

Department of Nursing and Midwifery

Ongoing Achievement Record Return to Practice

LEARNING DISABILITY NURSING

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INTRODUCTION

In order to provide documentary evidence of achievement of practice and confirmation that students have met the NMC requirements, the **Ongoing Achievement Record (OAR)** has been developed. This document provides evidence of the student journey in placement and offers mentors and sign off mentors a continuous overview of progress and achievement. In order to assist mentors in meeting the Standards to Support Learning and Assessment in Practice (NMC 2008) this document has been developed, in liaison with practice, students and educators for further information please see the standards document, available on the NMC website, <http://www.nmc-uk.org>.

NMC requirements:

- Every student has a named mentor for each period of practice.
- Mentors would not normally support more than three students, from any discipline, at any point in time.
- Whilst giving direct care in the practice setting at least 40% of a student's time must be spent being supervised (directly or indirectly) by a mentor or practice teacher.
- The mentor should have access to a network of support and supervision to enable them to fulfil their mentoring responsibilities, assist them in making complex judgements regarding competence such as failing a student and to support their professional development.

Assessing learning in practice:

- Most assessment of competence should be undertaken through direct observation in practice.
- Mentors should consider how evidence from various sources might contribute to making a judgement on performance and competence.

Confirmation of competence:

- Mentors must keep sufficient records to support and justify their decisions on whether the student is/is not competent.
- Only sign off mentors must sign off achievement of competency at the end of the programme, unless the mentor is being supervised by a sign off mentor or practice teacher who should countersign that the competency has been achieved by the student.
- Sign off mentors must have time allocated to reflect, give feedback and keep records of student achievement in their final **period of practice learning**, equivalent to **one hour** per student per week. This is in addition to the 40% of supervised practice time already identified.

ACADEMIC AND PROFESSIONAL STANDARDS AND BEHAVIOUR

A guide for students on health and social care programmes

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

Respect for others by:

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

Professional responsibility by:

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

Social responsibility by:

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

Professional integrity by:

- Maintaining honesty and openness in all encounters with service users, academic and service staff, and student colleagues.
- Refraining from accessing and sharing information in practice and academic settings without appropriate authorisation.
- Accepting responsibility and accountability for own actions.
- Ensuring that confidentiality and security of information are maintained at all times.
- Taking appropriate action to report situations and incidents that may harm the safety and well being of others.

Professional competence by:

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

Academic integrity by:

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

ONGOING ACHIEVEMENT PLACEMENT RECORD

In signing this page you are confirming that you have received the Ongoing Achievement Record and that you have read and understood the expected Academic and Professional Standards of students.

STUDENT NAME [printed in capitals]:	
STUDENT NUMBER:	
STUDENT SIGNATURE:	
DATE:	

Placement area [printed in capitals]:	
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MENTOR NAME & SIGNATURE [printed in capitals]:	
DATE OF MENTOR'S LAST UPDATE:	
SIGN OFF MENTOR & SIGNATURE [printed in capitals]:	
DATE OF SIGN MENTOR'S LAST UPDATE:	

INDUCTION AND ORIENTATION RECORDS

The table below is to be used to document the induction training (e.g. Fire Training, Health and Safety, Clinical Governance Equipment Training). The content of induction sessions may differ between placement providers

STUDENT NAME [printed in capitals]:			
Placement area [printed in capitals]:			
Session Title	Date attended	Student signature	Facilitator signature

Orientation to placement: <i>(student to complete* If you have responded with a YES on day one, you do not need to repeat this in week 1)</i>	DAY ONE Please circle	During first week Please circle
Mentor identified	YES / NO	YES / NO
Induction pack available/ given	YES / NO	YES / NO
Emergency equipment/procedures	YES / NO	YES / NO
Layout of area	YES / NO	YES / NO
Profile of learning opportunities	YES / NO	YES / NO
Introduction to relevant personnel	YES / NO	YES / NO
Access to local policies e.g. manual handling, infection control, child protection, vulnerable adults, violence at work, and appropriate others.	YES / NO	YES / NO

CARBONATE IN DUPLICATE – Yellow copy to be left in the OAR, white copy removed and submitted and held by UWE

HOW TO DEVELOP A PLACEMENT LEARNING CONTRACT: INFORMATION FOR MENTOR AND STUDENT

Learning contracts are about planning. They enable you to make the most of the opportunities available and be organised about achieving your assessment requirements. Adults learn better when they can guide their own learning with support and encouragement. A learning contract is a plan of what you are going to achieve with the mentors help. The process allows you to discuss your needs and plan your time and learning in the placement. Your mentor contracts with you to establish an effective working relationship, facilitate your learning, assess your practice support your learning, whilst being an advocate in assisting you to meet your individual learning needs.

You know what you already know and what skills and attributes you need to develop. Your mentor knows what experiences are available and has experience to guide you to what is achievable in the time available. Don't forget that you need to meet all the assessment outcomes by the end of the placement but some are more urgent than others so you will be prioritising the most urgent for you.

The intention of this contract is to help you make decisions and take responsibility for your own learning and development, whilst offering structured support to do so. You might find that you want to expand on your learning contract as you are going along. This is a good way to work as learning contracts should be flexible and grow with your experience. Write on the back or add more pages if you need.

IDENTIFY YOUR LEARNING NEEDS

Learning outcomes are something to aim for in terms of knowledge, skills, and attitudes. For Example, you may need to increase your knowledge of how diabetes affects the patients or practice the skill of taking observations, or get more confident about talking to patients who you do not know or managing care. This allows you to prioritise activities to fit your own experience.

- You need to think about your current experience and where you are aiming to be.
- Look at the outcomes you need to achieve by the end of the placement.
- Which do you feel confident about?
- Which do you think need more work?
- What personal traits do you need to develop?

With your mentor, discuss how you might achieve some of these needs. Your mentor will offer guidance about how you may do this including activities that you may undertake or visits you may make. **Once you have done this you need to write an agreement or contract of learning. This contract needs to be agreed at the beginning of the placement. The contract has learning outcomes, an action plan which includes what evidence you might present and evaluation.**

SET LEARNING OUTCOMES - what will you learn?

The learning contract allows you to personalise the assessment outcomes and pick out the ones most relevant to you for your placement so that you can plan how to achieve these and within the given timeframes. Outcomes describe what will be learnt, not what you will do. You are setting some targets. You will be thinking about your knowledge your skills and your attitudes.

MAKE AN ACTION PLAN

- What will you do?
- Who is going to do what?
- What evidence will you submit to show you have succeeded?
- What help and resources will you need?

Say what you are going to do to achieve each outcome. You may also identify placement specific activities such as follow a patient journey, visit related clinics, Specialist Nurses, client/family resources, other members of the multidisciplinary team, carry out a literature search, and write a reflection. These learning activities must be achievable within the time frame allowed, and your mentor will help you to be realistic about what can be achieved. Agree target dates so that you always have something that you are aiming to do but outcomes are spread throughout the placement. **Remember to review your progress regularly.**

For each outcome you and your mentor will need to agree what evidence is required to prove that learning has occurred and the outcome met. Both student and mentor sign the outcome to signify its completion.

EVALUATION - How well have you done?

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

Remember Plan your time. Plan to discuss with your mentor. Plan to review your progress.

LEARNING CONTRACT: Example contract statement from a learning disability student.

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

EXAMPLE OF HOW TO USE THE ACTION PLAN

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

LEARNING CONTRACT:A large, empty rectangular box with a thin black border, intended for students to write their learning contracts. The box is currently blank.

CARBONATE IN DUPLICATE – White timesheet submitted with assessment sheets, retain (yellow) copy in booklet)

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

Individual outcomes as identified by the student	Action	Target Date	Evaluation
<p>Mentor's Name: _____</p> <p>Student's Name: _____</p> <p>Mentor's signature: _____</p> <p>Student's signature: _____</p> <p>Date: _____</p>			

SKILLS DECISION MAKING FRAMEWORK

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

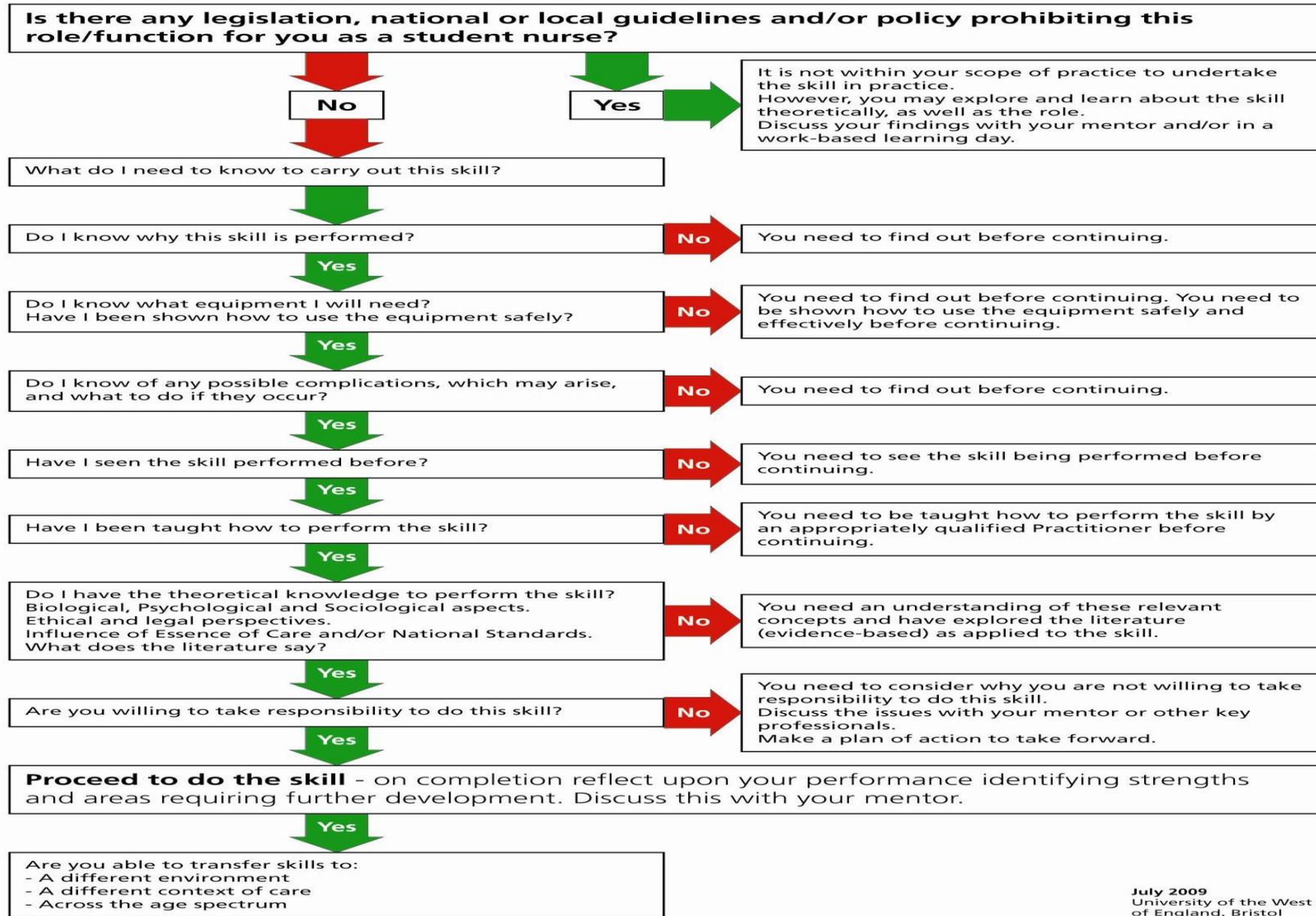
The primary aim of this tool is to aid you in meeting the learning outcomes and competencies outlined in your Ongoing Achievement Record. It will hopefully help you, with support from your mentor and/or another qualified healthcare professional, in practice, in identifying the particular aspects of a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

One of the key aspects of the programme and a crucial attribute of a Registered Nurse is the ability to take responsibility for one's own learning. Firstly you need to be able to recognise your own strengths and weaknesses and secondly to develop an action plan to address developmental needs. Using this framework will assist you and your mentor in undertaking an appraisal of your abilities with regards to certain skills and then an appropriate action plan to enable you to gain the knowledge and understanding required prior to undertaking the skill for the first time to be developed.

In order to practise a skill confidently and competently it needs to be undertaken many times. You have a responsibility to ensure that you continue to develop your knowledge, understanding and delivery of this skill, exploring the implementation of this skill within differing environments and contexts of care.

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

A Decision Making Framework Toward Skill Development



NURSING SKILLS GUIDELINES

These guidelines have been developed by UWE in collaboration with our Trust partners in order to provide students and mentors guidance regarding the involvement of students with skills / procedures that fall outside of the NMC Essential Skills Clusters and which are therefore not included in the Ongoing Record of Achievement practice document as they are not deemed necessary to gain entry to the register. The aim of the guideline is not to restrict the practice development of our students and their educational experience but to help protect both student and mentor accountability by providing a greater level of clarity to the clinical expectations.

The skills are presented in TWO sections – Non Essential Skills and Medicine Management and have been divided into four categories that provide detail on whether or not a student can undertake the skill and are numbered and colour coded as follows:

1	YES – Direct supervisor NOT required once assessed as competent by a mentor
2	YES – But always under DIRECT SUPERVISION (For the purpose of this document Direct Supervision means: In the immediate presence and under the constant observation of a Registered Nurse who is suitably qualified to undertake the skill themselves and is able to assess student ability and performance.)
3	YES – But ONLY following completion of relevant trust training and required competencies – DOCUMENTATION MUST BE SEEN
4	NO – Not in any circumstances

The lists are not designed to restrict the autonomy or practice of mentorship and DOES NOT give students an automatic right to undertake a skill because it appears in a certain category. **The mentor retains accountability for assessing an individual student's knowledge, attitude and competence** and where there is any doubt this guidance should be used in conjunction with the **UWE Decision Making Framework**, relevant **NMC Standards** and **Local Trust Policy** before any skill / procedure is undertaken.

Skills Guidelines - Section One: Non Essential Skills / Procedures

SKILL	ADVICE	SKILL	ADVICE
1.Disconnect IV infusion – *Trained Staff to Flush	1	18.Blood Glucose Monitoring	3
2.Removal of Cannula	1	19.Pressure bandaging – including 3/4 layer	3
3.Removal of SC device eg Butterfly	1	20.Venepuncture	3
4.Removal of urethral catheter	1	21.Defibrillate with AED	3
5.Removal of supra-pubic catheter	1	22.Set up / alter rate of SC infusion	3
6.ECG recording	1	23.Insertion of Male urethral catheter	3
7.Removal of sutures / staples	1	24.Monitoring of patient during Blood Transfusion	3
8.Measuring and application of TED stockings	1	25.Removal of CVP	4
		26.Removal of Arterial Line	4
9.Insert SC device eg butterfly for infusion purposes	2	27.Obtaining an Arterial blood sample by any means	4
10.Undertake bladder washout	2	28.Zeroing an Arterial Line	4
11.Insert WIDE BORE NG tube for drainage purposes	2	29.Insertion of FINE BORE NG tube for feeding purposes	4
12.Run through, flush, connect and administer prescribed enteral feed via NG/PEG tube once correct position confirmed by registered nurse	2	30.Assist with surgery that involves hands in wounds	4
13.Remove / replace inner tracheostomy tube	2	31.Parenteral feeding – checking, setting up, administering, or discontinuing	4
14.Fine bore suctioning via tracheostomy, ET tube or other airway adjunct	2	32. Ear syringing	4
15.Insertion of Oro-pharyngeal airway	2		
16.Insertion of Naso-pharyngeal airway	2		
17.Application of POP Backslab (Not Cylinder)	2		



Have You Checked: **With Your Mentor?**
Trust Policy?
UWE Decision Making Framework?

Skills Guidelines - Section Two: Medicines Management

The guidance incorporates rationale from the NMC Standards for Medicine Management (2010) and policy from other relevant organisations. **The Registered Nurse retains accountability for Medicine Management at all times** and therefore the list must be used in conjunction with the **NMC standards** provided, **Local Trust Policy** and the **UWE Decision Making Framework** before, **Under Direct Supervision**, a student can undertake any of these skills.

SKILL	ADVICE	NMC STANDARD FOR MEDICINE MANAGEMENT
1. Disconnect IV infusion - * Trained Staff to Flush	1	
2. Check, calculate dosage and administer NON CONTROLLED drugs through the following routes: inhalation, PO, PR, PV, SL, topical, eyes, ears, enteral feeding tubes, IM and SC injections	2	In accordance with NMC Essential Skills Clusters Must provide evidence of passing UWE Numeracy Test Always under DIRECT SUPERVISION
3. Run fluid through a giving set prior to connection to an IV device by a Qualified nurse	2	Under direct supervision of the nurse who will be administering the solution. Section 4, Standard 14
4. Drawing up (preparation) of IV medicines	2	As Above: Section 4, Standard 14
5. Alter rate of infusion on manual drip set	2	Must provide evidence of passing UWE Numeracy Test
6. Act as only second checker for Controlled drugs *CHECK TRUST POLICY*	2	For administration Only: Section 10, Standard 26
7. Change infusion fluid bags	2	Under Direct Supervision
8. Act as only second checker for IV drugs	4	Exceptional Circumstance: Section 5, Standard 20
9. Act as only second checker for controlled drugs stock	4	Exceptional Circumstance: Section 10, Standard 26
10. Set up / alter rate of IV infusion pumps	4*	*Section 5, Standard 20. However, these skills may be undertaken in the final 8 weeks of the course ONLY if the individual Trust implement an Approved Transition Programme and retain accountability for the assessment of competencies
11. Administration of IV solutions / medicines	4*	
12. Connecting IV infusions and flushing lines	4*	
13. Add drugs to fluid for IV infusion	4*	
14. Cannulation	4*	
15. Administer Vaccinations / Immunisations	4	DH The Green Book (2006), HPA Standards (2005)
16. Act as only second checker of any blood products	4	NPSA - Right Patient, Right Blood (2006)
17. Supply or administer a PGD	4	Section 1, Standard 1, point 12



Have You Checked: **With Your Mentor? Trust Policy? UWE Decision Making Framework?**

SKILLS FOR ACCESS TO REGISTRATION: – LEARNING DISABILITY NURSING

LIGHT GREY BOXES ARE OPTIONAL IN THESE CAN BE ASSESSED WITHIN THE PLACEMENT/LEARNING ENVIRONMENT

ESSENTIAL SKILLS: CARE, COMPASSION AND COMMUNICATION RED = Fail GREEN = Pass Supervisor/mentor - Please initial and colour code against the skill in the relevant box once assessed.	<i>Write in colour code achieved and Initial in relevant box</i>		
	End of placement		
	COLOUR CODE	STUDENT INITIALS	MENTOR INITIALS
<ul style="list-style-type: none"> Consistently shows ability to communicate safely and effectively with people providing guidance for others. 			
<ul style="list-style-type: none"> Communicates effectively and sensitively in different settings, using a range of methods and skills. 			
<ul style="list-style-type: none"> Provides accurate and comprehensive written and verbal reports based on best available evidence. 			
<ul style="list-style-type: none"> Acts autonomously to reduce and challenge barriers to effective communication and understanding. 			
<ul style="list-style-type: none"> Is proactive and creative in enhancing communication and understanding. 			
<ul style="list-style-type: none"> Uses the skills of active listening, questioning, paraphrasing and reflection to support a therapeutic intervention. 			
<ul style="list-style-type: none"> Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent. 			

<ul style="list-style-type: none"> • Works within legal frameworks when seeking consent. 			
<ul style="list-style-type: none"> • Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying “no”, dealing with complaints, resolving disputes, de-escalating aggression, conveying ‘unwelcome news’. 			
<ul style="list-style-type: none"> • Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent. 			
<ul style="list-style-type: none"> • Demonstrates respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people’s safety. 			
<ul style="list-style-type: none"> • Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves. 			
<ul style="list-style-type: none"> • Works autonomously, confidently and in partnership with people, their families and carers to ensure that needs are met through care planning and delivery, including strategies for self care and peer support. 			

<ul style="list-style-type: none"> Manages and diffuses challenging situations effectively. 			
<ul style="list-style-type: none"> Is able to use a variety of augmentative and alternative communication techniques to meet individual needs of children, adolescents and adults with learning disabilities, for example, Makaton, PECS, Intensive Interaction and Objects of reference.. 			
<ul style="list-style-type: none"> Acts professionally and autonomously in situations where there may be limits to confidentiality, for example, public interest and protection from harm. 			
<ul style="list-style-type: none"> Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries). 			
<ul style="list-style-type: none"> Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. 			

ESSENTIAL SKILLS: ORGANISATIONAL ASPECTS OF CARE RED = Fail GREEN = Pass Supervisor/mentor - Please initial and colour code against the skill in the relevant box once assessed.	Write in colour code achieved and Initial in relevant box		
	End of placement		
	COLOUR CODE	STUDENT INITIALS	MENTOR INITIALS
<ul style="list-style-type: none"> In partnership with the person, their carers and their families, makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care. 			
<ul style="list-style-type: none"> Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their cares and their family. 			
<ul style="list-style-type: none"> Works within the context of a multi-professional team and works collaboratively with other agencies when needed to enhance the care of people, communities and populations. 			
<ul style="list-style-type: none"> Measures, documents and interprets Temperature, Pulse, Blood pressure, Respirations and Responsiveness of patients, and acts appropriately on findings 			

<ul style="list-style-type: none"> • Performs routine diagnostic tests relevant to the area of work and acts appropriately on findings. 			
<ul style="list-style-type: none"> • Is able to detect, record and report deterioration in the patient's condition and act appropriately 			
<ul style="list-style-type: none"> • Discusses sensitive issues in relation to public health and provides appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity. 			
<ul style="list-style-type: none"> • Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide. 			
<ul style="list-style-type: none"> • Safely uses a range of medical devices appropriate to area of work. E.g. Pulse Oximetry, Infusion devices, oxygen etc 			

<ul style="list-style-type: none"> Measures, documents and interprets Temperature, Pulse, Blood pressure, Respirations and Responsiveness of patients, and acts appropriately on findings 			
<ul style="list-style-type: none"> Measures, documents and interprets vital signs and acts autonomously and appropriately on findings. 			
<ul style="list-style-type: none"> Provides safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages. 			
<ul style="list-style-type: none"> Shares complaints, compliments and comments with the team in order to improve care. 			
<ul style="list-style-type: none"> Actively responds to feedback. 			
<ul style="list-style-type: none"> Supports people who wish to complain. 			
<ul style="list-style-type: none"> Takes effective role within the team adopting the leadership role when appropriate. 			
<ul style="list-style-type: none"> Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes. 			
<ul style="list-style-type: none"> Works within the requirements of the code (NMC 2008) in delegating care and when care is delegated to them. 			
<ul style="list-style-type: none"> Prioritises the needs of groups of people and individuals in order to provide care effectively and efficiently. 			

<ul style="list-style-type: none"> • Detects, records and reports if necessary, deterioration or improvement and takes appropriate action autonomously. 			
<ul style="list-style-type: none"> • Inspires confidence and provides clear direction to others. 			
<ul style="list-style-type: none"> • Takes decisions and is able to answer for these decisions when required. 			
<ul style="list-style-type: none"> • Bases decisions on evidence and uses experience to guide decision-making. 			
<ul style="list-style-type: none"> • Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection. 			
<ul style="list-style-type: none"> • Negotiates with others in relation to balancing competing and conflicting priorities. 			
<ul style="list-style-type: none"> • Prioritises own workload and manages competing and conflicting priorities. 			
<ul style="list-style-type: none"> • Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times. 			
<ul style="list-style-type: none"> • Enables others to identify and manage their stress. 			
<ul style="list-style-type: none"> • Works within local policies when working in the community setting including in people's homes and ensures the safety of others. 			
<ul style="list-style-type: none"> • Reflects on and learns from safety incidents as an autonomous individual and as a team member and contributes to team learning. 			

<ul style="list-style-type: none"> • Participates in clinical audit to improve the safety of service users. 			
<ul style="list-style-type: none"> • Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others. 			
<ul style="list-style-type: none"> • Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices. 			
<ul style="list-style-type: none"> • Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices. 			
<ul style="list-style-type: none"> • Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes. 			
<ul style="list-style-type: none"> • Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination processes required as per local and national guidelines. 			
<ul style="list-style-type: none"> • Explains the devices to people and carers and checks understanding. 			

ESSENTIAL SKILLS: INFECTION PREVENTION AND CONTROL RED = Fail GREEN = Pass Supervisor/mentor - Please initial and colour code against the skill in the relevant box once assessed.	<i>Write in colour code achieved and Initial in relevant box</i>		
	End of placement		
	COLOUR CODE	STUDENT INITIALS	MENTOR INITIALS
<ul style="list-style-type: none"> Recognises infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies. 			
<ul style="list-style-type: none"> Initiates and maintains appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff. 			
<ul style="list-style-type: none"> Explains risks to people, relatives, carers and colleagues and educates them in prevention and control of infection. 			
<ul style="list-style-type: none"> Adheres to infection prevention and control policies and procedures at all times and ensures that colleagues work according to good practice guidelines. 			
<ul style="list-style-type: none"> Challenges the practice of other care workers who put themselves and others at risk of infection. 			
<ul style="list-style-type: none"> Manages overall environment to minimise risk. 			
<ul style="list-style-type: none"> Assesses the needs of the infectious person, or people and applies appropriate isolation techniques. 			

<ul style="list-style-type: none"> Ensures that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures. 			
<ul style="list-style-type: none"> Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique. 			
<ul style="list-style-type: none"> Safely performs wound care, applying non-touch or aseptic techniques in a variety of settings. 			
<ul style="list-style-type: none"> Able to communicate potential risks to others and advise people on the management of their device, site or wound to prevent and control infection and to promote healing. 			
<ul style="list-style-type: none"> Manages hazardous waste and spillages in accordance with local health and safety policies. 			

ESSENTIAL SKILLS: NUTRITION AND FLUID MANAGEMENT RED = Fail GREEN = Pass Supervisor/mentor - Please initial and colour code against the skill in the relevant box once assessed.	Write in colour code achieved and Initial in relevant box		
	End of placement		
	COLOUR CODE	STUDENT INITIALS	MENTOR INITIALS
<ul style="list-style-type: none"> • Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health. 			
<ul style="list-style-type: none"> • Supports people to make appropriate the choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatment requirements and special diets needed for health reasons. 			
<ul style="list-style-type: none"> • Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately. 			
<ul style="list-style-type: none"> • Provides support and advice to carers when the person they are caring for has specific dietary needs. 			
<ul style="list-style-type: none"> • Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk. 			
<ul style="list-style-type: none"> • Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, and report this as an adverse event. 			

<ul style="list-style-type: none"> Identifies signs of dehydration and acts to correct these. 			
<ul style="list-style-type: none"> Ensures appropriate assistance and support is available to enable people to eat. 			
<ul style="list-style-type: none"> Ensures that appropriate food and fluids are available as required. 			
<ul style="list-style-type: none"> Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised. 			
<ul style="list-style-type: none"> Administers enteral feeds safely and maintains equipment in accordance with local policy. 			
<ul style="list-style-type: none"> Safely, maintains and uses naso-gastric, PEG and other feeding devices. 			
<ul style="list-style-type: none"> Understands and applies knowledge of intravenous fluids and how they are prescribed and administered within local administration of medicines policy. 			
<ul style="list-style-type: none"> Monitors and assesses people receiving intravenous fluids. 			
<ul style="list-style-type: none"> Monitors infusion site for signs of abnormality, and takes the required action reporting and documenting signs and actions taken. 			

ESSENTIAL SKILLS: MEDICINES MANAGEMENT RED = Fail GREEN = Pass Supervisor/mentor - Please initial and colour code against the skill in the relevant box once assessed.	<i>Write in colour code achieved and Initial in relevant box</i>		
	End of placement		
	COLOUR CODE	STUDENT INITIALS	MENTOR INITIALS
<ul style="list-style-type: none"> • Is competent in the process of medication-related calculation in nursing field involving: <ul style="list-style-type: none"> • tablets and capsules • liquid medicines • injections • IV infusions including: <ul style="list-style-type: none"> • unit dose <ul style="list-style-type: none"> • sub and multiple unit dose • complex calculations • SI unit conversion. 			
<ul style="list-style-type: none"> • Applies legislation to practice to safe and effective ordering, receiving, storing administering and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same. 			
<ul style="list-style-type: none"> • Fully understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions (PGDs), clinical management plans and other forms of prescribing. 			
<ul style="list-style-type: none"> • Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing. 			

<ul style="list-style-type: none"> • Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment. 			
<ul style="list-style-type: none"> • Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action. 			
<ul style="list-style-type: none"> • Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions. 			
<ul style="list-style-type: none"> • Safely manages drug administration and monitors effects. 			
<ul style="list-style-type: none"> • Reports adverse incidents and near misses. 			
<ul style="list-style-type: none"> • Safely manages anaphylaxis. 			
<ul style="list-style-type: none"> • Orders, receives, stores and disposes of medicines safely (including controlled drugs). 			
<ul style="list-style-type: none"> • Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records. 			
<ul style="list-style-type: none"> • Supervises and teaches others to do the same. 			
<ul style="list-style-type: none"> • Understands the legal requirements. 			

<ul style="list-style-type: none"> Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same. 			
<ul style="list-style-type: none"> Works with people and carers to provide clear and accurate information. 			
<ul style="list-style-type: none"> Gives clear instruction and explanation and checks that the person understands the use of medicines and treatment options. 			
<ul style="list-style-type: none"> Assesses the person's ability to safely self-administer their medicines. 			
<ul style="list-style-type: none"> Assists people to make safe and informed choices about their medicines. 			
<ul style="list-style-type: none"> Works within national and local policies and ensures others do the same. 			

MID-POINT SUMMARY**Student Overall Comments:**

Print name:

Date:

Signature:

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

Professional values**Communication and interpersonal skills****Nursing practice and decision making****Leadership, Management and Team-Working**

Print name:

Date:

Signature:

OPTIONAL ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR AT MID POINT:

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

Mentor's signature: _____ Date: _____

Student's signature: _____ Date: _____

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END OF PLACEMENT SUMMARY**Student Overall Comments:**

Print name:

Date:

Signature:

Mentor Overall Comments - Please provide specific examples in relation to criteria/competencies and skills for example, communication; professional behaviour:**Professional values****Communication and interpersonal skills****Nursing practice and decision making****Leadership, Management and Team-Working**

Print name:

Date:

Signature:

ASSESSMENT OF PRACTICE COMPETENCIES ON GOING ASSESSMENT OF STUDENT COMPETENCIES

In order to assist mentors in making decisions about the student's competence, we have adopted the visual grading system that is used by all Return to Practice students. As a visual reminder we have colour coded each section using a traffic light system. You should assign a colour to each competency using the criteria statements below to help you make an informed judgement about each student's ability. These criteria statements could be included as part of the mid-point and final summative assessment.

	RED	GREEN		
GRADE	FAIL/REFER	PASS		
KNOWLEDGE AND UNDERSTANDING	Is not able to demonstrate an adequate knowledge base for the practise of safe care and has significant gaps in understanding	Demonstrates satisfactory knowledge and understanding underpinning safe practice	Demonstrates good knowledge and understanding underpinning safe and effective practice	Demonstrates in depth knowledge and understanding of evidence based practice to deliver safe care
APPLICATION OF CRITICAL THINKING IN THE PRACTICE CONTEXT	Demonstrates minimal ability to recognise the service user/carer needs and is unsafe if not closely supervised	Confidently recognises the service user and plans care safely	Recognises the significance of service user carer data/ information to design / update interventions / plans of care safely	Critically analyses and comprehensively evaluates care needs to design / update interventions / plans of care safely and independently
CRITICAL PROBLEM SOLVING	In practice does not apply problem solving skills, and at times is unable to recognise situations that require this skill	Responds appropriately to defined complex patient care situations	Responds appropriately to defined complex patient care situations, and some unplanned problems	Responds flexibly, and effectively to defined and complex service user care situations and unplanned problems
MANAGER OF CARE TRANSFERABLE & PRACTICAL SKILLS	Poor performance, lacks confidence, has not learnt from previous experience, not able to follow directions	Transfers previously acquired skills appropriately. Able to safely and competently follow directions and work independently or under guidance in more complex / unusual situations of care	Transfers previously acquired skills effectively and appropriately. In partnership with the service user/carer is able to work safely and competently in more complex / unusual care situations of care	In partnership with the service user practices competently and confidently in complex or unplanned situations of care, applying previously acquired skills flexibly and effectively

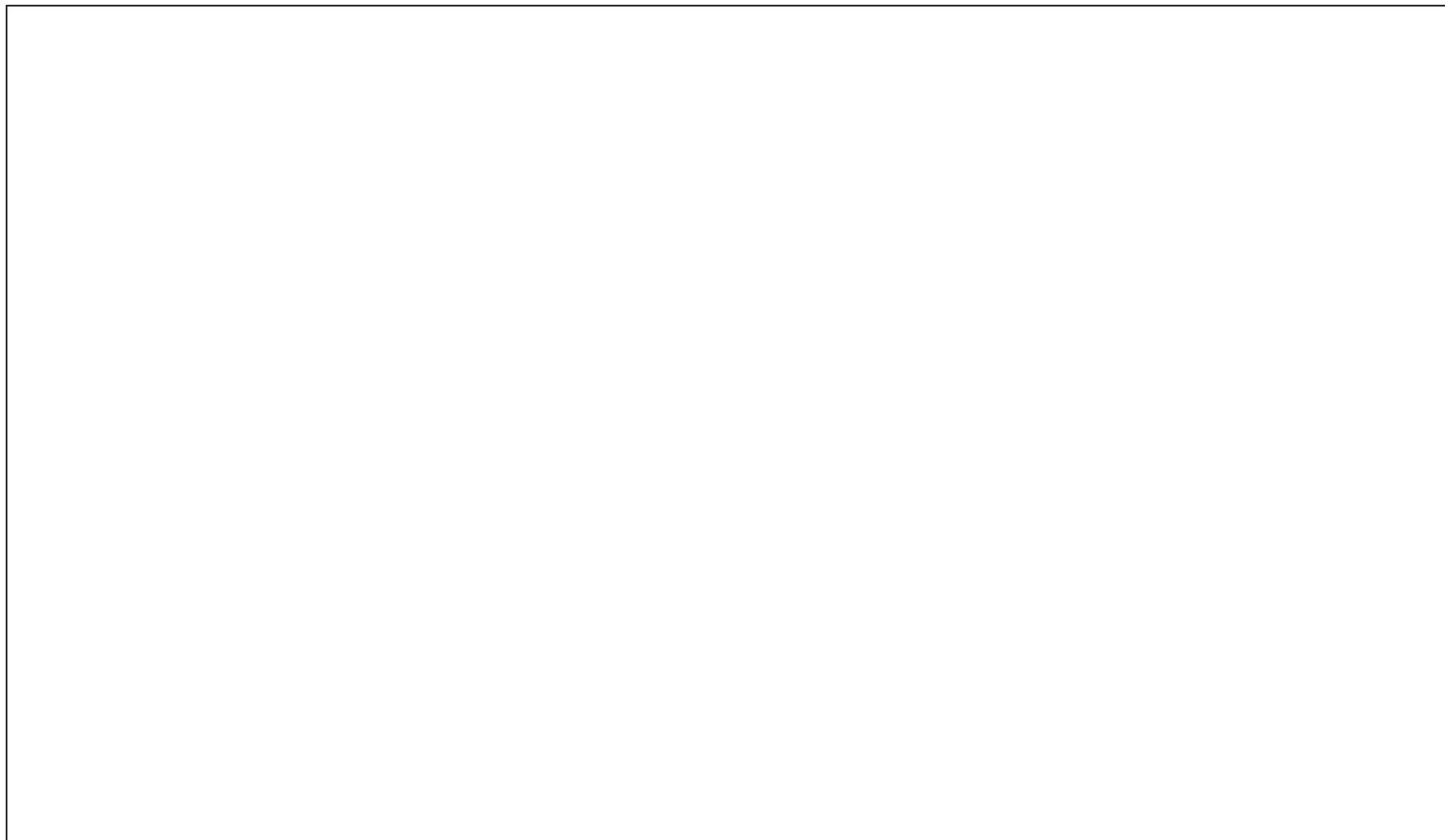
FINAL SUBMISSION OF PRACTICE

Student Name		Mid point review <i>Write in colour/grade achieved and Initial in relevant box</i>		End of placement assessment <i>Write in colour/grade achieved and Initial in relevant box</i>	
Student Number					
Module Title Module Code and Title		RED = Fail		GREEN = Pass	
		Colour	Initial	Colour	Initial
1. Demonstrate an understanding of the influence of health and social policy relevant to the practice of nursing (Professional /Ethical practice)					
2. Show the ability to identify strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence (Professional /Ethical practice)					
3. Demonstrate an understanding of the requirement of legislation, guidelines, codes of practice and policies relevant to the practice of nursing (Professional /Ethical practice)					
4. Demonstrate the ability to use appropriate communications, teaching and learning skills (Care delivery)					
5. Demonstrate the ability to identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care (Care delivery)					
6. Demonstrates the application of knowledge and understanding of the current structure and organisation of care, locally and nationally (Care Management)					
7. Work collaboratively to demonstrate the ability to function effectively in a team and participate in a multi-professional approach to people's care (Care Management)					
8. Demonstrate the use of relevant literature and research to inform the practice of nursing (Personal/Professional development)					
9. Demonstrates an understanding of the current issues in nursing education and practice (Personal/Professional development)					
All Required Skills passed		YES / NO		Sign off Mentor Name: Signature	
I can confirm that I have seen evidence of a pass in the online Numeracy Test		YES / NO			
I can confirm that all Nine Return to Practice outcomes have been successfully passed		YES / NO			
				Date	

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RETRIEVAL DOCUMENTATION

These documents would only be used if a second assessment opportunity is approved by an Award Board

LEARNING CONTRACT: (RETRIEVAL)

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

Individual outcomes as identified by the student	Action	Target Date	Evaluation
<p>Mentor's Name: _____</p> <p>Student's Name: _____</p> <p>Mentor's signature: _____</p> <p>Student's signature: _____</p> <p>Date: _____</p>			

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

MID-POINT SUMMARY (RETRIEVAL)**Student Overall Comments:**

Print name:

Date:

Signature:

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

Professional values**Communication and interpersonal skills****Nursing practice and decision making****Leadership, Management and Team-Working**

Print name:

Date:

Signature:

**ACTION PLAN TO MEET INDIVIDUAL OUTCOMES AGREED BY STUDENT AND MENTOR AT MID POINT:
(RETRIEVAL)**

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

Mentor's signature: _____ Date: _____

Student's signature: _____ Date: _____

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END OF PLACEMENT SUMMARY (RETRIEVAL)**Student Overall Comments:**

Print name:

Date:

Signature:

Mentor Overall Comments - Please provide specific examples in relation to criteria/competencies and skills for example, communication; professional behaviour:**Professional values****Communication and interpersonal skills****Nursing practice and decision making****Leadership, Management and Team-Working**

Print name:

Date:

Signature:

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FINAL SUBMISSION OF PRACTICE (RETRIEVAL)

Student Name		Mid point review <i>Write in colour/grade achieved and Initial in relevant box</i>		End of placement assessment <i>Write in colour/grade achieved and Initial in relevant box</i>	
Student Number					
Module Title Module Code and Title		RED = Fail		GREEN = Pass	
		Colour	Initial	Colour	Initial
10. Demonstrate an understanding of the influence of health and social policy relevant to the practice of nursing (Professional /Ethical practice)					
11. Show the ability to identify strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence (Professional /Ethical practice)					
12. Demonstrate an understanding of the requirement of legislation, guidelines, codes of practice and policies relevant to the practice of nursing (Professional /Ethical practice)					
13. Demonstrate the ability to use appropriate communications, teaching and learning skills (Care delivery)					
14. Demonstrate the ability to identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care (Care delivery)					
15. Demonstrates the application of knowledge and understanding of the current structure and organisation of care, locally and nationally (Care Management)					
16. Work collaboratively to demonstrate the ability to function effectively in a team and participate in a multi-professional approach to people’s care (Care Management)					
17. Demonstrate the use of relevant literature and research to inform the practice of nursing (Personal/Professional development)					
18. Demonstrates an understanding of the current issues in nursing education and practice (Personal/Professional development)					
All Required Skills passed		YES / NO		Sign off Mentor Name: Signature	
I can confirm that I have seen evidence of a pass in the online Numeracy Test		YES / NO			
I can confirm that all Nine Return to Practice outcomes have been successfully passed		YES / NO			
				Date	

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