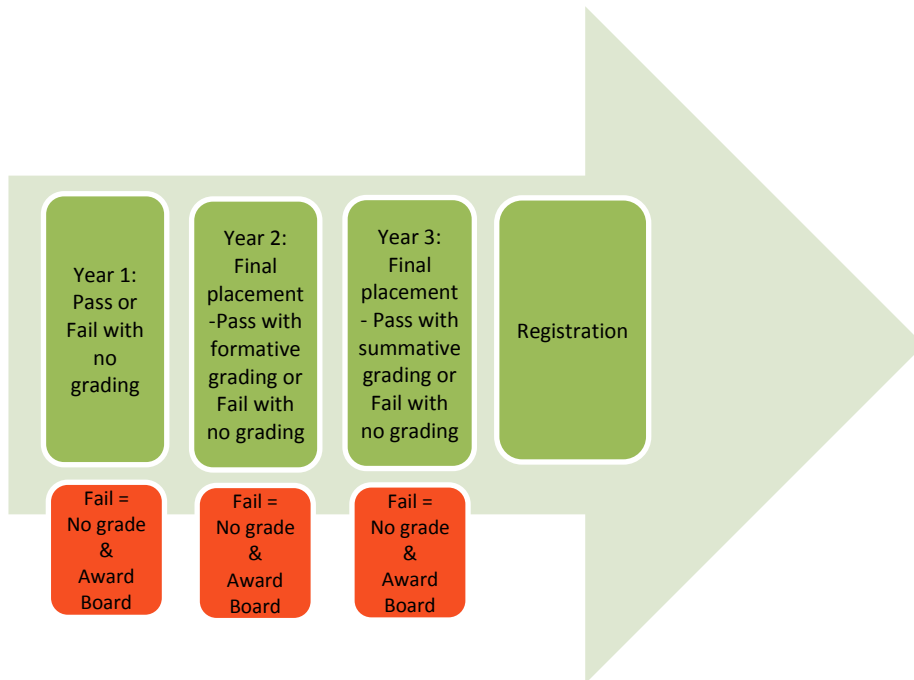
Gathering Evidence

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 <u>an action plan developed.</u> 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:

NURSING STUDENTS RAISING & ESCALATING CONCERNS IN PRACTICE

Adapted from:
NMC (2010) Guidance Raising and Escalating Concerns

I have a concern about the safety or well-being of people in my care or in the environment in which I work

If there is an immediate risk of harm, report concerns without delay to the appropriate person of authority in clinical practice and at UWE

STAGE 1
Raise your concern with the lead in clinical practice and the Practice Support Line (0117 32 81152)

If unable to do so for whatever reason or you wish to discuss your concern

STAGE 2
Raise your concern with Programme Leader/Academic Personal Tutor

Concern not addressed adequately and/or immediate risk to others

STAGE 3
Escalate concern(s) to Head of Department, Academic Director of Associate HoD

- Take immediate action
- Protect client confidentiality
- Refer to employers whistle blowing policy
- Keep an accurate record of concerns and actions

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																		

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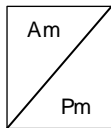
Student Orientation to Placement: Year 1 – (Student to Complete)

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

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 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 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 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. 3. Identify and compare the features that help and encourage their involvement in care. 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.	*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.* *Search the literature for relevant IP articles specifically related to learning disability care and identify an evidence base to support this particular inquiry.* *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.*	*Within first 3 weeks of placement.* *By mid point review.* *By end of placement.*	*Reflective notes within portfolio.* *Range of articles collected and included within portfolio.* *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:

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

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED AT THE END OF PLACEMENT 1)

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	
1		21		
2		22		**Academic Personal Tutor Name:**
3		23		**Academic Personal Tutor signature:**
4		24		**Date:**
5		25		
6		26		
7		27		**Student's Name:**
8		28		**Student signature**
9		29		**Date:**
10		30		
11		31		
12		32		**Numeracy Test (please circle):**
13		33		**Achieved / Not Achieved**
14		34		
15		35		
16		36		
17		37		
18		38		
19		39		
20				

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, see module handbook for further details.

MID POINT (END OF PLACEMENT 1) ACADEMIC PERSONAL TUTOR REVIEW

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 to be sent to module leader, 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 41.

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	*P A NOTHER*	Student Number	*123456*
Title of Programme, Site and Field *BSc (Hon) Nursing (Mental Health), 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)	Identify skills assigned Fail, list skill number(s)	
1	Pass	10	Fail		**I can confirm that all of the NMC Criteria and skills have been assessed for year 1**
2	Pass	11	Pass		**Mentor Name:** K *A NOTHER*
3	Pass	12	Pass		**Signature:** *K A NOTHER* **Date:** 00/00/00
4	Fail	13	Pass		
5	Fail	14	Pass		**I can confirm that I have seen evidence of a pass in the on line numeracy test**
6	Pass	15	Pass		
7	Pass	16	Fail		**Numeracy Score:**
8	Pass	17	Pass		**Mentor Name:** K *A NOTHER*
9	Fail	18	Pass		**Signature:** *K A NOTHER* **Date:** 00/00/00

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme</u>, see module handbook for further details.

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				**I can confirm that all of the NMC criteria and skills have been assessed for year 1**	
2		11				**Mentor Name:**	
3		12				**Signature:** Date:	
4		13					
5		14				**I can confirm that I have seen evidence of a pass in the numeracy test**	
6		15				**Numeracy Score:**	
7		16				**Mentor Name:**	
8		17				**Signature:** Date:	
9		18					

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme</u>, 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 COMPETENCIES ONGOING ACHIEVEMENT RECORD
BSc (HONS) NURSING (MENTAL HEALTH) 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 professional and legal frameworks. Understands local safeguarding policy in protecting vulnerable adults and children. Understands the principles of confidentiality and data protection, sharing information appropriately. Works with professional boundaries and recognises own limitations in knowledge, skills and competence. Practices honestly and with integrity adhering to the principles of the NMC Code of Conduct.
COMMUNICATION AND INTERPERSONAL SKILLS	Demonstrates safe and meaningful communication skills both orally and in documentation. Communicates effectively and appropriately to meet the needs of individuals. Demonstrates an ability to listen, seek clarity and carry out tasks safely. Documentation is accurate.
NURSING PRACTICE AND DECISION MAKING	Demonstrates safe, basic person-centred care. Acts in a manner that is caring, sensitive, compassionate and non-discriminatory, valuing diversity. Practices with respect and maintains patient dignity at all times. Seeks support when individual needs are not being met and is able to recognise deterioration in an individual's physical or psychological condition and seek support accordingly. Works within laws governing health and safety at work.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Acts in a way that values the roles of others in the team and interacts appropriately.

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	Does not demonstrate an understanding of professional and legal frameworks. Unable to identify the local policies in relation to safeguarding vulnerable adults and children. Has inadequate depth of understanding and poor application of professional values relating to practice. Unable to recognise own limitations and seek support.	Under supervision has demonstrated safe practice with a good level of knowledge and understanding of professional values, to meet practice needs. Recognises own limitations and seeks support appropriately.
COMMUNICATION AND INTERPERSONAL SKILLS	Does not manage interpersonal boundaries effectively or demonstrate appropriate levels of empathy towards individuals and carers. Is unable to meaningfully communicate with individuals, carers and professionals. Documentation is inaccurate, absent or unclear.	Demonstrates consistently an appropriate level of empathy towards individuals and carers. Is able to meaningfully communicate with individuals/ carers and professionals. Documentation is accurate.
NURSING PRACTICE AND DECISION MAKING	Nursing Practice assessed has not reached a level of competence and/or is unsafe. Under supervision is unable to follow instructions, initiate safe person-centred care and participate in the nursing process. Unable to recognise deterioration in a persons' physical or psychological wellbeing.	Demonstrates safe person-centred care and is able to participate in the nursing process. Under supervision follows instructions and recognises deterioration in persons' physical or psychological wellbeing in predictable situations.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Unable to recognise the different roles with the team and interacts inappropriately with its members	Recognises and values the different roles within the team. Interacts appropriately with members of 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**	**KN**	**Pass**	**KN**
*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. **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 carers.								
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 carers; 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.

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

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

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 AND SKILLS 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 (YEAR ONE)   **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		**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)		I can confirm that all of the NMC criteria and skills have been assessed for year 1
1		10					**Mentor Name:**
2		11					**Signature:** **Date:**
3		12					
4		13					
5		14					**I can confirm that I have seen evidence of a pass in the UWE Numeracy Test**
6		15					**Numeracy Score:**
7		16					**Mentor Name:**
8		17					**Signature:** **Date:**
9		18					

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme</u>, see module handbook for further details.

Department of Nursing and Midwifery

Skills
for Entry to the Register

Nursing – Mental Health

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 must 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 pass or fail. 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

Is there any legislation, national or local guidelines and/or policy prohibiting this role/function for you as a student nurse?
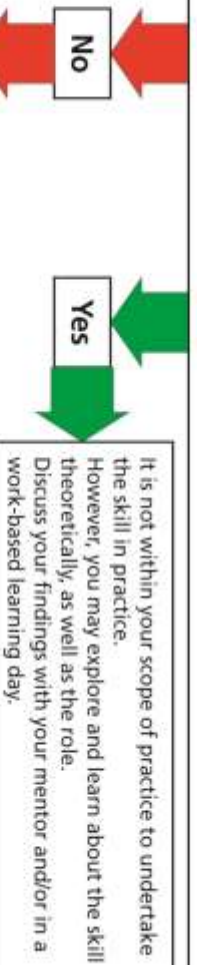
No → What do I need to know to carry out this skill?
It is not within your scope of practice to undertake the skill in practice.
However, you may explore and learn about the skill theoretically, as well as the role. Discuss your findings with your mentor and/or in a work-based learning day.

Yes ↓

Do I know why this skill is performed?
Yes → **No** ↓ You need to find out before continuing.

Do I know what equipment I will need? Have I been shown how to use the equipment safely?
Yes → **No** ↓ You need to find out before continuing. You need to be shown how to use the equipment safely and effectively before continuing.

Do I know of any possible complications, which may arise, and what to do if they occur?
Yes → **No** ↓ You need to find out before continuing.

Have I been shown how to perform this skill?
Yes → **No** ↓ You need to be taught how to perform the skill by an appropriately qualified Practitioner before continuing.

Have I seen the skill performed before?
Yes → **No** ↓ You need to see the skill being performed before continuing.

Have I been taught how to perform the skill?
Yes → **No** ↓ You need to be taught how to perform the skill by an appropriately qualified Practitioner before continuing.

Do I have the theoretical knowledge to perform the skill? Biological, Psychological and Sociological aspects. Ethical and legal perspectives. Influence of Essence of Care and/or National Standards. What does the literature say?
Yes → **No** ↓ You need an understanding of these relevant concepts and have explored the literature (evidence-based) as applied to the skill.
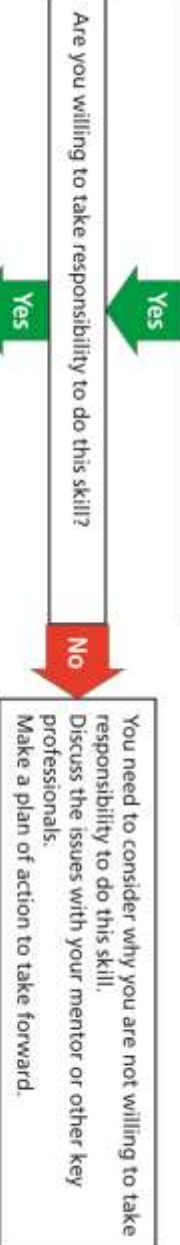
Are you willing to take responsibility to do this skill?
Yes → **No** ↓ You need to consider why you are not willing to take responsibility to do this skill. Discuss the issues with your mentor or other key professionals. Make a plan of action to take forward.

Proceed to do the skill - on completion reflect upon your performance identifying strengths and areas requiring further development. Discuss this with your mentor.
Yes ↓

Are you able to transfer skills to:
- A different environment
- A different context of care
- Across the age spectrum

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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	SL
This may include: Articulating the underpinning values of The code: Standards of conduct, performance and ethics for nurses and midwives (the code) (NMC 2008); 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	SL
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	SL
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:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
	PLACEMENT 1		PLACEMENT 2	
CARE, COMPASSION AND COMMUNICATION	GRADE	INITIALS	GRADE	INITIALS
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.				
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.				
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).				
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.				
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:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
ORGANISATIONAL ASPECTS OF CARE	PLACEMENT 1		PLACEMENT 2	
	GRADE	INITIALS	GRADE	INITIALS
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.				
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.				
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.				
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.				
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.				

ESSENTIAL SKILLS:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
ORGANISATIONAL ASPECTS OF CARE	**PLACEMENT 1**		**PLACEMENT 2**	
	GRADE	INITIALS	GRADE	INITIALS
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:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
INFECTION PREVENTION AND CONTROL	**PLACEMENT 1**		**PLACEMENT 2**	
	GRADE	INITIALS	GRADE	INITIALS
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.				
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.				
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:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
NUTRITION AND FLUID MANAGEMENT	**PLACEMENT 1**		**PLACEMENT 2**	
	GRADE	INITIALS	GRADE	INITIALS
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:	YEAR 1 *Write in grade achieved and Initial in relevant box*			
MEDICINES MANAGEMENT[1]	**PLACEMENT 1**		**PLACEMENT 2**	
	GRADE	INITIALS	GRADE	INITIALS
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.

Department of Nursing and Midwifery

Standards of Competency
for Entry to the Register

Nursing – Mental Health   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

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**.**

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED AT THE END OF PLACEMENT 3)

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	Number of year 2 competencies achieved:
1		21		
2		22		**Academic Personal Tutor Name:**
3		23		**Academic Personal Tutor signature:**
4		24		
5		25		**Date:**
6		26		
7		27		**Student's Name:**
8		28		**Student signature**
9		29		
10		30		**Date:**
11		31		
12		32		**Numeracy Test (please circle):**
13		33		**Achieved / Not Achieved**
14		34		
15		35		
16		36		
17		37		
18		38		
19		39		
20				

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, see module handbook for further details.

MID POINT (END OF PLACEMENT 3) ACADEMIC PERSONAL TUTOR REVIEW

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 relevant practice 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 to be sent to module leader, 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

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 (PLACEMENT 4)

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 criteria/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**.**

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) 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 (MENTAL HEALTH)

NMC DOMAIN	DESCRIPTION
PROFESSIONAL VALUES	Practises with increasing confidence and provides person-centred care whilst working in partnership with individuals and their carers. Works within own limitations and recognised professional, legal and organisational frameworks, promoting the values which underpin best practice. Takes responsibility for own personal and professional development.
COMMUNICATION AND INTERPERSONAL SKILLS	Communicates meaningfully and engages effectively with professionals, individuals and their carers. Utilises a range of therapeutic approaches in order to develop therapeutic relationships. Demonstrates skills of advocacy, promoting dignity and respect for individuals and carers. Maintains accurate, clear and complete documentation.
NURSING PRACTICE AND DECISION MAKING	Practises competently under indirect supervision and implement the nursing process, contributing to the Care Programme Approach. Demonstrates knowledge of a range of evidence based therapeutic interventions and the recovery model. Responds effectively to situations that are potentially challenging. Promotes improvements in the physical and mental health of individuals.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Works effectively across professional, service and organisational boundaries. Actively participates in the teaching and dissemination of care. Identifies priorities and manages resources effectively in order to ensure that the quality of care is maintained.

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 adequate understanding of professional, legal and organisational frameworks. Has inadequate depth of knowledge and is unable to work safely under indirect supervision. Not able to take responsibility for own personal and professional development.	Under indirect supervision practices safely working within professional, legal and organisational frameworks. Provides person centred care whilst working in partnership with individuals and their carers. Recognises own limitations and takes responsibility for their own development.
COMMUNICATION AND INTERPERSONAL SKILLS	Communication is not meaningful or effective. Is unable to develop therapeutic relationships with individuals and their carers. Does not demonstrate skills of advocacy. Documentation is inaccurate and / or incomplete.	Is able to communicate meaningfully in order to develop therapeutic relationships with individuals and their carers. Communicates effectively with other professionals. Demonstrates skills of advocacy, promoting dignity and respect for individuals and carers. Maintains accurate and complete documentation.
NURSING PRACTICE AND DECISION MAKING	Is not able to practice competently under indirect supervision, implement the nursing process / contribute to the Care Programme Approach. Demonstrates inadequate knowledge of the recovery approach and evidence base supporting therapeutic interventions. Responds ineffectively to situations that are potentially challenging. Promotes improvements in the physical and mental health of individuals.	Is not able to practice competently under indirect supervision, implement the nursing process / contribute to the Care Programme Approach. Demonstrates adequate knowledge of the recovery approach and evidence base supporting therapeutic interventions. Responds effectively to situations that are potentially challenging and complex. Promotes improvements in the physical and mental health of individuals.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Unable to work across professional, service and organisational boundaries. Does not participate in the teaching and dissemination of care. Unable to identify priorities and / or manage resources in order to ensure that the quality of care is maintained.	Works effectively across professional, service and organisational boundaries. Actively participates in the teaching and dissemination of care. Identifies priorities and manages resources effectively in order to ensure that the quality of care is maintained.

EXAMPLE PAGE – YEAR 2 COMPETENCY CRITERIA – MENTAL HEALTH

NMC Standards Domain 1: **Professional Values**		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*			
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
40. Involve service users, their families and carers in the care and treatment processes, facilitating and enabling informed choice and valid consent	PO, Q&A. SoLD, N	Pass	DC	Pass	DC	Fail	AL	Pass	AL
41. Work within own limitations, and agreed organisational and professional frameworks, by promoting the values and principles underpinning best practice	PO, Q&A. SDS, N	Fail	DC	Pass	DC	Fail	AL	Pass	AL
42. Explain the nature and purpose of the therapeutic relationship as well as the need for professional boundaries	PO, Q&A. SoLD, N	Pass	DC	Pass	DC	Fail	AL	Pass	AL
43. Promote and increase opportunities for social inclusion of service users and carers promoting practice that enhances and respects diversity	PO, Q&A. SDS, N	Fail	DC	Pass	DC	Fail	AL	Pass	AL

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

NMC Standards Domain 1:		GRADE = PASS or FAIL							
Professional Values		Placement 3 *Write in grade achieved and Initial in relevant box*				Placement 4 *Write in grade achieved and Initial in relevant box*			
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	Midpoint review		End of placement assessment		Midpoint review		End of placement assessment	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
1. Involve service users, their families and carers in the care and treatment processes, facilitating and enabling informed choice and valid consent									
2. Work within own limitations, and agreed organisational and professional frameworks, by promoting the values and principles underpinning best practice									
3. Explain the nature and purpose of the therapeutic relationship as well as the need for professional boundaries									
4. Promote and increase opportunities for social inclusion of service users and carers, promoting practice that enhances and respects diversity									
5. Work in partnership with service users their families and carers, promoting mental health and wellbeing, while challenging inequalities and discrimination that may arise from or contribute to mental health needs									

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

NMC Standards Domain 1: Professional Values		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*			
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	Midpoint review		End of placement assessment		Midpoint review		End of placement assessment	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
6. Demonstrate understanding of the philosophies of: service user self- determination, 'expert by experience', and the principles of recovery									
7. Recognise how own emotional state; values; principles and assumptions may affect your practice, management and leadership									
8. Maintain own personal and professional development, learning from experience; through supervision; feedback; reflection and evaluation									

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

NMC Standards Domain 2:		GRADE = PASS or FAIL							
Communication and Interpersonal Skills		**Placement 3** *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
Mental health nurses *must practise in a way that focuses on the therapeutic use of self. They must draw on a range of methods of engaging with people of all ages experiencing mental health problems, and those important to them, to develop and maintain therapeutic relationships. They must work alongside people, using a range of interpersonal approaches and skills to help them explore and make sense of their experiences in a way that promotes recovery.*	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
9. Use a range of therapeutic approaches and tools to initiate; develop; maintain and terminate therapeutic relationships, including the setting and maintaining of therapeutic boundaries with service users/carers and their families.									
10. Use appropriate language with service users, their families and carers that enables informed choices to be made and shared decision making									
11. Communicate and engage effectively with people hearing voices, experiencing distressing thoughts or experiencing other perceptual problems									
12. Demonstrate skills of advocacy and the promotion of dignity and respect for service users, including supporting service users, their families and carers who wish to complain									
13. Identify and overcome possible barriers to communication, including recognising when language interpretation or other communication support is needed.									

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

NMC Standards Domain 2: **Communication and Interpersonal Skills**		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*		
Mental health nurses must practise in a way that focuses on the therapeutic use of self. They must draw on a range of methods of engaging with people of all ages experiencing mental health problems, and those important to them, to develop and maintain therapeutic relationships. They must work alongside people, using a range of interpersonal approaches and skills to help them explore and make sense of their experiences in a way that promotes recovery.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
14. Maintain accurate, legible, clear and complete health and social care records in line with local policy and procedures, and stored according to the legal and regulatory requirements of confidentiality and data protection									

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

NMC Standards Domain 3: **Nursing practice and 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*		
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
15. Carry out comprehensive, systematic mental and physical health assessments that take into account physical; social; cultural; psychological; spiritual; genetic and environmental factors, in partnership with service users									
16. Contribute to the care programme approach including: core assessment; planning; implementation and evaluation of care									
17. Demonstrate knowledge of a range of evidence-based psychosocial and therapeutic interventions in working with service users, their families and carers									
18. **W**ork positively and proactively with people who are at risk, including risk of suicide or self-harm, and other vulnerable individuals; using evidence-based models such as suicide prevention, intervention and harm reduction to minimise risk									

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

NMC Standards Domain 3: **Nursing practice and 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*		
Mental health nurses *must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.*	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
19. Recognise health and social factors that contribute to crisis and relapse, using skills of early intervention, crisis resolution and relapse management									
20. Practice according to the principles of Safeguarding in the protection of vulnerable persons									
21. **Respond effectively to** situations that are potentially challenging, such as times of acute distress and when compulsory measures are used; aiming to maximise service user involvement, whilst balancing the need for safety with positive risk-taking									
22. Promote continuity when an individual's care is transferred to another service or person and help prepare records									
23. Revise and adapt plans of intervention, treatment and care, reflecting the changing needs of service users									

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

NMC Standards Domain 3: **Nursing practice and decision-making** **Physical Health and Infection Prevention and Control**		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*		
Mental health nurses *must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.*	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
24. Promote optimum physical health and well-being of individuals, groups and communities and recognise potential risks involved with lifestyles or behaviours, for example, substance misuse and smoking									
25. Provide personalised care, or make provision for those who are unable to maintain their own activities of living, maintaining comfort and dignity at all times									
26. Accurately undertake and record a baseline assessment of weight; height; body mass index; temperature; pulse; respiration and blood pressure using manual and electronic devices									
27. Perform routine, diagnostic tests, for example, urinalysis, interpreting data accurately									
28. Adhere to health and safety at work legislation and infection control policies regarding the safe disposal of all waste: soiled linen; blood; body fluids and the disposal of 'sharps' in both clinical and home settings									

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

NMC Standards Domain 3:		GRADE = PASS or FAIL							
Nursing practice and decision-making **Physical Health and Infection Prevention and Control**		**Placement 3** *Write in grade achieved and Initial in relevant box*				**Placement 4** *Write in grade achieved and Initial in relevant box*			
Mental health nurses *must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.*	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
29. Demonstrate effective and safe basic wound care management.									
30. Accurately monitor and record fluid intake and output, accurately recording on the relevant charts.									
31. Identify and support people who have difficulty in eating or drinking, ensuring adequate nutrition or fluid intake is provided.									
Medicines Administration									
32. Demonstrate knowledge of medicines, their actions, risks and benefits.									
33. Demonstrate understanding of legal and ethical frameworks relating to safe administration of medicines.									
34. Safely order; receive; store and dispose of medicines (including controlled medicines) in accordance with local and national guidelines).									

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

NMC Standards Domain 3: Nursing practice and 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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	Midpoint review		End of placement assessment		Midpoint review		End of placement assessment	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
35. Following the prescription chart, accurately calculate medication dosage according to individual service user's prescribed medication regime **(The student must show evidence of a pass in the UWE Numerical Test to achieve a pass in this skill)** **Evidence of UWE Numeracy Test Seen:** **Score:** **Mentor Signature………………………………………**									
36. Administer medicines safely via routes and methods commonly used within mental health settings; checking individual identity; last dose; allergies; anaphylaxis; monitor side-effects, and ensure accurate record keeping.									

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

NMC Standards Domain 4: Leadership, management and team working		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*			
Mental health nurses must contribute to the leadership, management and design of mental health services. They must work with service users, carers, other professionals and agencies to shape future services, aid recovery and challenge discrimination and inequality.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
37. Work effectively across professional and agency boundaries, actively involving and respecting others' contributions to integrated person-centred care, in order to facilitate smooth, effective service user transition within and between services and agencies.									
38. Participate in the teaching and dissemination of knowledge.									
39. Identify priorities manage time and resources effectively ensuring the quality of care is maintained or enhanced.									

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

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(Mental Health), Glenside*			
Module Title	*Practice 1*		**Module Code**	*UZU……*
Module Leader	*D A NOTHER*		**Academic Personal Tutor**	*R A NOTHER*
Name: Placement 3	*Community Nurses*		**Mentor Name**	*K A NOTHER*
Name: Placement 4	*CPN*		**Mentor Name**	*L A NOTHER*

TO BE COMPLETED 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	Outcome – Grade	NMC Competency	Outcome – Grade	NMC Competency	Outcome – Grade	Year 2 competencies passed?
1	Pass	14	Pass	27	Fail	**YES / NO**
2	Pass	15	Pass	28	Pass	
3	Pass	16	Pass	29	Pass	**I can confirm that the year two competencies have been successfully passed**
4	Fail	17	Fail	30	Pass	
5	Fail	18	Pass	31	Pass	
6	Pass	19	Pass	32	Pass	**Mentor Name:**
7	Pass	20	Fail	33	Pass	
8	Pass	21	Fail	34	Pass	**Signature:**
9	Pass	22	Pass	35	Fail	**Date:**
10	Fail	23	Pass	36	Pass	
11	Pass	24	Pass	37	Pass	**Student Name:**
12	Pass	25	Pass	38	Fail	**Student signature:**
13	Pass	26	Pass	39	Pass	**Date:**

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, 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	**Academic 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 assign the numbered NMC competency boxes with the relevant grade and sign as confirmation of accuracy

NMC Competency	Outcome – Grade		NMC Competency	Outcome – Grade		NMC Competency	Outcome – Grade	Year 2 competencies passed?
1			14			27		**YES / NO**
2			15			28		
3			16			29		**I can confirm that the year two competencies have been successfully passed**
4			17			30		
5			18			31		
6			19			32		**Mentor Name:**
7			20			33		
8			21			34		**Signature: Date:**
9			22			35		
10			23			36		**Student Name:**
11			24			37		
12			25			38		**Student signature: Date:**
13			26			39		

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 FORMATIVE GRADING OF PRACTICE: NURSING – MENTAL HEALTH

The process of assessment for Year 2

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

ONLY if the student passes all learning outcomes **at the final placement** can they then proceed to be graded in practice. **In the event the student fails 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.

Students will be graded for each domain that is based on your assessment of the student's skills and competencies.

Overviews of grading criteria see below for detailed explanations:

- **Acceptable:** Student demonstrates skills and competencies that would be expected at this level of experience and there is scope for improvement.
- **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.

NMC Domain	C Acceptable	C+ Satisfactory	B Good	B+ Very Good	A Excellent	A+ Exceptional
Professional Values *Practises with <u>increasing confidence</u> to* • Provides safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity. • Works within professional, ethical and legal frameworks. • Demonstrates partnership working with service users, carers and other professionals, facilitating shared decision making.	Demonstrates acceptable depth of knowledge, understanding and practice of professional values relating to mental health nursing. Service user and carer feedback is acceptable with scope for improvement.	Demonstrates satisfactory depth of knowledge, understanding and practice of professional values for mental health nursing. Service user and carer feedback is satisfactory.	Demonstrates a good level of knowledge and understanding of professional values and practices these consistently. Service user and carer feedback is good.	Demonstrates a very good knowledge and understanding of professional values and is able to demonstrate these in a comprehensive range of situations. Service user and carer feedback is very good.	Demonstrates excellent, critical knowledge and understanding of professional values and these are embedded in their day to day nursing practice. Service user and carer feedback is consistently excellent.	Demonstrates outstanding critical, knowledge and understanding of professional values, which are embedded in every aspect of their practice, and the education of others. Service user and carer feedback is consistently exceptional.
Tick grade						
Communication and interpersonal skills *Practises with <u>increasing confidence</u> to* • Communicates in a safe, effective, compassionate, respectful and empathic manner. • Uses a wide range of communication strategies and acts as an advocate for others. • Maintains accurate, clear and complete documentation.	Demonstrates an acceptable level of empathetic verbal and non verbal communication with service users and carers. Documentation is clear and concise.	Communicates empathetically using a range of verbal and non-verbal skills. Communication is effective when working with service users, carers and other professionals. Documentation is predominately accurate, clear and concise.	Demonstrates a good and effective level of communication in challenging situations and responds empathetically. Documentation is consistently accurate, clear and concise.	Demonstrates a very good level of effective empathetic communication, and is able to use skills to de-escalate challenging situations. Documentation is of 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 <u>increasing confidence</u>* • Practises under indirect supervision, within the NMC code, to assess and deliver care that is compassionate, skilful and safe in increasingly complex care situations. • Demonstrates knowledge of a range of evidence based therapeutic interventions and the recovery module. • Promotes improvements in the physical and mental health of service users.	Acceptable mental health nursing practice demonstrated, across service user and carer assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of proficiency is demonstrated across service user and carer assessment, care planning and delivery, informed by evidence.	A good standard of proficiency is demonstrated in assessment of service user and carers' needs, care planning and delivery, which is informed by the best available evidence.	A very good standard of proficiency demonstrated within clinical practice, using a range of evidence based nursing assessments and interventions.	An excellent standard of proficiency within clinical practice using a wide range of assessments and interventions. Critically applies evidence based practice.	Outstanding proficiency within clinical practice critically using a wide range of relevant assessments and interventions in a across varying contexts. To which evidence based practice is critically applied.
Tick grade						
Leadership, management and team-working *With <u>increasing confidence</u> is able to* • Demonstrates clear professional responsibility and knowledge of clinical governance processes that safeguard others. • Identifies priorities and manages resources effectively. • Manages self and begins to manage others when responding to planned and unplanned situations. • Engages in processes of reflection	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 manage resources in relation to care. Demonstrates satisfactory reflective skills regularly.	Supports clinical governance and standards of healthcare effectively. Prioritises and co-ordinates care effectively. Demonstrates good reflective skills in writing and discussion.	Promotes clinical governance and upholds standards of healthcare. Effectively directs and manages care in a variety of situations. Demonstrates very good reflective skills in writing and discussion consistently.	Promotes clinical governance and upholds high standards of healthcare. Effective in managing care in collaboration with others in complex situations. Demonstrates excellent reflective skills in writing and discussion.	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 both in writing and discussion and engages in mechanisms of clinical supervision.
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………………………………………………………… Placement…………………………………….

Name of Mentor…………………………………………………………

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

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

Mentor to assign a grade for each domain

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 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.**

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

Mentor to assign a grade for each domain

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.

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

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 criteria/competencies and skills for example, communication; professional behaviour.

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Identified areas for future professional development

Print name: Signature: Date:

Contact telephone number: Email address:

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**……………………………………………….
TO BE COMPLETED 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   **Placement Name**…………………………………………….

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

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Identified areas for future professional development

Print name: Signature: Date:

Contact telephone number: Email address:

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

NMC Competency	Outcome – Grade	NMC Competency	Outcome – Grade	NMC Competency	Outcome – Grade	Year 2 competencies passed?
1		14		27		**YES / NO**
2		15		28		
3		16		29		**I can confirm that the year two**
4		17		30		**competencies have been successfully**
5		18		31		**passed**
6		19		32		**Mentor Name:**
7		20		33		
8		21		34		**Signature:**
9		22		35		**Date:**
10		23		36		**Student Name:**
11		24		37		
12		25		38		**Student signature:**
13		26		39		**Date:**

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, See module handbook for further details.

Department of Nursing and Midwifery

Standards of Competency
for Entry to the Register

Nursing – Mental Health   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 access 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

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

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

MID-POINT SUMMARY – PLACEMENT 5   **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 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.

ACADEMIC PERSONAL TUTOR AND STUDENT REVIEW (TO BE COMPLETED AT THE END OF PLACEMENT 5)

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	
41		61		
42		62		**Academic Personal Tutor Name:**
43		63		**Academic Personal Tutor signature:**
44		64		**Date:**
45		65		
46		66		
47		67		**Student's Name:**
48		68		**Student signature**
49		69		**Date:**
50		70		
51		71		
52		72		**Numeracy Test (please circle):**
53		73		**Achieved / Not Achieved**
54		74		
55		75		
56		76		
57		77		
58		78		
59		79		
60		80		

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, see module handbook for further details.

ACADEMIC PERSONAL TUTOR REVIEW (TO BE COMPLETED MIDWAYTHROUGH 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 Academic 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

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 (PLACEMENT 6)

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 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.

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

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 ONGOING ACHIEVEMENT RECORD
BSc (HONS) NURSING (MENTAL HEALTH) YEAR 3

NMC DOMAIN	DESCRIPTION
PROFESSIONAL VALUES	Practises with confidence within professional, legal and ethical frameworks. Works in partnership with individuals and their carers, whilst recognising and addressing the ethical challenges relating to this. Understands and applies current legislation, paying attention to the protection of vulnerable people and the promotion of human rights. Demonstrates self awareness through reflective practice in relation to one's own personal and professional development.
COMMUNICATION AND INTERPERSONAL SKILLS	Demonstrates effective communicative skills and strategies in managing therapeutic challenges, whilst considering individual's personal preferences, beliefs, consistent with anti-discriminatory practice. Uses a range of therapeutic approaches and tools appropriately to develop therapeutic relationships. Demonstrates effective communication in situations that are difficult or challenging. Documentation is accurate, clear and complete.
NURSING PRACTICE AND DECISION MAKING	In partnership with individuals and carers is able to systematically assess their emotional, psychological, social, cultural and spiritual needs, develop a comprehensive individualised plan of care and evaluate its effectiveness. Contributes to the decision making process and takes responsibility for delegated actions associated with the nursing process. Acts autonomously and appropriately when faced with a sudden change or deterioration in an individual's condition. Appropriately raises and challenges practices that do not respect an individual's, group or cultures dignity.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Works effectively and assertively in a team, acting as a positive role model for junior members of staff. Can lead and co-ordinate care safely, whilst remaining accountable for the care and decisions that are made. Demonstrates skills of liaison and multi-agency working. Manages time, resources and balances competing and conflicting priorities. Demonstrates self awareness in relation to one's own practice, management and leadership.

ASSESSMENT OF STUDENT ACHIEVEMENT: YEAR 3

You should assign a grade 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	With minimal supervision does not practice safely within professional, legal and ethical frameworks. Unable to work partnership with individuals and their carers. Unable to recognise and or address ethical challenges in practice. Insufficient understanding of current legislation and unable to apply this to practice. Does not demonstrate self awareness in relation to one's own personal and professional development.	With minimal supervision practises with confidence within professional, legal and ethical frameworks. Works effectively in partnership with individuals and their carers, whilst recognising and addressing the ethical challenges relating to this. Understands and applies current legislation, paying attention to the protection of vulnerable people and the promotion of human rights. Demonstrates self awareness through reflective practice in relation to one's own personal and professional development.
COMMUNICATION AND INTERPERSONAL SKILLS	Demonstrates ineffective communicative skills. Does not show consideration for individual's personal preferences and beliefs, consistent with anti-discriminatory practice. Unable to utilise a range of therapeutic approaches in order to develop therapeutic relationships. Demonstrates ineffective communication in situations that are difficult or challenging. Documentation is inaccurate and or unclear and incomplete.	Demonstrates effective communicative skills and strategies in managing therapeutic challenges, whilst considering individual's personal preferences, beliefs, consistent with anti-discriminatory practice. Uses effectively a range of therapeutic approaches and tools to develop therapeutic relationships. Demonstrates effective communication in situations that are difficult or challenging. Documentation is accurate, clear and complete documentation.
NURSING PRACTICE AND DECISION MAKING	Unable to work in partnership with individuals, unable to systematically assess, plan care and evaluate its effectiveness. Does not contribute sufficiently to the decision making process and is not able to take responsibility for delegated actions associated with the nursing process. Does not practise autonomously when faced with a sudden change or deterioration in an individual's condition. Inappropriately raises and challenges practices that do not respect an individual's, group or cultures dignity.	In partnership with individuals and carers is able to systematically assess their emotional, psychological, social, cultural and spiritual needs, develop a comprehensive individualised plan of care and evaluate its effectiveness. Contributes to the decision making process and takes responsibility for delegated actions associated with the nursing process. Acts autonomously and appropriately when faced with a sudden change or deterioration in an individual's condition. Appropriately raises and challenges practices that do not respect an individual's, group or cultures dignity.
LEADERSHIP, MANAGEMENT AND TEAM-WORKING	Works ineffectively in a team and does not display assertiveness, acts as a poor role model for junior members of staff. Unable to lead and co-ordinate care safely and remain accountable for this. Does not demonstrate skills of liaison and multi-agency working. Unable to manage time, resources and balances competing and conflicting priorities. Does not demonstrate an appropriate level of self awareness in relation to one's own practice, management and leadership.	Works effectively and assertively in a team, acting as a positive role model for junior members of staff. Can lead and co-ordinate care safely, whilst remaining accountable for the care and decisions that are made. Demonstrates skills of liaison and multi-agency working. Manages time, resources and balances competing and conflicting priorities. Demonstrates self awareness through reflective practice in relation to one's own practice, management and leadership.

EXAMPLE PAGE – YEAR 3 COMPETENCY – MENTAL HEALTH

NMC Standards Domain 1: **Professional Values**		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*		
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
40. Practise with confidence according to standards of conduct, performance and ethics required by the regulating body for nurses and midwives, and within other current ethical and legal frameworks.		Fail	DB	Pass	DB	Pass	SS	Pass	SS
41. Recognise and address ethical challenges relating to people's choices and decision-making about their care, including issues of consent and act within the law to help them, their families and carers find acceptable solutions.		Pass	LM	Pass	LM	Fail	DB	Pass	DB
42. Work in partnership with service users, their families and carers promoting mental health and wellbeing, while challenging the inequalities and discrimination that may arise from or contribute to mental health needs.		Fail	DB	Pass	DB	Fail	AC	Pass	AC

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

NMC Standards Domain 1: **Professional Values**		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*			
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
40. Practise with confidence according to standards of conduct, performance and ethics required by the regulating body for nurses and midwives, and within other current ethical and legal frameworks.									
41. Recognise and address ethical challenges relating to people's choices and decision-making about their care, including issues of consent and act within the law to help them, their families and carers find acceptable solutions.									
42. Work in partnership with service users, their families and carers, promoting mental health and wellbeing, while challenging inequalities and discrimination that may arise from or contribute to mental health needs.									
43. Understand and apply current legislation, paying special attention to the protection of vulnerable people and the promotion of individual civil liberties and human rights.									

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

NMC Standards Domain 1: Professional Values		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*			
Mental health nurses must work with people of all ages using values-based mental health frameworks. They must use different methods of engaging people, and work in a way that promotes positive relationships focused on social inclusion, human rights and recovery, that is, a person's ability to live a self-directed life, with or without symptoms, that they believe is meaningful and satisfying.	**Type of evidence agreed (see below)**	Midpoint review		End of placement assessment		Midpoint review		End of placement assessment	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
44. Demonstrate self-awareness; recognising your own emotional intelligence; current emotional state; values; principles and assumptions may affect your practice, management and leadership.									
45. Through reflection and evaluation, demonstrate commitment to personal and professional development and lifelong learning.									

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

NMC Standards Domain 2: **Communication and Interpersonal Skills**		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*		
Mental health nurses *must practise in a way that focuses on the therapeutic use of self. They must draw on a range of methods of engaging with people of all ages experiencing mental health problems, and those important to them, to develop and maintain therapeutic relationships. They must work alongside people, using a range of interpersonal approaches and skills to help them explore and make sense of their experiences in a way that promotes recovery.*	**Type of evidence agreed (see below)**	**Midpoint review**		**End of placement assessment**		**Midpoint review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
46. Communicate effectively with service users, their families and carers, giving consideration to their abilities; preferred mode of communication; manner of expression; personal beliefs and preferences, consistent with anti-discriminatory practice.									
47. Use a range of therapeutic approaches and tools to initiate; develop; maintain and terminate therapeutic relationships with service users, their families and carers in a constructive and positive manner.									
48. Identify and facilitate use of effective and positive coping strategies, including problem-solving, motivational interviewing approaches to help service users recover from mental distress.									
49. Demonstrate effective communication skills and strategies in managing therapeutic challenges and acting to overcome therapeutic barriers.									

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

NMC Standards Domain 2: Communication and Interpersonal Skills		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*			
Mental health nurses must practise in a way that focuses on the therapeutic use of self. They must draw on a range of methods of engaging with people of all ages experiencing mental health problems, and those important to them, to develop and maintain therapeutic relationships. They must work alongside people, using a range of interpersonal approaches and skills to help them explore and make sense of their experiences in a way that promotes recovery.	**Type of evidence agreed (see below)**	Midpoint review		End of placement assessment		Midpoint review		End of placement assessment	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
50. Demonstrate effective communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies; unexpected occurrences; saying "no"; and conveying 'unwelcome news'.									
51. Maintain accurate; legible; clear and complete health and social care records, in line with local policy and procedures and stored according to the legal and regulatory requirements of confidentiality and data protection. **(The student must show evidence of training attendance in Electronic Record Keeping to achieve a Pass in this skill)** **Evidence of Electronic Record Keeping Training:** **Mentor Signature…………………………………………**									

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

NMC Standards Domain 3: Nursing practice and 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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	Mid point review		End of placement assessment		Mid point review		End of placement assessment	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
52. Demonstrate skills of psychosocial and therapeutic interventions, in working with individuals and groups.									
53. Act to Safeguard the most vulnerable individuals, including children; older people; people with learning disabilities; people with mental health needs and / or substance misuse problems.									
54. In partnership systematically assess an individual's physical; emotional; psychological; social; cultural and spiritual needs, develop a comprehensive personalised plan of nursing care and critically review its effectiveness.									

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

NMC Standards Domain 3: **Nursing practice and 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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
55. Act autonomously and appropriately when faced with a sudden deterioration in an individual's physical or psychological condition, or in emergency situations, for example, abnormal vital signs; loss of consciousness; cardiac arrest; self-harm; challenging behaviour and attempted suicide.									
56. Select and apply appropriate strategies and techniques for conflict resolution; de-escalation and appropriate intervention in the management of potential violence and aggression.									
57. Recognise and respond to changing health needs during different life stages, including progressive illness; death; loss and bereavement.									
58. Demonstrate the ability to adopt and respond sensitively to levels of recovery as well as relapse, utilising advance statements and relapse plans where appropriate.									

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

NMC Standards Domain 3: **Nursing practice and 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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
59. Recognise practice and behaviour that discriminates against an individual, and which does not respect dignity; culture or groups; experiences; beliefs and diversity. Appropriately raise or challenge such practices.									
60. Utilise current national policy guidance for the reduction of risk, and implementing effective approaches to working with people whose behaviour is harmful to self or others.									
61. Work effectively and assertively in a team, contributing to the decision making process and take responsibility for delegated action associated with the assessment; planning; implementation and evaluation of care.									

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

NMC Standards Domain 3:		GRADE = PASS or FAIL							
Nursing practice and decision-making **Physical Health Care and Infection Prevention and Control**		Placement 5 *Write in grade achieved and Initial in relevant box*				Placement 6 *Write in grade achieved and Initial in relevant box*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
62. Adhere to infection prevention and control policies and procedures at all times, and ensure that colleagues work according to good practice guidelines, challenging practice of other care workers who put themselves and others at risk of infection.									
63. In partnership with service users and their carers, plan, deliver and document care that demonstrates effective physical health assessment, infection prevention and control.									
64. Safely use and maintain a range of medical devices appropriate to the area of work and keep appropriate and accurate records.									
65. Safely perform wound care, applying non-touch or aseptic techniques.									

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

NMC Standards Domain 3: **Nursing practice and decision-making** **Physical Health Care and Infection Prevention and Control**		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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
66. Make a comprehensive assessment of an individual's needs in relation to fluid and nutrition, identifying factors that contribute to poor diet, malnutrition and dehydration; documenting and communicating levels of risk to the wider team, and utilising provision for replacement meals.									
Medicine Administration									
67. Demonstrate knowledge of medicines; their actions; risks and benefits.									
68. Safely order; receive; store and dispose of medicines (including controlled medicines) in any setting, working within legal and ethical frameworks, and complying with local and national policies.									

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

NMC Standards Domain 3: **Nursing practice and decision-making** **Medication Administration**		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*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
69. Accurately calculate medication dosage according to individual service user's prescribed medication regime **Additionally the student must show evidence of a pass in the UWE Numerical Test to achieve a Pass in this skill** **Evidence of UWE Numeracy Test Seen:** **Score:** **Mentor Signature…………………………………**									
70. Support individuals to make informed choices about pharmacological and physical treatments, by providing education and information on the choices; alternatives; benefits and unwanted effects.									
71. Demonstrate understanding of the implications of ethical issues related to concordance and covert administration of medicine, for example, older service users with a diagnosis of dementia.									

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NMC Standards Domain 3:		GRADE = PASS or FAIL							
Nursing practice and decision-making **Medication Administration**		**Placement 5** *Write in grade achieved and Initial in relevant box*				**Placement 6** *Write in grade achieved and Initial in relevant box*			
Mental health nurses must draw on a range of evidence-based psychological, psychosocial and other complex therapeutic skills and interventions to provide person-centred support and care across all ages, in a way that supports self-determination and aids recovery. They must also promote improvements in physical and mental health and wellbeing and provide direct care to meet both the essential and complex physical and mental health needs of people with mental health problems.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	Initials	Grade	Initials	Grade	Initials	Grade	Initials
72. Administer medicines safely via routes and methods commonly used within mental health settings: confirming individual identity; last dose; checking for allergies; anaphylaxis; polypharmacy; effects, including side-effects, and record keeping.									

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

NMC Standards Domain 4: **Leadership, management and team working**		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*			
Mental health nurses must contribute to the leadership, management and design of mental health services. They must work with service users, carers, other professionals and agencies to shape future services, aid recovery and challenge discrimination and inequality.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
73. Demonstrate skills of liaison and multi-agency working in contributing to the care of service users, across service provision boundaries.									
74. Demonstrate self-awareness, self-confidence, awareness of own limitations using clinical supervision (peer and / or group) and other support structures to critically appraisal one's own effectiveness and to facilitate others to reflect on their own practice.									
75. Recognise and act autonomously to respond to own emotional discomfort or distress in self and others.									
76. Act as a positive role model in providing a professional image for junior staff by demonstrating: good time management; effective decision making skills; an awareness of the support needs of others and a professional approach at all times.									

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

NMC Standards Domain 4: **Leadership, management and team working**		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*			
Mental health nurses must contribute to the leadership, management and design of mental health services. They must work with service users, carers, other professionals and agencies to shape future services, aid recovery and challenge discrimination and inequality.	**Type of evidence agreed (see below)**	**Mid point review**		**End of placement assessment**		**Mid point review**		**End of placement assessment**	
		Grade	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**	**Grade**	**Initials**
77. Act as a change agent and provide leadership through quality improvement and service development, including clinical audit, to enhance an individual's wellbeing and experiences of healthcare.									
78. Using research based evidence, evaluate care and ensure the findings contribute to the improvement of an individual's experience of care outcomes and to contribute to shaping future provision.									
79. Manage time and resources including the balancing of competing and conflicting priorities ensuring quality care is maintained.									
80. Over a span of duty, take the lead in coordinating, delegating and supervising care safely, managing risk and remaining accountable for the care and decisions that are made.									

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

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 (Mental Health), Glenside*			
Module Title	*Practice 1*	**Module Code**	*UZU……*
Module Leader	*D A NOTHER*	**Academic Personal Tutor**	*R A NOTHER*
Name: Placement 5	*Forensic unit*	**Mentor Name**	*K A NOTHER*
Name: Placement 6 (Final placement)	*Older person*	**Mentor Name** (Sign off)	*L A NOTHER*

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

Please fill in the boxes with the outcome numbers under the relevant grade and sign as confirmation of accuracy

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	NMC Competency	Outcome – Grade	
40	Pass	54	Pass	68	Pass	
41	Fail	55	Pass	69	Pass	**Have all year 3 competencies been passed – please circle**
42	Pass	56	Pass	70	Pass	
43	Pass	57	Pass	71	Pass	
44	Pass	58	Pass	72	Pass	**Yes / No**
45	Pass	59	Fail	73	Pass	
46	Fail	60	Pass	74	Pass	
47	Pass	61	Pass	75	Pass	**Sign Off Mentor Name:**
48	Pass	62	Pass	76	Pass	
49	Pass	63	Pass	77	Pass	**Signature:**
50	Fail	64	Fail	78	Pass	**Date:**
51	Pass	65	Pass	79	Pass	
52	Pass	66	Pass	80	Pass	
53	Pass	67	Pass			

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, 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 THREE

Please fill in the boxes with the outcome numbers under the relevant grade and sign as confirmation of accuracy

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	NMC Competency	Outcome – Grade	
40		54		68		**Have all year 3 competencies been passed – please circle**
41		55		69		
42		56		70		**Yes / No**
43		57		71		
44		58		72		
45		59		73		**Sign Off Mentor Name:**
46		60		74		
47		61		75		**Signature:**
48		62		76		**Date:**
49		63		77		
50		64		78		
51		65		79		
52		66		80		
53		67				

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YEAR 3 SUMMATIVE GRADING OF PRACTICE: NURSING – MENTAL HEALTH

Process of assessment for Year 3

In the formative first placement of year 3 students should be assessed using the PASS/FAIL system.

In the final summative placement of year 3 students should be assessed using the final PASS/FAIL system for all year 3 learning outcomes.

If the student fails any learning outcomes in practice then they will NOT be graded in practice. If a student passes all the learning outcomes then they will be graded for each domain based on your assessment of the student's learning outcomes.

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

Overviews 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.

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 service users, carers and other professionals, facilitating shared decision making.	Demonstrates acceptable depth of knowledge, understanding and practice of professional values relating to mental health nursing. Service user and carer feedback is acceptable with scope for improvement.	Demonstrates satisfactory depth of knowledge, understanding and practice of professional values for mental health nursing. Service user and carer feedback is satisfactory.	Demonstrates a good level of knowledge and understanding of professional values and practices these consistently. Service user and carer feedback is good.	Demonstrates a very good knowledge and understanding of professional values and is able to demonstrate these in a comprehensive range of situations. Service user and carer feedback is very good.	Demonstrates excellent, critical knowledge and understanding of professional values and these are embedded in their day to day nursing practice. Service user and carer feedback is consistently excellent.	Demonstrates outstanding critical, knowledge and understanding of professional values, which are embedded in every aspect of their practice, and the education of others. Service user and carer feedback is consistently exceptional.
Tick grade						
Communication and interpersonal skills • Communicates in a compassionate, respectful and empathic manner. • Uses a wide range of effective communication strategies and therapeutic approaches. • Acts as an advocate for others. • Maintains accurate, clear and complete documentation.	Demonstrates an acceptable level of empathetic verbal and non-verbal communication with service users and carers. Documentation is clear and concise.	Communicates empathetically using a range of verbal and non-verbal skills. Communication is effective when working with service users, carers and other professionals. Documentation is predominately accurate, clear and concise.	Demonstrates a good and effective level of communication in challenging situations and responds empathetically. Documentation is consistently accurate, clear and concise.	Demonstrates a very good level of effective empathetic communication, and is able to use skills to de-escalate challenging situations. Documentation is of 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 • Practises autonomously in accordance with the NMC code of conduct. • Acts autonomously and appropriately when working in increasingly complex situations. • Demonstrates knowledge of a range of evidence based therapeutic interventions and the recovery approach.	Acceptable mental health nursing practice demonstrated, across service user and carer assessment, care planning and delivery guided by national and local protocols.	A satisfactory level of proficiency is demonstrated across service user and carer assessment, care planning and delivery, informed by evidence.	A good standard of proficiency is demonstrated in assessment of service user and carers' needs, care planning and delivery, which is informed by the best available evidence.	A very good standard of proficiency demonstrated within clinical practice, using a range of evidence based nursing assessments and interventions.	An excellent standard of proficiency within clinical practice using a wide range of assessments and interventions. Critically applies evidence based practice.	Outstanding proficiency within clinical practice critically using a wide range of relevant assessments and interventions in a across varying contexts. To which evidence based practice is critically applied.
Tick grade						
Leadership, management and team-working • Demonstrates clear professional responsibility and knowledge of clinical governance processes that safeguard others. • Leads and co-ordinates care effectively. • Manages self and others when responding to planned and unplanned situations. • Demonstrates self-awareness in relation to one's own practice, management and leadership.	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 manage resources in relation to care. Demonstrates satisfactory reflective skills regularly.	Supports clinical governance and standards of healthcare effectively. Prioritises and co-ordinates care effectively. Demonstrates good reflective skills in writing and discussion.	Promotes clinical governance and upholds standards of healthcare. Effectively directs and manages care in a variety of situations. Demonstrates very good reflective skills in writing and discussion consistently.	Promotes clinical governance and upholds high standards of healthcare. Effective in managing care in collaboration with others in complex situations. Demonstrates excellent reflective skills in writing and discussion.	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 both in writing and discussion and engages in mechanisms of clinical supervision.
Tick grade						

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)** *A Mentor 13.6.13*

Mentor to assign a grade for each domain

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

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.

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.

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

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: _____

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.

FINAL SUBMISSION OF PRACTICE: YEAR 3

Student Name		**Student Number**	
Title of Programme, Site and Field			
Module Title		**Module Code**	
Module Leader		**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 THREE

Please fill in the boxes with the outcome numbers under the relevant grade and sign as confirmation of accuracy

NMC Competency	Outcome - Grade	NMC Competency	Outcome - Grade	NMC Competency	Outcome – Grade	Identify skills graded as fail, list skill number(s)
40		54		68		
41		55		69		
42		56		70		
43		57		71		
44		58		72		**I can confirm that the year 3 competencies and skills have been assessed.**
45		59		73		
46		60		74		
47		61		75		**Sign Off Mentor Name:**
48		62		76		
49		63		77		**Signature:**
50		64		78		**Date:**
51		65		79		
52		66		80		
53		67				

CARBONATE IN DUPLICATE Attach <u>front white</u> 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 <u>failure to retain copies could result in your referral in the programme)</u>, see module handbook for further details.