



Record of Achievement in Practice

Portfolio of Practice



Year 1

Postgraduate Diploma in Nursing	
Student Name:	
Cohort:	Student Number:
Community of Practice:	Branch:
Module Code: NM3912	Personal Tutor:

To be completed by the Student's Personal Tutor

Record of Achievement in Practice – Marking Record (Year 1, CFP)

Information for the Personal Tutor

This Record of Achievement in Practice (Portfolio) document is a continuous assessment of the student's progress in practice. This is a graded assessment completed by the mentor/sign-off mentor (A,B,C,D). As the personal tutor you are not marking and grading this document but validating that it has been completed successfully. A, B, C grades represent a Pass mark whilst a D grade represents a Fail mark.

Record of Overall Results (to be completed by the Personal Tutor)

Skills & Activities	Signatures	Clinical Hours
(As recorded in the Record of Achievement in Practice by the Mentor/Sign-Off Mentor) A <input type="checkbox"/> Excellent Practice (70%) B <input type="checkbox"/> Good Practice (60%) C <input type="checkbox"/> Safe Practice (50%) D <input type="checkbox"/> Unsafe Practice (35%) Fail	Have ALL signatures been completed? <input type="checkbox"/> YES (Pass) <input type="checkbox"/> NO (Fail)	Have ALL clinical hours been completed? <input type="checkbox"/> YES (Pass) <input type="checkbox"/> NO (Fail) Please record below the total number of clinical hours for Year 1 (minimum of 375 hours) TOTAL HOURS =

Confirmation Check List	
Are ALL Essential Clinical & Communication <u>Skills</u> completed, signed & dated by the Mentor/Sign-Off Mentor?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Are ALL <u>signatures</u> for Essential Clinical & Communication Skills registered on the Record of Mentors page?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Has the <u>Overall Assessment of Practice</u> been completed by the Sign-Off Mentor?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Have the <u>NMC Standards of Proficiency</u> been signed & dated by the Sign-Off Mentor?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Has the <u>Declaration of Good Character</u> been completed by the Personal Tutor and Student?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Has the student passed the aseptic technique OSCE (please refer to marking record)?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Has the aseptic technique OSCE marking record been attached to the Portfolio?	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)

Comments from Confirmation Check List:

List Essential Clinical & Communication Skills not completed by their code (e.g. 1.6b, 2.2a, etc):

Any Other Reasons for Non-Satisfactory Completion (e.g. missing mentors signature from the 'Record of Mentors' page, 'Overall Assessment of Practice' not completed or 'NMC Standards of Proficiency' not signed):

Overall comments & positive features of student's work:

Overall Result (to be completed by the Personal Tutor)

For 1st Attempt:

Skills & Activities PASS FAIL

Signatures PASS FAIL

Clinical Hours PASS FAIL

For 2nd Attempt:

Skills & Activities PASS* FAIL

Signatures PASS FAIL

Clinical Hours PASS FAIL

NEW total of clinical hours =

*NOTE: A pass at second attempt for the Skills & Activities will be capped and recorded at grade C (50%)

1st Attempt	Personal Tutor Signature:	Print Name:	Date:
	Moderator Signature:	Print Name:	Date:

2nd Attempt	Personal Tutor Signature:	Print Name:	Date:
	Moderator Signature:	Print Name:	Date:

Comments:

Checklist for Submission of Record of Achievement in Practice

Check carefully that all of the following has been fully completed and signed and dated by your mentor before you hand in your Record of Achievement in Practice



All Essential Clinical & Communication skills all signed & dated (pages 17 – 22)
All activities are completed, signed & dated (pages 24 – 41)
Attendance record: all shifts signed and total hours shown (pages 12 – 14)
The NMC Standards of Proficiency signed & dated by the mentor (page 6)
Overall Assessment of Practice signed & dated by the mentor (page 5)
Sign declaration on ‘Record of Mentors’ (page 11) to confirm that all signatures are genuine
Sign Student Self Declaration of Good Character (page 9)

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Record of Achievement in Practice ❖❖

NM3912 (Foundation Programme)

This Record of Achievement in Practice is designed to enable you to develop the **Essential Clinical and Communication Skills** listed on Pages 17-22 and demonstrate achievement of the **NMC Proficiencies (2004)**, which will allow you to progress to the Branch Programme (Page 6). In the interests of brevity the term 'patient' is used throughout to indicate patient, client, service user, infant, adolescent, parent/family/carer.

How do I use it?

The **Record of Achievement in Practice** is designed to help you apply theoretical knowledge to the practice of nursing and to complement the Clinical Nursing Skills Workbook and DVD (Nicol, 2004). It will aid your learning in practice and help your mentors to provide appropriate learning experiences.

The Record of Achievement in Practice contains activities for you to complete whilst in the practice area. These are designed to help you: -

- Develop the **Essential Clinical and Communication Skills**
- Apply theoretical knowledge gained relating to the five components of holistic care (physical, psychological, spiritual, cultural and social)
- Work interprofessionally
- Reflect on your learning and experiences
- Demonstrate achievement of the **NMC Proficiencies** (NMC 2004)

You will need to undertake the activities related to clinical and communications skills several times in order to demonstrate understanding, application and acquisition of skills before asking your mentor to sign to indicate that you have achieved the required level of performance.

Completing the activities

You do not need to complete the activities in any particular order. Discuss the activities with your mentor at your initial meeting (see Page 10). The boxes are designed for you to write **brief notes** only to demonstrate your understanding; you do not need to write essays! Also, you do not need to type these notes; hand writing is absolutely fine. To keep track of which activities have been completed and those you still need to complete, tick each one on the list on the contents page (page 2) when you complete it.

Record of Attendance

Your attendance must be recorded each day (see page 13) and the total number of hours required **must be completed** prior to submission at the end of your placement in the Foundation Programme. This forms a record of your clinical hours required by the NMC in order for you to progress into the Branch Programme and register with the NMC on completion of the programme. If you are off sick or absent for any other reason this should be noted on page 14 and any hours worked to make up sickness/absence should be recorded on page 14. The total hours worked must be stated on Page 14.

Record of Student and Mentor Meetings

Student and mentor meetings should take place at the beginning of the placement, half way through to review progress and again at the end of the placement. A summary of these meetings should be documented on pages 10 – 11. Any other relevant comments from the mentor meetings can be noted on pages 10 – 11.

Record of Teaching and Discussion Sessions Attended

Pages 43-44 are provided to make a note of any teaching sessions or meetings with Link Lecturers whilst on placement.

Overall Assessment of Practice

Your mentors will be monitoring your progress throughout the year. The summative **Overall Assessment of Practice** (Page 5) will be signed at the end of your placement in the Foundation Programme to indicate that you have achieved all the NMC Proficiencies. Your mentor must have a recognised qualification (ENB 997/998, Teaching and Assessing in Clinical Practice or Preparation for Mentorship) **and have attended an annual update** in order to undertake this assessment.

The NMC Proficiencies

The NMC Proficiencies (NMC, 2004) are grouped under the four domains: Professional and Ethical Practice Domain; Care Delivery Domain; Care Management Domain; Personal and Professional Development Domain. The Parker Professional Behaviour and Practice Assessment Tool (Pages 6-7) describes the professional behaviours expected of Foundation Year Student Nurses and how these relate to the NMC Proficiencies (NMC 2004). This can help mentors and students to determine whether they have achieved the required level of proficiency at the end of the year.

What do I need to hand in?

The **Record of Achievement in Practice** contains all the necessary evidence to show that you have attended your placement for the required number of hours, achieved the NMC proficiencies (NMC 2004), and achieved all the **Essential Clinical and Communication Skills**. There is a checklist for submission on the first page; it is vital that you check that everything is complete before you hand it in. Failure to do so will result in a fail being awarded.

You also need to take your **Record of Achievement in Practice** to meetings with your Personal Tutor so that he or she can see how you are progressing.

Pass mark

The expected level of performance in all skills and activities is '**Safe Practice (C)**'.

Keep your Record of Achievement in Practice safe and keep it with you

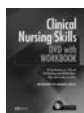
Your Record of Achievement in Practice is an assessment document and will soon contain signatures to indicate your achievements in practice. **You must keep it somewhere safe**. You will be provided with one copy of the Record of Achievement in Practice; it can be downloaded from the City University Website at www.city.ac.uk/practice but if you lose it you will need to re-do all the activities and be assessed again to demonstrate achievement of the Essential Clinical & Communication Skills.

Take your Record of Achievement in Practice to all **practice reflection seminars** (group sessions organised by the University that you are required to attend whilst on your placement) and the **Link Lecturer** for your placement area will ask to see your Record of Achievement in Practice and will be able to help you with any questions or problems that you have.

How does it relate to the Essential Skills & NMC Proficiencies?



You will be using a range of clinical and communication skills as you complete the activities in the Record of Achievement in Practice. This icon is there to remind you to ask your mentor to sign when you are confident with the skills and when you have completed activities designed to demonstrate achievement of the NMC Proficiencies.



This indicates where the **Clinical Nursing Skills Workbook & DVD** will help you to achieve the activity.



Reflection is an important part of each activity as it helps you to really think about what you have learnt and what you still need to learn.

Information for Mentors

This Record of Achievement in Practice (Portfolio) is intended to enable the student to demonstrate achievement of the proficiencies and skills deemed necessary before admission to the Nursing Register. It is designed to help the student apply theoretical knowledge and essential clinical and communication skills in the practice area.

The Foundation Programme portfolio (NM3912) is divided into 6 Activities, which are divided further into sub-activities [2a, 2b, 2c, 3a, 3b, 4a, 4b and so on]. The Activities are designed to facilitate continuous development and competency of the student as they progress through the course.

The Portfolio also lists the Essential Skills [pages 17-22] which are related to the Activities. It is intended that through completion of the Activities the student will have the opportunity to demonstrate the range of Essential Skills.

The Mentor must grade the Essential Skills reflecting the student's level of achievement.

The Activities link with the Essential Skills by allowing the student to demonstrate via the related outcomes that the necessary skills have been achieved.

The Mentor in the placement area will need to document within the 'Mentor Comments' pages guidance on how the student must progress to enable final signing-off for an activity. This action plan will help identify the future learning needs of the student.

Student guidelines state that all activities and essential skills **MUST** be completed by the end of the Foundation Programme (unless the skill is desirable) and will need to be undertaken several times in order to demonstrate:

- Understanding.
- Application.
- Acquisition of skills.

Students should **aim to undertake each activity several times under supervision PRIOR to a formal assessment** by the mentor which will then be graded and documented.

Overall Assessment of Practice

To be completed at the end of the Foundation Programme Placement by the named Mentor prior to student submitting for final summative assessment.

Name of Student:

The above student's performance has been (Please ✓ one)

* NB Unsafe Practice (D) must be accompanied by comments to identify areas that need improvement.

	Excellent Practice (A): Outstanding performance well above that expected at this stage in the programme
	Good Practice (B): Performance above that expected at this stage in the programme
	Safe Practice (C): Performance at a minimal safe level
	Unsafe Practice* (D) Performance below that expected at this stage in the programme. Is unsafe and has failed to meet the required standard.

Comments

Signature (Please print name & sign)

Date:

NMC Standards of proficiency for entry to the Branch Programme

<p>Name of Student:</p>
<p>The above named student has completed all the activities in this Record of Achievement in Practice and achieved all the Essential Clinical & Communication skills at the required level and so has demonstrated achievement of the NMC Standards of Proficiency - Foundation Programme.</p>
<p>Mentor signature (please print name & sign)</p>
<p>Date:</p>

Parker Framework for Assessment

At the end of the Foundation Programme the student should be assessed using the framework below. This indicates the expectations of a student nurse at the end of the Foundation Programme in relation to the NMC Proficiencies. This is the student's summative practice assessment for the Foundation Programme and the assessor is verifying achievement of the NMC proficiencies.

Professional Behaviour and Practice Framework for the Foundation Programme - PGDip (Parker 2004)

At the end of the Foundation Programme the student should be assessed using the framework below. This indicates the expectations of a student nurse at the end of the Foundation Programme in relation to the NMC Proficiencies. This is the student's summative practice assessment for the Foundation programme and the assessor is verifying achievement of the NMC proficiencies.

Professional and Practice Behaviour Framework (Parker 2004)	NMC Standards for First Progression Point (NMC 2009)
<p>Professional Behaviour</p> <ul style="list-style-type: none"> • Awareness of the Code of Conduct; • Appearance is professional i.e. correct uniform; • Maintains punctuality; • Follows correct procedure for absence/sickness; • Maintains confidentiality; • Follows instructions; • Maintains safety at all times; • Demonstrates respect and dignity for all; • Is able to identify areas for development 	<p>1.1 Discuss in an informed manner the implications of professional regulation for nursing practice</p> <p>1.2 Demonstrate an awareness of the NMC Code of Professional Conduct, standards of conduct, performance and ethics</p> <p>1.5 Demonstrate the importance of promoting equity in patient and client care by contributing to nursing care in a fair and anti-discriminatory way</p>
<p>Teamwork</p> <ul style="list-style-type: none"> • Aware of different nursing/midwifery roles; • Knows their own role within the team; • Is aware of the team's way of working; • Knows how the team functions; • Always gives information to senior staff; • Is flexible; • Is dependable; Is supportive 	<p>2.3 Contribute to enhancing the health and social well being of patients and clients under the supervision of a Registered Practitioner</p> <p>2.5 Contribute to the planning of nursing care, involving patients and clients and, where possible, their cares; demonstrating an understanding of helping patients and clients to make informed decisions</p> <p>3.2 Demonstrate an understanding of the role of others by participating in inter-professional working practice</p>

<p>Student interest, motivation and enthusiasm</p> <ul style="list-style-type: none"> • Asks questions; • Gets involved; • Uses opportunities; • Is willing to participate; • Is aware of learning needs; • Is interested in what is happening; • Demonstrates knowledge in relation to the practice undertaken; • Knows about resources; • Requests ‘hands on’ practice • Has undertaken preparatory reading 	<p>4.1 Demonstrate responsibility for one’s own learning through the development of a Record of Achievement in Practice of practice and recognise when further learning is required</p>
<p>Requests for help</p> <ul style="list-style-type: none"> • Open to feedback; • Acts on feedback; • Needs guidance with practical tasks; • Reflects on performance; • Works with supervision; • Requests help appropriately; • Is assertive; • Knows limitations in practice; • Recognises areas to develop; • Is aware of where to find information and resources. 	<p>2.6 Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners</p> <p>4.2 Acknowledge the importance of seeking supervision to develop safe and effective nursing practice</p>
<p>Application of Theory to Practice</p> <ul style="list-style-type: none"> • Asks rationale for actions; • Demonstrates knowledge in relation to the practice undertaken; • Understands principles of midwifery practice; • Can provide knowledge for different care; • Remembers what is taught; • Responds to feedback 	<p>1.3 Demonstrate an awareness of and apply ethical principles to nursing practice</p> <p>1.4 Demonstrate an awareness of legislation relevant to nursing practice</p> <p>2.4 Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, psychological, social, spiritual and cultural needs of patients and clients</p> <p>2.7 Demonstrate evidence of a developing knowledge base, which underpins safe and effective nursing practice</p> <p>2.8 Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals’ needs</p> <p>2.9 Contribute to the evaluation of the appropriateness of nursing care delivered</p> <p>2.10 Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner</p> <p>3.1 Contribute to the identification of actual and potential risks to patients, clients and their cares, to oneself and to others, and participate in measures to promote and ensure health and safety</p> <p>3.3 Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery</p>

<p>Communication</p> <ul style="list-style-type: none">Able to communicate verbally and clearly to all;Can complete basic observations with supervision;Able to identify some non-verbal communication cues;Able to form relationships;Listens to others;Respects others views	<p>A1. Communicate effectively with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal periods. (Effective Midwifery Practice Domain)</p>
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Declaration of Good Character - Foundation Programme

Personal Tutor and Student Declarations

To be completed by the Personal Tutor

Student Name:
'To the best of my knowledge the above student has demonstrated standards and behaviours that are consistent with the standards and requirements outlined by 'The Code: standards for conduct, performance and ethics for nurses and midwives' (Nursing & Midwifery Council, 2008).
I agree*/do not agree* with the above statement (*Please delete as applicable – see below)
Personal Tutor Signature (Please print name & sign):
Date:

*If you do not agree with this statement you must state your reasons in the box below and provide page numbers to indicate the skills/areas in which the student needs to improve.

Comments
Personal Tutor Signature (Please print name & sign)
Date:
Student Declaration:
'I confirm that I have behaved Professionally at all times during my foundation programme consistent with the standards and requirements outlined by 'The Code: standards for conduct, performance and ethics for nurses and midwives' (Nursing & Midwifery Council, 2008).
Student Signature (Please print name & sign):
Date:

Record of Student and Mentor Meetings

Notes of the initial interview, interim and end of placement meetings between the student and mentor should be recorded here to review progress and plan objectives. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial
Summary of the points discussed and objectives/plan	
Signature (print name & sign) of Mentor & date	
Signature of Student & date	

Record of Student and Mentor Meetings

Name of Placement Area:	Interim
Summary of the points discussed and objectives/plan	
Signature (print name & sign) of Mentor & date	
Signature of Student & date	

RECORD OF ATTENDANCE ON PLACEMENT

Foundation Programme NM3912 - PGDip Nursing

- Foundation Programme student nurses may work a variety of shifts apart from night duty. They may work long days if that is the shift pattern in your area and with the agreement of the Practice Area Manager.
- Foundation Programme student nurses may also work some weekends to enhance continuous assessment and to provide flexibility for both the mentor and the student.
- Students will work the equivalent of 37.5 hours a week or 150 hours in a 4 week period. You must complete a minimum of 375 hours excluding Public Holidays in your Foundation Programme (you are not required to work the day of a Public Holiday).
- Each shift must be recorded on the pages overleaf. A qualified practitioner or equivalent* must sign this form at the end of each shift
- Sickness or absence and any days worked to make this up must be recorded on page 14. If you are sick or absent for more than 5 days in the Foundation Programme you will be required to make an appointment to see your Programme Director.
- This might be a supervisor in a nursery, a physiotherapist or other healthcare professional etc

RECORD OF ATTENDANCE ON PLACEMENT

Student Name:			Cohort:		
			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
Total			Total		

Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
Total			Total		

Total this page

Sickness and Absence ...❖

Student Name:			Cohort:		
			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
Total			Total		

Days worked to make up for sickness/Absence ...❖

Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
Total			Total		

Student Complete:

Total Hours Foundation Programme:
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Essential Clinical & Communication Skills ❖❖

The following pages list the clinical and communication skills to be achieved by the end of the Foundation Programme. All those that are not identified as 'desirable' must be achieved by this time.

Expected Level of Performance

Four levels of performance have been identified (see page 16). Each level addresses 4 key aspects: the psychomotor aspect (ability to perform the skill); the cognitive aspect (use of their knowledge base); the effective aspect (the manner/demeanour of the student and ability to attend to the feelings/emotions of individuals); and the students ability to reflect on practice.

The **minimum** acceptable level of performance is **C - Safe Practice**.

When the student has demonstrated the skill, on several occasions, at or above the required level of performance, the mentor should insert the appropriate letter (e.g. C or B) in the 'level achieved' column and sign & date the '*Mentor's signature & date*' column. Comments may be added as necessary. **The mentor must be a Registered Nurse, ideally the student's named mentor. All mentors must write their full name, signature & designation in the box on page 11 to enable their initials to be identified.**

Essential Skills

Students must achieve all the essential skills at the expected level of achievement by the end of the Foundation Programme. The skills in section 2.2 (**Emergency Care & CPR**) do not have to be demonstrated but must be discussed with the mentor to ensure understanding of the procedure required in the event of a cardiac arrest.

Problems?

If students have difficulty achieving the skills due to lack of opportunity to practise in the clinical placement, this must be discussed with the mentor, link lecturer, practice facilitator or personal tutor at the earliest opportunity. This will enable other opportunities for practice (such as use of the Skills Centre) to be utilised.

Levels of Performance

<p>A Excellent Practice</p>	<ul style="list-style-type: none"> • Outstanding performance well above that expected at this stage in the programme • Can perform this activity satisfactorily without assistance, prompting or direct supervision, with acceptable speed and quality of work • Is aware of his/her limitations and seeks help and advice appropriately • With guidance, is able to reflect on performance to identify strengths and learning needs • Patients/Clients/Colleagues identified excellent practice
<p>B Good Practice</p>	<ul style="list-style-type: none"> • Performance above that expected at this stage in the programme • Can perform this activity without assistance or prompting and does not require direct supervision • Is aware of his/her limitations and seeks help and advice appropriately • With guidance, is able to reflect on performance to identify strengths and learning needs • Demonstrates good practice, requiring minimal supervision
<p>C Safe Practice</p>	<ul style="list-style-type: none"> • Performance is at the level expected at this stage in the programme • Can perform this activity satisfactorily under direct supervision but requires some prompting/assistance • Is able to perform the skills • With guidance, is able to reflect on performance and identify learning needs • Demonstrates safe and effective care under supervision and guidance
<p>D Unsafe Practice</p>	<ul style="list-style-type: none"> • Is not able to perform this activity to a satisfactory level in the clinical environment • Performance is below that expected at his/her stage in the programme • Has failed to meet the required standard in this activity • Practice is unsafe

NB All Essential skills are expected to be achieved at Level C (Safe Practice) or above

All mentors must write their full name, signature & designation on page 11 to enable their signatures to be identified.

All co-mentors or unqualified mentors MUST have their signatures countersigned by a qualified mentor.

Essential Clinical & Communication Skills ❖❖

SECTION 1 Care, Compassion & Communication

Page

1.1	Greeting skills	
1.2	Team working skills	
1.3	Maintaining respect & dignity	
1.4	Assertiveness skills	
1.5	Record keeping & documentation skills	
1.6	Interview/assessment skills	
1.7	Communicating where barriers exist	
1.8	Reflecting on practice	

SECTION 2: Clinical Skills

2.1	Observation & Monitoring	
2.2	First aid & cardiopulmonary resuscitation	
2.3	Nutrition & Fluid Management	
2.4	Medicines management	
2.5	Assisting with Elimination	
2.6	Wound assessment	
2.7	Infection prevention and control	
2.8	Respiratory care	
2.9	Immobility & associated problems	
2.10	Patient Hygiene	

NB All Essential skills are expected to be achieved at Level C (Safe Practice) or above

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.1	Greeting & Leave-taking skills			
a	Introduces self and others			
b	Familiarises the patient with the care environment			
c	Can open a conversation with distressed patients			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.2	Team working skills			
a	Works collaboratively with others in the healthcare team			
b	Shares information with colleagues			
c	Seeks help/advice appropriately			
d	Demonstrates an understanding of the role of other health care professionals			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.3	Maintaining Respect & Dignity			
a	Promotes environmental & physical dignity			
b	Demonstrates effective listening			
c	Uses posture & personal space appropriately			
d	Shows cultural sensitivity during nursing interactions			
e	Maintains confidentiality of patients records			
f	Seeks consent and respects patient's rights & choices			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.4	Assertiveness Skills			
a	Accepts delegated tasks/care appropriate to knowledge/skill			
b	Demonstrates assertiveness when necessary			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.5	Record keeping & Documentation skills			
a	Accurately documents clinical observations, fluid balance etc			
b	Under supervision, contributes to care planning & evaluation			
c	Ensures all documentation is countersigned by a Registered Nurse RN			
d	Safely disposes of personal notes about patients			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.6	Interview/Assessment skills			
a	Uses open questions			
b	Uses closed questions			
c	Clear explanation skills			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.7	Communicating where barriers exist			
a	Uses appropriate language			
b	Assists patients who speak a different language			
c	Accesses interpretation services			
d	Answers the telephone appropriately			
e	Reports information received by telephone			
f	Gives information over the telephone appropriately			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.8	Reflecting on Practice			
a	Reviews practice through discussion & reflection			
b	Actively seeks to extend skills & knowledge			
c	Seeks and responds to feedback from supervisors/mentors			

SECTION 2: Clinical Skills

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.1	Observation & Monitoring			
a	Detects, reports & responds to signs of deteriorating condition			
b	TPR & BP recording & documentation is appropriate for Foundation Programme			
c	Knowledge of normal values for clinical observations is appropriate for Foundation Programme			
d	Weighs patients correctly			
e	Blood glucose monitoring - following training in practice area (Desirable Skill)			
f	Pain assessment (Desirable Skill)			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.2	First Aid & Cardiopulmonary Resuscitation (Demonstrate or discuss the following)			
a	Awareness of procedure for emergency situations			
b	Ward/clinic based CPR			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.3	Nutrition & Fluid Management			
a	Nutritional assessment			
b	Provides an environment conducive to eating & drinking			
c	Assists patients/clients to make appropriate diet choices			
d	Feeding of adults or children			
e	Monitors fluid intake and assisting as necessary			
f	Positioning of patients to promote eating & prevent choking			
g	Care of patients with nausea & vomiting			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.4	Medicines management			
a	Storage of medicines			
b	Checking procedures for administration of medicines			
c	Administration of oral medicines under direct supervision			
d	Basic drug calculations			
e	Explains Patient Group Direction (PGD)			
f	Identifies major medicine groups eg analgesics, antibiotics			
g	Administering controlled drugs under direct supervision			
h	Administering SC injection under direct supervision (Desirable Skill)			
i	Administering IM injection under direct supervision (Desirable Skill)			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.5	Assisting with Elimination			
a	Assists with toileting			
b	Performs a urinalysis			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.6	Wound assessment			
a	Non-touch aseptic dressing technique (Desirable Skill)			
b	Clean dressing technique (Desirable Skill)			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.7	Infection prevention and control			
a	Hand washing & use of Alcohol hand rub			
b	Wearing of aprons & gloves correctly			
c	Taking an MRSA swab			
d	Safe handling and disposal of waste and sharps			
e	Understands procedure for spillage of blood & body fluids			
f	Complies with local & national infection prevention guidelines			
g	Complies with hygiene, uniform and dress codes			
h	Understands standard precautions and barrier nursing			
i	Recognises signs of infection			
j	Removal of IV cannula (Desirable Skill)			
k	Under direct supervision safely use medical devices/equipment e.g. BP machine			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.8	Respiratory Care			
a	Assessing of breathing / Counting Respiratory rate			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.9	Immobility & Associated Problems			
a	Understands principles of moving & handling			
b	Safe use of hospital bed/bed or cot (Adult and Child Nursing)			
c	Pressure ulcer risk assessment			
d	Turning/positioning to relieve pressure			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.9	Patient Hygiene			
a	Assists patients with personal hygiene needs			
b	Bed making & safe disposal of linen			
c	Oral assessment /mouth care			
d	Caring for finger and toe nails (Desirable Skill)			

Professional and Ethical Practice Domain

Activities 1 & 2 will help you to achieve the NMC Proficiencies below:

- 1.1 Discuss in an informed manner the implications of professional regulation for nursing practice;
- 1.2 Demonstrate an awareness of the NMC Code of Professional Conduct, standards of conduct, performance and ethics;
- 1.3 Demonstrate an awareness of and apply ethical principles to nursing practice;
- 1.4 Demonstrate an awareness of legislation relevant to nursing practice;
- 1.5 Demonstrate the importance of promoting equity in patient and client care by contributing to nursing care in a fair and anti-discriminatory way;

ACTIVITY 1

1a Visit the NMC Web Site (www.nmc-uk.org) or read appropriate texts and outline the role of the Nursing and Midwifery Council (NMC).



1b Select 4 issues mentioned in *The Code: Standards of conduct, performance and ethics for nurses and midwives* and briefly discuss their relevance to you as a Student Nurse

1c Reflect on your experiences whilst doing this activity and what you have learnt about professional regulation in nursing.



ACTIVITY 1 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

ACTIVITY 2

After 2 weeks on placement think back to 6 patients you have cared for.

2a Write a brief summary of how their confidentiality was maintained and state with whom you may discuss your patients' condition/needs.



2b Are there any situations when you may breach your patients' confidentiality and why?



2c What documents are used to record your patients' care and which members of the multi-disciplinary team contribute to them?



2d How can you ensure that your patients' are treated in a fair and equitable manner?



2e Outline the legal implications of documentation and record keeping



2f Reflect on your experiences whilst doing this activity and what you have learnt. Have you achieved the NMC Standards of Proficiency for the Professional & Ethical Practice Domain? (see Record of Achievement in Practice page 3).

If so, discuss this with your mentor and ask your mentor to sign to indicate that you have achieved these standards.



ACTIVITY 2 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

Care Management Domain

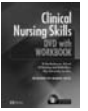
Activities 3 – 4 are designed to help you to achieve the following NMC Proficiencies:

3.2 Demonstrate an understanding of the role of others by participating in inter-professional working practice;

3.3 Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery;

ACTIVITY 3

The DVD and activities in Chapter 5 (Cardiopulmonary Resuscitation CPR) in the Clinical Skills Workbook will help you with these activities



3a If you are asked to call the emergency number for cardiac arrest (see Orientation to Practice Environment page 42) what should you say when the call is answered?



3b As a student nurse how can you assist in an emergency situation?



3c What signs and symptoms might indicate that your patient's condition is deteriorating?

3d What equipment does the emergency trolley contain and what is each item needed for?



3e With your mentor discuss the procedure and your role in the event of a cardiac arrest. When you feel confident with this aspect of care ask your mentor to sign these skills on page 32.



3f Reflect on your experiences whilst doing this activity and what you have learnt.



ACTIVITY 3 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

ACTIVITY 4

4a Observe the administration of oral medicines to at least 6 different patients and outline the regulations for the storage and administration of medicines



4b Outline the 5 or 6 'rights' of the medicines checking procedure

4c When you have observed oral drug administration several times and can discuss the storage and safe administration of medicines (www.nmc-uk.org will help here) ask your mentor to sign these skills on page 35.



4d How are sharps disposed of in your practice area?



4e Why is the correct disposal of sharps so important?

4f Calculate the following:

Medication in stock	Patient's prescription	Number of tablets or volume of liquid required
Paracetamol 500mg tablets	Paracetamol 500mg tablets	
Warfarin 1mg, 3mg & 5mg tablets	Warfarin 10mg	
Diazepam 2mg in 5ml	Diazepam 15mg	
Calpol 120mg in 5ml	Calpol 240mg	
Insulin (Human Actrapid) 100units per ml	Insulin (Human Actrapid) 16units	

4g Which calculations were needed when the registered nurse administered medication to the patients you observed?

4g When you can confidently perform basic drug calculations ask your mentor to sign this on page 35.



4h Reflect on your experiences whilst doing this activity and identify any learning needs you have in relation to drug calculations.



ACTIVITY 4 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

Personal and Professional Development Domain

Activity 5 & 6 will help you to achieve the following NMC Proficiencies:

3.2 Demonstrate an understanding of the role of others by participating in inter-professional working practice;

4.1 Demonstrate responsibility for one's own learning through the development of a Record of Achievement in Practice of practice and recognise when further learning is required;

4.2 Acknowledge the importance of seeking supervision to develop safe and effective nursing practice;



ACTIVITY 5

Activity 5 helps you consider care delivered by your colleagues in midwifery & the other branches of nursing and how they may contribute to the care of your patient

5a Giving an example of patients you have cared for please indicate how midwifery and other branches of nursing could contribute to their care:

Please consider:

- Does your patient have an extended family/children. Consider the patient in the family context, e.g. the welfare of children and what may the needs of children and young people be:
- Does your patient have any mental health issues, consider a patients mental health state and well-being and how they deal with their medical condition and life changes etc:
- How can your colleagues in midwifery assist you. Consider how fertility/pregnancy testing prior to invasive or medical interventions including the effects and side effects of therapies and treatments on female patients is important:

5b Discuss with your colleagues and following research of the other disciplines note how their role differs from your own. Give a brief definition of each one below:

Adult Nursing:

Child Health Nursing:

Mental Health & Learning Disability Nursing:

Midwifery:

5c Reflect on your experiences whilst doing this activity and identify what you have learnt



ACTIVITY 5 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

ACTIVITY 6

To be completed at the end of your placement

6a Think back over all the things you have learnt. Who/what has helped you learn in this placement?

6b What have you learnt about seeking help and guidance from your mentor?

6c Of the clinical & communication skills you have learnt in the Foundation Programme, were there any that only achieved a borderline pass? How will you develop these further in the Branch Programme?

6d Reflect on how you completed your Record of Achievement in Practice in the Foundation Programme; will you do anything differently in the Branch Programme?



6e Your Practice has been continually assessed over the Foundation Programme. Following on from your reflections and after discussion with your mentor about your performance, how would you rate the level of your clinical performance overall?



	Excellent Practice (A): Outstanding performance well above that expected at this stage in the programme
	Good Practice (B): Performance above that expected at this stage in the programme
	Safe Practice (C): Performance at a minimal safe level
	Unsafe Practice* (D) Performance below that expected at this stage in the programme. Is unsafe and has failed to meet the required standard.

You may wish to comment on your practice

ACTIVITY 6 COMPLETED

Mentor Name & signature (Please print name & sign)	Date
Feedback/Comments	

Orientation to the Practice Environment

- Risk Assessment ❖❖❖

Orientation to the practice environment must be completed within the first week of each placement. When completed both student and mentor should sign below.

Name of Placement:
Name of Mentor Orientating Student:

The Mentor must ensure that the student is familiar with the following:	
Emergency Procedures (including evacuation) Fire alarm tests are carried out on a: The assembly point is: The Emergency Telephone Number is:	Emergency Resuscitation (cardiac arrest) Number is: Resuscitation equipment is stored: Actions to be taken by the student:
The Major Incident procedure is:	In event of a security risk the emergency telephone number is:
Actions to be taken by the student:	Location of First Aid Information Contact name or number of First Aider If your First Aider is not available, call ...
Accident/Emergency Reporting <ul style="list-style-type: none"> You are responsible for ensuring that an accident/incident is reported to the person in charge of your placement, your personal tutor/or link lecturer or practice facilitator Location of Accident/Incident Book: Actions to be taken by the student:	Health and Safety <ul style="list-style-type: none"> Specific procedures for placement activities/tasks allocated e.g. use of equipment or machinery such as for manual handling Use of equipment e.g. administration of specific medications such as cytotoxic drugs External activities e.g. lone worker policies when visiting patients/clients in their own home etc.
	Psychiatric Emergencies Telephone number for Rapid Response Team
Policies and Protocols such as & including: <ul style="list-style-type: none"> Administration of medicines, infection control, handling biological materials Visiting Storage of valuables Confidentiality of patient records, including computerised records Personal security Blood glucose monitoring 	Education Related Policies <ul style="list-style-type: none"> Induction to placement area and staff Procedure for reporting sickness or absence Duty times and mentoring-working arrangements Planning placement experience Learning contract: dates for review and feedback sessions
Occupational Health Referral Procedure <ul style="list-style-type: none"> Services available e.g. counselling Immunisation (where relevant) Risk assessment: e.g. students who are pregnant or breast feeding; students with special needs 	Security Issues Your identity badge must be displayed at all times while on placement but not in public areas

Record of Teaching and Discussion Sessions Attended ...

Please give brief details of any teaching or discussion sessions attended whilst in Year 1 placements.

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Record of Teaching and Discussion Sessions Attended

Please give brief details of any teaching or discussion sessions attended whilst in Year 1 placements.

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Summary of Teaching/Discussion

Date:

Mentor Comments

Please use this section if you wish to make any further comments on your students practice; including skills, knowledge, professional behaviour and attitudes.

Mentor Name & Signature

Date:

Mentor Name & Signature

Date:

Mentor Name & Signature

Date:

Mentor Name & Signature

Date:

Mentor Name & Signature

Date:



Revised and rewritten by: Mark Jones and Graham Boswell. 2010

Original development by: Val Dimmock, Michelle Ellis, Gulu Hussein, Di Lear, Michelle Lyne, Maggie Maxfield and Soo Moore. 2006



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