



Record of Achievement in Practice

Portfolio of Practice



Year 2

Student Name:	
Cohort:	Student Number:
Community of Practice:	Branch:
Module Code:	Personal Tutor:
Please indicate programme: <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/> PGDip	

To be completed by the Student's Personal Tutor

Record of Achievement in Practice – Marking Record

Information for the Personal Tutor

This Record of Achievement in Practice (Portfolio) document is a continuous assessment of the students' progress in practice. This assessment is a summative Pass or Fail assessment with a formative grade 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 Resubmission or Fail mark.

Record of Overall Result (As recorded in the Record of Achievement in Practice by the Mentor/Sign-Off Mentor)	A <input type="checkbox"/> Excellent Practice B <input type="checkbox"/> Good Practice C <input type="checkbox"/> Safe Practice D <input type="checkbox"/> Unsafe Practice Resubmission or Fail	Have ALL clinical hours been completed YES <input type="checkbox"/> NO <input type="checkbox"/> Record number of clinical hours completed below for Year 2 (minimum of 720 hours). Please record student total hours =
---	---	--

For university use only:

A = 70%: B = 60%: C = 50%: D = 35%

Confirmation Check List	
Are ALL Essential Clinical & Communication Skills 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 signatures 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 <u>Overall Assessment of Practice</u> been completed by the Mentor/Sign-Off Mentor	YES <input type="checkbox"/> NO <input type="checkbox"/> (if No refer to comment page)
Has <u>NMC Standards of Proficiency</u> been signed & dated by the Mentor/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)

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 For 1st Attempt: PASS Resubmit For 2nd Attempt: PASS FAIL

1st Attempt

Personal Tutor Signature:	Print Name:	Date:	Contact Tel no:	E-mail:
Moderator Signature:	Print Name:	Date:	Comments:	

2nd Attempt

Personal Tutor Signature:	Print Name:	Date:	Contact Tel no:	E-mail:
Moderator Signature:	Print Name:	Date:	Comments:	

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 25 – 32)
	All activities are completed, signed & dated (pages 33 – 55)
	Attendance record: all shifts signed and total hours shown (pages 21 – 24)
	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 20) to confirm that all signatures are genuine
	Sign Student Self Declaration of Good Character (Page 11)

Contents

	Page		Page
Introduction & how to use the Record of Achievement in Practice	3	<input type="checkbox"/> Activity 3	37
Overall Assessment of Practice	5	<input type="checkbox"/> Activity 4	38
NMC Standards of Proficiency for entry to third year of the Programme & Assessment Framework.....	6	<input type="checkbox"/> Activity 5	40
Personal Tutor & Student Declaration of Good Character	11	<input type="checkbox"/> Activity 6	41
Record of student and mentor meetings	12	<input type="checkbox"/> Activity 7.....	44
Record of mentor signatures.....	20	<input type="checkbox"/> Activity 8	46
Record of Attendance	21	<input type="checkbox"/> Activity 9.....	47
Expected level of performance.....	25	<input type="checkbox"/> Activity 10	52
Essential Skills – Care, Compassion & Communication skills.....	28	<input type="checkbox"/> Activity 11	53
Essential Skills – Clinical skills	30	<input type="checkbox"/> Activity 12	54
Activities to demonstrate achievement of the NMC Standards of proficiency	33	Orientation to Practice Environment - Risk Assessment	56
<input type="checkbox"/> Activity 1	34	Record of teaching sessions and discussions with link lecturer.....	62
<input type="checkbox"/> Activity 2.....	35	Mentor comments.....	64

Record of Achievement in Practice Year 2 ❖

This Record of Achievement in Practice is designed to enable you to develop the **Essential Clinical and Communication Skills** listed on Page 27 and demonstrate achievement of the **NMC Proficiencies (2004)**, which will allow you to progress to the 3rd year of the programme (Page 6). In the interests of brevity the term 'patient' is used throughout to indicate patient, client, service user, 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 12) and identify those that you would like to complete in that placement. 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. Consider the choice of your patients to enable you to best achieve the essential skills. 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 pages 21 – 24) and the total number of hours required **must be completed** prior to submission at the end of your final placement in year 2. This forms a record of your clinical hours required by the NMC in order for you to register on completion of the programme. If you are off sick or absent for any reason this should be noted on page 24 and any hours worked to make up sickness/absence should be recorded on page 24. The total hours worked must be stated on Page 24. You will not be able to pass this assessment if you do not complete the required clinical hours.

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 12 – 19. Any other relevant comments from mentor meetings can be noted on page 64.

Record of Teaching and Discussion Sessions Attended

Pages 62– 63 are provided to make a note of any teaching sessions or meetings attended 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 final placement in Year 2 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 (Page 6) describes the professional behaviours expected of second 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 Page 2; 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 and do not have copies of your completed work and hours, 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 Clusters & 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



Reflection is an important part of each activity as it helps you to really think about what you have learnt from the experience 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 year two portfolio is divided into 12 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 [pg 27] 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.

It maybe that some activities will be part signed-off in one placement but then completed during subsequent placements.

Student guidelines state that all activities and essential skills **MUST** be completed by the end of Year 2 (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 in the final placement for year 2 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 to enable student to improve

Signature (Please print name & sign)

Date:

NMC Standards of proficiency for entry to the Professional Register – Second Year ❖❖

Name of Student:
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 – Second Year.
Mentor signature (please print name & sign)
Date:

The activities in the Record of Achievement in Practice (pages 33 – 55) are designed to enable the student to demonstrate achievement of these standards. When the student has completed all the activities the mentor should sign above to indicate that the student has achieved the NMC Standard of Proficiency.

Parker Framework for Assessment

At the end of the year the student should be assessed using the framework below. This indicates the expectations of a student nurse at the end of the second year in relation to the NMC Proficiencies. This is the student’s final summative practice assessment for year 2 and the assessor is verifying achievement of the NMC proficiencies.

Professional Behaviour and Practice Framework for the Year 2 Nursing Programme (Parker 2004)

Proficiencies in **BOLD** must be achieved in Year 2 and the student should be working towards achieving the proficiencies in Italics in Year 3.

Professional and Practice Behaviour Framework (Parker 2004)	NMC Proficiencies for Entry to the Nursing Branch Programme (NMC 2004)
<p>Professional Behaviour</p> <ul style="list-style-type: none"> • Demonstrates confidence in some aspects of practice. • Demonstrates some ability to manage time in relation to providing care. • Is able to follow instructions. • Is aware of limitations and areas to develop. • Provides care without omissions. 	<p><i>1.1 practice in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics (Professional And Ethical Domain)</i></p> <p><i>1.2 use professional standards of practice to self-assess performance (Professional and Ethical Domain)</i></p> <p>1.8 ensure the confidentiality and security of written and verbal information acquired in a professional capacity (Professional and Ethical Domain)</p> <p>1.11 act appropriately when seeking access to caring for patients and clients in their own homes (Professional and Ethical Domain)</p> <p>1.12 maintain, support and acknowledge the rights of individuals or groups in the health care setting (Professional and Ethical Domain)</p> <p><i>1.13 act to ensure that the rights of individuals and groups are not compromised (Professional And Ethical Domain)</i></p> <p>1.14 respect the values, customs and beliefs of individuals and groups (Professional and Ethical Domain)</p>

	<p><i>1.15 provide care which demonstrates sensitivity to the diversity of patients and clients (Professional and Ethical Domain)</i></p> <p><i>2.25 ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public (Care Delivery Domain)</i></p> <p>3.4 communicate safety concerns to a relevant authority (Care Management Domain)</p> <p><i>3.10 maintain one's own accountability and responsibility when delegating aspects of care to others (Care Management Domain)</i></p> <p>4.4 take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice (Personal and Professional Development Domain)</p>
<p>Teamwork</p> <ul style="list-style-type: none"> • Demonstrates knowledge of roles within the interprofessional team. • Can outline the team's ways of working. • Knows about team's dynamics and how these change. • Always gives information to senior staff. • Is flexible. • Is dependable • Is supportive 	<p>1.4 consult other health care professionals when individual or group needs fall outside the scope of nursing practice (Professional and Ethical Domain)</p> <p><i>3.6 establish and maintain collaborative working relationships with members of the health and social care team and others (Care Management Domain)</i></p> <p>3.7 participate with members of the health and social care team in decision-making concerning patients and clients (Care Management Domain)</p> <p><i>3.8 review and evaluate care with members of the health and social care team and others (Care Management Domain)</i></p> <p><i>3.9 take into account the role and competence of staff when delegating work (Care management Domain)</i></p> <p><i>3.11 demonstrate the ability to co-ordinate the delivery of nursing and health care (Care management Domain)</i></p> <p>4.3 share experiences with colleagues and patients and clients in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations (Personal and Professional Development Domain)</p> <p><i>4.7 demonstrate effective leadership in the establishment and maintenance of safe nursing practise (Personal and Professional Development Domain)</i></p>
<p>Student Interest, Motivation and Enthusiasm</p> <ul style="list-style-type: none"> • Is enquiring. • Gets involved in team activities. • Uses opportunities. • Is willing to participate. • Is aware of own learning needs. • Is interested in what is happening. • Discusses knowledge in relation to practice undertaken. • Uses resources. • Requests 'hands on' practice. 	<p>4.1 identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning (Personal and Professional Development Domain)</p> <p><i>4.2 develop a personal development plan which takes into account personal, professional an organisational needs (Personal and Professional Development Domain)</i></p> <p><i>4.5 contribute to creating a climate conducive to learning (Personal and Professional Development Domain)</i></p> <p><i>4.6 contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience (Personal and Professional Development Domain)</i></p>

<p>Requests for Help</p> <ul style="list-style-type: none"> • Open to feedback and acts on this. • Needs guidance with practical tasks. • Reflects on own performance. • Requires supervision for some tasks. • Is assertive. • Knows limitations in practice. • Recognises areas to develop. • Is aware of where to find information and resources. 	<p>1.3 consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence (Professional and Ethical Domain)</p> <p><i>2.6 seek specialist/expert advice as appropriate (Care Delivery Domain)</i></p>
<p>Application of Theory to Practice</p> <ul style="list-style-type: none"> • Asks the rationale for actions. • Demonstrates knowledge in relation to practice. • Can discuss principles and concepts for practice. • Is aware of the significance of differences in practice. 	<p><i>1.5 identify unsafe practice and respond appropriately to ensure a safe outcome (Professional and Ethical Domain)</i></p> <p><i>1.6 manage the delivery of care services within the sphere of one's own accountability (Professional and Ethical Domain)</i></p> <p><i>1.7 demonstrate knowledge of legislation and health and social policy relevant to nursing practice (Professional and Ethical Domain)</i></p> <p>1.9 demonstrate knowledge of contemporary ethical issues and their impact on nursing and health care (Professional and Ethical Domain)</p> <p><i>1.10 manage the complexities arising from ethical and legal dilemmas (Professional and Ethical Domain)</i></p> <p>2.3 consult with patients, clients and s to identify their need and desire for health promotion advice (Care Delivery Domain)</p> <p>2.4 provide relevant and current health information to patients, clients and groups in a form which facilitates their understanding and acknowledges choice/individual preference (Care Delivery Domain)</p> <p>2.5 provide support and education in the development and/or maintenance of independent living skills (Care Delivery Domain)</p> <p><i>2.7 select valid and reliable assessment tools for the required purpose (Care Delivery Domain)</i></p> <p>2.8 systematically collect data regarding the health and functional status of individuals, clients and communities through appropriate interaction, observation and measurement (Care Delivery Domain)</p> <p>2.9 analyse and interpret data accurately to inform nursing care and take appropriate action (Care Delivery Domain)</p> <p><i>2.10 establish priorities for care based on individual or group needs (Care Delivery Domain)</i></p> <p>2.11 develop and document a care plan to achieve optimal health, habilitation, and rehabilitation based on assessment and current nursing knowledge (Care Delivery Domain)</p>

2.12 identify expected outcomes, including a time frame for achievement and/or review in consultation with patients, clients, their carers and family and friends and with members of the health and social care team (Care Delivery Domain)

2.13 ensure that current research findings and other evidence are incorporated into practice (Care Delivery Domain) **2.16** demonstrate the safe application of the skills required to meet the needs of patients and clients within the current sphere of practice (Care Delivery Domain)

2.14 identify relevant changes in practice or new information and disseminate it to colleagues (Care Delivery Domain)

2.15 contribute to the application of a range of interventions which support and optimise the health and well-being of patients and clients (Care Delivery Domain)

2.16 demonstrate the safe application of the skills required to meet the needs of patients and clients within the current sphere of practice (Care Delivery Domain)

2.17 identify and respond to patients and clients' continuing learning and care needs (Care Delivery Domain)

2.18 engage with, and evaluate, the evidence base that underpins safe nursing practice (Care Delivery Domain)

2.19 identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care (Care Delivery Domain)

2.20 collaborate with patients and clients and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes (Care Delivery Domain)

2.21 analyse and revise expected outcomes, nursing intervention and priorities in accordance with changes in the individual's condition, needs or circumstances (Care Delivery Domain)

2.22 use evidence based knowledge from nursing and related disciplines to select and individualise nursing interventions (Care Delivery Domain)

2.23 demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings (Care Delivery Domain)

2.24 recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances (Care Delivery Domain)

3.1 apply relevant principles to ensure the safe administration of therapeutic substances (Care Management Domain)

3.2 use appropriate risk assessment tools to identify actual and potential risks (Care Management Domain)

3.3 identify environmental hazards and eliminate and/or prevent where possible (Care Management Domain)

3.5 manage risk to provide care which best meets the needs and interests of patients, clients and the public (Care Management Domain)

3.12 literacy – interpret and present information in a comprehensible manner (Care Management Domain)

3.13 numeracy – accurately interpret numerical data and their significance for the safe delivery of care (Care Management Domain)

3.14 information technology and management – interpret utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care (Care Management Domain)

3.15 problem-solving – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information (Care Management Domain)

Communication

- Able to initiate verbal communication and provide basic information clearly.
- Can complete basic documentation accurately.
- Uses non verbal communication where appropriate.
- Listens to others
- Respects others views

2.1 utilise a range of effective and appropriate communication and engagement skills (Care Delivery Domain)

2.2 maintain and, where appropriate, disengage from professional caring relationships that focus on meeting the patient's or client's needs within professional therapeutic boundaries (Care Delivery Domain)

Declaration of Good Character – Year 2 ❖❖❖

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>I agree*/do not agree* with the above statement (*Please delete as applicable – see below)</i>
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 Second Year 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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

Name of Placement Area:	Initial / Interim / end of placement (please circle)
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

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. This process must be repeated for every placement of 4 weeks or more. If there are any concerns this should be reported to the Link Lecturer or Practice Facilitator and documented below.

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

School of Community & Health Sciences

RECORD OF ATTENDANCE ON PLACEMENT

YEAR 2 – RN/Diploma/BSc (Hons)/PGDip Nursing

- 2nd Year student nurses may work a variety of shifts. You may work long days if that is the shift pattern in your area and with the agreement of the Practice Area Manager.
- 2nd Year student nurses are expected to work some weekends and possibly night shifts 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 720 hours excluding Public Holidays in your second year (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 Pages 24. If you are sick or absent for more than 5 days in the year you will be required to make an appointment to see the programme director.

* This might be a supervisor in a social care setting or other healthcare professional

- **Night Shifts MUST be indicated by 'N' in hours column**

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

Total this page

Student Name:			Cohort:		
Adult Branch			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

Student Name:			Cohort:		
Adult Branch			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:		
Adult Branch			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 Practice Hours Year 2:
--

Essential Clinical & Communication Skills ❖❖❖

The following pages list the clinical and communication skills to be achieved by the end of the second year. All those that are not identified as 'desirable' must be achieved at the required level by the end of the final practice placement in Year 2.

Expected Level of Performance

Four levels of performance have been identified (see pages 26). 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 20 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 Year 2. 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.

If the column has already been signed, indicating that the student reached the required level in a previous placement, the mentor should still observe the student and add a comment if it is felt that the student is no longer performing at that level.

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 • 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 this 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 20 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 and leave taking skills	28
1.2	Maintaining respect and dignity	28
1.3	Assertiveness skills	28
1.4	Boundary making skills	28
1.5	Interview/assessment skills	28
1.6	Empathy and comfort skills	28
1.7	Team working skills	29
1.8	Communicating where barriers exist	29
1.9	Record keeping and documentation skills	29

SECTION 2

Clinical Skills

2.1	Observation & Monitoring	30
2.2	Emergency care and cardiopulmonary resuscitation (CPR)	30
2.3	Nutrition and Hydration	30
2.4	Medicines management	31
2.5	Assisting with Elimination	31
2.6	Infection Prevention and control	31
2.7	Wound assessment	32
2.8	Patient hygiene	32
2.9	Respiratory care	32
2.10	Immobility and associated problems	32

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

SECTION 1: CARE, COMPASSION AND COMMUNICATION

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.1	Greeting & Leave-taking skills (Record of Achievement in Practice Activities 5)			
a	Student greets patient in a professional manner			
b	Student closes interaction with patient professionally			

1.2	Maintaining Respect & Dignity (Record of Achievement in Practice Activities 2)			
a	Ensures environmental & physical dignity in care provided			
b	Shows sensitivity during nursing Interactions			
c	Maintains confidentiality			
d	Understands informed consent and respects patient's rights & choices			

1.3	Assertiveness Skills (Record of Achievement in Practice Activities 3, 10 & 12)			
a	Negotiates care delivery with patients and colleagues in relation to own abilities and limitations			
b	Able to identify own needs and negotiate how they may be met			

1.4	Boundary making skills (Record of Achievement in Practice Activities 1 & 5)			
a	Understands their boundaries within the student patient relationship			

1.5	Interview & assessment skills (Record of Achievement in Practice Activities 1 & 5)			
a	Gives appropriate explanations/information to patients and relatives			
b	Listens to, watches for & responds to verbal & non verbal cues			
c	Ensures all documentation is countersigned by RN			
d	Asks appropriate questions and obtains and shares information in a sensitive manner			

	Skill	Level Achieved	Mentor's signature & Date	Comments
1.6	Empathy & comfort skills (Record of Achievement in Practice Activities 5)			
a	Appropriate use of touch			
b	Awareness of cultural & lifestyle differences			
c	Ensures privacy & dignity			
d	Ensures the patient is comfortable during and after care has been provided			

1.7	Team working skills (Record of Achievement in Practice Activities 3 & 6)			
a	Communicates effectively with other members of the team			
b	Reports information appropriately			
c	Demonstrates an understanding of anti-discriminatory & non-judgemental behaviour when working with colleagues			

1.8	Communicating where barriers exist (Record of Achievement in Practice Activities 4 & 5)			
a	Assists patients with visual or hearing impairment			
b	Assists patients who speak a different language and accesses interpretation services appropriately			
c	Finds ways to communicate with patients who have a degree of cognitive impairment			
d	Assists patients with speech and language difficulties			

1.9	Record keeping & documentation skills (Record of Achievement in Practice Activities 2 & 6)			
a	Uses a recognised nursing model or framework effectively			
b	Works within the legal framework for data protection			

SECTION 2: CLINICAL SKILLS

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.1	Observation & Monitoring (Record of Achievement in Practice Activities 7)			
a	Demonstrates knowledge of normal values for clinical observations			
b	Detects, records and reports deterioration / improvement and takes appropriate action			
c	Prioritises the needs of patients / clients in order to deliver care effectively and efficiently			

2.2	Emergency Care & Cardiopulmonary Resuscitation (Demonstrate or discuss the following)			
a	Awareness of procedure if patient is choking			
b	Understands emergency procedure including assessment of airway & breathing			
c	Can describe the recovery position and why it is used			

2.3	Nutrition & Hydration			
a	Assists patients in providing an environment conducive to eating & drinking			
b	Discusses with patients / carers how nutrition can improve health and the associated risks of a poor diet			
c	Can identify malnutrition / dehydration and worsening nutritional status and seeks appropriate advice and guidance			
d	Measures and records food and fluid intake & output as appropriate			
e	Safely cares for or demonstrates an awareness of the needs of patients with swallowing problems			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.4	Medicines management (Record of Achievement in Practice Activity 9)			
a	Explains the policy for the storage of medicines			
b	Understands the checking procedures for administration of medicines			
c	Demonstrates the procedure for safe administration for medication			
d	Accurately calculates drug dosages			
e	Explains devices to patients and or carers and checks their understanding. E.g. inhalers, dosette box's, home oxygen			
f	Demonstrates an understanding of the side effects of medication			
g	Explains how to manage a patient who has an allergic response to medication			
h	Safely administers medications via oral route under direct supervision			
i	Safely administers SC injection under direct supervision			
j	Safely administers controlled drugs under direct supervision [desirable]			
k	Safely administers IM injection under direct supervision			

2.5	Assisting with Elimination			
a	Demonstrates an awareness of continence management			
b	Explains the rationale for undertaking Urinalysis and interprets results			

2.6	Infection prevention and control (Record of Achievement in Practice Activity 1 & 8)			
a	Demonstrates effective hand washing & use of Alcohol hand rub			
b	Demonstrates safe handling and disposal of hazardous waste, sharps & spillages in accordance with local policies			
c	Demonstrates an awareness of the MRSA protocol			
d	Demonstrates effective risk assessment and practice in relation to infection prevention & control			
e	Discusses the needs of the infectious patient and the appropriate barrier measures			

	Skill	Level Achieved	Mentor's signature & Date	Comments
2.7	Wound assessment			
a	Is able to perform a clean dressing technique using gloves			
b	Can discuss the stages of wound healing			
c	Demonstrates an understanding of appropriate wound care products			

2.8	Patient Hygiene			
a	Undertakes appropriate eye care [desirable]			
b	Undertakes appropriate oral assessment and mouth care			
c	undertakes appropriate foot care			
d	encourages the patient to self care within their limitations, providing appropriate assistance where required			
e	While meeting patients personal hygiene needs pays attention to hair, skin, nails and facial hair as appropriate			

2.9	Respiratory Care			
a	Understands the needs of the breathless patient			

2.10	Immobility & Associated Problems (Record of Achievement in Practice Activity 8)			
a	Adheres to the principles of safe moving & handling			
b	Accurately undertakes a pressure ulcer risk assessment			

Professional and Ethical Practice Domain

Activities 1 to 4 will help you to achieve the NMC Proficiencies below:

- 1.1** Practice in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics
- 1.3** consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence
- 1.4** consults other health care professionals when individual or group needs fall outside the scope of nursing practice
- 1.8** ensure the confidentiality and security of written and verbal information acquired in a professional capacity
- 1.9** demonstrate knowledge of contemporary ethical issues and their impact on nursing and health care
- 1.11** act appropriately when seeking access to caring for patients and clients in their own homes
- 1.12** maintains, support and acknowledge the rights of individuals or groups in the health care setting
- 1.13** act to ensure that the rights of individuals and groups are not compromised
- 1.14** respect the values, customs and beliefs of individuals and groups

ACTIVITY 1

In year two, you will be caring for people in a variety of community settings such as in their own home, care homes and hospital environments

Discuss with your mentor, and make notes on, issues relating to caring for patients in the community. Please consider the following:

Right of access

Consequences if access denied

Appropriate professional dress

Accepting gifts/refreshments

Lone worker policy

Skill Mix

And other relevant policies related to your placement

Consider how two of these aspects relate to The Code: Standards of conduct, performance and ethics for nurses and midwives (NMC 2008)

ACTIVITY 1 COMPLETED

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

ACTIVITY 2

2a Building upon your first year, give three examples from a community setting perspective where you have maintained confidentiality. e.g. Client held records, patients own notes, using a fax, electronic patient records, face to face contact



2b From the above examples explain how the Data Protection Act and Freedom of Information Act relate to confidentiality?

2c From your observations in practice, describe how information is accessed by or provided to other healthcare professionals?



2d How is information given to the patient, carers, families and friends?

ACTIVITY 2 ACHIEVED

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

ACTIVITY 3

Appropriately referring patients to other services is vital.

3a Consider a patient you have cared for that required an MDT referral and discuss with your mentor why that referral was needed.

3b Identify three members of the multidisciplinary team and demonstrate how their role has supported the nurse in providing care for patients.

ACTIVITY 3 ACHIEVED

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

ACTIVITY 4

4a During year 2 you will be caring for patients from different cultural/lifestyle backgrounds, reflect upon how these factors have influenced your care of two patients.

4b Professional practice is based upon ethical principles. Reflect upon how ethical issues have impacted upon your nursing care of **two** patients you have cared for.

ACTIVITY 4 ACHIEVED

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

Care Delivery Domain

Activities 5 to 7 are designed to help you to achieve the following NMC Proficiencies:

- 2.1** utilise a range of effective and appropriate communication and engagement skills
- 2.2** maintain and, where appropriate, disengage from professional caring relationships that focus on meeting the patient's or client's needs within professional therapeutic boundaries
- 2.3** consult with patients, clients and groups to identify their need and desire for health promotion advice
- 2.4** provide relevant and current health information to patients, clients and groups in a form which facilitates their understanding and acknowledges choice/individual preference
- 2.5** provide support and education in the development and/or maintenance of independent living skills
- 2.8** systematically collect data regarding the health and functional status of individuals, clients and communities through appropriate interaction, observation and measurement
- 2.9** analyse and interpret data accurately to inform nursing care and take appropriate action
- 2.11** develop and document a care plan to achieve optimal health, habilitation, and rehabilitation based on assessment and current nursing knowledge
- 2.13** ensure that current research findings and other evidence are incorporated into practice
- 2.16** demonstrate the safe application of the skills required to meet the needs of patients and clients within the current sphere of practice
- 2.17** identify and respond to patients and clients' continuing learning and care needs
- 2.18** engage with, and evaluate, the evidence base that underpins safe nursing practice

ACTIVITY 5

5 Select a patient in your care and make notes on the following:

- How you initiated a therapeutic relationship
- What skills you used to set boundaries
- How you used humour in your communication appropriately
- How you achieved professional closure of your patient nurse relationship
- Explain what therapeutic touch is and how you used it with this patient

ACTIVITY 5 ACHIEVED

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

ACTIVITY 6

6a It is essential to know what information is required to deliver appropriate care. Upon receiving a patient following discharge from an acute/chronic hospital setting into the community, a care home or long term care environment.

Please consider and note below;

- What information will you require
- Where will you find this information
- Who should provide this information
- What information will your patient need
- How would this information assist you in planning your patients care

6b Choose a patient and using a nursing model/framework write a comprehensive care plan based on their needs. Please explain your rationale for your chosen model/framework and note the evidence or research you used that underpinned the care you planned.

6c From your above care plan briefly document how your patient's health education/health promotion needs were met.

ACTIVITY 6 ACHIEVED

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

ACTIVITY 7

The monitoring, observations and intervention of appropriate care is important. Building upon your understanding of the normal range of observations from Year 1;

Select three patients requiring clinical observations due to **ill health**.

Discuss their condition (referring to your biology and physiology notes).

Identify what observations were required and why.

Discuss how the patient felt and how was this expressed.

Where was the information recorded?

What action was taken?

What have you learnt?

ACTIVITY 7 ACHIEVED

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

Care Management Domain

Activities 8 to 9 are designed to help you to achieve the following NMC Proficiencies:

- 3.1 apply relevant principles to ensure the safe administration of therapeutic substances
- 3.3 identify environmental hazards and eliminate and/or prevent where possible
- 3.4 communicate safety concerns to a relevant authority
- 3.7 participate with members of the health and social care team in decision-making concerning patients and clients
- 3.12 literacy – interpret and present information in a comprehensible manner
- 3.13 numeracy – accurately interpret numerical data and their significance for the safe delivery of care
- 3.14 information technology and management – interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care

Activity 8

Within two of your **community placements** identify and undertake a risk assessment with your mentors. Discuss and make notes below regarding the process and outcomes of these assessments.

Placement One Risk Assessment–

Mentor Sign & Date (Please print name & sign)

Placement Two Risk Assessment -

Mentor Sign & Date (Please print name & sign)

ACTIVITY 8 COMPLETED - TWO RISK ASSESSMENTS DOCUMENTED

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

ACTIVITY 9

9 Under the direct supervision of your mentor safely administer medications for up to six patients, adhering to your practice areas policies and procedures and NMC guidelines.



9a Please discuss one of these patients medications noting the –

- Name of medication
- Dosage prescribed
- Route it was delivered
- Reason for it being prescribed
- Side effects

9b Discuss how the administration of Controlled Drugs is managed in the community. Refer to the Trust/Organisations policies and procedures



Calculating drug dosage:

$$\frac{\text{Dose prescribed} \times \text{volume of solution}}{\text{Dose in stock}}$$

Or

$$\frac{\text{What you want} \times \text{what it is in}}{\text{What you have}}$$

Calculating the flow rate in 'drops per minute' (for simple gravity infusion administration set)

$$\frac{\text{Volume of infusion in ml} \times \text{number of drops per ml}}{\text{Time in minutes}} = \text{flow rate in drops per minute}$$

- Standard administration set = 20 drops per ml.
- Blood administration set = 15 drops per ml.

Calculating the flow rate in 'millilitres per hour' (for volumetric infusion pump or syringe driver)

$$\frac{\text{Volume of infusion in ml}}{\text{No. of hours}} = \text{flow rate in millilitres per hour}$$

9c: Calculate drug dosage for the following medications k your mentor to check the answers:

Tablets

Choose the best combination of tablets for the following prescription. You have to select suitable combinations of strengths. Your combination should result in the minimum number of tablets the patient has to take.

- Prescribed: Warfarin tablets: Available strengths: 1mg, 2mg, 5mg, 10mg

Dosage required:

- a: 3mg= tabs
- b: 6mg= tabs
- c: 13mg= tabs
- d: 15mg= tabs

- Prescribed: Furosemide: [Frusemide] Available strengths: 20mg, 40mg, 80mg, 500mg

Dosage required:

- a: 60mg= tabs
- b: 100mg= tabs
- c: 160mg= tabs
- d: 480mg= tabs

- Prescribed: Atenolol tablets: Available strengths: 25mg, 50mg, 100mg

Dose Required:

- a: 75mg= tabs
- b: 200 mg= tabs
- c: 175mg= tabs

Suspension

- A patient is prescribed 15mg of Prochlorperizine [Stemetil] suspension. You have Prochlorperizine 25mg/5ml on hand. Calculate the volume of suspension you would give?

Intramuscular

- A dose of 75 mg of Pethidine has been ordered. It is available in ampoules containing 100 mg in 2 ml. What volume must be administered?

Intravenous Infusion and Blood Administration

- A patient has been prescribed 500ml of 0.9% sodium chloride (normal saline) to be given over 6 hours using a standard administration set. Calculate the flow rate in drops per minute?

- A patient has been prescribed 420ml of whole blood to be given over 4 hours using a blood administration set. Calculate the flow rate in drops per minute?

- A patient has been prescribed 1 litre of 5% dextrose to be given over 8 hours using a volumetric pump. Calculate the flow rate in millilitres per hour?

9d Give two examples where you have calculated a patients medication

Example 1

Example 2

9e Over a **24 hour** period how often would a patient receive medication if the following instructions are written on the prescription chart?

O.D:

B.D:

T.D.S:

Q.D.S:

Stat:

P.R.N:

ACTIVITY 9 COMPLETED

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

Personal and Professional Development Domain ❖❖❖

Activities 10 to 12 will help you to achieve the following NMC Proficiencies:

- 4.1** identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning
- 4.3** share experiences with colleagues and patients and clients in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations
- 4.4** take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice

ACTIVITY 10

As a student you will need to ask for help when you encounter situations where additional knowledge and skills are needed to manage unfamiliar or professionally challenging situations.

Give three examples of when you required supervision, guidance or direction when you realised there was a deficit or limitation in your knowledge base and skills.



1.

2.

3.

ACTIVITY 10 COMPLETED

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

ACTIVITY 11

Reflecting back over care delivery and planning that you have been involved in Year 2, briefly discuss what is:

- Primary Care

- Secondary Care

- Tertiary Care

ACTIVITY 11 COMPLETED

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

ACTIVITY 12 – To be completed in your **final placement**

12a To assist you in identifying areas for professional and personal development for Year 3; Outline a brief action plan. Consider:

- Who has helped you learn in your placements?
- What has helped you learn in your placements?
- What will you do differently in Year 3?
- What deficits in knowledge and skills have you identified that you will need to achieve in Year 3?

12b What do you consider to be your current strengths?

12c Please outline a brief action plan for year 3.



12d Your Practice has been continually assessed over the last year, following on from your reflections and after discussion with your mentor about your performance over this year, 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 12 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: The Major Incident procedure is: Actions to be taken by the student:	Emergency Resuscitation (cardiac arrest) Number is: Resuscitation equipment is stored: Actions to be taken by the student: In event of a security risk the emergency telephone number is: 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

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: The Major Incident procedure is: Actions to be taken by the student:	Emergency Resuscitation (cardiac arrest) Number is: Resuscitation equipment is stored: Actions to be taken by the student: In event of a security risk the emergency telephone number is: 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

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: The Major Incident procedure is: Actions to be taken by the student:	Emergency Resuscitation (cardiac arrest) Number is: Resuscitation equipment is stored: Actions to be taken by the student: In event of a security risk the emergency telephone number is: 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

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:

Name of Placement:

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

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: The Major Incident procedure is: Actions to be taken by the student:	Emergency Resuscitation (cardiac arrest) Number is: Resuscitation equipment is stored: Actions to be taken by the student: In event of a security risk the emergency telephone number is: 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

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 2 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 2 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, Melissa Chamney & Anne Levington. 2009

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

School of Community and Health Sciences,
20 Bartholomew Close, London, EC1A 7QN.

Tel: 020 7040 5780

www.city.ac.uk/communityandhealth

