



# **Record of Achievement in Practice**

## **Portfolio of Practice**



**Year 3**

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.

<b>Record of Overall Result</b> (As recorded in the Record of Achievement in Practice by the Mentor/Sign-Off Mentor)	<b>A</b> <input type="checkbox"/> <b>Excellent Practice</b> <b>B</b> <input type="checkbox"/> <b>Good Practice</b> <b>C</b> <input type="checkbox"/> <b>Safe Practice</b> <b>D</b> <input type="checkbox"/> <b>Unsafe Practice</b> 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 3 (minimum of 945 hours which must include a minimum of 12 week (450 hours) for the final placement). Please record student total hours =
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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 <b>Clinical &amp; Communication skills</b> all signed & dated (pages 22 – 30)
	All activities are completed, signed & dated (pages 31 – 59)
	Attendance record: all shifts signed and total hours shown (pages 18 – 21)
	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 17) to confirm that all signatures are genuine
	Sign Student Self Declaration of Good Character (Page 10)

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# Record of Achievement in Practice Year 3

This Record of Achievement in Practice is designed to enable you to develop the **Essential Clinical and Communication Skills** listed on Page 24 and demonstrate achievement of the **NMC Proficiencies (2004)**, which will allow you to progress to registration (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 demonstrate the skills required of a registered nurse. 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: -

- Demonstrate the **Essential Clinical and Communication Skills**
- Apply and utilise 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 except for those indicated below. Discuss the activities with your mentor at your initial meeting (see Page 11) 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.

**Activities 4 & 7 must be undertaken in your critical care placement**

**Activity 6 must be undertaken in your theatre placement**

**Activities 5, 11, 13 & 14 must be undertaken in your final placement**

## Record of Attendance

Your attendance must be recorded each day (see pages 18) and the total number of hours required **must be completed** prior to submission at the end of your final placement in year 3. 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 21 and any hours worked to make up sickness/absence should be recorded on page 21. The total hours worked must be stated on Page 21. 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 11 – 16. Any other relevant comments from mentor meetings can be noted on page 66.

## Record of Teaching and Discussion Sessions Attended

Pages 64 – 65 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 3 by a Sign-off mentor 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](http://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 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 three portfolio is divided into 14 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 24 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 3 (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.

## Information for the Sign-Off Mentor for the Year 3 Final Placement

The sign-off mentor role is a requirement of the NMC (2008) Standards to Support Learning and Assessment in Practice to ensure that students have reached the required standard of proficiency for safe and effective practice for entry to the NMC Register.

A sign-off mentor will be required for:

- The **final assessed placement** in year three of the pre-registration nursing programmes

At the end of a student's programme a sign-off mentor will use the **Record of Achievement in Practice (Portfolio)** to determine that a satisfactory standard of practice proficiency has been achieved and maintained previously, as well as being demonstrated in the current placement (NMC 2008).

The sign-off mentor will be expected to work with the student and make assessment decisions about their practice proficiency prior to the final assessment at the end of placement. These are additional quality assurance measures for the student's practice placement assessment.

Sign-off mentors must be given **1 hour, per student, per week protected time** by their employer in order to support them in this role, and for student assessment to take place. This is **in addition to the NMC requirement for 40% of the student's time to be spent under supervision** of their mentor.

At the final assessment the sign-off mentor will sign the **Overall Assessment of Practice** (page 5) and the **NMC Standards of Proficiency for Entry to the Professional Register** (Page 6) before this is submitted to the University by the student for validation.





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

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

The activities in the Record of Achievement in Practice (pages 31 – 59) are designed to enable the student to demonstrate achievement of these standards. When the student has completed all the activities the sign-off mentor should sign above to indicate that the student has achieved the NMC Standard of Proficiency. Utilise the Parker framework to assist your decision making.

## 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 third year in relation to the NMC Proficiencies. This is the student's final summative practice assessment for year 3 and the assessor is verifying achievement of the NMC proficiencies.

## Professional Behaviour and Practice Framework for the Year 3 Nursing Programme (Parker 2004)

Proficiencies in **BOLD** were achieved in Year 2 and the student must achieve the proficiencies in Italics in Year 3.

Professional and Practice Behaviour Framework (Parker 2004)	NMC Proficiencies for Entry to the Nursing Register (NMC 2004)
<p><b>Professional Behaviour</b></p> <ul style="list-style-type: none"> <li>Adheres to The Code (NMC, 2008).</li> <li>Is confident and competent in delivering Care.</li> <li>Is able to manage time and prioritise Care provision.</li> <li>Is able to use own initiative and follow instructions.</li> <li>Is aware of limitations, areas to develop and actions to take.</li> <li>Provides care without omissions.</li> </ul>	<p><i>1.1 practice in accordance with The Code (NMC, 2008) (Professional And Ethical Practice Domain)</i></p> <p><i>1.2 use professional standards of practice to self-assess performance (Professional and Ethical Practice Domain)</i></p> <p><b>1.8 ensure the confidentiality and security of written and verbal information acquired in a professional capacity (Professional and Ethical Practice Domain) (achieved in Yr 2)</b></p> <p><b>1.11 act appropriately when seeking access to caring for patients and clients in their own homes (Professional and Ethical Practice Domain) (achieved in Yr 2)</b></p> <p><b>1.12 maintain, support and acknowledge the rights of individuals or groups in the health care setting (Professional and Ethical Practice Domain) (achieved in Yr 2)</b></p> <p><i>1.13 act to ensure that the rights of individuals and groups are not compromised (Professional And Ethical Practice Domain)</i></p> <p><b>1.14 respect the values, customs and beliefs of individuals and groups (Professional and Ethical Practice Domain) (achieved in Yr 2)</b></p> <p><i>1.15 provide care which demonstrates sensitivity to the diversity of patients and clients Professional and Ethical Practice Domain)</i></p> <p><b>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)</b></p>



	<p><b>3.4</b> communicate safety concerns to a relevant authority (Care Management Domain) (achieved in Yr 2)</p> <p><b>3.10</b> maintain one's own accountability and responsibility when delegating aspects of care to others (Care Management Domain)</p> <p><b>4.4</b> 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) (achieved in Yr 2)</p>
<p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Shares the team's common goal.</li> <li>• Knows about different styles of leadership.</li> <li>• Shares information with team.</li> <li>• Is flexible in taking roles within the team.</li> <li>• Is aware of skill mix issues</li> </ul>	<p><b>1.4</b> consult other health care professionals when individual or group needs fall outside the scope of nursing practice (Professional and Ethical Practice Domain) (achieved in Yr 2)</p> <p><b>3.6</b> establish and maintain collaborative working relationships with members of the health and social care team and others (Care Management Domain)</p> <p><b>3.7</b> participate with members of the health and social care team in decision-making concerning patients and clients (Care Management Domain) (achieved in Yr 2)</p> <p><b>3.8</b> review and evaluate care with members of the health and social care team and others (Care Management Domain)</p> <p><b>3.9</b> take into account the role and competence of staff when delegating work (Care management Domain)</p> <p><b>3.11</b> demonstrate the ability to co-ordinate the delivery of nursing and health care (Care management Domain)</p> <p><b>4.3</b> 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) (achieved in Yr 2)</p> <p><b>4.7</b> demonstrate effective leadership in the establishment and maintenance of safe nursing practise (Personal and Professional Development Domain)</p>
<p><b>Student Interest, Motivation and Enthusiasm</b></p> <ul style="list-style-type: none"> <li>• Is enquiring and suggests actions.</li> <li>• Identifies learning opportunities.</li> <li>• Uses initiative.</li> <li>• Can identify own learning needs.</li> <li>• Is interested in what happening.</li> <li>• Discusses knowledge and deficits in relation to practice undertaken.</li> <li>• Is able to identify how to get resources and use them.</li> </ul>	<p><b>4.1</b> 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) (achieved in Yr 2)</p> <p><b>4.2</b> develop a personal development plan which takes into account personal, professional an organisational needs (Personal and Professional Development Domain)</p> <p><b>4.5</b> contribute to creating a climate conducive to learning (Personal and Professional Development Domain)</p> <p><b>4.6</b> contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience (Personal and Professional Development Domain)</p>
<p><b>Requests for Help</b></p> <ul style="list-style-type: none"> <li>• Is open to feedback and acts of this</li> <li>• Provides feedback to others.</li> <li>• Can work with minimal supervision.</li> <li>• Reflects on own performance and can identify areas for development</li> <li>• Requires advice and supervision for some tasks</li> </ul>	<p><b>1.3</b> consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence (Professional and Ethical Practice Domain) (achieved in Yr 2)</p> <p><b>2.6</b> seek specialist/expert advice as appropriate (Care Delivery Domain)</p>

### Application of Theory to Practice

- Knows the rationale for actions.
- Shares knowledge with others.
- Can discuss concepts for practice.
- Can take action related to differences in practice.

*1.5 identify unsafe practice and respond appropriately to ensure a safe outcome (Professional and Ethical Practice Domain)*

*1.6 manage the delivery of care services within the sphere of one's own accountability (Professional and Ethical Practice Domain)*

*1.7 demonstrate knowledge of legislation and health and social policy relevant to nursing practice (Professional and Ethical Practice Domain)*

**1.9 demonstrate knowledge of contemporary ethical issues and their impact on nursing and health care (Professional and Ethical Practice Domain) (achieved in Yr 2)**

*1.10 manage the complexities arising from ethical and legal dilemmas (Professional and Ethical Practice Domain)*

**2.3 consult with patients, clients and groups to identify their need and desire for health promotion advice (Care Delivery Domain) (achieved in Yr 2)**

**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) (achieved in Yr 2)**

**2.5 provide support and education in the development and/or maintenance of independent living skills (Care Delivery Domain) (achieved in Yr 2)**

*2.7 select valid and reliable assessment tools for the required purpose (Care Delivery Domain)*

**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) (achieved in Yr 2)**

**2.9 analyse and interpret data accurately to inform nursing care and take appropriate action (Care Delivery Domain) (achieved in Yr 2)**

*2.10 establish priorities for care based on individual or group needs (Care Delivery Domain)*

**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) (achieved in Yr 2)**

*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) (achieved in Yr 2)**

*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) (achieved in Yr 2)**

**2.17 identify and respond to patients and clients' continuing learning and care needs (Care Delivery Domain) (achieved in Yr 2)**

	<p><b>2.18 engage with, and evaluate, the evidence base that underpins safe nursing practice (Care Delivery Domain) (achieved in Yr 2)</b></p> <p><i>2.19 identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care (Care Delivery Domain)</i></p> <p><i>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)</i></p> <p><i>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)</i></p> <p><b>2.22 use evidence based knowledge from nursing and related disciplines to select and individualise nursing interventions (Care Delivery Domain) (achieved in Yr 2)</b></p> <p><i>2.23 demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings (Care Delivery Domain)</i></p> <p><i>2.24 recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances (Care Delivery Domain)</i></p> <p><b>3.1 apply relevant principles to ensure the safe administration of therapeutic substances (Care Management Domain) (achieved in Yr 2)</b></p> <p><i>3.2 use appropriate risk assessment tools to identify actual and potential risks (Care Management Domain)</i></p> <p><b>3.3 identify environmental hazards and eliminate and/or prevent where possible (Care Management Domain) (achieved in Yr 2)</b></p> <p><i>3.5 manage risk to provide care which best meets the needs and interests of patients, clients and the public (Care Management Domain)</i></p> <p><b>3.12 literacy – interpret and present information in a comprehensible manner (Care Management Domain) (achieved in Yr 2)</b></p> <p><b>3.13 numeracy – accurately interpret numerical data and their significance for the safe delivery of care (Care Management Domain) (achieved in Yr 2)</b></p> <p><b>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) (achieved in Yr 2)</b></p> <p><i>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)</i></p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Able to initiate verbal communication.</li> <li>• Can provide explanations and convey information clearly.</li> <li>• Can complete documents accurately.</li> <li>• Uses non-verbal communication effectively.</li> <li>• Listens to others</li> <li>• Respects others' views</li> </ul>	<p><b>2.1 utilise a range of effective and appropriate communication and engagement skills (Care Delivery Domain) (achieved in Yr 2)</b></p> <p><b>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) (achieved in Yr 2)</b></p>



### 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	

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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	

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Summary of the points discussed and objectives/plan	
Signature (print name & sign) of Mentor & date	
Signature of Student & date	

## RECORD OF MENTORS

Signature	Name (please print)	Date of Mentor Programme/Update	Practice Area

I confirm that all of the above signatures are genuine.

Signed .....(Student)

# School of Community & Health Sciences

## RECORD OF ATTENDANCE ON PLACEMENT

### YEAR 3 – RN/Dip/BSc (Hons)/PGDip Nursing

- 3rd 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.
- 3rd year student nurses are expected to work some weekends and nights 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 945 hours excluding Public Holidays in your third year (you are not required to work the day of a Public Holiday). This must include a minimum of 450 hours over no less than 12 weeks in the final placement.
- 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 31. 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**

<b>Student Name:</b>			<b>Cohort:</b>		
Adult Branch			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

<b>Total this page</b>
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<b>Student Name:</b>			<b>Cohort:</b>		
Adult Branch			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

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<b>Student Name:</b>			<b>Cohort:</b>		
Adult Branch			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

<b>Total this page</b>
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# Sickness and Absence

<b>Student Name:</b>			Cohort:		
Adult Branch			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

# Days worked to make up for sickness/Absence

<b>Student Name:</b>			Cohort:		
Adult Branch			Student Number:		
Placement area:			Placement area:		
Date	Hours	Signature	Date	Hours	Signature
<b>Total</b>			<b>Total</b>		

<b>Student Complete</b> <b>Final Placement Hours Year 3:</b> (This must be at least 450 hours over a minimum of 12 weeks)	<b>Total Hours Year 3:</b>
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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 third 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 3.

## Expected Level of Performance

Four levels of performance have been identified (see pages 23). 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 17 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 3.** 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><b>A</b> <b>Excellent Practice</b></p>	<ul style="list-style-type: none"> <li>• Outstanding performance well above that expected at this stage in the programme</li> <li>• Can perform this activity satisfactorily without assistance, prompting or direct supervision, with acceptable speed and quality of work</li> <li>• Is aware of his/her limitations and seeks help and advice appropriately</li> <li>• With guidance, is able to reflect on performance to identify strengths and learning needs</li> <li>• Patients/Clients/Colleagues identified excellent practice</li> </ul>
<p><b>B</b> <b>Good Practice</b></p>	<ul style="list-style-type: none"> <li>• Performance above that expected at this stage in the programme</li> <li>• Can perform this activity without assistance or prompting and does not require direct supervision</li> <li>• Is aware of his/her limitations and seeks help and advice appropriately</li> <li>• With guidance, is able to reflect on performance to identify strengths and learning needs</li> <li>• Demonstrates good practice, requiring minimal supervision</li> </ul>
<p><b>C</b> <b>Safe Practice</b></p>	<ul style="list-style-type: none"> <li>• Performance is at the level expected at this stage in the programme</li> <li>• Can perform this activity satisfactorily under direct supervision but requires some prompting/assistance</li> <li>• With guidance, is able to reflect on performance and identify learning needs</li> <li>• Demonstrates safe and effective care under supervision and guidance</li> </ul>
<p><b>D</b> <b>Unsafe Practice</b></p>	<ul style="list-style-type: none"> <li>• Is not able to perform this activity to a satisfactory level in the clinical environment</li> <li>• Performance is below that expected at this stage in the programme.</li> <li>• Has failed to meet the required standard in this activity</li> <li>• Practice is unsafe</li> </ul>

**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 17 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

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1.1	Greeting and leave taking skills	25
1.2	Maintaining respect and dignity	25
1.3	Assertiveness skills	25
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1.6	Team working skills	26
1.7	Record keeping and documentation skills	26

## SECTION 2

### Clinical Skills

2.1	Observation and Monitoring	27
2.2	Emergency care and cardiopulmonary resuscitation (CPR)	27
2.3	Nutrition and Hydration	27
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2.9	Immobility and associated problems	30

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



## SECTION 1

### Care, Compassion & Communication

	Skill	Level Achieved	Mentor's signature & Date	Comments
<b>1.1</b>	<b>Greeting &amp; Leave-taking skills</b> (Record of Achievement in Practice Activities 3 & 8)			
a	Demonstrates an appropriate professional ability of opening and closing a conversation or interaction			

<b>1.2</b>	<b>Maintaining Respect &amp; Dignity</b> (Record of Achievement in Practice Activities 1, 5, 6 & 8)			
a	Demonstrates the importance of environmental & physical dignity in their patient care			
b	Shows cultural sensitivity during nursing interactions			
c	Maintains confidentiality of patients information			
d	Demonstrates an awareness for seeking consent and respects patient's rights & choices			

<b>1.3</b>	<b>Assertiveness Skills</b> (Record of Achievement in Practice Activities 6 & 13)			
a	Is able to make appropriate referrals			
b	Is able to hand-over patient care effectively and safely			

<b>1.4</b>	<b>Boundary making skills</b> (Record of Achievement in Practice Activities 1, 3 & 8)			
a	Maintains professional boundaries within the nurse patient relationship			

<b>1.5</b>	<b>Interview &amp; assessment skills</b> (Record of Achievement in Practice Activities 3 & 10)			
a	Demonstrates the ability to provide appropriate explanation/information to patients and relatives			
b	Listens to, watches for & responds to verbal & non verbal cues			
c	Asks appropriate questions and obtains information in a sensitive manner			

	Skill	Level Achieved	Mentor's signature & Date	Comments
<b>1.6</b>	<b>Team working skills</b> (Record of Achievement in Practice Activities 5, 9, 11 & 13)			
a	Communicates effectively with other members of the team			
b	Works effectively as a member of the team			
c	Demonstrates & promotes anti-discriminatory behaviour			

<b>1.7</b>	<b>Record keeping &amp; documentation skills</b> (Record of Achievement in Practice Activities 1, 2 & 5)			
a	Accurately records their patients care and ensures all documentation is countersigned by a RN			
b	Demonstrates an understanding of the NMC standards for records and record keeping			
c	Works within the legal frameworks for data protection			

**SECTION 2**  
**Clinical Skills**

	<b>Skill</b>	<b>Level Achieved</b>	<b>Mentor's signature &amp; Date</b>	<b>Comments</b>
<b>2.1</b>	<b>Observation &amp; Monitoring</b> (Record of Achievement in Practice Activities 4, 6, & 7)			
a	Demonstrates the ability to undertake clinical observations and explain the normal values of these observations			
b	Detects, records and reports deterioration / improvement in their patient's condition and takes appropriate action			
c	Prioritises the needs of patients / clients in order to deliver care effectively and efficiently			
d	Demonstrates an understanding of the early warning scoring systems and acts appropriately on the information			

<b>2.2</b>	<b>Emergency Care &amp; Cardiopulmonary Resuscitation (Demonstrate or discuss the following)</b> (Record of Achievement in Practice Activities 4 & 7)			
a	Demonstrates how to assess the airway & breathing			
b	Is able to describe and/or demonstrate the recovery position and why it is used			
c	Is able to demonstrate and/or explain the use of CPR and Advanced Life Support (ALS)			
d	Under supervision identify and check the emergency equipment on the resuscitation trolley			

<b>2.3</b>	<b>Nutrition &amp; Hydration</b> (Record of Achievement in Practice Activities 4,5 & 6)			
a	Is able to perform a nutritional assessment of their patient utilising a recognised assessment tool and takes appropriate action.			
b	Is able to demonstrate or discuss the safe care of a patient with an NG Tube and/or other artificial feeding system			
c	Accurately measures and records fluid intake & output and calculates fluid balance			
d	Demonstrates an awareness of the potential impact of nutritional and fluid imbalance			

	Skill	Level Achieved	Mentor's signature & Date	Comments
<b>2.4</b>	<b>Medicines Management</b> (Record of Achievement in Practice Activity 9)			
a	Student has successfully completed administration of medicines assessment (Activity 9)			
b	Explains how to deal with a patient who has an allergic/anaphylactic response to medication			
c	Effectively keep records of medication administered & omitted, including controlled drugs			
d	Safely administers medications via oral route under direct supervision			
e	Safely administers medications via an inhaler under direct supervision			
f	Safely administers oxygen therapy under direct supervision			
g	Safely administers medications via a nebuliser under direct supervision - <b>(Desirable Skill)</b>			
h	Safely administers medications via an NG Tube under direct supervision – <b>(Desirable Skill)</b>			
i	Safely administers SC injection under direct supervision			
j	Safely administers controlled drugs under direct supervision			
k	Safely administers IM injection under direct supervision - <b>(Desirable Skill)</b>			
l	Safely administers Rectal medication under direct supervision - <b>(Desirable Skill)</b>			
m	Safely administers Topical medication under direct supervision - <b>(Desirable Skill)</b>			
n	Is able to care for a patient with an Intra-Venous Infusion			
o	Is able to care for a patient with a blood transfusion			

	Skill	Level Achieved	Mentor's signature & Date	Comments
<b>2.5</b>	<b>Assisting with Elimination</b>			
a	Demonstrates safe care of a patient with a urinary catheter in situ			
b	Is able to perform or discuss the urinary catheterisation of a female patient - <b>(Desirable Skill)</b>			
c	Is able to assess and demonstrate care for a patient with constipation and/or diarrhoea			
d	Formulates an appropriate plan of care that meets patients continence needs (this may include patients who are incontinent or have stomas)			

<b>2.6</b>	<b>Infection Prevention &amp; Control (Record of Achievement in Practice Activities 2 &amp; 6)</b>			
a	Acts as a role model for hand washing & use of alcohol hand rub			
b	Demonstrates safe and appropriate use of protective clothing			
c	Is able to demonstrate the safe handling and disposal of waste and sharps			
d	Adheres to infection control policies			
e	Assesses the needs of a patient with an infection and applies appropriate barrier techniques			
f	Demonstrates an understanding of how to manage hazardous waste and spillages in accordance with local health and safety policies			
g	Demonstrates an understanding of the phlebitis assessment system			

<b>2.7</b>	<b>Wound Assessment</b>			
a	Demonstrates a safe aseptic dressing technique using gloves			
b	Demonstrates safe removal of wound drains and sutures - <b>(Desirable Skill)</b>			
c	Assess and plans wound care accurately			
d	Is able to differentiate between acute and chronic wounds and choose the appropriate wound care products			

	Skill	Level Achieved	Mentor's signature & Date	Comments
<b>2.8</b>	<b>Respiratory Care</b> (Record of Achievement in Practice Activities 6 & 7)			
a	Demonstrates an understanding of the use of tracheal suctioning - <b>(Desirable Skill)</b>			
b	Demonstrates an understanding of the care of a patient with a tracheostomy - <b>(Desirable Skill)</b>			
c	Uses oxygen masks / nasal cannulae correctly			
d	Records peak flow measurement accurately - <b>(Desirable Skill)</b>			
e	Is able to assess and documents respiratory rate and patterns			
f	Records and reports Pulse oximetry readings correctly			
g	Demonstrates the understanding of the observation of sputum			
h	Can demonstrate or discuss the safe care of a patient with a chest drain in situ <b>(Desirable skill)</b>			

<b>2.9</b>	<b>Immobility &amp; Associated Problems</b> (Record of Achievement in Practice Activities 5)			
a	Demonstrates the principles of safe moving & handling			
b	Accurately records and reports pressure ulcer risk assessment			
c	Demonstrates an understanding of making an assessment of the risk of a fall when appropriate			

# Professional and Ethical Practice Domain

**Activities 1 to 3 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;
- 1.2** Use professional standards of practice to self-assess performance;
- 1.3** Consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence;
- 1.4** Consult other health care professionals when individual or group needs fall outside the scope of nursing practice;
- 1.5** Identify unsafe practice and respond appropriately to ensure a safe outcome;
- 1.6** Manage the delivery of care services within the sphere of one's own accountability;
- 1.7** Demonstrate knowledge of legislation and health and social policy relevant to nursing practice;
- 1.9** Demonstrate knowledge of contemporary ethical issues and their impact on nursing and health care;
- 1.10** Manage the complexities arising from ethical and legal dilemmas;
- 1.13** Act to ensure the rights of individuals and groups are not compromised;
- 1.14** Respect the values, customs and beliefs of individuals and groups
- 1.15** Provide care which demonstrates sensitivity to the diversity of patients and clients;

## ACTIVITY 1

Read The Code - Standards of Conduct, professional care and ethics for nurses (NMC, 2008).

**1a** Identify 3 issues mentioned in the Code and discuss how you will adhere to them when you are a Registered Nurse.

**1b** What is the role of the registered nurse if they witness unsafe practice and are there any policies that support the nurse to take action?

## ACTIVITY 1 COMPLETED

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



## ACTIVITY 2 - Skill

**2a** The provision of healthcare continually adapts and changes to meet demand resulting in new legislation and healthcare policy. Give three examples of National policies, frameworks or guidelines and reflect on their impact at local ward/unit level.



## ACTIVITY 2 COMPLETED

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

### ACTIVITY 3

Communication with your patients is essential in ensuring high standards of care.

Whilst giving care it may be appropriate to use humour

**3a** When might you use it?

**3b** Why might you use it?

**3c** How have you maintained a professional yet therapeutic relationship with your patients?



### ACTIVITY 3 COMPLETED

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

# Care Delivery Domain

Activities 4 to 8 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
- 2.7 select valid and reliable assessment tools for the required purpose
- 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
- 2.12 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
- 2.13 ensure that current research findings and other evidence are incorporated into practice
- 2.14 identify relevant changes in practice or new information and disseminate it to colleagues
- 2.15 contribute to the application of a range of interventions which support and optimise the health and well-being of patients and clients
- 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
- 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
- 2.21 analyse and revise expected outcomes, nursing intervention and priorities in accordance with changes in the individual's condition, needs or circumstances
- 2.23 demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings
- 2.24 recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances
- 2.25 ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public

## ACTIVITY 4

To be undertaken on your **Critical Care** placement.

Undertake a systematic assessment of four patients. You may want to focus on

- Health status
- Anatomy and Physiology
- Observations of vital signs
- Airway, breathing and circulation
- Medication prescribed to your patient
- How your patient is feeling and how this is expressed

**Reflection**

Reflect on how this experience will improve your patient care and management on your next placements and on qualification.



**ACTIVITY 4 COMPLETED**

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

## ACTIVITY 5

To be undertaken on your **Final Placement**.

As a Registered Nurse you will be expected to care for a group of patients. Demonstrate management skills by caring for a group of 4-6 patients or equivalent in your clinical area. This should be done on at least 4 occasions before your mentor signs the activity.

- a) How did you plan your care to ensure the needs of all the patients?
- b) How did you prioritise and organise your patients care?
- c) Who did you ask for help?
- d) Did you delegate any of the care to other staff?
- e) How did you communicate with your colleagues and patients?
- f) Reflect on the skills you have developed through doing this activity. Do you need to develop these skills further as you qualify?

Large empty rectangular box for notes or content.

**ACTIVITY 5 COMPLETED**

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

## ACTIVITY 6

This activity must be undertaken on your **Theatre Placement**.

How do staff receive patients into the operating department and prepare them for their operation;

- The type of information that is exchanged between ward staff and theatre staff
- Ways in which the patient is involved in the exchange of information
- How staff provide emotional support and meet the different cultural/ life style needs of the patient
- How any difficulties or incidents e.g. consent form not signed are managed

1. How does the scrub nurse ensure that no swabs or instruments are left inside the patient?

2. How is the patient's body temperature maintained during surgery?

3. What measures are taken to maintain the patient's privacy and dignity

4. What measures are taken to prevent the patient's developing:

a Pressures ulcers &

b Deep Vein Thrombosis (DVT)

5. What happens to specimens taken in theatre?



6. How is the patient's fluid balance measured and maintained during surgery?

7. What special measures are used to prevent infection and cross infection?

8. How does the hand scrubbing procedure differ from the hand washing procedure used in other clinical areas?

**In the Recovery Room**

During your theatre experience, ask if you can spend some time with the nurses in the Recovery Room and observe and discuss how they do the following:

- Communicate with the patients
- Assess the patient's level of consciousness
- Monitor respirations
- Cardiovascular monitoring
- Pain assessment and pain management
- Documentation and care plans
- Handover to Ward Nurses

**ACTIVITY 6 COMPLETED**

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

## ACTIVITY 7

On your **Critical Care** placement demonstrate your knowledge and ability in caring for patients who are acutely unwell.

To complete this activity critically reflect on 3 patients where you have, within the provision of care, undertaken some or all of the essential caring skills in 2.1, 2.2 and 2.8.

**PATIENT 1**

**PATIENT 2**

**PATIENT 3**



### ACTIVITY 7 COMPLETED

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



- how are verbal complaints managed

- how are written complaints managed

### ACTIVITY 8 COMPLETED

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

# Care Management Domain

## Activities 9 to 11 are designed to help you to achieve the following NMC Proficiencies:

- 3.1 apply relevant principles to ensure the safe administration of therapeutic substances
- 3.2 use appropriate risk assessment tools to identify actual and potential risks;
- 3.3 identify environmental hazards and eliminate and/or prevent where possible
- 3.5 manage risk to provide care which best meets the needs and interests of patients, clients and the public;
- 3.6 establish and maintain collaborative working relationships with members of the health and social care team and others;
- 3.7 participate with members of the health and social care team in decision-making concerning patients and clients
- 3.8 review and evaluate care with members of the health and social care team and others;
- 3.10 maintain one's own accountability and responsibility when delegating aspects of care to others;
- 3.11 demonstrate the ability to co-ordinate the delivery of nursing and health care;
- 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
- 3.15 problem solving – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information



**9b)** Administer oral medication to 4-6 patients and ask your mentor to indicate achievement of the required competencies in the checklist below.

**All competencies MUST be achieved**

Competency	Mentor to tick appropriate column	
Prepares the medicines trolley or use patients own dispensary appropriately	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Checks the prescription sheets and initially identifies medication(s) to be given at the prescribed time  Checks that the prescriptions are written in accordance with the drugs administration policy of the practice area provider	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Checks the medication <ul style="list-style-type: none"> <li>• expiry date</li> <li>• correct time</li> <li>• dosage</li> <li>• route of administration</li> <li>• special instructions relating to its administration</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Checks for allergies <ul style="list-style-type: none"> <li>• checks for allergy wristband</li> <li>• checks patients drug chart/notes for allergies</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Explains details of side effects of medication(s) to the assessor and indicates how these side effects are to be managed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Administers medication to patients with regard to the local drug administration policy and the NMC Standards for Medicines Management (NMC 2008)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ascertains the patients understanding of the reasons for the administration of medicines	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Verifies that the oral medication(s) administered has (have) been ingested by the patient	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Describes/demonstrates the action(s) to be taken in the situation of non-compliance of patients with prescribed medication	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gives an account of the legislation governing the administration and storage of scheduled poisons and controlled drugs. (The Medicine Act 1968 and the Misuse of Drugs Act 1971)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Mentor Name & Signature (Please print name & sign)	Date
--	------



Discuss and note your role within the administration of controlled drugs

Discuss or demonstrate with your Mentor, and note below, the procedure to follow when administering Blood and Blood Products, and list the precautions that must be taken.

Provide 3 examples where you have used each of the formulae listed below. For each example state the following:

- a) Name medication prescribed
- b) Frequency of prescription
- c) Route
- d) Why was your Patient receiving this medication?
- e) Were there any potential side effects?
- f) How was your patient's reaction/response to their medication monitored/documentated?
- g) What was your patient's understanding of the medication prescribed?
- h) Was the medication effective?

1. Calculate mls per hour:

$$\frac{\text{Volume prescribed (in ml)}}{\text{Time in hours}}$$

Example:

2. Calculating drug dosage:

$$\frac{\text{Dose prescribed} \times \text{volume of solution}}{\text{Dose in stock}} \quad \text{or} \quad \frac{\text{What you want} \times \text{what it is in}}{\text{What you have}}$$

Example:

1. Calculating IV infusions – Drops per minute

**Volume of infusion x number of drops per ml**

**Infusion time in minutes**

**Example:**

Discuss with your mentor and reflect on the policy and procedure that is undertaken in the event of a drug error.

- What can you learn from this?
- What does the NMC state regarding this?
- How can you as an individual work to prevent this happening?

**ACTIVITY 9 COMPLETED**

**This Activity also requires the Mentor to Sign-Off Skill 2.4a on Page 28**

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

## ACTIVITY 10

Discharge planning commences on the admission of a patient to a clinical area. Discuss three patients you have planned a discharge for.

- How did you assess and identify your patient's needs?
- Who did you need to refer your patient to and how did you do this?
- What was their role in the patient's safe discharge?

**Patient 1**

**Patient 1**

**Patient 3**

**ACTIVITY 10 COMPLETED**

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

## ACTIVITY 11

This must be undertaken on your Final Placement

As a third year student nurse you are preparing for your role as a qualified practitioner. To do this you need to be aware of how the whole clinical area is managed. Shadow the shift co-ordinator at least twice and act as the Shift Co-ordinator at least once during your final placement.

Reflect on your experiences

- what skills did you utilise?
- How did the co-ordinator ensure that all the patients were cared for safely and professionally?

## ACTIVITY 11 COMPLETED

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

# Personal and Professional Development Domain ❖❖

**Activities 12 to 14 will help you to achieve the NMC Proficiencies below:**

- 4.2** develop a personal development plan which takes into account personal, professional and organisational needs.
- 4.5** contribute to creating a climate conducive to learning.
- 4.6** contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience.
- 4.7** demonstrate effective leadership in the establishment and maintenance of safe nursing practice.

## ACTIVITY 12

Organise and perform the teaching of a clinical skill to a junior colleague ensuring that you can demonstrate evidence based practice. Document how you prepared and delivered this session,

Reflect on the outcome/feedback from this activity.



## ACTIVITY 12 COMPLETED

Mentor, Link Lecturer or Practice Facilitator Name & Signature (Please print name & sign)	Date
Feedback/Comments	



### ACTIVITY 13

This Activity **MUST** be undertaken in your FINAL PLACEMENT

Demonstrate leadership in the care of a caseload of patients within your area of practice. Give some examples of effective communication, team working, delegation, management, planning and organisational skills that you have utilised in your practice.

Reflect upon these experiences and receive feedback on performance from your Mentor.

### ACTIVITY 13 COMPLETED

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

**ACTIVITY 14** – This must be undertaken on your **Final Placement**

**14a** Reflect on the whole of your training. Identify 4 or 5 skills you have developed and identify what you need to work on as you qualify? Reading a Staff Nurse job description may help you with this activity.



**14b** Identify areas for further development for the first year on qualifying and outline a brief action plan below,



**14c** Your Practice has been continually assessed over the last year, following on from your reflections and after discussion with your signoff mentor about your performance over this year, how would you rate the level of your clinical performance overall?

	<b>Excellent Practice (A):</b> Outstanding performance well above that expected at this stage in the programme
	<b>Good Practice (B):</b> Performance above that expected at this stage in the programme
	<b>Safe Practice (C):</b> Performance at a minimal safe level
	<b>Unsafe Practice* (D)</b> 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 14 COMPLETED

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

# Orientation to the Practice Environment

## - Risk Assessment ❖❖❖

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# Record of Teaching and Discussion Sessions Attended ...

Please give brief details of any teaching or discussion sessions attended whilst in Year 3 placements.

**Summary of Teaching/Discussion**

**Date:**

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**Date:**

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**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 Victoria Billing. 2009

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

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