

# Contents

|   | Pages     |
|---|-----------|
| An introduction to practice assessment  | 2 - 5     |
| Guidance for mentors – using the Clinical Grading Tool                                | 6         |
| Guidance for mentors – using the Snapshot Assessment Tool                             | 7         |
| Guidelines for activities in practice   | 8         |
| <b>Year 1 Aims and Learning Outcomes</b>  | 9         |
| <b>Placement 1</b> – Orientation to placement   | 10        |
| Mentors' signature sheet  | 11        |
| SWOT analysis, meetings, developmental learning plans and on-going achievement record | 12 - 16   |
| Record of attendance  | 17        |
| Visits and short placements   | 18 - 21   |
| Clinical Grading Tool   | 22 - 27   |
| Formative Action Plan   | 28        |
| <b>Placement 2</b>  | 29        |
| Orientation to placement  | 30        |
| Mentors' signature sheet  | 31        |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 32 - 36   |
| Record of attendance  | 37        |
| Visits and short placements   | 38 - 41   |
| Clinical Grading Tool   | 42 - 47   |
| Formative Action Plan   | 48        |
| <b>Placement 3</b>  | 49        |
| Orientation to placement  | 50        |
| Mentors' signature sheet  | 51        |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 52 - 56   |
| Record of attendance  | 57        |
| Visits and short placements   | 58 - 61   |
| Clinical Grading Tool   | 62 - 67   |
| Formative Action Plan   | 68        |
| <b>Year 1 Essential Skills Clusters</b>   | 69 - 75   |
| <b>Year 1 Snapshot Assessment</b>   | 76 - 79   |
| <b>Summative Action Plan</b>  | 80 - 82   |
| <b>Service User Experiences</b>   | 83 - 86   |
| <b>End of year checklist</b>  | 87        |
| <b>Year 1 Retrieval Documentation</b>   |           |
| Clinical Grading tool   | 88 - 93   |
| Snapshot Assessment   | 94 - 97   |
| Final Review and on-going achievement record  | 98        |
| End of year checklist   | 99        |
| <b>Year 2 Aims and Learning Outcomes</b>  | 100       |
| <b>Placement 1</b>  | 101       |
| Orientation to placement  | 102       |
| Mentors' signature sheet  | 103       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 104 - 108 |
| Record of attendance  | 109       |
| Visits and short placements   | 110 - 113 |
| Clinical Grading Tool   | 114 - 119 |
| Formative Action Plan   | 120       |
| <b>Placement 2</b>  | 121       |
| Orientation to placement  | 122       |
| Mentors' signature sheet  | 123       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 124 - 128 |
| Record of attendance  | 129       |
| Visits and short placements   | 130 - 133 |
| Clinical Grading Tool   | 134 - 139 |
| Formative Action Plan   | 140       |
| <b>Placement 3</b>  | 141       |
| Orientation to placement  | 142       |



|   |           |
|---|-----------|
| Mentors' signature sheet  | 143       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 144 - 148 |
| Record of attendance  | 149       |
| Visits and short placements   | 150 - 153 |
| Clinical Grading Tool   | 154 - 159 |
| Formative Action Plan   | 160       |
| <b>Placement 4</b>  | 161       |
| Orientation to placement  | 162       |
| Mentors' signature sheet  | 163       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 164 - 168 |
| Record of attendance  | 169       |
| Visits and short placements   | 170 - 173 |
| Clinical Grading Tool   | 174 - 179 |
| Formative Action Plan   | 180       |
| <b>Year 2 Essential Skills Clusters</b>   | 181 - 187 |
| <b>Year 2 Snapshot Assessment</b>   | 188 - 191 |
| <b>Summative Action Plan</b>  | 192 - 194 |
| <b>Service User Experiences</b>   | 195 - 198 |
| <b>End of year checklist</b>  | 199       |
| <b>Year 2 Retrieval Documentation</b>   |           |
| Clinical Grading tool   | 200 - 205 |
| Snapshot Assessment   | 206 - 209 |
| Final Review and on-going achievement record  | 210       |
| End of year checklist   | 211       |
| <b>Year 3 Aims and Learning Outcomes</b>  | 212       |
| <b>Placement 1</b>  | 213       |
| Orientation to placement  | 214       |
| Mentors' signature sheet  | 215       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 216 - 220 |
| Record of attendance  | 221       |
| Visits and short placements   | 222 - 225 |
| Clinical Grading Tool   | 226 - 231 |
| Formative Action Plan   | 232       |
| <b>Placement 2</b>  | 233       |
| Orientation to placement  | 234       |
| Mentors' signature sheet  | 235       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 236 - 240 |
| Record of attendance  | 241       |
| Visits and short placements   | 242 - 245 |
| Clinical Grading Tool   | 246 - 251 |
| Formative Action Plan   | 252       |
| <b>Placement 3</b>  | 253       |
| Orientation to placement  | 254       |
| Mentors' signature sheet  | 255       |
| SWOT Analysis, meetings, developmental learning plans and on-going achievement record | 256 - 260 |
| Record of attendance  | 261       |
| Visits and short placements   | 262 - 265 |
| Clinical Grading Tool   | 266 - 271 |
| Formative Action Plan   | 272       |
| <b>Year 3 Essential Skills Clusters</b>   | 273 - 281 |
| <b>Year 3 Snapshot Assessment</b>   | 282 - 285 |
| <b>Summative Action Plan</b>  | 286 - 288 |
| <b>Service User Experiences</b>   | 289 - 292 |
| <b>End of Programme sign off mentor documentation</b>                                 | 293 - 294 |
| <b>End of year checklist</b>  | 295       |
| <b>Year 3 Retrieval Documentation</b>   |           |
| Clinical Grading tool   | 296 - 301 |
| Snapshot Assessment   | 302 - 305 |
| Final Review and on-going achievement record  | 306       |
| End of year checklist   | 307       |
| <b>Field Related and Midwifery Experiences</b>  | 308       |

# An Introduction to Practice Assessment

This document acts as an on-going record of your assessments and achievements throughout the three year programme.

Learning in practice represents 50% of the pre-registration nursing programme. You will gain experience in a number of different practice learning environments and your learning will be facilitated by a variety of health care professionals. Learning will be a progressive journey which will enable you to meet the outcomes of the programme, whilst at the same time recognise your own limitations and plan how to address these. You will develop essential skills through a range of experiences which will enable you to demonstrate your ability to practise safely and independently within a multi-professional environment.

You will work in a supernumerary capacity which means you are not counted in the staff numbers, but will be working alongside the clinical team. A named mentor will be allocated to you in each practice learning environment to guide and facilitate your learning experiences and undertake assessments to ensure your learning outcomes are achieved. Your practice learning experiences and assessments will be managed through a team approach. The named mentor, with or without the support of a co-mentor, will oversee (directly or indirectly) a minimum of 40% of your clinical time. It is important to note that this can be calculated differently within various placements, for example this could be 40% per week or 40% of the entire placement, depending upon with the needs of the service. The mentor will take feedback from the team in order to collate a final assessment. A sign off mentor in the final placement of the programme in year 3 will ensure final learning outcomes are evidenced and assessed. There is a requirement for you to experience a variety of placements across the geographic area. This will also involve working shift patterns which meet the needs of that service provision.

The mentor's contribution to your assessment is vital in maintaining the professional standards of nursing practice. Grading of practice recognises and values your mentor's input whilst also attributing credit to your ability and competency. Your practice will be assessed by mentors using a Clinical Grading Tool and a Snapshot Assessment. In addition you will be examined within the University on aspects of medicines management, drug calculations and pharmacology. These 3 assessments will be combined to calculate the mark you will receive for the practice modules.

In addition you will be required to demonstrate achievement of competence related to statements based upon the NMC's Standards for Pre-registration Nursing and the Essential Skills Clusters (NMC 2010).

The importance of obtaining feedback from service users, families and carers is recognised. You will be required to obtain feedback from service users about their experiences, reflect upon the information gained and discuss how this might influence your own practice, that of others and the impact this might have upon practice and the potential for innovation and service improvement.

Throughout your programme you will come into contact with a wide range of people with a variety of needs and thus will encounter experiences related to other fields of nursing and midwifery. You will be required to complete reflective logs associated with your experiences and identify skills or an aspect of learning that you wish to explore further, which should be evidenced and explored in subsequent logs. This will enable you to demonstrate achievement of the European Union Directive 2005/36/EC.

It is your responsibility to inform your mentor of the nature and timings of the required assessments. If there is uncertainty please seek advice from the Practice Liaison Teacher.

## Practice Documents

**You are expected to keep your Practice Assessment Document with you at all times. You must keep this safe as failure to do so will have implications for your progress on**

the programme. You are required to keep a scanned copy of key documents for your own records.

You will be required to submit this document at the end of each year together with a photocopy of all records of attendance, the final review and on-going record of achievement for each placement, Clinical Grading Tools and the Snapshot Assessment. Failure to submit all photocopied documents will result in a delay in the marking of your work. Incomplete documentation, including missing signatures and failure to complete placement evaluations will also be regarded as incomplete documentation and will delay marking and the release of your results.

Placement evaluations must be completed on line following each practice learning experience.

### The Assessment Process in the Practice Environment

#### 1. Initial, Midpoint Formative and Final Reviews:

Initial review: At the beginning of each practice learning experience you will meet with your mentor to identify and formulate a learning agreement. This will identify aspects of knowledge and practice that can be developed during the practice experience. The learning agreement will be based upon your own self-evaluation presented as a SWOT analysis and on comments from your previous mentors (unless this is the first placement of the programme).

Midpoint Formative Review: This is an opportunity for you to get formative feedback about your progress and an indication about how well you are achieving in relation to the Clinical Grading Tool criteria, Essential Skills Clusters and the Snapshot assessment, if appropriate. You must also review your learning agreement and draw up a Formative Developmental Learning Plan to identify on-going areas of development for the rest of your placement.

Final review: At the end of the practice learning experience a final review will be completed summarising key aspects of your performance. This will also serve as your on-going achievement record and will be used by subsequent mentors to inform them of your on-going learning and development needs.

2. **Clinical Grading Tool:** Towards the end of each practice learning experience your mentor will grade your performance using the Clinical Grading Tool. Knowledge and performance will be graded against 12 statements which reflect the minimum requirements that must be met in relation to safety, safeguarding and protection, and the professional values, attributes and behaviours expected at each progression point (NMC 2010). This will normally be carried out on 2 occasions in the first year and 3 occasions in the second and third years. If you are unable to demonstrate satisfactory practice in relation to any of the statements an action plan will be completed which clearly identifies areas for improvement. *(If this is the final placement of the year this will be a summative action plan. If this is not the final placement a formative action plan should be completed).* This will also be reflected in the final review of practice/ on-going achievement record, in order that your mentor in the next placement has the information to enable them to help you with your on-going development. The Practice Liaison Teacher must also be informed if an action plan is completed.

3. **Snapshot Assessment:** Once a year a mentor will assess your performance related to an aspect of practice that takes place at one point in time (Tolley, Marks-Maran, Burke 2010). The mentor will attribute a mark using the Snapshot Assessment Tool, to reflect the knowledge, skills and attitudes demonstrated whilst undertaking the activity. If you are unable to demonstrate satisfactory practice a summative action plan will be completed which will identify areas for improvement. This must also be reflected in the final review of practice / on-going achievement record, in order that the mentor in the next placement has the information to enable them to help you with their on-going development. A second attempt at the assessment cannot take place until after submission of the Practice Assessment Document at the end of the year. The Practice Liaison Teacher must also be informed.

4. **Essential Skills Clusters:** By the end of each year you will need to demonstrate consistent achievement of performance against competencies which reflect the NMC's Standards for Pre-Registration Education and the Essential Skills Clusters (NMC 2010). Failure to consistently demonstrate achievement of competence at the end of each year will result in the development of a summative action plan which identifies areas for improvement. This will also be reflected in the final review of practice / on-going achievement record, in order that the mentor in the next placement has the information to enable them to help you with your on-going development. The Practice Liaison Teacher must also be informed.
5. **Discussion of Service User, Family and Carers Experience:** During each placement you will be required to discuss with a service user their experience of an aspect of care. At the end of the year you are required to reflect upon the feedback and consider how this impacts upon your own practice and the practice of others and how this might also impact upon the potential for service improvement. You are required to reflect upon this feedback throughout the programme and will be supported by mentors in practice and within your personal tutor group at the University.
6. **Field Related and Midwifery Experiences:** Each year it is anticipated that you will document reflective logs based upon your experiences for each field of nursing other than your own. Adult Nursing students are also required to keep reflective logs related to midwifery experiences. Following on from your first reflective log you will identify an aspect of care or learning that you wish to develop and explore further. The progress of your development will occur over time and should be evidenced in future reflective logs.

#### Completion of the Assessment of Practice at each Progression Point

The assessments have been designed to meet the requirements for progression during the programme and ultimately for entry onto the register. At the progression points at the end of each year you are required to demonstrate:

- **Clinical Grading Tool** – Successful achievement in final placement.
- **Snapshot Assessment** – Successful achievement in one placement per year.
- **Medicine Management Exam** – Successful completion of the exam.
- **Essential Skills Clusters**-The achievement of all Essential Skills Clusters.
- **Discussion of Service User Experiences**- Completion of logs and reflective account.
- **Field Related and Midwifery Experiences:** Completion of reflective logs as appropriate.
- **Completion of other documentation** - The SWOT analysis, record of initial, formative midpoint and final reviews and on-going achievement record, formative developmental learning plans, the mentor signature sheet, record of attendance and night duty hours, and action plans if there has been any cause for concern.

Assessment of practice will reflect expected performance throughout the programme. In year 1 the emphasis is upon the development of essential knowledge and skills necessary for the delivery of safe care. In year 2 students should be able to initiate care and act with greater independence and in year 3 work more autonomously, whilst managing and leading care delivery. It is important that students are given feedback and the opportunity to discuss progress throughout every placement. Any concerns should be addressed promptly by both the student and mentor by seeking support from practice colleagues, the Practice Liaison Teacher and Learning Environment Leads or Practice Development Facilitators.

Students who fail to achieve the required standard in order to pass one or more components of their practice assessment will be given a second assessment opportunity. A subsequent referral will mean the student may be subject to withdrawal from the programme.

Nursing and Midwifery Council (2010) *Standards for pre-registration nursing education*. London: NMC

Tolley, K. Marks-Maran, D. Burke, L. (2010) The Snapshot tool a new form of practice assessment *British Journal of Nursing* 19 (14) 905 - 911



# Summary of Practice Experience

## On each placement:

1. Student allocated a mentor who completes the induction & signs the mentor signature sheet.
2. Student completes SWOT analysis.
3. Initial review with mentor and learning agreement completed based upon SWOT analysis and previous comments from mentors and the on-going achievement records.
4. Proposed date for midpoint formative review identified.
5. Consider discussions of Service User experiences and document in logs
6. Document Field Related and Midwifery Learning Experiences

## Midway through each placement:

1. Midpoint formative review of progress with reference to the Clinical Grading Tool and Snap Shot Assessment
2. Review of achievement of Essential Skills Clusters.
3. On-going learning needs identified and formative developmental learning plan completed
4. Proposed date for final review identified

## At the end of the placement:

1. Clinical Grading Tool assessment completed by mentor. Practice Liaison Teacher contacted if cause for concern and action plan completed.
2. Review and signing of achievement of Essential Skills Clusters.
3. Final review and on-going achievement record completed by mentor
4. Record of attendance and night duty hours documented
5. Consider Service User feedback obtained & documented in logs
6. Field Related or Midwifery Learning Experiences documented in reflective logs

## Once per year:

1. Essential Skills Clusters: By the end of the final placement of the year all the Essential Skills Clusters should be signed as achieved. The mentor and student must contact the Practice Liaison Teacher if there is any cause for concern and Essential Skills Clusters have not been achieved. A summative action plan must be completed.
2. Snapshot Assessment: The student must arrange a date with the mentor and complete the Snap Shot assessment. The Mentor grades the student's performance using the grading criteria. The Practice Liaison Teacher must be contacted if there is cause for concern and a summative action plan must be completed.
3. Service User Experiences: The student documents feedback from Service Users about their experiences. Reflection upon conversations documented by student and discussed with mentor. The Practice Liaison Teacher must be contacted if there is cause for concern.
4. Field Related and Midwifery Experiences: Completion of reflective logs and identification of achievement and on-going learning.
5. Students sit Medicines Management Exam in the University

## By the progression point at the end of each year:

1. The Grading Tool must be completed in each placement.
2. The Snapshot assessment must be completed in one placement during each year.
3. The student must complete the Medicine's Management exam in University.
4. All Essential Skills Clusters must be signed as achieved.
5. Reflection based upon Service User Experiences documented.
6. Reflection based upon Field Related and Midwifery Experiences completed.
7. SWOT analysis, initial, formative midpoint, formative developmental learning plan and final review / on-going achievement record completed in each placement.
8. Visit forms completed and signed.
9. All paperwork completed and signed including mentors' signature sheet, record of attendance and night duty hours
10. If cause for concern a summative action plan completed and Practice Liaison Teacher contacted

## At End of Year 3

1. Final documentation completed by Sign Off Mentor

# Guidance for Mentors - Using the Clinical Grading Tool

1. At the end of each placement the student's practise during their placement is reviewed.
2. Against each of the statements please select a descriptor which best describes the students' performance. Document the mark given associated with this descriptor in the designated area on the grid.
3. Provide justification for the awarded, using examples and indicate how the student may progress.
4. Discuss with student and complete the final review of practice and on-going record of achievement in order that the mentor in the next placement has information to enable them to help the student with their on-going development.

## If a descriptor is selected within the red zone:

1. Please document your justification for the mark and provide evidence of why the mark has been awarded.
2. Discuss with student and complete a **formative action plan**. The Practice Liaison Teacher must be informed. **If this is the final placement of the year a summative action plan** must be completed. The Practice Liaison Teacher must be informed
3. Complete the final review of practice and on-going achievement record in order that the mentor in the next placement has information to enable them to help the student with their on-going development.

## Action plan taken to next placement area:

1. The action plan must be discussed at the commencement of the placement and learning opportunities identified to enable the student to complete the action plan.
2. Agree review dates and provide on-going feedback to student related to their progress.
3. Complete action plan documentation

## At the end of the Placement complete the Clinical Grading Tool Assessment:

**If the student makes progress, achieves the action plan and on completion of the Clinical Grading Tool has no marks within the red zone:**

1. Ensure all documentation is completed and summarise progress in the final review and on-going achievement record.

**If the student fails to achieve the action plan by the end of the placement and / or receives another mark within the red zone when the Clinical Grading Tool assessment is completed:**

1. Discuss with the student and complete a further **formative action plan** unless this is the **final placement of the year in which case a summative action plan** must be completed. The Practice Liaison Teacher must be involved.
2. Complete the final review of practice and on-going achievement record in order that the mentor in the next placement has information to enable them to help the student with their on-going development.
3. Where this is the final practice placement of the Year arrangements will be made for a further period of practice learning to enable achievement of the **summative action plan**. This must be achieved in the following placement in order for the student to progress.



# Guidance for Mentors - Using the Snapshot Assessment Tool

1. At the initial review please discuss and document opportunities to prepare for and carry out the assessment.
2. Provide the student with guidance and opportunities to prepare for the assessment and provide formative feedback on progress. This can be documented at the midpoint formative review.
3. Identify a date and time for the assessment to take place. This should not be left until the end of the placement in case the assessment needs to be re-scheduled. Changing the assessment date should only be carried out in exceptional circumstances.
4. Complete the assessment and consider the student's performance in relation to the descriptors. Please identify the descriptors which best describes the student's performance and insert the mark associated with the descriptor in the designated area on the grid.
5. Please document your justification for the mark awarded.

## Following completion of the assessment:

### **Successful completion of the Snapshot assessment:**

1. Discuss with student and comment when completing the final review of practice and on-going record of achievement, in order that the mentor in the next placement has information to help the student with their on-going development.

### **Unsuccessful achievement of the Snapshot assessment:**

1. Discuss with student and inform the Practice Liaison Teacher.
2. Complete a **summative action plan**.
3. Document in final review and on-going record of achievement in order that the mentor in the next placement has information to help the student with their on-going development.
4. The student should be supported with on-going development activities but cannot have a second attempt at the assessment until after submission of the practice assessment document at the end of the year.
5. The student will be advised of arrangements in relation to a second attempt following submission of the document.

# Guidelines for Activities in Practice

All nursing students should be enabled to take part in activities that prepare them for professional practice. It is a requirement that students are familiar with their local Trust's policies & procedures regarding their role in drug administration, intravenous infusions, additives to intravenous infusions and blood transfusions. If a student is in any doubt as to whether they should be undertaking an activity they should decline to take part.

At all times students must practice under the supervision of a mentor and work within Local and National Policies and Guidelines and according to the NMC's Guidance for students of nursing and midwifery (2010)

## **Student nurses may observe but MUST NOT:**

- Undertake any activity that has been identified as only to be performed by a qualified nurse and which therefore should not be delegated to a student (for example: administering a medication following a Patient Group Directive).
- Undertake an activity that requires completion of a further course or competency specific to this activity (for example: Control and Restraint or Phlebotomy).

## **Intravenous Therapy Activities. Student nurses may observe but MUST NOT:**

- Check, draw up or administer any intravenous drugs (bolus or infusion)
- Check or add any additives into intravenous bags of fluid
- Check units of blood or blood products for transfusion or collect blood from the blood bank.
- Commence a blood transfusion
- Undertake intravenous cannulation or venepuncture, or take blood via an arterial line
- Set up and / or change syringe drivers and pumps
- Flush an intravenous cannula
- Change the flow rate of an infusion pump or syringe driver

## **Intravenous Therapy Activities. Student nurses can perform the following activities following instruction and under the DIRECT SUPERVISION of a registered practitioner:**

- Prime IV giving sets with clear fluids i.e. with no additives
- Connect or disconnect primed giving sets with clear fluids to a cannula
- Turn on a giving set primed with clear fluids only
- Change a bag of clear fluid without additives
- Adjust the drip rate of an infusion of clear fluid without a pump
- Care of the IV access site
- Monitor a patient/client undergoing a blood transfusion (from year 2 of the programme only under the direct supervision of a registered practitioner who has completed the relevant test of competency)

# Practice Module Year 1

## Aims:

The aim of this module is to enable students to develop a range of clinical practice experiences initially using simulation within the context of professional practice in order to prepare them for a range of clinical placements. By utilising the experiences of service users, students will be prepared to meet the emotional, physical and psychological needs of clients across the life span: acknowledging diversity within the population

## Learning Outcomes:

**On completion of the module the student will be able to:**

1. Demonstrate ability in a range of clinical skills in a simulated environment utilising a range of health care equipment
2. Display team working and problem solving skills incorporating safe and effective professional communication: acknowledging the challenges and importance of inter professional and interagency working
3. Develop an understanding of the rationale and evidence base underpinning clinical decision making and clinical practice
4. Recognise the clinical importance of holistic assessment in relation to one's own practice
5. Identify the principles of risk assessment and the role it plays in maintaining patient safety
6. Explore how professional values, dignity and respect influence patient interaction in accordance with their code of conduct

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact<br>telephone<br>number | Name of<br>practice area | I have oriented the<br>student and I abide<br>by the 'Guidelines<br>for Activities in<br>Practice'.<br>Signature | Initials and<br>date |
|--|--------------------------------|--------------------------|--|----------------------|
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# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |



# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

|                |             |
|----------------|-------------|
| <b>Student</b> | <b>Date</b> |
| <b>Mentor</b>  | <b>Date</b> |

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

Name of Placement:

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Proposed date for Final Review of Progress: \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** **Yes** **No**

**At the end of the year: Is a summative action plan required?** **Yes** **No**

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**



# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

Student

Date

Mentor

Date

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. **Outcomes and learning needs to be met on visit / short placement:**
  
  
  
  
  
  
  
  
  
  
- 2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
  
  
  
  
  
  
  
  
  
  
- 3. **Mentors comments on student’s performance and whether the aims and objectives were met. This also confirms the student’s attendance**

---

**Signatures:**

|                |             |
|----------------|-------------|
| <b>Student</b> | <b>Date</b> |
| <hr/>          | <hr/>       |
| <b>Mentor</b>  | <b>Date</b> |
| <hr/>          | <hr/>       |

# Clinical Grading Tool

## Year 1

Level 4

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values   | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
|---|---|--|---|---|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions   | Does not recognise own limitations and professional boundaries. Accepts delegated activities that are outside of own role boundaries              | Inconsistency in ability to work within own limitations and professional boundaries. At times accepts delegated activities that are outside of own role boundaries     | Practises within own limitations and professional boundaries, requires help and guidance from others. Accepts delegated activities that are within own role boundaries                          | Practises more independently, but within own limitations and professional boundaries. At times recognises areas for own development and seeks additional learning opportunities that are within own role boundaries | Practises independently but within own limitations and professional boundaries. Takes the initiative to seek out and engage in development activities that are within own role boundaries  |              |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008); Guidance on professional conduct for nursing and midwifery students (2009)</i> | Honesty and integrity not demonstrated. Unable to articulate the underpinning values of The Code of Conduct (NMC 2008)                            | Practises with honesty and integrity. Demonstrates little insight into The Code of Conduct (NMC 2008). Has difficulty in identifying how this relates to own practice. | Practises with honesty and integrity. Is able to demonstrate an understanding of The Code of Conduct (NMC 2008) and give some examples of how it applies to own practice in routine situations. | Practises with honesty and integrity. Is able to demonstrate an understanding of the Code of Conduct (NMC 2008). Able to demonstrate and discuss application to practice in both routine and complex situations.    | Practises with honesty and integrity. Detailed understanding of the Code of Conduct (NMC). Able to demonstrate and discuss application to both routine and complex situations and discuss solutions if there are competing perspectives. |              |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults  | Unable to demonstrate understanding of policies and how these relate to own role in relation to safeguarding                                      | Limited insight into policies and inability to identify how own role is important in relation to safeguarding  | Demonstrates insight into policies. Identifies how own role is important in relation to safeguarding  | Good understanding of policies. Able to demonstrate how own role is important in relation to safeguarding   | Excellent understanding of policies. Demonstrates and promotes the safety and well being of people at all times  |              |
| Communication & Interpersonal Skills  | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries  | Unable to interact in a sensitive, kind, compassionate manner. Does not demonstrate care which values individual differences or maintains dignity | Limited ability to interact in a sensitive, kind, compassionate manner and demonstrate care which values individual differences. Maintains dignity                     | Usually able to interact in a sensitive, kind, compassionate manner. Demonstrates care which values individual differences and ensure dignity is maintained                                     | Consistently interacts in a manner that is kind, sensitive and compassionate. Values individual differences and ensures dignity is maintained   | Excellent interaction in a kind, sensitive, compassionate manner which values individual differences. Ensures dignity is maintained and reminds others of need to maintain dignity   |              |

# Clinical Grading Tool

## Year 1

### Level 4

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008:)</i> <i>Guidance on professional conduct for nursing and midwifery students (2009)</i> |   |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|--|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Inappropriate professional image, poor time-keeping, does not adhere to uniform policy. Lack of respect for diversity and individual preferences | Poor professional image, time-keeping, not adhering to uniform policy. Some ability to demonstrate respect for diversity and individual preferences                   | Needs occasional reminders about professional image, uniform policy and time-keeping. Demonstrates respect for diversity and individual preferences, requires occasional support | Professional image maintained, good time-keeping. Adheres to uniform policy. Demonstrates respect for diversity and individual preferences, requires minimal support | Excellent professional image and time-keeping. Always demonstrates respect for diversity and individual preferences and prompts others to do so.  |                     |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Unable to demonstrate understanding of the concept of confidentiality and need to protect information.   | Limited insight into the the concept of confidentiality. Unreliable in relation to protecting and treating information as confidential.                               | Protects and treats information as confidential. Requires guidance in relation to the sharing of information for the purposes of safeguarding and public protection              | Protects and treats information as confidential. Practices with limited guidance when sharing information for the purposes of safeguarding and public protection     | Protects and treats information as confidential. Limited guidance needed when sharing information for the purposes of safeguarding and public protection. Able apply to a range of situations |                     |
| Demonstrates safe & effective communication skills both orally and in writing   | Limited communication skills. Inaccurate or incomplete documentation   | Satisfactory communication skills. Needs prompting to complete documentation. Meaning not always clear  | Good communication skills being developed. Can usually be relied upon to complete documentation with guidance  | Very good communication. Can be relied upon to complete documentation clearly with limited guidance  | Displays excellent communication skills. Accurate and detailed documentation always demonstrated  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  | Unable to demonstrate ability to listen, interpret and carry out instructions safely. Fails to confirm understanding                             | Limited ability to listen, interpret and carry out out instructions safely. Requires close supervision  | Able to listen, interpret instructions and seeks to confirm understanding. Can be relied upon to carry out instructions safely with guidance                                     | Good ability to listen, interpret instructions and confirm understanding. Carries out instruction safely with minimal support and reports concerns                   | Excellent ability to listen, interpret instructions and confirm understanding. Ability to carry out instructions safely. Reports and rectifies concerns in a range of contexts                |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Unsafe practice. Fails to address both physical and emotional needs and preferences. Fails to take a person centred approach to care.            | Unsafe practice. Often fails to address both physical and emotional needs and preferences despite guidance. Inconsistent approach to person centred approach to care. | Safe practice carried out with some support. Addresses both physical and emotional needs. Takes a person centred approach to care.   | Safe practice. Meets physical and emotional needs with limited support articulating knowledge which underpins care. Takes a person centred approach to care.         | Safe practice. Meets physical and emotional needs with indirect supervision, drawing upon a broad range of knowledge and evidence to support care. Takes a person centred approach to care.   |                     |



| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe & effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|--|--|---|---------------------|
| Demonstrates respect for peoples' rights & choices   | Is unable to demonstrate respect for peoples' rights and choices in the delivery of care.          | Satisfactory ability to respect peoples' rights and choices in the delivery of care. Requires guidance on occasions  | Good ability to demonstrate care respect for peoples rights and choices in the delivery of care with minimal guidance.   | Very good ability to demonstrate care that shows respect for peoples rights and choices in the delivery of care.   | Excellence and consistency demonstrated. Displaying respect for people's choices. Able to discuss these in relation to own beliefs and values   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                               | Does not recognise when situations are becoming unsafe. Fails to seek help and meet people's needs | Slow to recognise when situations are becoming unsafe and not inclined to seek help and support and meet people's needs  | Usually recognises when situations are becoming unsafe. Is aware of own capabilities and is thus able to recognise when to seek help and overall meets people's needs. Reports concerns but requires some guidance | Consistently recognises when situations are becoming unsafe. Seeks help and begins to take responsibility to take additional action to reduce risk and meet people's needs. Reports safety incidents appropriately | Consistently recognises when situations are becoming unsafe. Able to recognise when to seek help and when to intervene. Takes effective and appropriate action. Reports safety incidents appropriately. |                     |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately | Withdraws from team working  | Satisfactory performance. Beginning to make appropriate relationships and work as part of the team. Able to identify the roles and responsibilities of others in the team. | Good team working. Makes appropriate relationships with members of the team and works as part of the team.   | Very good team working demonstrated. Works effectively with others and makes a positive contribution to the team   | Excellent team working. Works effectively with others and makes a positive contribution to the team. Recognises factors that affect team performance  |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for peoples' rights & choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                               |   |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed). The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Placement 2

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_



# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
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|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**



# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

### 1. Outcomes and learning needs to be met on visit / short placement:

### 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)

### 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

Date \_\_\_\_\_

## Clinical Grading Tool

### Year 1

#### Level 4

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values   | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
|---|---|--|---|---|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions   | Does not recognise own limitations and professional boundaries. Accepts delegated activities that are outside of own role boundaries              | Inconsistency in ability to work within own limitations and professional boundaries. At times accepts delegated activities that are outside of own role boundaries     | Practises within own limitations and professional boundaries, requires help and guidance from others. Accepts delegated activities that are within own role boundaries                          | Practises more independently, but within own limitations and professional boundaries. At times recognises areas for own development and seeks additional learning opportunities that are within own role boundaries | Practises independently but within own limitations and professional boundaries. Takes the initiative to seek out and engage in development activities that are within own role boundaries  |              |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008): Guidance on professional conduct for nursing and midwifery students (2009)</i> | Honesty and integrity not demonstrated. Unable to articulate the underpinning values of The Code of Conduct (NMC 2008)                            | Practises with honesty and integrity. Demonstrates little insight into The Code of Conduct (NMC 2008). Has difficulty in identifying how this relates to own practice. | Practises with honesty and integrity. Is able to demonstrate an understanding of The Code of Conduct (NMC 2008) and give some examples of how it applies to own practice in routine situations. | Practises with honesty and integrity. Is able to demonstrate an understanding of the Code of Conduct (NMC 2008). Able to demonstrate and discuss application to practice in both routine and complex situations.    | Practises with honesty and integrity. Detailed understanding of the Code of Conduct (NMC). Able to demonstrate and discuss application to both routine and complex situations and discuss solutions if there are competing perspectives. |              |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults  | Unable to demonstrate understanding of policies and how these relate to own role in relation to safeguarding                                      | Limited insight into policies and inability to identify how own role is important in relation to safeguarding  | Demonstrates insight into policies. Identifies how own role is important in relation to safeguarding  | Good understanding of policies. Able to demonstrate how own role is important in relation to safeguarding   | Excellent understanding of policies. Demonstrates and promotes the safety and well being of people at all times  |              |
| Communication & Interpersonal Skills  | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries  | Unable to interact in a sensitive, kind, compassionate manner. Does not demonstrate care which values individual differences or maintains dignity | Limited ability to interact in a sensitive, kind, compassionate manner and demonstrate care which values individual differences. Maintains dignity                     | Usually able to interact in a sensitive, kind, compassionate manner. Demonstrates care which values individual differences and ensure dignity is maintained                                     | Consistently interacts in a manner that is kind, sensitive and compassionate. Values individual differences and ensures dignity is maintained   | Excellent interaction in a kind, sensitive, compassionate manner which values individual differences. Ensures dignity is maintained and reminds others of need to maintain dignity   |              |

# Clinical Grading Tool

## Year 1

### Level 4

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008:)</i> <i>Guidance on professional conduct for nursing and midwifery students (2009)</i> |   |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|--|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Inappropriate professional image, poor time-keeping, does not adhere to uniform policy. Lack of respect for diversity and individual preferences | Poor professional image, time-keeping, not adhering to uniform policy. Some ability to demonstrate respect for diversity and individual preferences                   | Needs occasional reminders about professional image, uniform policy and time-keeping. Demonstrates respect for diversity and individual preferences, requires occasional support | Professional image maintained, good time-keeping. Adheres to uniform policy. Demonstrates respect for diversity and individual preferences, requires minimal support | Excellent professional image and time-keeping. Always demonstrates respect for diversity and individual preferences and prompts others to do so.  |                     |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Unable to demonstrate understanding of the concept of confidentiality and need to protect information.   | Limited insight into the the concept of confidentiality. Unreliable in relation to protecting and treating information as confidential.                               | Protects and treats information as confidential. Requires guidance in relation to the sharing of information for the purposes of safeguarding and public protection              | Protects and treats information as confidential. Practices with limited guidance when sharing information for the purposes of safeguarding and public protection     | Protects and treats information as confidential. Limited guidance needed when sharing information for the purposes of safeguarding and public protection. Able apply to a range of situations |                     |
| Demonstrates safe & effective communication skills both orally and in writing   | Limited communication skills. Inaccurate or incomplete documentation   | Satisfactory communication skills. Needs prompting to complete documentation. Meaning not always clear  | Good communication skills being developed. Can usually be relied upon to complete documentation with guidance  | Very good communication. Can be relied upon to complete documentation clearly with limited guidance  | Displays excellent communication skills. Accurate and detailed documentation always demonstrated  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  | Unable to demonstrate ability to listen, interpret and carry out instructions safely. Fails to confirm understanding                             | Limited ability to listen, interpret and carry out out instructions safely. Requires close supervision  | Able to listen, interpret instructions and seeks to confirm understanding. Can be relied upon to carry out instructions safely with guidance                                     | Good ability to listen, interpret instructions and confirm understanding. Carries out instruction safely with minimal support and reports concerns                   | Excellent ability to listen, interpret instructions and confirm understanding. Ability to carry out instructions safely. Reports and rectifies concerns in a range of contexts                |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Unsafe practice. Fails to address both physical and emotional needs and preferences. Fails to take a person centred approach to care.            | Unsafe practice. Often fails to address both physical and emotional needs and preferences despite guidance. Inconsistent approach to person centred approach to care. | Safe practice carried out with some support. Addresses both physical and emotional needs. Takes a person centred approach to care.   | Safe practice. Meets physical and emotional needs with limited support articulating knowledge which underpins care. Takes a person centred approach to care.         | Safe practice. Meets physical and emotional needs with indirect supervision, drawing upon a broad range of knowledge and evidence to support care. Takes a person centred approach to care.   |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe & effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|--|--|---|---------------------|
| Demonstrates respect for peoples' rights & choices   | Is unable to demonstrate respect for peoples' rights and choices in the delivery of care.          | Satisfactory ability to respect peoples' rights and choices in the delivery of care. Requires guidance on occasions  | Good ability to demonstrate care respect for peoples rights and choices in the delivery of care with minimal guidance.   | Very good ability to demonstrate care that shows respect for peoples rights and choices in the delivery of care.   | Excellence and consistency demonstrated. Displaying respect for people's choices. Able to discuss these in relation to own beliefs and values   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                               | Does not recognise when situations are becoming unsafe. Fails to seek help and meet people's needs | Slow to recognise when situations are becoming unsafe and not inclined to seek help and support and meet people's needs  | Usually recognises when situations are becoming unsafe. Is aware of own capabilities and is thus able to recognise when to seek help and overall meets people's needs. Reports concerns but requires some guidance | Consistently recognises when situations are becoming unsafe. Seeks help and begins to take responsibility to take additional action to reduce risk and meet people's needs. Reports safety incidents appropriately | Consistently recognises when situations are becoming unsafe. Able to recognise when to seek help and when to intervene. Takes effective and appropriate action. Reports safety incidents appropriately. |                     |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately | Withdraws from team working  | Satisfactory performance. Beginning to make appropriate relationships and work as part of the team. Able to identify the roles and responsibilities of others in the team. | Good team working. Makes appropriate relationships with members of the team and works as part of the team.   | Very good team working demonstrated. Works effectively with others and makes a positive contribution to the team   | Excellent team working. Works effectively with others and makes a positive contribution to the team. Recognises factors that affect team performance  |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**



| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for peoples' rights & choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                               |   |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed).

The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed:** YES NO

**Date:**

# Placement 3

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner (please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'. Signature | Initials and date |
|-------------------------------------|--------------------------|-----------------------|---|-------------------|
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

|                |             |
|----------------|-------------|
| <b>Student</b> | <b>Date</b> |
| <b>Mentor</b>  | <b>Date</b> |

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**



# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

**Name of Venue:**

**1. Outcomes and learning needs to be met on visit / short placement:**

**3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

## Student

**Date**

## Mentor

Date \_\_\_\_\_

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

|                |             |
|----------------|-------------|
| <b>Student</b> | <b>Date</b> |
| <b>Mentor</b>  | <b>Date</b> |

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

**Date**

# Clinical Grading Tool

## Year 1

Level 4

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values   | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
|---|---|--|---|---|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions   | Does not recognise own limitations and professional boundaries. Accepts delegated activities that are outside of own role boundaries              | Inconsistency in ability to work within own limitations and professional boundaries. At times accepts delegated activities that are outside of own role boundaries     | Practises within own limitations and professional boundaries, requires help and guidance from others. Accepts delegated activities that are within own role boundaries                          | Practises more independently, but within own limitations and professional boundaries. At times recognises areas for own development and seeks additional learning opportunities that are within own role boundaries | Practises independently but within own limitations and professional boundaries. Takes the initiative to seek out and engage in development activities that are within own role boundaries  |              |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008); Guidance on professional conduct for nursing and midwifery students (2009)</i> | Honesty and integrity not demonstrated. Unable to articulate the underpinning values of The Code of Conduct (NMC 2008)                            | Practises with honesty and integrity. Demonstrates little insight into The Code of Conduct (NMC 2008). Has difficulty in identifying how this relates to own practice. | Practises with honesty and integrity. Is able to demonstrate an understanding of The Code of Conduct (NMC 2008) and give some examples of how it applies to own practice in routine situations. | Practises with honesty and integrity. Is able to demonstrate an understanding of the Code of Conduct (NMC 2008). Able to demonstrate and discuss application to practice in both routine and complex situations.    | Practises with honesty and integrity. Detailed understanding of the Code of Conduct (NMC). Able to demonstrate and discuss application to both routine and complex situations and discuss solutions if there are competing perspectives. |              |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults  | Unable to demonstrate understanding of policies and how these relate to own role in relation to safeguarding                                      | Limited insight into policies and inability to identify how own role is important in relation to safeguarding  | Demonstrates insight into policies. Identifies how own role is important in relation to safeguarding  | Good understanding of policies. Able to demonstrate how own role is important in relation to safeguarding   | Excellent understanding of policies. Demonstrates and promotes the safety and well being of people at all times  |              |
| Communication & Interpersonal Skills  | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries  | Unable to interact in a sensitive, kind, compassionate manner. Does not demonstrate care which values individual differences or maintains dignity | Limited ability to interact in a sensitive, kind, compassionate manner and demonstrate care which values individual differences. Maintains dignity                     | Usually able to interact in a sensitive, kind, compassionate manner. Demonstrates care which values individual differences and ensure dignity is maintained                                     | Consistently interacts in a manner that is kind, sensitive and compassionate. Values individual differences and ensures dignity is maintained   | Excellent interaction in a kind, sensitive, compassionate manner which values individual differences. Ensures dignity is maintained and reminds others of need to maintain dignity   |              |



## Clinical Grading Tool

### Year 1

#### Level 4

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008:)</i> <i>Guidance on professional conduct for nursing and midwifery students (2009)</i> |   |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|--|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Inappropriate professional image, poor time-keeping, does not adhere to uniform policy. Lack of respect for diversity and individual preferences | Poor professional image, time-keeping, not adhering to uniform policy. Some ability to demonstrate respect for diversity and individual preferences                   | Needs occasional reminders about professional image, uniform policy and time-keeping. Demonstrates respect for diversity and individual preferences, requires occasional support | Professional image maintained, good time-keeping. Adheres to uniform policy. Demonstrates respect for diversity and individual preferences, requires minimal support | Excellent professional image and time-keeping. Always demonstrates respect for diversity and individual preferences and prompts others to do so.  |                     |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Unable to demonstrate understanding of the concept of confidentiality and need to protect information.   | Limited insight into the the concept of confidentiality. Unreliable in relation to protecting and treating information as confidential.                               | Protects and treats information as confidential. Requires guidance in relation to the sharing of information for the purposes of safeguarding and public protection              | Protects and treats information as confidential. Practices with limited guidance when sharing information for the purposes of safeguarding and public protection     | Protects and treats information as confidential. Limited guidance needed when sharing information for the purposes of safeguarding and public protection. Able apply to a range of situations |                     |
| Demonstrates safe & effective communication skills both orally and in writing   | Limited communication skills. Inaccurate or incomplete documentation   | Satisfactory communication skills. Needs prompting to complete documentation. Meaning not always clear  | Good communication skills being developed. Can usually be relied upon to complete documentation with guidance  | Very good communication. Can be relied upon to complete documentation clearly with limited guidance  | Displays excellent communication skills. Accurate and detailed documentation always demonstrated  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  | Unable to demonstrate ability to listen, interpret and carry out instructions safely. Fails to confirm understanding                             | Limited ability to listen, interpret and carry out out instructions safely. Requires close supervision  | Able to listen, interpret instructions and seeks to confirm understanding. Can be relied upon to carry out instructions safely with guidance                                     | Good ability to listen, interpret instructions and confirm understanding. Carries out instruction safely with minimal support and reports concerns                   | Excellent ability to listen, interpret instructions and confirm understanding. Ability to carry out instructions safely. Reports and rectifies concerns in a range of contexts                |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Unsafe practice. Fails to address both physical and emotional needs and preferences. Fails to take a person centred approach to care.            | Unsafe practice. Often fails to address both physical and emotional needs and preferences despite guidance. Inconsistent approach to person centred approach to care. | Safe practice carried out with some support. Addresses both physical and emotional needs. Takes a person centred approach to care.   | Safe practice. Meets physical and emotional needs with limited support articulating knowledge which underpins care. Takes a person centred approach to care.         | Safe practice. Meets physical and emotional needs with indirect supervision, drawing upon a broad range of knowledge and evidence to support care. Takes a person centred approach to care.   |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe & effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|--|--|---|---------------------|
| Demonstrates respect for peoples' rights & choices   | Is unable to demonstrate respect for peoples' rights and choices in the delivery of care.          | Satisfactory ability to respect peoples' rights and choices in the delivery of care. Requires guidance on occasions  | Good ability to demonstrate care respect for peoples rights and choices in the delivery of care with minimal guidance.   | Very good ability to demonstrate care that shows respect for peoples rights and choices in the delivery of care.   | Excellence and consistency demonstrated. Displaying respect for people's choices. Able to discuss these in relation to own beliefs and values   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                               | Does not recognise when situations are becoming unsafe. Fails to seek help and meet people's needs | Slow to recognise when situations are becoming unsafe and not inclined to seek help and support and meet people's needs  | Usually recognises when situations are becoming unsafe. Is aware of own capabilities and is thus able to recognise when to seek help and overall meets people's needs. Reports concerns but requires some guidance | Consistently recognises when situations are becoming unsafe. Seeks help and begins to take responsibility to take additional action to reduce risk and meet people's needs. Reports safety incidents appropriately | Consistently recognises when situations are becoming unsafe. Able to recognise when to seek help and when to intervene. Takes effective and appropriate action. Reports safety incidents appropriately. |                     |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately | Withdraws from team working  | Satisfactory performance. Beginning to make appropriate relationships and work as part of the team. Able to identify the roles and responsibilities of others in the team. | Good team working. Makes appropriate relationships with members of the team and works as part of the team.   | Very good team working demonstrated. Works effectively with others and makes a positive contribution to the team   | Excellent team working. Works effectively with others and makes a positive contribution to the team. Recognises factors that affect team performance  |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for peoples' rights & choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                               |   |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed).

The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning experiences and opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Essential Skills Clusters and related competencies

Mental Health Nursing

To be completed by the end of year 1

| Competency Statement   | The Student nurse can:   | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|--|--|--------------------------------|--|---|--|
| <b><u>Professional Values:</u></b><br><br><b>1. Provide collaborative care based upon the highest standards, knowledge and competence</b>                                    | <ul style="list-style-type: none"> <li>Engage with people and build caring and professional relationships</li> </ul>   |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate knowledge that underpins care</li> </ul>  |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Identify evidence that underpins an aspect of care given</li> </ul>   |                                |  |   |  |
| <b>2. Engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves</b>                     | <ul style="list-style-type: none"> <li>Take a person centred, personalised approach to care of individuals with a range of ages and disabilities</li> </ul>                                    |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Empower people to make a choice about care and how their needs are met</li> </ul>   |                                |  |   |  |
| <b>3. Engage with people their family and carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation</b> | <ul style="list-style-type: none"> <li>Demonstrate an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability</li> </ul>          |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate the ability to promote mental health and well being while challenging inequalities and discrimination</li> </ul>                            |                                |  |   |  |
| <b>4. Gain consent based upon sound understanding and informed choice prior to any intervention</b>  | <ul style="list-style-type: none"> <li>Demonstrate an understanding of informed consent</li> </ul>   |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Seek consent prior to carrying out care or interventions</li> </ul>   |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Seek consent prior to sharing of information outside of the professional care team, subject to agreed safeguarding and protection procedures</li> </ul> |                                |  |   |  |
| <b>5. Be trusted to safeguard children and adults from vulnerable situations and support and protect them from harm</b>  | <ul style="list-style-type: none"> <li>Act within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations</li> </ul>              |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate an understanding of mental health legislation and how it relates to care and treatment</li> </ul>   |                                |  |   |  |

| Competency Statement  | The Student nurse can:   | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|---|--|--------------------------------|--|---|--|
| <u>Communication and Interpersonal Skills:</u><br><br><b>6. Respect people as individuals and strive to help them preserve their dignity at all times</b>   | <ul style="list-style-type: none"> <li>Use ways to maximise communication where hearing, vision or speech is compromised</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Respond appropriately when people find it hard to communicate</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use communication to engage and support people who are distressed or experiencing perceptual problems</li> </ul>                            |                                |  |   |  |
| <b>7. Engage with people in a warm, sensitive and compassionate way</b>   | <ul style="list-style-type: none"> <li>Interact with people in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch</li> </ul> |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Foster and enable relationships with families, carers and others</li> </ul>   |                                |  |   |  |
| <b>8. Engage therapeutically and actively listen to people's needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon</b> | <ul style="list-style-type: none"> <li>Respond in a way that confirms understanding of what a person is communicating</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Effectively communicate peoples stated needs and wishes to other professionals</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use appropriate language and a manner that enables informed choices and shared decision making</li> </ul>                                   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Respond appropriately to expressions of pain and discomfort</li> </ul>  |                                |  |   |  |
| <b>9. Respond to peoples feedback and a wide range of other sources to learn, develop and improve services</b>  | <ul style="list-style-type: none"> <li>Respond appropriately to compliments and comments</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use supervision and other forms of reflective learning to make effective use of feedback</li> </ul>   |                                |  |   |  |
| <b>10. Work to prevent and resolve conflict and maintain a safe environment</b>   | <ul style="list-style-type: none"> <li>Recognise signs of aggression and respond appropriately to keep self and others safe</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Communicate appropriately when faced with challenging behaviour and respond appropriately by seeking assistance if required</li> </ul>      |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Assist others or obtain assistance when help is required</li> </ul>   |                                |  |   |  |



| Competency Statement  | The Student nurse can:  | Achieved:<br>Mentor sign and date |  | Not achieved<br>by end of year:<br>Mentor sign and date |  |
|---|---|-----------------------------------|--|---|--|
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>11. Be trusted by people to treat them as partners and work with them to make a holistic and systematic assessment of their needs</b> | <ul style="list-style-type: none"> <li>Accurately undertake and record a baseline assessment of height, temperature, pulse, respiration and blood pressure using manual and electronic devices</li> </ul>   |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Measure and document vital signs under supervision and respond appropriately to findings outside of the normal range</li> </ul>  |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Perform routine diagnostic tests, for example urinalysis, related to the assessment and planning of care from a variety of sources</li> </ul>  |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>With the person and under supervision plan safe and effective care by recording information based on the assessment</li> </ul>   |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Understand the concept of public health and the benefits of healthy lifestyles and potential risks involved in various lifestyles or behaviours for example substance misuse, smoking, obesity.</li> </ul> |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Recognise indicators of unhealthy lifestyles</li> </ul>  |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Apply knowledge of age and condition related anatomy, physiology and development when interacting with people</li> </ul>   |                                   |  |   |  |
| <b>12. Deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan</b>   | <ul style="list-style-type: none"> <li>With the individual, and under supervision, plan safe and effective care taking into account physical, social and psychosocial needs</li> </ul>  |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate an awareness of alternative approaches to managing symptoms such as those related to: recovery from addiction or a psychotic episode.</li> </ul>   |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate holistic care when working with people with delusional beliefs</li> </ul>  |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Under supervision deliver care demonstrating underpinning knowledge</li> </ul>   |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Under supervision evaluate care</li> </ul>   |                                   |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate an ability to extend knowledge and skills using a variety of methods in order to enhance care delivery</li> </ul>  |                                   |  |   |  |

| Competency Statement  | The Student nurse can:   | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|---|--|--------------------------------|--|---|--|
| <p><u>Nursing Practice and Decision Making:</u></p> <p><b>13. Enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others</b></p> | <ul style="list-style-type: none"> <li>Under supervision assess risk within their current sphere of practice</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate appropriate use of moving and handling equipment</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Report safety incidents regarding service users to senior colleagues</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Under supervision work within legal frameworks to protect self and others</li> </ul>  |                                |  |   |  |
| <b>14. Select and manage medical devices safely</b>   | <ul style="list-style-type: none"> <li>Safely use and dispose of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents</li> </ul>  |                                |  |   |  |
| <b>15. Identify and take effective measures to prevent and control infection in accordance with local and national policy</b>   | <ul style="list-style-type: none"> <li>Follow local and national guidelines and adhere to standards infection control precautions</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Adhere to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting</li> </ul> |                                |  |   |  |
| <b>16. Provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques</b>  | <ul style="list-style-type: none"> <li>Safely deliver care under supervision to people who require to be nursed in isolation or in protective isolation settings</li> </ul>  |                                |  |   |  |
| <b>17. Safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings</b>  | <ul style="list-style-type: none"> <li>Apply a range of appropriate measures to prevent infection including application of safe and effective aseptic technique</li> </ul>   |                                |  |   |  |

| Competency Statement   | The Student nurse can:   | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|--|--|--------------------------------------|--|--|--|
| <u>Nursing Practice and Decision Making:</u><br><br><b>18. Assist people to choose a diet that provides an adequate nutritional and fluid intake</b> | <ul style="list-style-type: none"> <li>Under supervision, help people to choose healthy food and fluid in keeping with their personal preferences and cultural needs</li> </ul>                                  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Help people maintain independence and dignity wherever possible and provide assistance as required</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Identify people who are unable to or have difficulty in eating or drinking and report this to others to ensure adequate nutrition and fluid intake is provided</li> </ul> |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Recognise, respond appropriately and report when people have difficulty eating or swallowing</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Report to an appropriate person where there is a risk of meals being missed</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Follow food hygiene procedures in accordance with policy</li> </ul>   |                                      |  |  |  |
| <b>19. Assess and monitor peoples fluid status and in partnership with them, formulate an effective plan of care</b>                                 | <ul style="list-style-type: none"> <li>Take and record accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status</li> </ul>                          |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Assess baseline nutritional requirements for healthy people related to factors such as age and mobility</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Apply knowledge of fluid requirements needed for health and during illness and recovery, so that appropriate fluids can be provided</li> </ul>                            |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Recognise and report reasons for poor fluid intake and output</li> </ul>  |                                      |  |  |  |
| <b>20. Correctly and safely undertake medicines calculations</b>   | <ul style="list-style-type: none"> <li>Demonstrate competence in basic calculations relating to SI unit conversion related to tablet, liquid or injections</li> </ul>  |                                      |  |  |  |

| Competency Statement   | The Student nurse can:   | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|--|--|--------------------------------|--|---|--|
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>21. Administer medicines safely and in a timely manner</b>                           | <ul style="list-style-type: none"> <li>Use prescription charts correctly and maintain accurate records</li> </ul>  |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Administer and if necessary prepare medication safely under direct supervision, according to national and local policy</li> </ul> |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Under supervision involve people and carers in administration and self-administration of medicines</li> </ul>                     |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Help people to make informed choices about pharmacological and physical treatments</li> </ul>                                     |                                |  |   |  |
| <b>22. Ensure safe, effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits</b> | <ul style="list-style-type: none"> <li>Demonstrate knowledge of commonly administered medication</li> </ul>  |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Recognise how to act promptly should possible side effects and adverse reactions occur</li> </ul>                                 |                                |  |   |  |
| <b>23. Works within legal and ethical frameworks that underpin safe and effective medicines management</b>   | <ul style="list-style-type: none"> <li>Demonstrate understanding of legal and ethical frameworks relating to safe administration of medicines in practice</li> </ul>     |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate ability to safely store medicines under supervision</li> </ul>  |                                |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate awareness of roles and responsibilities within the multi disciplinary team for medicines management</li> </ul>        |                                |  |   |  |

| Competency Statement  | The Student nurse can:  | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|---|---|--------------------------------------|--|--|--|
| <u>Leadership, Management and Team Working</u><br><br><b>24. Safely lead, co-ordinate and manage care</b> | <ul style="list-style-type: none"> <li>Manage time and resources effectively</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Use support systems to recognise, manage and deal with own emotions</li> </ul>               |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Under supervision participate in communication within and between care teams</li> </ul>      |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Report issues and people's concerns regarding transfer and transition</li> </ul>             |                                      |  |  |  |
| <b>26. Work safely under pressure and maintain the safety of service users at all times</b>               | <ul style="list-style-type: none"> <li>Recognise when situations are becoming unsafe and report appropriately</li> </ul>            |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Under supervision, work within clinical governance frameworks</li> </ul>                     |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate an understanding of clinical supervision and the role of a supervisor</li> </ul> |                                      |  |  |  |

# Snapshot Assessment

## Year 1

### Patient Assessment

Effective assessment is integral to patient safety. Patient assessment is the process by which the nurse and patient together identify needs and plans for on-going care. The process requires the collection of observations, data and judgements which are then used to identify needs and to plan care. The use of assessment tools enables a standardised approach to the collection of information.

The student's ability to carry out a patient assessment using an assessment tool should be summatively assessed on one occasion during the first year using the criteria below. The student should however have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity

| Name of Student:   |   | Placement Area:   |  |  |   | Date: |
|--|---|---|--|--|---|-------|
| Guidance for Mentor – With reference to the descriptors below please select the mark which reflects the student’s performance, knowledge and understanding. Please write the mark in the box on the right hand side. |   |   |  |  |   |       |
|  | 0   | 1   | 2  | 3  | 4   | Mark  |
| <b>Introduces self and explains the assessment process to the patient</b>  | Failed to introduce self to patient and explain the assessment process.   | Introduced self to patient. Required frequent prompting when explaining the assessment process.                               | Introduced self and the assessment process with only occasional prompting required.  | Introduced self and assessment process. Made attempts to involve the patient in the assessment process.  | Confidently introduced self and the assessment process. Empowered the patient to be fully involved in the assessment process.   |       |
| <b>Gains consent</b>   | Failed to seek consent or demonstrate an understanding of the need to respect for patient’s choices. Knowledge of The Code of Conduct not demonstrated. | Asked for consent but limited ability to ascertain patient’s choice or preferences. Limited knowledge of The Code of Conduct. | Asked for consent. Able to demonstrate an understanding and respect for patient choice. Could make reference to The Code of Conduct. | Asked for consent. Able to demonstrate an understanding and respect for patient choice. Could identify ways in which The Code of Conduct were implemented during the assessment process. | Asked for consent. Able to demonstrate respect for patient’s choices. Can critically discuss actions in relation to The Code of Conduct. Responded appropriately to patient’s wishes. |       |
| <b>Completes the patient assessment using an appropriate assessment tool</b>   | Lacked the ability to complete the assessment despite guidance and support.   | Needed guidance and support in order to complete the assessment.  | Satisfactory assessment completed with occasional prompting.   | Satisfactory assessment carried out without the need for prompting.  | Excellence demonstrated. Assessment carried out with confidence and competence.   |       |
| <b>Interprets the assessment information</b>   | Limited knowledge and understanding demonstrated. Unable to interpret assessment information  | Needed prompting to interpret assessment information  | Some insight into the interpretation of information  | Accurately interpreted information.  | Accurately interpreted information. Took account of additional factors thus completed a holistic assessment   |       |

# Snapshot Assessment

## Year 1

### Patient Assessment

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon and giving examples of the student's performance and abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| Introduces self and explains the assessment process to the patient    |   |
| Gains consent   |   |
| Completes the patient assessment using an appropriate assessment tool |   |
| Interprets the assessment information                                 |   |

|   | 0  | 1  | 2  | 3   | 4  | Mark |
|---|--|--|--|---|--|------|
| <b>Suggests appropriate nursing interventions based upon assessment information</b> | Lacked insight into the needs of the patient and the care required following the assessment.                             | Some insight into the needs of the patient and the care required following the assessment.   | Able to identify appropriate interventions<br>Demonstrated some understanding of the rationale for care.       | Able to identify appropriate interventions.<br>Considered capabilities of patient when providing a rationale for care and interventions.  | Considered capabilities of patient when identifying care and interventions. Decisions supported by a rationale and sound knowledge and evidence base.  |      |
| <b>Completes documentation</b>  | Unfamiliar with documentation required.<br>Inaccurate or incomplete documentation despite detailed guidance and support. | A few inaccuracies in documentation.<br>Needs guidance and support to complete documentation independently.                                | Completed accurate documentation based upon assessment and observational information with little supervision.  | Accurate and comprehensive documentation based upon assessment and observational information, Acted with some independence Sought help to confirm understanding when required.  | Excellence demonstrated.<br>Accurate and comprehensive documentation based upon assessment and observational information which is free from jargon. Acted independently.   |      |
| <b>Maintains privacy and dignity</b>  | Did not maintain privacy during the assessment, nor demonstrate respect for the patient as an individual.                | Required occasional prompting but steps taken in order to maintain privacy.<br>Demonstrated some respect for the patient as an individual. | Privacy maintained<br>Demonstrated respect for patient as an individual through appropriate communication.     | Privacy maintained<br>Demonstrated respect for patient as an individual through appropriate communication.<br>Actively sought the patient's input during the assessment process and adapted approach in response to the patient's reaction. | Privacy maintained<br>Demonstrated respect for the patient through appropriate communication.<br>Maximised the patient's contribution to the assessment.<br>Acknowledged and responded appropriately to patient's preferences. |      |
| <b>Adheres to infection control policies</b>  | Limited ability to demonstrate knowledge or skills related to infection control precautions.                             | Required prompting to undertake appropriate infection control precautions.   | Applied knowledge of policies by demonstrating infection control precautions including effective hand washing. | Initiated and maintained appropriate infection control precautions by adhering to policies.<br>Demonstrated knowledge of transmission routes of micro-organisms.  | Initiated and maintained appropriate infection control precautions.<br>Adhered to policies.<br>Demonstrated knowledge of transmission of micro-organisms. Managed patient environment to minimise risk.                        |      |
| <b>Communicates in an appropriate manner</b>  | Unable to demonstrate communication that reflected kindness, caring and compassion.                                      | Some ability to communicate with the patient in a kind and sensitive manner.   | Communication was kind and compassionate.<br>Took account of patient's response when engaging with them.       | Engaged with the patient in a warm, sensitive and compassionate manner that took account of verbal and non-verbal cues.   | Engaged in a warm, sensitive and compassionate manner that took account of verbal and non-verbal cues. Able to reflect upon and evaluate the interaction.  |      |
| <b>Ensures patient is left comfortable and aware of the next stage of care</b>      | Patient not left appropriately.<br>Not informed about outcome of assessment and the next stage of care.                  | Patient left appropriately but without information about the outcome of the assessment or next stage of care.                              | Patient left appropriately.<br>Limited information about outcome of assessment the next stage of care.         | Patient left with appropriately with information about the outcome of assessment and next stage of care.<br>Confirmed understanding.  | Patient left appropriately with detailed information about the next stage of care. Answered questions and ensured understanding.   |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.** Please develop a summative action plan to help the student prepare for a 2<sup>nd</sup> assessment attempt. The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**



|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Suggests appropriate nursing interventions based upon assessment information |   |
| Completes documentation  |   |
| Maintains privacy and dignity  |   |
| Adheres to infection control policies  |   |
| Communicates in an appropriate manner  |   |
| Ensures patient is left comfortable and aware of the next stage of care      |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Summative Action Plan

To be completed only when there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool Assessment, The Snap Shot assessment or the Essential Skills Clusters at the end of the year.

The action plan must clearly highlight the areas of concern together with a plan to enable the student to develop. A Practice Liaison Teacher must be informed and should be present when an action plan is required at a summative point.

The student requires a further 4 week period of practice in order to have the opportunity to achieve at the summative point. The student will need to demonstrate the following:

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

**Mentor**

**Date**

**Student:**

**Date**

**Practice Liaison Teacher**

**Date**

## Summative Action Plan: 2 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

### Signatures:

**Mentor**

**Date**

**Student**

**Date**

**Practice Liaison Teacher**

**Date**

## Summative Action Plan: 4 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Action Plan Achieved:**      **Yes**      **No**

**Signatures:**

**Mentor**

**Date**

**Student**

**Date:**

**Practice Liaison Teacher**

**Date**

# Service User Experiences

## Year 1

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers about their experiences can lead to valuable insights into **your own practice**. During the course of the year you are required to document a minimum of 3 logs following conversations with service users, documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC 2008)

### Summary of Service Users Experiences: Log 1

### Summary of Service Users Experiences: Log 2

**Summary of Service Users Experiences:  
Log 3**

**Summary of Service Users Experiences:  
Log 4**

**Summary of Service Users Experiences:  
Log 5**

# Reflection: Service User Feedback

## Year 1

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **your own practice**. Please consider the feedback and reflect upon issues identified. You may wish to consider how well you have dealt with similar situations and whether you would now alter your approach to care based upon that feedback. You may not choose to share all of your thinking and include only the pertinent points (Moon 2006). Please ensure confidentiality is maintained in this account (NMC 2008).

**Date:**

**Summary of issues:**

**Critical analysis of event:** (This involves breaking the issues or situation down and examining it from a number of different points of view. Consideration of the following may assist you in this: What were the main issues from the service user, family's or carer's perspective? What has been your involvement in situations similar to those discussed? What are your own feelings? You may also want to include reading that has been relevant to your understanding)

**What have you learnt that will impact upon your future practice:**

(Think about how this feedback may help you. What was good or bad about the experience? Would you now handle events differently if in a similar situation? Are there any implications for the care, safety and well-being of others?)

**Issues to be followed up and thoughts on how you will so this:**

(Consider how you might use the information to actively seek ways to extend your own knowledge, skills and practice to improve the quality of care you give).

**Comments from mentor:**

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development* (2<sup>nd</sup> Ed). Abingdon: Routledge.  
Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC



# End of Year Checklist

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking.

| Documentation  | Student's Initial and Date | Tutor's Initial and Date |
|--|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)                                       |                            |                          |
| SWOT Analysis (one per placement)  |                            |                          |
| Initial Review and Learning Agreement (one per placement)  |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)                |                            |                          |
| Final Review and On-going Achievement Record (one per placement)<br><b>Student to submit photocopy</b> |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Student to submit photocopy</b>                |                            |                          |
| Snapshot Assessment (one per year)<br><b>Student to submit photocopy</b>                               |                            |                          |
| Essential Skills Clusters and related competencies   |                            |                          |
| Mentor's Signatures sheet (one per placement)  |                            |                          |
| Record of attendance (one per placement)<br><b>Student to submit photocopy</b>                         |                            |                          |
| Completed logs recording Service User Experiences  |                            |                          |
| Reflection based upon Service User Feedback  |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences                                       |                            |                          |
| Record of visits and short placements  |                            |                          |
| Action plans (if required)   |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

## Clinical Grading Tool – Retrieval Attempt

### Year 1

Level 4

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values   | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
|---|---|--|---|---|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions   | Does not recognise own limitations and professional boundaries. Accepts delegated activities that are outside of own role boundaries              | Inconsistency in ability to work within own limitations and professional boundaries. At times accepts delegated activities that are outside of own role boundaries     | Practises within own limitations and professional boundaries, requires help and guidance from others. Accepts delegated activities that are within own role boundaries                          | Practises more independently, but within own limitations and professional boundaries. At times recognises areas for own development and seeks additional learning opportunities that are within own role boundaries | Practises independently but within own limitations and professional boundaries. Takes the initiative to seek out and engage in development activities that are within own role boundaries  |              |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008); Guidance on professional conduct for nursing and midwifery students (2009)</i> | Honesty and integrity not demonstrated. Unable to articulate the underpinning values of The Code of Conduct (NMC 2008)                            | Practises with honesty and integrity. Demonstrates little insight into The Code of Conduct (NMC 2008). Has difficulty in identifying how this relates to own practice. | Practises with honesty and integrity. Is able to demonstrate an understanding of The Code of Conduct (NMC 2008) and give some examples of how it applies to own practice in routine situations. | Practises with honesty and integrity. Is able to demonstrate an understanding of the Code of Conduct (NMC 2008). Able to demonstrate and discuss application to practice in both routine and complex situations.    | Practises with honesty and integrity. Detailed understanding of the Code of Conduct (NMC). Able to demonstrate and discuss application to both routine and complex situations and discuss solutions if there are competing perspectives. |              |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults  | Unable to demonstrate understanding of policies and how these relate to own role in relation to safeguarding                                      | Limited insight into policies and inability to identify how own role is important in relation to safeguarding  | Demonstrates insight into policies. Identifies how own role is important in relation to safeguarding  | Good understanding of policies. Able to demonstrate how own role is important in relation to safeguarding   | Excellent understanding of policies. Demonstrates and promotes the safety and well being of people at all times  |              |
| Communication & Interpersonal Skills  | 0   | 1  | 2   | 3   | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries  | Unable to interact in a sensitive, kind, compassionate manner. Does not demonstrate care which values individual differences or maintains dignity | Limited ability to interact in a sensitive, kind, compassionate manner and demonstrate care which values individual differences. Maintains dignity                     | Usually able to interact in a sensitive, kind, compassionate manner. Demonstrates care which values individual differences and ensure dignity is maintained                                     | Consistently interacts in a manner that is kind, sensitive and compassionate. Values individual differences and ensures dignity is maintained   | Excellent interaction in a kind, sensitive, compassionate manner which values individual differences. Ensures dignity is maintained and reminds others of need to maintain dignity   |              |

## Clinical Grading Tool – Retrieval Attempt

### Year 1

#### Level 4

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying the principles of: <i>The Code: Standards of conduct, performance and ethics for nurses and midwives (2008:)</i> <i>Guidance on professional conduct for nursing and midwifery students (2009)</i> |   |
| Demonstrates an understanding of how to work within legal & professional frameworks & local policies to safeguard & protect people particularly children, young people & vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|--|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Inappropriate professional image, poor time-keeping, does not adhere to uniform policy. Lack of respect for diversity and individual preferences | Poor professional image, time-keeping, not adhering to uniform policy. Some ability to demonstrate respect for diversity and individual preferences                   | Needs occasional reminders about professional image, uniform policy and time-keeping. Demonstrates respect for diversity and individual preferences, requires occasional support | Professional image maintained, good time-keeping. Adheres to uniform policy. Demonstrates respect for diversity and individual preferences, requires minimal support | Excellent professional image and time-keeping. Always demonstrates respect for diversity and individual preferences and prompts others to do so.  |                     |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Unable to demonstrate understanding of the concept of confidentiality and need to protect information.   | Limited insight into the the concept of confidentiality. Unreliable in relation to protecting and treating information as confidential.                               | Protects and treats information as confidential. Requires guidance in relation to the sharing of information for the purposes of safeguarding and public protection              | Protects and treats information as confidential. Practices with limited guidance when sharing information for the purposes of safeguarding and public protection     | Protects and treats information as confidential. Limited guidance needed when sharing information for the purposes of safeguarding and public protection. Able apply to a range of situations |                     |
| Demonstrates safe & effective communication skills both orally and in writing   | Limited communication skills. Inaccurate or incomplete documentation   | Satisfactory communication skills. Needs prompting to complete documentation. Meaning not always clear  | Good communication skills being developed. Can usually be relied upon to complete documentation with guidance  | Very good communication. Can be relied upon to complete documentation clearly with limited guidance  | Displays excellent communication skills. Accurate and detailed documentation always demonstrated  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>   | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  | Unable to demonstrate ability to listen, interpret and carry out instructions safely. Fails to confirm understanding                             | Limited ability to listen, interpret and carry out out instructions safely. Requires close supervision  | Able to listen, interpret instructions and seeks to confirm understanding. Can be relied upon to carry out instructions safely with guidance                                     | Good ability to listen, interpret instructions and confirm understanding. Carries out instruction safely with minimal support and reports concerns                   | Excellent ability to listen, interpret instructions and confirm understanding. Ability to carry out instructions safely. Reports and rectifies concerns in a range of contexts                |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Unsafe practice. Fails to address both physical and emotional needs and preferences. Fails to take a person centred approach to care.            | Unsafe practice. Often fails to address both physical and emotional needs and preferences despite guidance. Inconsistent approach to person centred approach to care. | Safe practice carried out with some support. Addresses both physical and emotional needs. Takes a person centred approach to care.   | Safe practice. Meets physical and emotional needs with limited support articulating knowledge which underpins care. Takes a person centred approach to care.         | Safe practice. Meets physical and emotional needs with indirect supervision, drawing upon a broad range of knowledge and evidence to support care. Takes a person centred approach to care.   |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality & data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe & effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity & carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|--|--|---|---------------------|
| Demonstrates respect for peoples' rights & choices   | Is unable to demonstrate respect for peoples' rights and choices in the delivery of care.          | Satisfactory ability to respect peoples' rights and choices in the delivery of care. Requires guidance on occasions  | Good ability to demonstrate care respect for peoples rights and choices in the delivery of care with minimal guidance.   | Very good ability to demonstrate care that shows respect for peoples rights and choices in the delivery of care.   | Excellence and consistency demonstrated. Displaying respect for people's choices. Able to discuss these in relation to own beliefs and values   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                               | Does not recognise when situations are becoming unsafe. Fails to seek help and meet people's needs | Slow to recognise when situations are becoming unsafe and not inclined to seek help and support and meet people's needs  | Usually recognises when situations are becoming unsafe. Is aware of own capabilities and is thus able to recognise when to seek help and overall meets people's needs. Reports concerns but requires some guidance | Consistently recognises when situations are becoming unsafe. Seeks help and begins to take responsibility to take additional action to reduce risk and meet people's needs. Reports safety incidents appropriately | Consistently recognises when situations are becoming unsafe. Able to recognise when to seek help and when to intervene. Takes effective and appropriate action. Reports safety incidents appropriately. |                     |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately | Withdraws from team working  | Satisfactory performance. Beginning to make appropriate relationships and work as part of the team. Able to identify the roles and responsibilities of others in the team. | Good team working. Makes appropriate relationships with members of the team and works as part of the team.   | Very good team working demonstrated. Works effectively with others and makes a positive contribution to the team   | Excellent team working. Works effectively with others and makes a positive contribution to the team. Recognises factors that affect team performance  |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern. Please inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for peoples' rights & choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                               |   |
| Acts in a way that values roles and responsibilities of others on the team & interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

# Snapshot Assessment

## Year 1

### Patient Assessment – Retrieval Attempt

Effective assessment is integral to patient safety. Patient assessment is the process by which the nurse and patient together identify needs and plans for on-going care. The process requires the collection of observations, data and judgements which are then used to identify needs and to plan care. The use of assessment tools enables a standardised approach to the collection of information.

The student's ability to carry out a patient assessment using an assessment tool should be assessed on one occasion the criteria below. The student should however have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity.

| Name of Student:   |   | Placement Area:   |  |  |   | Date: |
|--|---|---|--|--|---|-------|
| Guidance for Mentor – With reference to the descriptors below please select the mark which reflects the student's performance, knowledge and understanding. Please write the mark in the box on the right hand side. |   |   |  |  |   |       |
|  | 0   | 1   | 2  | 3  | 4   | Mark  |
| <b>Introduces self and explains the assessment process to the patient</b>  | Failed to introduce self to patient and explain the assessment process.   | Introduced self to patient. Required frequent prompting when explaining the assessment process.                               | Introduced self and the assessment process with only occasional prompting required.  | Introduced self and assessment process. Made attempts to involve the patient in the assessment process.  | Confidently introduced self and the assessment process. Empowered the patient to be fully involved in the assessment process.   |       |
| <b>Gains consent</b>   | Failed to seek consent or demonstrate an understanding of the need to respect for patient's choices. Knowledge of The Code of Conduct not demonstrated. | Asked for consent but limited ability to ascertain patient's choice or preferences. Limited knowledge of The Code of Conduct. | Asked for consent. Able to demonstrate an understanding and respect for patient choice. Could make reference to The Code of Conduct. | Asked for consent. Able to demonstrate an understanding and respect for patient choice. Could identify ways in which The Code of Conduct were implemented during the assessment process. | Asked for consent. Able to demonstrate respect for patient's choices. Can critically discuss actions in relation to The Code of Conduct. Responded appropriately to patient's wishes. |       |
| <b>Completes the patient assessment using an appropriate assessment tool</b>   | Lacked the ability to complete the assessment despite guidance and support.   | Needed guidance and support in order to complete the assessment.  | Satisfactory assessment completed with occasional prompting.   | Satisfactory assessment carried out without the need for prompting.  | Excellence demonstrated. Assessment carried out with confidence and competence.   |       |
| <b>Interprets the assessment information</b>   | Limited knowledge and understanding demonstrated. Unable to interpret assessment information  | Needed prompting to interpret assessment information  | Some insight into the interpretation of information  | Accurately interpreted information.  | Accurately interpreted information. Took account of additional factors thus completed a holistic assessment   |       |



# Snapshot Assessment

## Year 1

### Patient Assessment - Retrieval Attempt

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon and giving examples of the student's performance and abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| Introduces self and explains the assessment process to the patient    |   |
| Gains consent   |   |
| Completes the patient assessment using an appropriate assessment tool |   |
| Interprets the assessment information                                 |   |

|   | 0   | 1   | 2  | 3   | 4   | Mark |
|---|---|---|--|---|---|------|
| <b>Suggests appropriate nursing interventions based upon assessment information</b> | Lacked insight into the needs of the patient and the care required following the assessment.                          | Some insight into the needs of the patient and the care required following the assessment.  | Able to identify appropriate interventions Demonstrated some understanding of the rationale for care.          | Able to identify appropriate interventions. Considered capabilities of patient when providing a rationale for care and interventions.   | Considered capabilities of patient when identifying care and interventions. Decisions supported by a rationale and sound knowledge and evidence base.   |      |
| <b>Completes documentation</b>  | Unfamiliar with documentation required. Inaccurate or incomplete documentation despite detailed guidance and support. | A few inaccuracies in documentation. Needs guidance and support to complete documentation independently.                                | Completed accurate documentation based upon assessment and observational information with little supervision.  | Accurate and comprehensive documentation based upon assessment and observational information, Acted with some independence Sought help to confirm understanding when required.  | Excellence demonstrated. Accurate and comprehensive documentation based upon assessment and observational information which is free from jargon. Acted independently.   |      |
| <b>Maintains privacy and dignity</b>  | Did not maintain privacy during the assessment, nor demonstrate respect for the patient as an individual.             | Required occasional prompting but steps taken in order to maintain privacy. Demonstrated some respect for the patient as an individual. | Privacy maintained Demonstrated respect for patient as an individual through appropriate communication.        | Privacy maintained Demonstrated respect for patient as an individual through appropriate communication. Actively sought the patient's input during the assessment process and adapted approach in response to the patient's reaction. | Privacy maintained Demonstrated respect for the patient through appropriate communication. Maximised the patient's contribution to the assessment. Acknowledged and responded appropriately to patient's preferences. |      |
| <b>Adheres to infection control policies</b>  | Limited ability to demonstrate knowledge or skills related to infection control precautions.                          | Required prompting to undertake appropriate infection control precautions.  | Applied knowledge of policies by demonstrating infection control precautions including effective hand washing. | Initiated and maintained appropriate infection control precautions by adhering to policies. Demonstrated knowledge of transmission routes of micro-organisms.   | Initiated and maintained appropriate infection control precautions. Adhered to policies. Demonstrated knowledge of transmission of micro-organisms. Managed patient environment to minimise risk.                     |      |
| <b>Communicates in an appropriate manner</b>  | Unable to demonstrate communication that reflected kindness, caring and compassion.                                   | Some ability to communicate with the patient in a kind and sensitive manner.  | Communication was kind and compassionate. Took account of patient's response when engaging with them.          | Engaged with the patient in a warm, sensitive and compassionate manner that took account of verbal and non-verbal cues.   | Engaged in a warm, sensitive and compassionate manner that took account of verbal and non-verbal cues. Able to reflect upon and evaluate the interaction.   |      |
| <b>Ensures patient is left comfortable and aware of the next stage of care</b>      | Patient not left appropriately. Not informed about outcome of assessment and the next stage of care.                  | Patient left appropriately but without information about the outcome of the assessment or next stage of care.                           | Patient left appropriately. Limited information about outcome of assessment the next stage of care.            | Patient left with appropriately with information about the outcome of assessment and next stage of care. Confirmed understanding.   | Patient left appropriately with detailed information about the next stage of care. Answered questions and ensured understanding.  |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.**

The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Suggests appropriate nursing interventions based upon assessment information |   |
| Completes documentation  |   |
| Maintains privacy and dignity  |   |
| Adheres to infection control policies  |   |
| Communicates in an appropriate manner  |   |
| Ensures patient is left comfortable and aware of the next stage of care      |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

# Final review and on-going record of achievement – Following retrieval attempt

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

**Summative action plan achieved?**

**Yes**

**No**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## End of Year Checklist: Retrieval Attempt

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking

| Documentation  | Student's Initial and Date | Tutor's Initial and Date |
|--|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)                                       |                            |                          |
| SWOT Analysis (one per placement)  |                            |                          |
| Initial Review and Learning Agreement (one per placement)  |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)                |                            |                          |
| Final Review and On-going Achievement Record (one per placement)<br><b>Student to submit photocopy</b> |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Students to submit photocopy</b>               |                            |                          |
| Snapshot Assessment (one per year)<br><b>Student to submit photocopy</b>                               |                            |                          |
| Essential Skills Clusters and related competencies   |                            |                          |
| Mentor's Signatures sheet (one per placement)  |                            |                          |
| Record of attendance (one per placement)<br><b>Student to submit photocopy</b>                         |                            |                          |
| Completed logs recording service user experiences  |                            |                          |
| Reflection based upon service user feedback  |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences                                       |                            |                          |
| Record of visits and short placements  |                            |                          |
| Action plans   |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

# Practice Module Year 2

## Aims:

The aim of this module is to enable students to develop competence in a range of clinical placements, whilst gaining further insight into a variety of health and social care provision and thus make comparisons of care delivery, practice and professional roles

## Learning Outcomes:

**On completion of the module the student will be able to:**

1. Practice with limited supervision in situations of varying complexity and predictability, requiring the application of a wider range of knowledge and skills
2. Demonstrate an awareness of a range of knowledge and evidence to inform practice and enable comparisons between different health and social care systems
3. Analyse and synthesise information to inform a choice of solutions to problems within the practice setting
4. Adapt interpersonal and communication skills to a range of situations and interact effectively within a team, taking responsibility for achieving both personal and group outcomes
5. Demonstrate effective self management skills and a proactive approach to personal and professional development

# Placement 1

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_



# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
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# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
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|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
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|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**



# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

|         |      |
|---------|------|
| Student | Date |
| Mentor  | Date |

## Visits and Short Placements

**Name of Venue:**

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- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

**Date**

## Mentor

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

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## Signatures:

|         |      |
|---------|------|
| Student | Date |
| Mentor  | Date |

## Clinical Grading Tool

### Year 2

Level 5

Students Name:

Name of Placement:

Date:

**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

| Professional Values  | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
|--|---|--|--|---|---|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Fails to recognise limitations of own stage of competence. Does not work within own limitations   | Limited ability to recognise limitations of own stage of competence and to work within own limitations   | Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care         | Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience | Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience  |              |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) | Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice      | Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)                 | Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)   | Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)  | Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations   |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to document concerns and information about people who are in vulnerable situations. Limited knowledge of policies | Can not consistently be relied upon to document concerns and information about people who are in vulnerable situations. Some knowledge of policies | Acts with limited guidance to document accurately concerns and information about people in vulnerable situations. Demonstrates insight into policies | Acts independently to accurately document concerns and information about people in vulnerable situations. Good understanding of policies and able to apply to own practice.                         | Acts independently. Detailed and accurate documentation of concerns and information about people in vulnerable situations. Able to suggest ways to enhance safety. Excellent understanding of policies and application to own practice. |              |
| Communication & Interpersonal Skills   | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   | Does not to anticipate how people may feel. Does not consistently respond with kindness and empathy                                     | Usually able to anticipate how people feel but may require occasional prompting. Responds with kindness and empathy                                | Able to anticipate how people may feel. Responds with kindness and empathy   | Good ability to anticipate how people may feel. Responds with kindness and empathy  | Excellent ability to anticipate how others may feel. Empathy and kindness clearly demonstrated. Guides others to act in a similar manner  |              |

# Clinical Grading Tool

## Year 2

Level 5

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences      | Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences              | Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.     | Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences  | Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences    |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Limited insight into the concept of confidentiality and data protection   | Some insight but unable to apply the concept of confidentiality and data protection to own practice   | Confidentiality maintained. Demonstrates insight into the significance of information and data obtained and when to share this with others         | Confidentiality maintained. Able to evaluate the significance of information and data obtained and knows when to share this with others in routine situations                          | Confidentiality maintained. Evaluates the significance of information and data obtained. Knows when to share this with others in complex and routine situations                 |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Poor communication skills with colleagues and service users. Inaccurate, untimely or unclear documentation            | Limited communication skills with colleagues and service users. Frequent inaccuracies in documentation. Meaning not clear                   | Satisfactory communication skills with colleagues and service users. Information documented in a timely fashion. Meaning clear and mainly accurate | Good communication skills with colleagues and service users. Information documented in timely fashion, accurate and clear.   | Excellent communications skills with colleagues and service users. Information documented in timely fashion, detailed, accurate and clear. Reports any on-going concerns        |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Fails to listen, and seek clarity. Cannot be trusted to practice safely   | Requires repeated instruction and close supervision to enable safe practice   | Able to carry out instructions and practice safely in familiar situations with some supervision  | Can be trusted to practice safely in familiar situations with limited supervision. Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support | Can be trusted to practice safely and more autonomously in familiar situations. Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge | Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance | Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed        | Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base   | Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given    |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
|--|---|--|--|---|--|---------------------|
| Demonstrates respect for people's rights and choices   | Fails to recognise how individual preferences, religious, cultural beliefs may affect choices.      | Limited ability to recognise how individual preferences, religious, cultural beliefs may affect choices. | Recognises how individual preferences, religious, cultural beliefs may affect choices. Able to adapt practice to demonstrate individualised care with some prompting | Good insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care to demonstrate individualised care without the need for prompting | Excellent insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care drawing upon a range of information to inform alternative ways of working in familiar and unfamiliar situations |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Unable to effectively assist others or obtain help when people's needs are not being met            | Reluctant to assist others or seek help. Limited ability to identify strategies to manage risk           | Able to anticipate risk and utilise strategies to reduce risk under direct supervision   | Able to assist others and identify risk. Utilise strategies to reduce risk with in-direct supervision   | Able to assist others and identify risk. Utilises strategies to reduce risk. Works more independently to seek alternative solutions to manage risk   |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Needs support to interact within a team and recognise own role and responsibilities within the team | Interacts appropriately within a team. Recognises own role and responsibilities within the team          | Interacts effectively within a team. Recognises own role and responsibilities and that of others within a team   | Very good interaction in the team. Recognises own role and responsibilities and that of others within a team. Encourages others to be part of the team.                     | Excellent team working and inclusion of others in the team. Reflects upon own role and responsibilities and that of others in order to enhance own learning and the functioning of the team                                    |                     |

### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

### Signatures:

**Student**

**Date**

**Mentor**

**Date**



| <b>Nursing Practise and Decision making</b>  | <b>Justification and Rationale for Mark Awarded:</b> |
|--|--|
| Demonstrates respect for people's rights and choices   |  |
| <b>Leadership, management and team working</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 |  |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |  |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

# Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed). The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

Signature:

Mentor:

Date:

Student:

Date:

Practice Liaison Teacher informed: YES NO

Date:

# Placement 2

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
|  |                          |                       |  |                   |
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# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

**Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

**Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**



# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?**

**Yes**

**No**

**At the end of the year: Is a summative action plan required?**

**Yes**

**No**

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

|         |      |
|---------|------|
| Student | Date |
| Mentor  | Date |

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. **Outcomes and learning needs to be met on visit / short placement:**
  
  
  
  
  
  
  
  
  
  
- 2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
  
  
  
  
  
  
  
  
  
  
- 3. **Mentors comments on student’s performance and whether the aims and objectives were met. This also confirms the student’s attendance**

---

**Signatures:**

|                |             |
|----------------|-------------|
| <b>Student</b> | <b>Date</b> |
| <hr/>          | <hr/>       |
| <b>Mentor</b>  | <b>Date</b> |
| <hr/>          | <hr/>       |

# Clinical Grading Tool

## Year 2

### Level 5

Students Name:

Name of Placement:

Date:

**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

| Professional Values  | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
|--|---|--|--|---|---|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Fails to recognise limitations of own stage of competence. Does not work within own limitations   | Limited ability to recognise limitations of own stage of competence and to work within own limitations   | Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care         | Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience | Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience  |              |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) | Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice      | Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)                 | Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)   | Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)  | Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations   |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to document concerns and information about people who are in vulnerable situations. Limited knowledge of policies | Can not consistently be relied upon to document concerns and information about people who are in vulnerable situations. Some knowledge of policies | Acts with limited guidance to document accurately concerns and information about people in vulnerable situations. Demonstrates insight into policies | Acts independently to accurately document concerns and information about people in vulnerable situations. Good understanding of policies and able to apply to own practice.                         | Acts independently. Detailed and accurate documentation of concerns and information about people in vulnerable situations. Able to suggest ways to enhance safety. Excellent understanding of policies and application to own practice. |              |
| Communication & Interpersonal Skills   | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   | Does not to anticipate how people may feel. Does not consistently respond with kindness and empathy                                     | Usually able to anticipate how people feel but may require occasional prompting. Responds with kindness and empathy                                | Able to anticipate how people may feel. Responds with kindness and empathy   | Good ability to anticipate how people may feel. Responds with kindness and empathy  | Excellent ability to anticipate how others may feel. Empathy and kindness clearly demonstrated. Guides others to act in a similar manner  |              |



# Clinical Grading Tool

## Year 2

Level 5

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences      | Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences              | Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.     | Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences  | Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences    |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Limited insight into the concept of confidentiality and data protection   | Some insight but unable to apply the concept of confidentiality and data protection to own practice   | Confidentiality maintained. Demonstrates insight into the significance of information and data obtained and when to share this with others         | Confidentiality maintained. Able to evaluate the significance of information and data obtained and knows when to share this with others in routine situations                          | Confidentiality maintained. Evaluates the significance of information and data obtained. Knows when to share this with others in complex and routine situations                 |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Poor communication skills with colleagues and service users. Inaccurate, untimely or unclear documentation            | Limited communication skills with colleagues and service users. Frequent inaccuracies in documentation. Meaning not clear                   | Satisfactory communication skills with colleagues and service users. Information documented in a timely fashion. Meaning clear and mainly accurate | Good communication skills with colleagues and service users. Information documented in timely fashion, accurate and clear.   | Excellent communications skills with colleagues and service users. Information documented in timely fashion, detailed, accurate and clear. Reports any on-going concerns        |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Fails to listen, and seek clarity. Cannot be trusted to practice safely   | Requires repeated instruction and close supervision to enable safe practice   | Able to carry out instructions and practice safely in familiar situations with some supervision  | Can be trusted to practice safely in familiar situations with limited supervision. Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support | Can be trusted to practice safely and more autonomously in familiar situations. Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge | Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance | Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed        | Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base   | Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given    |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
|--|---|--|--|---|--|---------------------|
| Demonstrates respect for people's rights and choices   | Fails to recognise how individual preferences, religious, cultural beliefs may affect choices.      | Limited ability to recognise how individual preferences, religious, cultural beliefs may affect choices. | Recognises how individual preferences, religious, cultural beliefs may affect choices. Able to adapt practice to demonstrate individualised care with some prompting | Good insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care to demonstrate individualised care without the need for prompting | Excellent insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care drawing upon a range of information to inform alternative ways of working in familiar and unfamiliar situations |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Unable to effectively assist others or obtain help when people's needs are not being met            | Reluctant to assist others or seek help. Limited ability to identify strategies to manage risk           | Able to anticipate risk and utilise strategies to reduce risk under direct supervision   | Able to assist others and identify risk. Utilise strategies to reduce risk with in-direct supervision   | Able to assist others and identify risk. Utilises strategies to reduce risk. Works more independently to seek alternative solutions to manage risk   |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Needs support to interact within a team and recognise own role and responsibilities within the team | Interacts appropriately within a team. Recognises own role and responsibilities within the team          | Interacts effectively within a team. Recognises own role and responsibilities and that of others within a team   | Very good interaction in the team. Recognises own role and responsibilities and that of others within a team. Encourages others to be part of the team.                     | Excellent team working and inclusion of others in the team. Reflects upon own role and responsibilities and that of others in order to enhance own learning and the functioning of the team                                    |                     |

### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed).

The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Placement 3

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_



# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner (please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'. Signature | Initials and date |
|-------------------------------------|--------------------------|-----------------------|---|-------------------|
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
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|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

**Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

**Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**



# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

### 1. Outcomes and learning needs to be met on visit / short placement:

### 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)

### 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

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1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

|         |      |
|---------|------|
| Student | Date |
| Mentor  | Date |

## Clinical Grading Tool

### Year 2

Level 5

Students Name:

Name of Placement:

Date:

**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

| Professional Values  | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
|--|---|--|--|---|---|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Fails to recognise limitations of own stage of competence. Does not work within own limitations   | Limited ability to recognise limitations of own stage of competence and to work within own limitations   | Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care         | Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience | Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience  |              |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) | Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice      | Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)                 | Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)   | Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)  | Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations   |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to document concerns and information about people who are in vulnerable situations. Limited knowledge of policies | Can not consistently be relied upon to document concerns and information about people who are in vulnerable situations. Some knowledge of policies | Acts with limited guidance to document accurately concerns and information about people in vulnerable situations. Demonstrates insight into policies | Acts independently to accurately document concerns and information about people in vulnerable situations. Good understanding of policies and able to apply to own practice.                         | Acts independently. Detailed and accurate documentation of concerns and information about people in vulnerable situations. Able to suggest ways to enhance safety. Excellent understanding of policies and application to own practice. |              |
| Communication & Interpersonal Skills   | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   | Does not to anticipate how people may feel. Does not consistently respond with kindness and empathy                                     | Usually able to anticipate how people feel but may require occasional prompting. Responds with kindness and empathy                                | Able to anticipate how people may feel. Responds with kindness and empathy   | Good ability to anticipate how people may feel. Responds with kindness and empathy  | Excellent ability to anticipate how others may feel. Empathy and kindness clearly demonstrated. Guides others to act in a similar manner  |              |

# Clinical Grading Tool

## Year 2

Level 5

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences      | Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences              | Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.     | Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences  | Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences    |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Limited insight into the concept of confidentiality and data protection   | Some insight but unable to apply the concept of confidentiality and data protection to own practice   | Confidentiality maintained. Demonstrates insight into the significance of information and data obtained and when to share this with others         | Confidentiality maintained. Able to evaluate the significance of information and data obtained and knows when to share this with others in routine situations                          | Confidentiality maintained. Evaluates the significance of information and data obtained. Knows when to share this with others in complex and routine situations                 |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Poor communication skills with colleagues and service users. Inaccurate, untimely or unclear documentation            | Limited communication skills with colleagues and service users. Frequent inaccuracies in documentation. Meaning not clear                   | Satisfactory communication skills with colleagues and service users. Information documented in a timely fashion. Meaning clear and mainly accurate | Good communication skills with colleagues and service users. Information documented in timely fashion, accurate and clear.   | Excellent communications skills with colleagues and service users. Information documented in timely fashion, detailed, accurate and clear. Reports any on-going concerns        |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Fails to listen, and seek clarity. Cannot be trusted to practice safely   | Requires repeated instruction and close supervision to enable safe practice   | Able to carry out instructions and practice safely in familiar situations with some supervision  | Can be trusted to practice safely in familiar situations with limited supervision. Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support | Can be trusted to practice safely and more autonomously in familiar situations. Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge | Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance | Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed        | Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base   | Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given    |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
|--|---|--|--|---|--|---------------------|
| Demonstrates respect for people's rights and choices   | Fails to recognise how individual preferences, religious, cultural beliefs may affect choices.      | Limited ability to recognise how individual preferences, religious, cultural beliefs may affect choices. | Recognises how individual preferences, religious, cultural beliefs may affect choices. Able to adapt practice to demonstrate individualised care with some prompting | Good insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care to demonstrate individualised care without the need for prompting | Excellent insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care drawing upon a range of information to inform alternative ways of working in familiar and unfamiliar situations |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Unable to effectively assist others or obtain help when people's needs are not being met            | Reluctant to assist others or seek help. Limited ability to identify strategies to manage risk           | Able to anticipate risk and utilise strategies to reduce risk under direct supervision   | Able to assist others and identify risk. Utilise strategies to reduce risk with in-direct supervision   | Able to assist others and identify risk. Utilises strategies to reduce risk. Works more independently to seek alternative solutions to manage risk   |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Needs support to interact within a team and recognise own role and responsibilities within the team | Interacts appropriately within a team. Recognises own role and responsibilities within the team          | Interacts effectively within a team. Recognises own role and responsibilities and that of others within a team   | Very good interaction in the team. Recognises own role and responsibilities and that of others within a team. Encourages others to be part of the team.                     | Excellent team working and inclusion of others in the team. Reflects upon own role and responsibilities and that of others in order to enhance own learning and the functioning of the team                                    |                     |

### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

### Signatures:

**Student**

**Date**

**Mentor**

**Date**



| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

# Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed). The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning experiences and opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

Signature:

Mentor:

Date:

Student:

Date:

Practice Liaison Teacher informed: YES NO

Date:

# Placement 4

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
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# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**



# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

### 1. Outcomes and learning needs to be met on visit / short placement:

### 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)

### 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

**Date**

## Clinical Grading Tool

### Year 2

Level 5

Students Name:

Name of Placement:

Date:

**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

| Professional Values  | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
|--|---|--|--|---|---|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Fails to recognise limitations of own stage of competence. Does not work within own limitations   | Limited ability to recognise limitations of own stage of competence and to work within own limitations   | Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care         | Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience | Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience  |              |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) | Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice      | Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)                 | Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)   | Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)  | Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations   |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to document concerns and information about people who are in vulnerable situations. Limited knowledge of policies | Can not consistently be relied upon to document concerns and information about people who are in vulnerable situations. Some knowledge of policies | Acts with limited guidance to document accurately concerns and information about people in vulnerable situations. Demonstrates insight into policies | Acts independently to accurately document concerns and information about people in vulnerable situations. Good understanding of policies and able to apply to own practice.                         | Acts independently. Detailed and accurate documentation of concerns and information about people in vulnerable situations. Able to suggest ways to enhance safety. Excellent understanding of policies and application to own practice. |              |
| Communication & Interpersonal Skills   | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   | Does not to anticipate how people may feel. Does not consistently respond with kindness and empathy                                     | Usually able to anticipate how people feel but may require occasional prompting. Responds with kindness and empathy                                | Able to anticipate how people may feel. Responds with kindness and empathy   | Good ability to anticipate how people may feel. Responds with kindness and empathy  | Excellent ability to anticipate how others may feel. Empathy and kindness clearly demonstrated. Guides others to act in a similar manner  |              |



# Clinical Grading Tool

## Year 2

Level 5

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences      | Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences              | Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.     | Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences  | Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences    |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Limited insight into the concept of confidentiality and data protection   | Some insight but unable to apply the concept of confidentiality and data protection to own practice   | Confidentiality maintained. Demonstrates insight into the significance of information and data obtained and when to share this with others         | Confidentiality maintained. Able to evaluate the significance of information and data obtained and knows when to share this with others in routine situations                          | Confidentiality maintained. Evaluates the significance of information and data obtained. Knows when to share this with others in complex and routine situations                 |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Poor communication skills with colleagues and service users. Inaccurate, untimely or unclear documentation            | Limited communication skills with colleagues and service users. Frequent inaccuracies in documentation. Meaning not clear                   | Satisfactory communication skills with colleagues and service users. Information documented in a timely fashion. Meaning clear and mainly accurate | Good communication skills with colleagues and service users. Information documented in timely fashion, accurate and clear.   | Excellent communications skills with colleagues and service users. Information documented in timely fashion, detailed, accurate and clear. Reports any on-going concerns        |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Fails to listen, and seek clarity. Cannot be trusted to practice safely   | Requires repeated instruction and close supervision to enable safe practice   | Able to carry out instructions and practice safely in familiar situations with some supervision  | Can be trusted to practice safely in familiar situations with limited supervision. Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support | Can be trusted to practice safely and more autonomously in familiar situations. Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge | Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance | Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed        | Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base   | Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given    |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
|--|---|--|--|---|--|---------------------|
| Demonstrates respect for people's rights and choices   | Fails to recognise how individual preferences, religious, cultural beliefs may affect choices.      | Limited ability to recognise how individual preferences, religious, cultural beliefs may affect choices. | Recognises how individual preferences, religious, cultural beliefs may affect choices. Able to adapt practice to demonstrate individualised care with some prompting | Good insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care to demonstrate individualised care without the need for prompting | Excellent insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care drawing upon a range of information to inform alternative ways of working in familiar and unfamiliar situations |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Unable to effectively assist others or obtain help when people's needs are not being met            | Reluctant to assist others or seek help. Limited ability to identify strategies to manage risk           | Able to anticipate risk and utilise strategies to reduce risk under direct supervision   | Able to assist others and identify risk. Utilise strategies to reduce risk with in-direct supervision   | Able to assist others and identify risk. Utilises strategies to reduce risk. Works more independently to seek alternative solutions to manage risk   |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Needs support to interact within a team and recognise own role and responsibilities within the team | Interacts appropriately within a team. Recognises own role and responsibilities within the team          | Interacts effectively within a team. Recognises own role and responsibilities and that of others within a team   | Very good interaction in the team. Recognises own role and responsibilities and that of others within a team. Encourages others to be part of the team.                     | Excellent team working and inclusion of others in the team. Reflects upon own role and responsibilities and that of others in order to enhance own learning and the functioning of the team                                    |                     |

### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed). The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Essential Skills Clusters and related competencies

Mental Health Nursing

To be completed by the end of year 2

| Competency Statement   | The Student nurse can:   | Achieved:<br>Mentor sign and date |  | Not achieved<br>by end of year:<br>Mentor sign and date |  |
|--|--|-----------------------------------|--|---|--|
| <b><u>Professional Values:</u></b><br><br><b>1. Provide collaborative care based upon the highest standards, knowledge and competence</b>                                    | <ul style="list-style-type: none"> <li>Form appropriate and constructive professional relationships with families and other carers</li> </ul>  |                                   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Use professional support structures to reflect and learn from experience and make appropriate judgments</li> </ul>  |                                   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Practice in a way that enables patients to exercise their rights, upholding safeguards and ensuring minimal restrictions on their lives</li> </ul>                                      |                                   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate in depth understanding of mental health legislation and how it relates to care and treatment</li> </ul>   |                                   |  |   |  |
| <b>2. Engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves</b>                     | <ul style="list-style-type: none"> <li>Actively empower people to be involved in the assessment and care planning process</li> </ul>   |                                   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Determine people's preferences to maximize comfort and dignity</li> </ul>   |                                   |  |   |  |
| <b>3. Engage with people their family and carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation</b> | <ul style="list-style-type: none"> <li>Be accepting of differing cultural traditions and beliefs. Refer to UK legal frameworks and professional ethics when planning care with people and their families and carers</li> </ul> |                                   |  |   |  |
| <b>4. Protect and keep confidential all information relating to them</b>   | <ul style="list-style-type: none"> <li>Distinguish between information that is relevant to care planning and information that is not</li> </ul>  |                                   |  |   |  |
| <b>5. Gain consent based upon sound understanding and informed choice prior to any intervention</b>  | <ul style="list-style-type: none"> <li>Apply principles of consent in relation to restrictions relating to specific client groups and seek consent for care</li> </ul>   |                                   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Ensure that the meaning of consent to treatment and care is understood by service users</li> </ul>  |                                   |  |   |  |

| Competency Statement  | The Student nurse can:   | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|---|--|--------------------------------|--|---|--|
| <u>Communication and Interpersonal Skills:</u><br><br><b>6. Respect people as individuals and strive to help them preserve their dignity at all times</b>   | <ul style="list-style-type: none"> <li>Act professionally to ensure that personal judgments, prejudices, values, attitudes and beliefs do not compromise care</li> </ul>                               |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Challenge inequality, discrimination and exclusion</li> </ul>   |                                |  |   |  |
| <b>7. Engage with people in a warm, sensitive and compassionate way</b>   | <ul style="list-style-type: none"> <li>Listen to, watch for and respond to verbal and non-verbal cues</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Make appropriate use of touch</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use opportunities to promote health promoting behaviours</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Consider and use a range of approaches and skills to help people explore and make sense of their experiences in a way that promotes recovery</li> </ul>         |                                |  |   |  |
| <b>8. Engage therapeutically and actively listen to people's needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon</b> | <ul style="list-style-type: none"> <li>Use strategies to enhance communication and remove barriers to effective communication, minimizing risk to people from lack of or poor communication</li> </ul> |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use skills and knowledge to facilitate therapeutic groups with people experiencing mental health problems and their families and carers</li> </ul>              |                                |  |   |  |
| <b>9. Respond to peoples feedback and a wide range of other sources to learn, develop and improve services</b>  | <ul style="list-style-type: none"> <li>Respond appropriately when people want to complain, providing assistance and support</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Take feedback from colleagues, managers and other departments seriously and share messages and learning with other members of the team</li> </ul>               |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Participate in clinical supervision and reflection</li> </ul>   |                                |  |   |  |
| <b>10. Work to prevent and resolve conflict and maintain a safe environment</b>   | <ul style="list-style-type: none"> <li>Assist others or obtain assistance when help is required</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Recognise signs of aggression and respond appropriately to keep self and others safe</li> </ul>   |                                |  |   |  |



| Competency Statement  | The Student nurse can:   | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|---|--|--------------------------------------|--|--|--|
| <u><b>Nursing Practice<br/>and Decision<br/>Making:</b></u><br><br><b>11. Be trusted by people to treat them as partners and work with them to make a holistic and systematic assessment of their needs</b> | <ul style="list-style-type: none"> <li>Contribute to care based upon an understanding of how the different stages of an illness or disability can impact upon people and carers</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Respond appropriately in an emergency or sudden deterioration in a persons physical or psychological condition (e.g. abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) and seek help from an appropriate person</li> </ul> |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Carry out a systematic needs assessment , develop case formulations and negotiate goals</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate an ability to accurately assess and apply negotiation skills in challenging and volatile situations</li> </ul>  |                                      |  |  |  |
| <b>12. Deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan</b>   | <ul style="list-style-type: none"> <li>Act collaboratively with people and their carers enabling and empowering them to take a shared and active role in the delivery and evaluation of nursing interventions</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Use a range of evidence based therapeutic skills and interventions to provide person-centred support and care</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Provide support and therapeutic interventions for people experiencing acute mental health problems</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Prepare people for clinical interventions as per policy</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Following assessment detect, record, report and respond appropriately to signs of deterioration or improvement</li> </ul>   |                                      |  |  |  |
| <b>13. Enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others</b>  | <ul style="list-style-type: none"> <li>Contribute to promoting safety and positive risk taking</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Under supervision work safely within the community taking account of local policies, for example lone worker policy</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Use problem solving and other interventions to help people cope and to safeguard those who are vulnerable</li> </ul>  |                                      |  |  |  |
| <b>14. Select and manage medical devices safely</b>   | <ul style="list-style-type: none"> <li>Safely use and dispose of medical devices under supervision and in keeping with local and national policy and understand reporting mechanism relating to adverse incidents</li> </ul>   |                                      |  |  |  |

| Competency Statement  | The Student nurse can:  | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|---|---|--------------------------------|--|---|--|
| <u>Nursing Practice and Decision Making:</u><br><br><b>15. Identify and take effective measures to prevent and control infection in accordance with local and national policy</b> | <ul style="list-style-type: none"> <li>Participate in assessing and planning care appropriate to the risk of infection, thus promoting the safety of service users</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Participate in completing care documentation and the evaluation of interventions to prevent and control infection</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate awareness of the Infection Control Team and Infection Control Nurse Specialist and local guidelines for referral</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Recognise potential signs of infection and report to a relevant senior member of staff</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Discuss the benefits of health promotion and the prevention and control of infection to improve and maintain the health of the population</li> </ul>   |                                |  |   |  |
| <b>16. Maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments</b>                                       | <ul style="list-style-type: none"> <li>Apply knowledge of transmission routes describe, recognise and report situations where there is a need for standard infection control precautions</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Safely use and dispose of, or decontaminate items, in accordance with local policy and manufacturers guidance and instruction</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Adhere to requirements for cleaning, disinfecting, decontamination of shared nursing equipment including single or multi-use equipment before and after every use as appropriate, according to recognised risk, in accordance with the manufacturers and organisational policy.</li> </ul> |                                |  |   |  |

| Competency Statement  | The Student nurse can:   | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|---|--|--------------------------------------|--|--|--|
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>17. Provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques</b> | <ul style="list-style-type: none"> <li>Take appropriate action in any environment including the home care setting, should exposure to infection occur, for example chicken pox, diarrhea and vomiting, needle stick injury</li> </ul>                                    |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Apply knowledge of an exposure prone procedure and take appropriate precautions and actions</li> </ul>  |                                      |  |  |  |
| <b>18. Safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings</b>  | <ul style="list-style-type: none"> <li>Demonstrate understanding of the principles of wound management, healing and asepsis and safely perform basic wound care using clean and aseptic techniques in a variety of settings</li> </ul>                                   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Assist in providing accurate information to people and their carers on the management of a device, site or wound in order to prevent and control infection and promote healing whenever that person might be cared for</li> </ul> |                                      |  |  |  |
| <b>19. Assist people to choose a diet that provides an adequate nutritional and fluid intake</b>  | <ul style="list-style-type: none"> <li>Accurately monitor dietary and fluid intake and complete relevant documentation</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Support people who need to adhere to specific dietary and fluid regimens and inform them of the reasons</li> </ul>  |                                      |  |  |  |
| <b>20. Assess and monitor and in partnership formulate an effective plan of care their nutritional status</b>   | <ul style="list-style-type: none"> <li>Contribute to formulating a care plan through assessment of dietary and fluid preferences, including local availability of foods and cooking equipment</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Report to other members of the team when agreed plan is not achieved and intake falls below requirements</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Ensure people are ready for their meals, that they are in an appropriate location, position, and offered the opportunity to wash hands. Offer appropriate assistance</li> </ul>   |                                      |  |  |  |

| Competency Statement   | The Student nurse can:  | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|--|---|--------------------------------------|--|--|--|
| <u>Nursing Practice and Decision Making:</u><br><br><b>21. Correctly and safely undertake medicines calculations</b>                               | <ul style="list-style-type: none"> <li>Demonstrate competence in basic calculations related to tablet, liquid or injections</li> </ul>  |                                      |  |  |  |
| <b>22. Administer medicines safely and in a timely manner</b>  | <ul style="list-style-type: none"> <li>Administer and if necessary prepare medication safely under direct supervision, according to national and local policy</li> </ul>                  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate ability to safely store medicines under supervision</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Under supervision involve people and carers in administration and self-administration of medicines</li> </ul>                                      |                                      |  |  |  |
| <b>23. Ensure safe, effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits</b> | <ul style="list-style-type: none"> <li>Apply knowledge of pharmacology, how medicines act and interact and their therapeutic action</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Understand common routes and techniques of medicines administration including absorption, metabolism, adverse reactions and interaction</li> </ul> |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Access commonly used evidence based sources relating to the safe and effective management of medicine</li> </ul>                                   |                                      |  |  |  |
| <b>24. Works within legal and ethical frameworks that underpin safe and effective medicines management</b>   | <ul style="list-style-type: none"> <li>Demonstrate understanding of legal and ethical frameworks for prescribing</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate awareness of roles and responsibilities within the multi disciplinary team for medicines management</li> </ul>                         |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Support people to identify actions that promote health and help balance the unwanted side effects of medication</li> </ul>                         |                                      |  |  |  |

| Competency Statement  | The Student nurse can:  | Achieved:<br>Mentor sign<br>and date |  | Not achieved<br>by end of year:<br>Mentor sign<br>and date |  |
|---|---|--------------------------------------|--|--|--|
| <u>Leadership, Management and Team Working</u><br><br><b>25. Safely lead, co-ordinate and manage care</b> | <ul style="list-style-type: none"> <li>Base decisions on evidence and use experience to guide decision making</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Take decisions and answer for decisions when required</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Contribute to the management of mental health care environments</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Under supervision provide advice and support to members of the multidisciplinary team and others working with patients and carers</li> </ul> |                                      |  |  |  |
| <b>26. Be trusted to promote continuity when transferring peoples care to another service or person</b>   | <ul style="list-style-type: none"> <li>Assist in preparing people and carers for transfer and transition through effective dialogue and accurate information</li> </ul>             |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Assist in the preparation of records and reports to facilitate safe and effective transfer</li> </ul>  |                                      |  |  |  |
| <b>27. Work safely under pressure and maintain the safety of service users at all times</b>               | <ul style="list-style-type: none"> <li>Demonstrate professional commitment by working flexibly to meet service needs to enable quality care to be delivered</li> </ul>              |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Use supervision as a means of developing strategies for managing own stress and for working safely and effectively</li> </ul>                |                                      |  |  |  |
| <b>28. Safely delegate to others and respond appropriately when a task is delegated to them</b>           | <ul style="list-style-type: none"> <li>Work within the requirements of the code (NMC 2008) in delegating care and when care is delegated to them</li> </ul>                         |                                      |  |  |  |

# Snapshot Assessment

## Year 2

### Managing a Small Group of Patients

The ability to work independently as well as in teams is a requirement of the NMC's Standards for Pre-registration Education (NMC 2010). All nurses must be able to deliver safe and compassionate care, but also take the lead in co-ordinating, delegating and supervising care. Managing a small group of patients will enable the development of these competencies.

The student's ability to manage a small group of patients (2 or 3) should be summatively assessed on one occasion during the second year using the criteria below. The student should have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity.

| Student's Name:  |   | Name of Placement:   |  |   | Date:   |      |
|--|---|--|--|---|---|------|
| Guidance for Mentor – With reference to the descriptors below please select the mark which reflects the student's performance, knowledge and understanding. Please write the mark in the box on the right hand side. |   |  |  |   |   |      |
|  | 0   | 1  | 2  | 3   | 4   | Mark |
| Identifies and manages priorities of care  | Did not carry out an assessment of patients' needs. Failed to identify and manage priorities of care to meet the needs of groups of people. | Limited insight into patients' needs. Was unable to manage own priorities of care without supervision and therefore did not always meet the needs of groups of people. | Able to identify patients' needs and priorities of care. Prioritised own workload. Sought help appropriately in order to meet the needs of groups of people. | Identified patients' needs and managed priorities. Actively explored solutions and ideas with others to enhance care and to meet the needs of groups of people. | Excellence demonstrated. Identified patients' needs and managed priorities. Actively consulted and explored solutions and ideas with others to enhance care and to meet the needs of groups of people. Reflects upon and demonstrates learning from experience. |      |
| Organises self and others care in an appropriate way to meet patients' needs   | Lacked ability to plan and organise care and failed to provide direction to others despite close supervision.                               | Required guidance on order to plan and organise care. Beginning to provide direction to others in order to meet the patients' needs.                                   | Able to plan and organise care with minimal supervision. Provided direction to others in order to meet the needs of patients.                                | Inspired confidence and provided clear direction to others and ensured patients' needs were met. Provided direction to others. Made appropriate decisions.      | Excellence demonstrated. Inspired confidence and provided clear direction to others to ensure patients' needs were met. Provided direction to others. Made appropriate decisions based upon evidence and provided support to others.                            |      |
| Applies relevant knowledge to practice   | Limited ability to apply knowledge to practice.   | Superficial identification and application of knowledge to practice.   | Demonstrated the ability to apply knowledge to practice. Demonstrated some awareness of evidence base to support practice.                                   | Applied knowledge to practice and demonstrated insight into the evidence that supports care. Able to appraise evidence and relate to care given.                | Excellent application of knowledge to practice. Critically appraised the evidence and demonstrated insight into a wide variety of knowledge to inform practice.   |      |
| Demonstrates appropriate communication skills with colleagues, patients and relatives  | Limited communication skills. Unable to recognise the need to adapt communication skills to a range of situations.                          | Required prompting to communicate effectively. Beginning to demonstrate an ability to adapt communication skills to a range of situations.                             | Good interpersonal skills. Required occasional prompting or support to adapt interpersonal and communication skills to a range of situations.                | Good interpersonal skills demonstrated which were adapted to meet a range of situations.  | Displayed excellent communication skills. Interacted effectively in a range of situations giving, receiving and modifying responses which reflected excellent insight and knowledge base.   |      |

# Snapshot Assessment

## Year 2

### Managing a Small Group of Patients

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon the student's abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| Identifies and manages priorities of care   |   |
| Organises self and others care in an appropriate way to meet patients' needs          |   |
| Applies relevant knowledge to practice  |   |
| Demonstrates appropriate communication skills with colleagues, patients and relatives |   |

|   | 0  | 1  | 2   | 3   | 4  | Mark |
|---|--|--|---|---|--|------|
| <b>Documents information accurately</b>   | Inaccurate, incomplete or untimely documentation.  | Lack of detail in documentation. Not always carried out in a timely manner   | Recorded information accurately and in a timely manner with some support.   | Accurate and comprehensive documentation completed without prompting.   | Accurate and comprehensive documentation completed without prompting. Provided guidance for others.  |      |
| <b>Manages time effectively</b>   | Lacked insight into the importance of time management.   | Required supervision to enable the timely completion of care.  | Satisfactory time management. Recognised when to ask for help in order to get tasks completed.  | Good time management skills demonstrated. Recognised when to ask for help in order to get tasks completed.  | Managed time very effectively. Recognised when to ask for help and was able negotiate with others to ensure care delivery in a timely fashion.   |      |
| <b>Hands over care to others at the end of the assessment period</b>                    | Unable to handover care in a clear and systematic fashion. Incomplete information provided.                                      | Required support and prompting to ensure information was handed over in a clear and systematic manner.                 | Overall handover given in a clear and systematic manner. Some information not in the detail required. Occasional prompting required.                  | Clear, detailed and systematic handover with minimal prompting.   | Comprehensive and detailed handover in a systematic manner. Rationale and guidance provided in relation to on-going care.  |      |
| <b>Demonstrates effective working relationships</b>                                     | Did not demonstrate insight into other peoples' roles and responsibilities within the team. Failed to support and assist others. | Some awareness of other peoples' roles and responsibilities. Needed guidance to effectively support and assist others. | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Demonstrated the ability to support and assist others. | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Took responsibility for delegating care to others                          | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Took responsibility for delegating care to others. Adopted an appropriate leadership style.                                     |      |
| <b>Maintains patient safety</b>   | Lacked insight into factors which may have compromised the safety of others.   | Required support to assess risk and identify ways of ensuring the safety of others.                                    | Able to identify risks to others and contributed to promoting safety.   | Able to assess and implement measures to reduce or remove risk in order to protect self and others.   | Able to assess and implement measures to reduce or remove risk in order to protect self and others. Reflected upon and demonstrated learning from safety incidents.  |      |
| <b>Works within own limitations of knowledge and skills and professional boundaries</b> | Did not work within limitations of role and level of competence.   | Inconsistency demonstrated in ability to recognise limitations of role and level of competence.                        | Worked within limitations of role and level of competence.  | Was self aware and confident, aware of own limitations and able to take responsibility for own actions and those of others whilst working within professional boundaries. | Demonstrated clinical confidence using sound knowledge, skills and understanding whilst working within own limitations. Took responsibility for own actions and those of others whilst working within professional boundaries. |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.**

Please develop a summative action plan to help the student prepare for a 2<sup>nd</sup> assessment attempt. The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**



|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Documents information accurately   |   |
| Manages time effectively   |   |
| Hands over care to others at the end of the assessment period                    |   |
| Demonstrates effective working relationships                                     |   |
| Maintains patient safety   |   |
| Works within own limitations of knowledge and skills and professional boundaries |   |

### Signatures:

Student

Date

Mentor

Date

## Summative Action Plan

To be completed only when there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool Assessment, The Snap Shot assessment or the Essential Skills Clusters at the end of the year.

The action plan must clearly highlight the areas of concern together with a plan to enable the student to develop. A Practice Liaison Teacher must be informed and should be present when an action plan is required at a summative point.

The student requires a further 4 week period of practice in order to have the opportunity to achieve at the summative point. The student will need to demonstrate the following:

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

**Mentor**

**Date**

**Student:**

**Date**

**Practice Liaison Teacher**

**Date**

# Summative Action Plan: 2 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

|                                 |             |
|---------------------------------|-------------|
| <b>Mentor</b>                   | <b>Date</b> |
| <b>Student</b>                  | <b>Date</b> |
| <b>Practice Liaison Teacher</b> | <b>Date</b> |

## Summative Action Plan: 4 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Action Plan Achieved:**      **Yes**      **No**

**Signatures:**

**Mentor**

**Date**

**Student**

**Date:**

**Practice Liaison Teacher**

**Date**

# Service User Experiences

## Year 2

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers can lead to valuable insights into **your own practice and that of others**. During the course of the year you are required to document a minimum of 3 logs following conversations with service users, documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC 2008).

### Summary of Feedback:

#### Log 1

### Summary of Feedback:

#### Log 2

**Summary of Feedback:**  
**Log 3**

**Summary of Feedback:**  
**Log 4**

**Summary of Feedback:**  
**Log 5**

# Reflection on Service User Feedback

## Year 2

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **your own practice and how you can support others**. Please consider the feedback and reflect upon issues identified. You may wish to consider how you and others acted, how you can support others better, what the consequences might be of alternative actions for service users, yourself and others. You may not choose to share all of your thinking and include only the pertinent points (Moon 2006). Please ensure confidentiality is maintained in this account (NMC 2010).

**Date:**

**Summary of issues:**

**Critical analysis of event:** (This involves breaking the issues or a situation down and examining it from a number of different points of view. Consideration of the following may assist you in this: What were the main issues from the service user, family's or carer's perspective? What has been your involvement in situations similar to those discussed? What are your own feelings? You may also want to include reading that has been relevant to your understanding)

**What have you learnt that will impact upon your future practice:**

(Think about how this feedback may help you. Has this changed your way of thinking? Are there any implications for the care, safety and well-being of others? Can you support others better as a consequence of insights gained?)

**Issues to be followed up and thoughts on how you will so this:**

(Consider how you might share this information with colleagues based upon a new understanding of a situation and how you and others might deal differently with similar situations when they next occur).

**Comments from mentor:**

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development* (2<sup>nd</sup> Ed). Abingdon: Routledge.

Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC



# End of Year Checklist

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking.

| Documentation  | Student's Initial and Date | Tutor's Initial and Date |
|--|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)                                       |                            |                          |
| SWOT Analysis (one per placement)  |                            |                          |
| Initial Review and Learning Agreement (one per placement)  |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)                |                            |                          |
| Final Review and On-going Achievement Record (one per placement)<br><b>Student to submit photocopy</b> |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Student to submit photocopy</b>                |                            |                          |
| Snapshot Assessment (one per year)<br><b>Student to submit photocopy</b>                               |                            |                          |
| Essential Skills Clusters and related competencies   |                            |                          |
| Mentor's Signatures sheet (one per placement)  |                            |                          |
| Record of attendance (one per placement)<br><b>Student to submit photocopy</b>                         |                            |                          |
| Completed logs recording Service User Experiences  |                            |                          |
| Reflection based upon Service User Feedback  |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences                                       |                            |                          |
| Record of visits and short placements  |                            |                          |
| Action plan (if required)  |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

## Clinical Grading Tool – Retrieval Attempt

### Year 2

Level 5

Students Name:

Name of Placement:

Date:

**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

| Professional Values  | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
|--|---|--|--|---|---|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Fails to recognise limitations of own stage of competence. Does not work within own limitations   | Limited ability to recognise limitations of own stage of competence and to work within own limitations   | Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care         | Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience | Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience  |              |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) | Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice      | Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)                 | Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)   | Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)  | Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations   |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to document concerns and information about people who are in vulnerable situations. Limited knowledge of policies | Can not consistently be relied upon to document concerns and information about people who are in vulnerable situations. Some knowledge of policies | Acts with limited guidance to document accurately concerns and information about people in vulnerable situations. Demonstrates insight into policies | Acts independently to accurately document concerns and information about people in vulnerable situations. Good understanding of policies and able to apply to own practice.                         | Acts independently. Detailed and accurate documentation of concerns and information about people in vulnerable situations. Able to suggest ways to enhance safety. Excellent understanding of policies and application to own practice. |              |
| Communication & Interpersonal Skills   | 0   | 1  | 2  | 3   | 4   | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   | Does not to anticipate how people may feel. Does not consistently respond with kindness and empathy                                     | Usually able to anticipate how people feel but may require occasional prompting. Responds with kindness and empathy                                | Able to anticipate how people may feel. Responds with kindness and empathy   | Good ability to anticipate how people may feel. Responds with kindness and empathy  | Excellent ability to anticipate how others may feel. Empathy and kindness clearly demonstrated. Guides others to act in a similar manner  |              |

## Clinical Grading Tool – Retrieval Attempt

### Year 2

#### Level 5

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity and acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|--|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences      | Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences              | Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.     | Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences  | Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences    |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Limited insight into the concept of confidentiality and data protection   | Some insight but unable to apply the concept of confidentiality and data protection to own practice   | Confidentiality maintained. Demonstrates insight into the significance of information and data obtained and when to share this with others         | Confidentiality maintained. Able to evaluate the significance of information and data obtained and knows when to share this with others in routine situations                          | Confidentiality maintained. Evaluates the significance of information and data obtained. Knows when to share this with others in complex and routine situations                 |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Poor communication skills with colleagues and service users. Inaccurate, untimely or unclear documentation            | Limited communication skills with colleagues and service users. Frequent inaccuracies in documentation. Meaning not clear                   | Satisfactory communication skills with colleagues and service users. Information documented in a timely fashion. Meaning clear and mainly accurate | Good communication skills with colleagues and service users. Information documented in timely fashion, accurate and clear.   | Excellent communications skills with colleagues and service users. Information documented in timely fashion, detailed, accurate and clear. Reports any on-going concerns        |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Fails to listen, and seek clarity. Cannot be trusted to practice safely   | Requires repeated instruction and close supervision to enable safe practice   | Able to carry out instructions and practice safely in familiar situations with some supervision  | Can be trusted to practice safely in familiar situations with limited supervision. Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support | Can be trusted to practice safely and more autonomously in familiar situations. Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  | Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge | Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance | Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed        | Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base   | Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given    |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
|--|---|--|--|---|--|---------------------|
| Demonstrates respect for people's rights and choices   | Fails to recognise how individual preferences, religious, cultural beliefs may affect choices.      | Limited ability to recognise how individual preferences, religious, cultural beliefs may affect choices. | Recognises how individual preferences, religious, cultural beliefs may affect choices. Able to adapt practice to demonstrate individualised care with some prompting | Good insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care to demonstrate individualised care without the need for prompting | Excellent insight into how individual preferences, religious, cultural beliefs may affect choices. Adapts care drawing upon a range of information to inform alternative ways of working in familiar and unfamiliar situations |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Unable to effectively assist others or obtain help when people's needs are not being met            | Reluctant to assist others or seek help. Limited ability to identify strategies to manage risk           | Able to anticipate risk and utilise strategies to reduce risk under direct supervision   | Able to assist others and identify risk. Utilise strategies to reduce risk with in-direct supervision   | Able to assist others and identify risk. Utilises strategies to reduce risk. Works more independently to seek alternative solutions to manage risk   |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Needs support to interact within a team and recognise own role and responsibilities within the team | Interacts appropriately within a team. Recognises own role and responsibilities within the team          | Interacts effectively within a team. Recognises own role and responsibilities and that of others within a team   | Very good interaction in the team. Recognises own role and responsibilities and that of others within a team. Encourages others to be part of the team.                     | Excellent team working and inclusion of others in the team. Reflects upon own role and responsibilities and that of others in order to enhance own learning and the functioning of the team                                    |                     |

#### KEY and ACTIONS:

|                    |  |
|--------------------|--|
| <b>Red</b>         | = Unsatisfactory progress and a cause for concern. Please inform Practice Liaison Teacher. |
| <b>Amber</b>       | = Satisfactory progress being made   |
| <b>Light Green</b> | = Good progress being made   |
| <b>Dark Green</b>  | = Excellent Progress being made  |

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

# Snapshot Assessment

## Year 2

### Managing a Small Group of Patients – Retrieval Attempt

The ability to work independently as well as in teams is a requirement of the NMC's Standards for Pre-registration Education (NMC 2010). All nurses must be able to deliver safe and compassionate care, but also take the lead in co-ordinating, delegating and supervising care. Managing a small group of patients will enable the development of these competencies.

The student's ability to manage a small group of patients (2 or 3) should be summatively assessed on one occasion using the criteria below. The student should have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity.

| Student's Name:  |   | Name of Placement:   |  |   | Date:   |      |
|--|---|--|--|---|---|------|
| Guidance for Mentor – With reference to the descriptors below please select the mark which reflects the student's performance, knowledge and understanding. Please write the mark in the box on the right hand side. |   |  |  |   |   |      |
|  | 0   | 1  | 2  | 3   | 4   | Mark |
| Identifies and manages priorities of care  | Did not carry out an assessment of patients' needs. Failed to identify and manage priorities of care to meet the needs of groups of people. | Limited insight into patients' needs. Was unable to manage own priorities of care without supervision and therefore did not always meet the needs of groups of people. | Able to identify patients' needs and priorities of care. Prioritised own workload. Sought help appropriately in order to meet the needs of groups of people. | Identified patients' needs and managed priorities. Actively explored solutions and ideas with others to enhance care and to meet the needs of groups of people. | Excellence demonstrated. Identified patients' needs and managed priorities. Actively consulted and explored solutions and ideas with others to enhance care and to meet the needs of groups of people. Reflects upon and demonstrates learning from experience. |      |
| Organises self and others care in an appropriate way to meet patients' needs   | Lacked ability to plan and organise care and failed to provide direction to others despite close supervision.                               | Required guidance on order to plan and organise care. Beginning to provide direction to others in order to meet the patients' needs.                                   | Able to plan and organise care with minimal supervision. Provided direction to others in order to meet the needs of patients.                                | Inspired confidence and provided clear direction to others and ensured patients' needs were met. Provided direction to others. Made appropriate decisions.      | Excellence demonstrated. Inspired confidence and provided clear direction to others to ensure patients' needs were met. Provided direction to others. Made appropriate decisions based upon evidence and provided support to others.                            |      |
| Applies relevant knowledge to practice   | Limited ability to apply knowledge to practice.   | Superficial identification and application of knowledge to practice.   | Demonstrated the ability to apply knowledge to practice. Demonstrated some awareness of evidence base to support practice.                                   | Applied knowledge to practice and demonstrated insight into the evidence that supports care. Able to appraise evidence and relate to care given.                | Excellent application of knowledge to practice. Critically appraised the evidence and demonstrated insight into a wide variety of knowledge to inform practice.   |      |
| Demonstrates appropriate communication skills with colleagues, patients and relatives  | Limited communication skills. Unable to recognise the need to adapt communication skills to a range of situations.                          | Required prompting to communicate effectively. Beginning to demonstrate an ability to adapt communication skills to a range of situations.                             | Good interpersonal skills. Required occasional prompting or support to adapt interpersonal and communication skills to a range of situations.                | Good interpersonal skills demonstrated which were adapted to meet a range of situations.  | Displayed excellent communication skills. Interacted effectively in a range of situations giving, receiving and modifying responses which reflected excellent insight and knowledge base.   |      |



# Snapshot Assessment

## Year 2

### Managing a Small Group of Patients - Retrieval Attempt

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon the student's abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| Identifies and manages priorities of care   |   |
| Organises self and others care in an appropriate way to meet patients' needs          |   |
| Applies relevant knowledge to practice  |   |
| Demonstrates appropriate communication skills with colleagues, patients and relatives |   |

|   | 0  | 1  | 2   | 3   | 4  | Mark |
|---|--|--|---|---|--|------|
| <b>Documents information accurately</b>   | Inaccurate, incomplete or untimely documentation.  | Lack of detail in documentation. Not always carried out in a timely manner   | Recorded information accurately and in a timely manner with some support.   | Accurate and comprehensive documentation completed without prompting.   | Accurate and comprehensive documentation completed without prompting. Provided guidance for others.  |      |
| <b>Manages time effectively</b>   | Lacked insight into the importance of time management.   | Required supervision to enable the timely completion of care.  | Satisfactory time management. Recognised when to ask for help in order to get tasks completed.  | Good time management skills demonstrated. Recognised when to ask for help in order to get tasks completed.  | Managed time very effectively. Recognised when to ask for help and was able negotiate with others to ensure care delivery in a timely fashion.   |      |
| <b>Hands over care to others at the end of the assessment period</b>                    | Unable to handover care in a clear and systematic fashion. Incomplete information provided.                                      | Required support and prompting to ensure information was handed over in a clear and systematic manner.                 | Overall handover given in a clear and systematic manner. Some information not in the detail required. Occasional prompting required.                  | Clear, detailed and systematic handover with minimal prompting.   | Comprehensive and detailed handover in a systematic manner. Rationale and guidance provided in relation to on-going care.  |      |
| <b>Demonstrates effective working relationships</b>                                     | Did not demonstrate insight into other peoples' roles and responsibilities within the team. Failed to support and assist others. | Some awareness of other peoples' roles and responsibilities. Needed guidance to effectively support and assist others. | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Demonstrated the ability to support and assist others. | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Took responsibility for delegating care to others                          | Valued other peoples' roles and responsibilities within the team and interacted appropriately. Took responsibility for delegating care to others. Adopted an appropriate leadership style.                                     |      |
| <b>Maintains patient safety</b>   | Lacked insight into factors which may have compromised the safety of others.   | Required support to assess risk and identify ways of ensuring the safety of others.                                    | Able to identify risks to others and contributed to promoting safety.   | Able to assess and implement measures to reduce or remove risk in order to protect self and others.   | Able to assess and implement measures to reduce or remove risk in order to protect self and others. Reflected upon and demonstrated learning from safety incidents.  |      |
| <b>Works within own limitations of knowledge and skills and professional boundaries</b> | Did not work within limitations of role and level of competence.   | Inconsistency demonstrated in ability to recognise limitations of role and level of competence.                        | Worked within limitations of role and level of competence.  | Was self aware and confident, aware of own limitations and able to take responsibility for own actions and those of others whilst working within professional boundaries. | Demonstrated clinical confidence using sound knowledge, skills and understanding whilst working within own limitations. Took responsibility for own actions and those of others whilst working within professional boundaries. |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.**

The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Documents information accurately   |   |
| Manages time effectively   |   |
| Hands over care to others at the end of the assessment period                    |   |
| Demonstrates effective working relationships                                     |   |
| Maintains patient safety   |   |
| Works within own limitations of knowledge and skills and professional boundaries |   |

### Signatures:

Student

Date

Mentor

Date

# Final review and on-going record of achievement – Following retrieval attempt

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

**Summative action plan achieved?**

**Yes**

**No**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## End of Year Checklist: Retrieval Attempt

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking

| Documentation  | Student's Initial and Date | Tutor's Initial and Date |
|--|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)                         |                            |                          |
| SWOT Analysis (one per placement)  |                            |                          |
| Initial Review and Learning Agreement (one per placement)                                |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)  |                            |                          |
| Final Review and On-going Achievement Record (one per placement)                         |                            |                          |
| <b>Student to submit photocopy</b>   |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Students to submit photocopy</b> |                            |                          |
| Snapshot Assessment (one per year) <b>Student to submit photocopy</b>                    |                            |                          |
| Essential Skills Clusters and related competencies                                       |                            |                          |
| Mentor's Signatures sheet (one per placement)  |                            |                          |
| Record of attendance (one per placement) <b>Student to submit photocopy</b>              |                            |                          |
| Completed logs recording service user experiences  |                            |                          |
| Reflection based upon service user feedback  |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences                         |                            |                          |
| Record of visits and short placements  |                            |                          |
| Action plans   |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

# Practice Module Year 3

## Aims:

The aim of this module is to enable students to develop strategies in clinical leadership to enhance inter professional working. The module will also facilitate consolidation of clinical practice in preparation for professional registration.

## Learning Outcomes:

**On completion of the module the student will be able to:**

1. Assert confidence through sound clinical knowledge and decision making skills and act as a role model promoting a professional image
2. Practice autonomously in situations of varying complexity and demonstrate the ability to lead appropriately in emergency and non emergency situations
3. Demonstrate and critically evaluate the application of a range of teaching and learning strategies
4. Critically analyse and synthesise complex information to inform a choice of solutions to problems in clinical leadership and practice settings
5. Enhance the quality of care through critical analysis of a broad range of communication skills utilised within a wide variety of settings
6. Critically review own practice demonstrating the ability to reflect using a proactive approach to personal and professional development

# Placement 1

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_



# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
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|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

Name of Placement:

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Proposed date for Final Review of Progress: \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?**

**Yes**

**No**

**At the end of the year: Is a summative action plan required?**

**Yes**

**No**

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**



## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

Date \_\_\_\_\_

## Clinical Grading Tool

### Year 3

Level 6

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values  | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
|--|--|---|---|--|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Little insight into own limitations. Lacks confidence. Fails to recognise or address deficits in own knowledge and skills                                  | Some insight into own capabilities and recognises limitations but little evidence of personal development based upon feedback given. Limited confidence                               | Confident and self aware. Beginning to take responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can provide some rationale to justify actions          | Confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Takes responsibility for and can justify own actions                        | Very confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can justify own actions and appraise alternative ways of working   |              |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) | Concerns about honesty and integrity. Prompting needed to integrate <i>The Code of Conduct</i> (NMC 2008) into own practice.                               | Is aware of own responsibilities and demonstrates <i>The Code of Conduct</i> (NMC 2008) in own practice.  | Confidently incorporates the <i>Code of Conduct</i> (NMC 2008) into own practice. Requires encouragement to guide junior colleagues to understand and apply <i>The code of Conduct</i> to their own practise. | Confidently demonstrates the principles of <i>The Code of Conduct</i> (NMC 2008) at all times. Guides and supports junior colleagues to understand and apply the code of conduct to their own practise                 | Is extremely confident and incorporates the <i>Code of Conduct</i> (NMC 2008) into their own practise. Challenges others in an appropriate manner and is proactive in providing direction and support to junior colleagues.                                      |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to recognise or respond to people in vulnerable positions. Limited insight into policies and legislation. Fails to share information | Lacks ability to consistently recognise when people are in vulnerable situations. Limited insight into policies and legislation. Information not always shared                        | Usually recognises and responds when people are in vulnerable situations. Has an understanding of relevant policies and legislation. Shares information with others. Requires some guidance.                  | Has the knowledge and skills to consistently recognise when people are in vulnerable situations. Shares information with others. Good understanding of relevant policies and legislation. Minimal supervision required | Promptly recognises when people are in vulnerable situations and shares information without the need for supervision. Excellent understanding of relevant policies and legislation.  |              |
| Communication & Interpersonal Skills   | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   | Does not consistently communicate in a sensitive manner. Little insight into own values and how these impact upon interaction with other                   | Communicates in an effective and sensitive manner. Is aware of how own values may impact upon interaction with others. Demonstrates some insight into own practice through reflection | Good communication carried out in an effective and sensitive manner. Can reflect upon and analyse own values and how these might impact upon interactions and identify action for on-going development        | Very good communication carried out in an effective and sensitive manner. Can reflect and analyse own values and how these might impact upon interactions. Able to identify and plan action for on-going development.  | Excellent communication carried out in an effective and sensitive manner. Recognises how own values may affect interaction. Uses reflection to analyse, identify and implement action for own development. Guides others in their interaction with service users |              |

## Clinical Grading Tool

### Year 3

Level 6

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|---|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unsatisfactory presentation of professional image and time-keeping. Not acting as a role model for others. Lacks respect for diversity and individual preferences | Inconsistent presentation of professional image, time-keeping and ability to act as a role model. Requires guidance to adapt practice to meet individual preferences                                    | Satisfactory professional image and time-keeping. Acts as a role model. Developing confidence when providing care to meet individuals needs   | Good professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practising with some autonomy   | Excellent professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practises autonomously and guides others in the delivery of care.   |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Consistency not demonstrated in maintaining confidentiality or sharing information appropriately  | Recognises the need to act appropriately in relation to the sharing of information but lacks insight into the legal frameworks for data protection  | Maintains confidentiality of information with minimal guidance. Is aware of legal frameworks for data protection. Supports others in order to ensure confidentiality                | Maintains confidentiality of information without the need for guidance in routine situations. Good knowledge of legal frameworks for data protection. Guides and supports others to ensure confidentiality         | Maintains confidentiality of information without the need for guidance in both routine and complex situations. Good knowledge of legal frameworks for data protection. Confidently guides and supports others to ensure confidentiality |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Inconsistency in ability to communicate safely and effectively. Both oral and written communication requires detailed guidance                                    | Some guidance required with communication in routine situations. Requires detailed guidance with more complex situations. Requires prompting with written documentation                                 | Satisfactory communication in familiar, complex and unpredictable situations. Minimal supervision required with written documentation   | Effective communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately   | Excellent communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately. Provides guidance for others  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Requires repeated instruction and supervision to enable safe practice. Unable to manage and prioritise own workload   | Inconsistency demonstrated in ability to carry out instructions and manage own workload. Not able to direct others  | Reliable and able to work with minimal supervision. Needs support when directing and delegating care to others. Usually able to manage own workload                                 | Reliable. Can be trusted to work independently. Minimal supervision required when directing others and delegating care. Manages and prioritises workloads effectively  | Very reliable. Is able to work independently and when directing others and delegating care. Manages and prioritises workloads effectively   |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  | Inconsistency in ability to provide safe care and meet peoples' physical and emotional needs. Minimal understanding of the knowledge that informs care            | Satisfactory care given meeting physical and emotional needs with minimum supervision. Some understanding of knowledge and evidence that informs care. Requires support to apply theory to own practise | Good care given meeting physical and emotional needs. Working more independently. Good understanding of knowledge and evidence that informs care and able to apply to own practise. | Very good care given meeting physical and emotional needs. Working independently. Draws upon a wide range of knowledge and evidence to inform care. Is able to apply to own practise and support junior colleagues | Excellent care given meeting physical and emotional needs. Critically appraises the knowledge and evidence which informs care. Supervises and directs junior colleagues in care delivery  |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|---|--|---|---------------------|
| Demonstrates respect for people's rights and choices   | Requires close supervision. Fails to act respectfully and use appropriate strategies to empower and support choice                     | Recognises need to support choice but inconsistent in ability to empower people to make own choices                                    | Use appropriate strategies to empower people to make own choices with some prompting  | Acts with minimal supervision or direction. Uses appropriate strategies to empower people to make choices Supports others  | Acts independently, empowering people and enabling choice Demonstrates confidence and flexibility and takes responsibility for directing others   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Limited ability to identify strategies to manage risk and reluctant to seek help   | Some understanding of risk management strategies but not consistently utilised in practice. Reluctant to seek help                     | Utilise strategies to reduce risk. Is aware of when to seek help and report concerns  | Utilises an appropriate range of risk management strategies to generate solutions to manage risk. Identifies how these might be evaluated                                  | Critically analyses risk management strategies Applies knowledge and strategies to generate solutions to manage risk. Identifies how these might be evaluated.  |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Works as part of a team but limited leadership skills demonstrated. Reluctant to adopt leadership role or challenge practise of others | Works effectively within a team. Beginning to demonstrate leadership skills. Requires support to challenge practice of self and others | Works effectively within a team Demonstrates an appropriate leadership style. Seeks help and feedback to challenge practise and identify ways to enhance care | Works very effectively within a team. Using a range of leadership skills. Demonstrates ability to appropriately challenge practise and implement solutions to enhance care | Excellent team working and leadership skills. Demonstrates ability to appropriately challenge practise and implements solutions to enhance care. Enables others to take an active part within the team. |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

Student

Date

Mentor

Date



| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed).

The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning experiences and opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

## Placement 2

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

# MENTOR SIGNATURE SHEET

Any health care professional signing the student’s documentation must insert their details below. This also indicates an agreement to abide by the ‘Guidelines for Activities in Practice’ and to confirm orientation of students to the practice area.

| Name of Practitioner (please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the ‘Guidelines for Activities in Practice’. Signature | Initials and date |
|-------------------------------------|--------------------------|-----------------------|---|-------------------|
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
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|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |
|                                     |                          |                       |   |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

## **Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

## **Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**



# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

**Name of Placement:**

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Proposed date for Final Review of Progress:** \_\_\_\_\_

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. Outcomes and learning needs to be met on visit / short placement:
2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

Student

Date

Mentor

Date

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

### 1. Outcomes and learning needs to be met on visit / short placement:

### 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)

### 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

Date \_\_\_\_\_

# Clinical Grading Tool

## Year 3

Level 6

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values  | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
|--|--|---|---|--|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Little insight into own limitations. Lacks confidence. Fails to recognise or address deficits in own knowledge and skills                                  | Some insight into own capabilities and recognises limitations but little evidence of personal development based upon feedback given. Limited confidence                               | Confident and self aware. Beginning to take responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can provide some rationale to justify actions          | Confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Takes responsibility for and can justify own actions                        | Very confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can justify own actions and appraise alternative ways of working   |              |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) | Concerns about honesty and integrity. Prompting needed to integrate <i>The Code of Conduct</i> (NMC 2008) into own practice.                               | Is aware of own responsibilities and demonstrates <i>The Code of Conduct</i> (NMC 2008) in own practice.  | Confidently incorporates the <i>Code of Conduct</i> (NMC 2008) into own practice. Requires encouragement to guide junior colleagues to understand and apply <i>The code of Conduct</i> to their own practise. | Confidently demonstrates the principles of <i>The Code of Conduct</i> (NMC 2008) at all times. Guides and supports junior colleagues to understand and apply the code of conduct to their own practise                 | Is extremely confident and incorporates the <i>Code of Conduct</i> (NMC 2008) into their own practise. Challenges others in an appropriate manner and is proactive in providing direction and support to junior colleagues.                                      |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to recognise or respond to people in vulnerable positions. Limited insight into policies and legislation. Fails to share information | Lacks ability to consistently recognise when people are in vulnerable situations. Limited insight into policies and legislation. Information not always shared                        | Usually recognises and responds when people are in vulnerable situations. Has an understanding of relevant policies and legislation. Shares information with others. Requires some guidance.                  | Has the knowledge and skills to consistently recognise when people are in vulnerable situations. Shares information with others. Good understanding of relevant policies and legislation. Minimal supervision required | Promptly recognises when people are in vulnerable situations and shares information without the need for supervision. Excellent understanding of relevant policies and legislation.  |              |
| Communication & Interpersonal Skills   | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   | Does not consistently communicate in a sensitive manner. Little insight into own values and how these impact upon interaction with other                   | Communicates in an effective and sensitive manner. Is aware of how own values may impact upon interaction with others. Demonstrates some insight into own practice through reflection | Good communication carried out in an effective and sensitive manner. Can reflect upon and analyse own values and how these might impact upon interactions and identify action for on-going development        | Very good communication carried out in an effective and sensitive manner. Can reflect and analyse own values and how these might impact upon interactions. Able to identify and plan action for on-going development.  | Excellent communication carried out in an effective and sensitive manner. Recognises how own values may affect interaction. Uses reflection to analyse, identify and implement action for own development. Guides others in their interaction with service users |              |



## Clinical Grading Tool

### Year 3

Level 6

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|---|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unsatisfactory presentation of professional image and time-keeping. Not acting as a role model for others. Lacks respect for diversity and individual preferences | Inconsistent presentation of professional image, time-keeping and ability to act as a role model. Requires guidance to adapt practice to meet individual preferences                                    | Satisfactory professional image and time-keeping. Acts as a role model. Developing confidence when providing care to meet individuals needs   | Good professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practising with some autonomy   | Excellent professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practises autonomously and guides others in the delivery of care.   |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Consistency not demonstrated in maintaining confidentiality or sharing information appropriately  | Recognises the need to act appropriately in relation to the sharing of information but lacks insight into the legal frameworks for data protection  | Maintains confidentiality of information with minimal guidance. Is aware of legal frameworks for data protection. Supports others in order to ensure confidentiality                | Maintains confidentiality of information without the need for guidance in routine situations. Good knowledge of legal frameworks for data protection. Guides and supports others to ensure confidentiality         | Maintains confidentiality of information without the need for guidance in both routine and complex situations. Good knowledge of legal frameworks for data protection. Confidently guides and supports others to ensure confidentiality |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Inconsistency in ability to communicate safely and effectively. Both oral and written communication requires detailed guidance                                    | Some guidance required with communication in routine situations. Requires detailed guidance with more complex situations. Requires prompting with written documentation                                 | Satisfactory communication in familiar, complex and unpredictable situations. Minimal supervision required with written documentation   | Effective communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately   | Excellent communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately. Provides guidance for others  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Requires repeated instruction and supervision to enable safe practice. Unable to manage and prioritise own workload   | Inconsistency demonstrated in ability to carry out instructions and manage own workload. Not able to direct others  | Reliable and able to work with minimal supervision. Needs support when directing and delegating care to others. Usually able to manage own workload                                 | Reliable. Can be trusted to work independently. Minimal supervision required when directing others and delegating care. Manages and prioritises workloads effectively  | Very reliable. Is able to work independently and when directing others and delegating care. Manages and prioritises workloads effectively   |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  | Inconsistency in ability to provide safe care and meet peoples' physical and emotional needs. Minimal understanding of the knowledge that informs care            | Satisfactory care given meeting physical and emotional needs with minimum supervision. Some understanding of knowledge and evidence that informs care. Requires support to apply theory to own practise | Good care given meeting physical and emotional needs. Working more independently. Good understanding of knowledge and evidence that informs care and able to apply to own practise. | Very good care given meeting physical and emotional needs. Working independently. Draws upon a wide range of knowledge and evidence to inform care. Is able to apply to own practise and support junior colleagues | Excellent care given meeting physical and emotional needs. Critically appraises the knowledge and evidence which informs care. Supervises and directs junior colleagues in care delivery  |                     |

| Communication & Interpersonal Skills  | Justification and Rationale for Mark Awarded: |
|---|---|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |   |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |   |
| Demonstrates safe and effective communication skills both orally and in writing   |   |
| Nursing Practise and Decision making  | Justification and Rationale for Mark Awarded: |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |   |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  |   |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|---|--|---|---------------------|
| Demonstrates respect for people's rights and choices   | Requires close supervision. Fails to act respectfully and use appropriate strategies to empower and support choice                     | Recognises need to support choice but inconsistent in ability to empower people to make own choices                                    | Use appropriate strategies to empower people to make own choices with some prompting  | Acts with minimal supervision or direction. Uses appropriate strategies to empower people to make choices Supports others  | Acts independently, empowering people and enabling choice Demonstrates confidence and flexibility and takes responsibility for directing others   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Limited ability to identify strategies to manage risk and reluctant to seek help   | Some understanding of risk management strategies but not consistently utilised in practice. Reluctant to seek help                     | Utilise strategies to reduce risk. Is aware of when to seek help and report concerns  | Utilises an appropriate range of risk management strategies to generate solutions to manage risk. Identifies how these might be evaluated                                  | Critically analyses risk management strategies Applies knowledge and strategies to generate solutions to manage risk. Identifies how these might be evaluated.  |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Works as part of a team but limited leadership skills demonstrated. Reluctant to adopt leadership role or challenge practise of others | Works effectively within a team. Beginning to demonstrate leadership skills. Requires support to challenge practice of self and others | Works effectively within a team Demonstrates an appropriate leadership style. Seeks help and feedback to challenge practise and identify ways to enhance care | Works very effectively within a team. Using a range of leadership skills. Demonstrates ability to appropriately challenge practise and implement solutions to enhance care | Excellent team working and leadership skills. Demonstrates ability to appropriately challenge practise and implements solutions to enhance care. Enables others to take an active part within the team. |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**

| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed).

The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Placement 3

# Orientation to Placement

The Mentor or Associate Mentor in each placement is required to orientate the student to the placement area. The following policies and procedures should also be discussed **within three days** of the start of each placement

Please tick to confirm that the student has been given the opportunity to disclose any disability or dyslexia and if so strategies to manage such difficulties have been discussed ☐

| Practice Placement:   |  |
|---|--|
| Orientation to practice placement area                              | Include: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Where to keep personal belongings</li> <li>• Meal breaks</li> <li>• Duty Rota</li> <li>• Sickness and absence reporting</li> </ul>  |
| Professional conduct and appearance                                 | Discuss: <ul style="list-style-type: none"> <li>• Dress code</li> <li>• Professional conduct specific to the practice experience e.g. etiquette in clients homes, use of mobile phones</li> </ul>  |
| Fire policy/ procedure  | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy and emergency numbers</li> <li>• Location of fire points, exits, fire extinguishers, fire blankets and evacuation procedure</li> </ul>   |
| Moving & handling   | Discuss: <ul style="list-style-type: none"> <li>• Organisation's policy</li> <li>• Location of moving and handling equipment</li> </ul>  |
| Resuscitation   | Explain: <ul style="list-style-type: none"> <li>• Procedure in an event of an emergency &amp; emergency contact numbers</li> </ul>   |
| Accident & clinical incidents                                       | Explain: <ul style="list-style-type: none"> <li>• Procedure for reporting accidents</li> <li>• Procedure for reporting adverse incidents</li> </ul>  |
| Organisational policies   | Students should be aware of the following policies/procedures: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Infection control</li> <li>• Drug administration</li> <li>• Nutrition</li> <li>• Privacy and dignity</li> <li>• Safeguarding adults and children</li> </ul> |
| Identify additional policy and procedures relevant to the placement | <ul style="list-style-type: none"> <li>• Electronic records</li> <li>• Temporary computer access</li> </ul>  |

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_



# MENTOR SIGNATURE SHEET

Any health care professional signing the student's documentation must insert their details below. This also indicates an agreement to abide by the 'Guidelines for Activities in Practice' and to confirm orientation of students to the practice area.

| Name of Practitioner<br>(please print) | Contact telephone number | Name of practice area | I have oriented the student and I abide by the 'Guidelines for Activities in Practice'.<br>Signature | Initials and date |
|--|--------------------------|-----------------------|--|-------------------|
|  |                          |                       |  |                   |
|  |                          |                       |  |                   |
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|  |                          |                       |  |                   |

# Self assessment by student at the commencement of practice learning experience

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences and feedback from mentors (in your first placement you may base this upon simulated learning experiences and experiences gained prior to commencing the programme). Discuss key points from this assessment prior to completing a learning agreement for this placement.

## SWOT Analysis

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

# Initial Review and Learning Agreement

To be completed by the student and mentor at the beginning of the practice learning experience based upon the student's self assessment of learning needs and feedback from previous mentors.

**Name of Placement:**

| What do you hope to achieve in this placement | Planned activities and learning experiences |
|---|---|
|   |   |

This learning agreement has been completed based upon the student's self - assessment and with reference to comments by previous mentors and on-going records of achievement (unless this is the first placement of the programme).

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

**Proposed date for Midpoint Formative Review of Progress:**

# Midpoint formative review and on-going plan for development

To be completed by the student and mentor midway through the placement.

**Please make reference to achievements to date in relation to the Clinical Grading Tool and the Snap Shot assessment if appropriate.**

**Name of Placement:**

**Student's review of progress:**

Please indicate your progress to date in relation to your initial learning plan and summarise your overall progress. Identify areas for on-going development.

**Signature:**

**Date:**

**Mentor's review of progress:**

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

**Signature:**

**Date:**

# Formative Developmental Learning Plan

To be completed for all students following the midpoint formative review.

Name of Placement:

| On-going development needs | Planned activities and learning experiences | Review date |
|----------------------------|---|-------------|
|                            |   |             |

Signatures:

Student

Date

Mentor

Date

Proposed date for Final Review of Progress:

# Final review and on-going record of achievement

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

An Action plan highlighting areas of concern must be completed and the Practice Liaison Teacher informed.

**Is a formative action plan required?** Yes No

**At the end of the year: Is a summative action plan required?** Yes No

**If an action plan is required the Practice Liaison Teacher must be informed.**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Record of Attendance (including night duty)

Name of student :

URN:

Name of placement:

Date of placement From: .....

To: .....

| Date & hours of Sickness/<br>Absence | Signed (mentor) | Hours made<br>up & date | Signed (mentor) |
|--------------------------------------|-----------------|-------------------------|-----------------|
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |
|                                      |                 |                         |                 |

### RECORD OF NIGHT DUTY

| Date | Hours completed | Practice area | Mentor/co-mentor signature |
|------|-----------------|---------------|----------------------------|
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |
|      |                 |               |                            |

This student has had no sickness or absence during this placement

Mentor/co-mentor's name (Print)

Date

Signature

# Visits and Short Placements

## **Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## **Signatures:**

**Student**

**Date**

**Mentor**

**Date**



## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

**Date**

## Mentor

Date \_\_\_\_\_

# Visits and Short Placements

## Name of Venue:

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

1. **Outcomes and learning needs to be met on visit / short placement:**
2. **Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
3. **Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

---

## Signatures:

**Student**

**Date**

**Mentor**

**Date**

## Visits and Short Placements

**Name of Venue:**

A visit is considered to be no longer than one day. A short placement is considered to be a maximum of five days

- 1. Outcomes and learning needs to be met on visit / short placement:**
- 2. Constructive and objective comments on placement, including a statement identifying whether aims & objectives were met (to be completed by student)**
- 3. Mentors comments on student's performance and whether the aims and objectives were met. This also confirms the student's attendance**

**Signatures:**

Student

Date \_\_\_\_\_

## Mentor

Date \_\_\_\_\_

# Clinical Grading Tool

## Year 3

Level 6

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values  | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
|--|--|---|---|--|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Little insight into own limitations. Lacks confidence. Fails to recognise or address deficits in own knowledge and skills                                  | Some insight into own capabilities and recognises limitations but little evidence of personal development based upon feedback given. Limited confidence                               | Confident and self aware. Beginning to take responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can provide some rationale to justify actions          | Confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Takes responsibility for and can justify own actions                        | Very confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can justify own actions and appraise alternative ways of working   |              |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) | Concerns about honesty and integrity. Prompting needed to integrate <i>The Code of Conduct</i> (NMC 2008) into own practice.                               | Is aware of own responsibilities and demonstrates <i>The Code of Conduct</i> (NMC 2008) in own practice.  | Confidently incorporates the <i>Code of Conduct</i> (NMC 2008) into own practice. Requires encouragement to guide junior colleagues to understand and apply <i>The code of Conduct</i> to their own practise. | Confidently demonstrates the principles of <i>The Code of Conduct</i> (NMC 2008) at all times. Guides and supports junior colleagues to understand and apply the code of conduct to their own practise                 | Is extremely confident and incorporates the <i>Code of Conduct</i> (NMC 2008) into their own practise. Challenges others in an appropriate manner and is proactive in providing direction and support to junior colleagues.                                      |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to recognise or respond to people in vulnerable positions. Limited insight into policies and legislation. Fails to share information | Lacks ability to consistently recognise when people are in vulnerable situations. Limited insight into policies and legislation. Information not always shared                        | Usually recognises and responds when people are in vulnerable situations. Has an understanding of relevant policies and legislation. Shares information with others. Requires some guidance.                  | Has the knowledge and skills to consistently recognise when people are in vulnerable situations. Shares information with others. Good understanding of relevant policies and legislation. Minimal supervision required | Promptly recognises when people are in vulnerable situations and shares information without the need for supervision. Excellent understanding of relevant policies and legislation.  |              |
| Communication & Interpersonal Skills   | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   | Does not consistently communicate in a sensitive manner. Little insight into own values and how these impact upon interaction with other                   | Communicates in an effective and sensitive manner. Is aware of how own values may impact upon interaction with others. Demonstrates some insight into own practice through reflection | Good communication carried out in an effective and sensitive manner. Can reflect upon and analyse own values and how these might impact upon interactions and identify action for on-going development        | Very good communication carried out in an effective and sensitive manner. Can reflect and analyse own values and how these might impact upon interactions. Able to identify and plan action for on-going development.  | Excellent communication carried out in an effective and sensitive manner. Recognises how own values may affect interaction. Uses reflection to analyse, identify and implement action for own development. Guides others in their interaction with service users |              |

## Clinical Grading Tool

### Year 3

Level 6

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|---|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unsatisfactory presentation of professional image and time-keeping. Not acting as a role model for others. Lacks respect for diversity and individual preferences | Inconsistent presentation of professional image, time-keeping and ability to act as a role model. Requires guidance to adapt practice to meet individual preferences                                    | Satisfactory professional image and time-keeping. Acts as a role model. Developing confidence when providing care to meet individuals needs   | Good professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practising with some autonomy   | Excellent professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practises autonomously and guides others in the delivery of care.   |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Consistency not demonstrated in maintaining confidentiality or sharing information appropriately  | Recognises the need to act appropriately in relation to the sharing of information but lacks insight into the legal frameworks for data protection  | Maintains confidentiality of information with minimal guidance. Is aware of legal frameworks for data protection. Supports others in order to ensure confidentiality                | Maintains confidentiality of information without the need for guidance in routine situations. Good knowledge of legal frameworks for data protection. Guides and supports others to ensure confidentiality         | Maintains confidentiality of information without the need for guidance in both routine and complex situations. Good knowledge of legal frameworks for data protection. Confidently guides and supports others to ensure confidentiality |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Inconsistency in ability to communicate safely and effectively. Both oral and written communication requires detailed guidance                                    | Some guidance required with communication in routine situations. Requires detailed guidance with more complex situations. Requires prompting with written documentation                                 | Satisfactory communication in familiar, complex and unpredictable situations. Minimal supervision required with written documentation   | Effective communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately   | Excellent communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately. Provides guidance for others  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Requires repeated instruction and supervision to enable safe practice. Unable to manage and prioritise own workload   | Inconsistency demonstrated in ability to carry out instructions and manage own workload. Not able to direct others  | Reliable and able to work with minimal supervision. Needs support when directing and delegating care to others. Usually able to manage own workload                                 | Reliable. Can be trusted to work independently. Minimal supervision required when directing others and delegating care. Manages and prioritises workloads effectively  | Very reliable. Is able to work independently and when directing others and delegating care. Manages and prioritises workloads effectively   |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  | Inconsistency in ability to provide safe care and meet peoples' physical and emotional needs. Minimal understanding of the knowledge that informs care            | Satisfactory care given meeting physical and emotional needs with minimum supervision. Some understanding of knowledge and evidence that informs care. Requires support to apply theory to own practise | Good care given meeting physical and emotional needs. Working more independently. Good understanding of knowledge and evidence that informs care and able to apply to own practise. | Very good care given meeting physical and emotional needs. Working independently. Draws upon a wide range of knowledge and evidence to inform care. Is able to apply to own practise and support junior colleagues | Excellent care given meeting physical and emotional needs. Critically appraises the knowledge and evidence which informs care. Supervises and directs junior colleagues in care delivery  |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|---|--|---|---------------------|
| Demonstrates respect for people's rights and choices   | Requires close supervision. Fails to act respectfully and use appropriate strategies to empower and support choice                     | Recognises need to support choice but inconsistent in ability to empower people to make own choices                                    | Use appropriate strategies to empower people to make own choices with some prompting  | Acts with minimal supervision or direction. Uses appropriate strategies to empower people to make choices Supports others  | Acts independently, empowering people and enabling choice Demonstrates confidence and flexibility and takes responsibility for directing others   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Limited ability to identify strategies to manage risk and reluctant to seek help   | Some understanding of risk management strategies but not consistently utilised in practice. Reluctant to seek help                     | Utilise strategies to reduce risk. Is aware of when to seek help and report concerns  | Utilises an appropriate range of risk management strategies to generate solutions to manage risk. Identifies how these might be evaluated                                  | Critically analyses risk management strategies Applies knowledge and strategies to generate solutions to manage risk. Identifies how these might be evaluated.  |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Works as part of a team but limited leadership skills demonstrated. Reluctant to adopt leadership role or challenge practise of others | Works effectively within a team. Beginning to demonstrate leadership skills. Requires support to challenge practice of self and others | Works effectively within a team Demonstrates an appropriate leadership style. Seeks help and feedback to challenge practise and identify ways to enhance care | Works very effectively within a team. Using a range of leadership skills. Demonstrates ability to appropriately challenge practise and implement solutions to enhance care | Excellent team working and leadership skills. Demonstrates ability to appropriately challenge practise and implements solutions to enhance care. Enables others to take an active part within the team. |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

**Student**

**Date**

**Mentor**

**Date**



| Nursing Practise and Decision making   | Justification and Rationale for Mark Awarded: |
|--|---|
| Demonstrates respect for people's rights and choices   |   |
| Leadership, management and team working  | Justification and Rationale for Mark Awarded: |
| Seeks help where people's needs are not being met, or they are at risk                                 |   |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Formative Action Plan

To be completed if there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool assessment (unless this is the final placement of the year in which case a summative action plan should be completed). The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. The Practice Liaison Teacher should be informed.

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signature:**

**Mentor:**

**Date:**

**Student:**

**Date:**

**Practice Liaison Teacher informed: YES NO**

**Date:**

# Essential Skills Clusters and related competencies

Mental Health Nursing

To be completed by the end of year 3

| Competency Statement   | The Student nurse can:  | Achieved:<br>Mentor sign and date |  | Not achieved by end of year:<br>Mentor sign and date |  |
|--|---|-----------------------------------|--|--|--|
| <b><u>Professional Values:</u></b><br><br><b>1. Provide collaborative care based upon the highest standards, knowledge and competence</b>                | <ul style="list-style-type: none"> <li>Demonstrate clinical confidence through sound evidenced based knowledge, skills and understanding relevant to mental health nursing</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Recognise and act to overcome barriers in developing effective relationships with service users and carers</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Initiate, maintain and close relationships with service users and carers</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Use professional support structures to develop self awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise</li> </ul>                                   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate confidence in the use of specific psychotherapeutic interventions</li> </ul>   |                                   |  |  |  |
| <b>2. Engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves</b> | <ul style="list-style-type: none"> <li>Work 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</li> </ul> |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Actively help people to identify and use their strengths to achieve their goals and aspirations</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Recognise situations and act appropriately when a person's choice may compromise their safety or the safety of others</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Use strategies to manage situations where a person's wishes conflict with nursing interventions necessary for the person's safety</li> </ul>   |                                   |  |  |  |

| Competency Statement  | The Student nurse can:  | Achieved: Mentor sign and date |  | Not achieved by end of year: Mentor sign and date |  |
|---|---|--------------------------------|--|---|--|
| <u>Professional Values:</u><br><br><b>3. Engage with people their family and carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation</b> | <ul style="list-style-type: none"> <li>Uphold people's legal rights and speak out when these are at risk of being compromised</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Act autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Use interpersonal skills that help people disclose and discuss their experiences as part of their recovery</li> </ul>  |                                |  |   |  |
| <b>4. Protect and keep confidential all information relating to them</b>  | <ul style="list-style-type: none"> <li>Act professionally and autonomously in situations where there may be limits to confidentiality</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Act within the law when confidential information has to be shared with others</li> </ul>   |                                |  |   |  |
| <b>5. Gain consent based upon sound understanding and informed choice prior to any intervention</b>   | <ul style="list-style-type: none"> <li>Use helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent</li> </ul>  |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Work within legal frameworks when seeking consent</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Assess and respond to the needs and wishes of carers and relatives in relation to information and consent</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate 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</li> </ul>                                   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Demonstrate in depth knowledge of the Mental Health Act and apply to complex situations</li> </ul>   |                                |  |   |  |
|   | <ul style="list-style-type: none"> <li>Practice in an appropriate manner in situations where compulsory measures are used, by helping people exercise their rights, upholding safeguards and ensuring minimal restrictions on their lives.</li> </ul> |                                |  |   |  |

| Competency Statement  | The Student nurse can:  | Achieved:<br>Mentor sign and date |  | Not achieved by end of year:<br>Mentor sign and date |  |
|---|---|-----------------------------------|--|--|--|
| <b><u>Communication and Interpersonal Skills:</u></b>   |   |                                   |  |  |  |
| <b>6. Respect people as individuals and strive to help them preserve their dignity at all times</b>   | <ul style="list-style-type: none"> <li>Act in a proactive manner to promote dignity and privacy</li> <li>Act autonomously to challenge situations or others when an individuals dignity may be compromised</li> </ul>   |                                   |  |  |  |
| <b>7. Engage with people in a warm, sensitive and compassionate way</b>   | <ul style="list-style-type: none"> <li>Recognise circumstances that trigger personal negative responses and take action to prevent this compromising care</li> <li>Recognise and act autonomously to respond to own emotional discomfort or distress in relation to self and others</li> <li>Communicate appropriately using a range of therapeutic interventions</li> </ul>  |                                   |  |  |  |
| <b>8. Engage therapeutically and actively listen to people's needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon</b> | <ul style="list-style-type: none"> <li>Consistently show an ability to communicate safely and effectively with people whilst also providing guidance for others</li> <li>Use appropriate and relevant communication skills to deal with difficult and challenging circumstances</li> <li>Act in a proactive and creative manner to enhancing communication and understanding</li> </ul>   |                                   |  |  |  |
| <b>9. Respond to peoples feedback and a wide range of other sources to learn, develop and improve services</b>  | <ul style="list-style-type: none"> <li>Share complaints, compliments and comments with the team in order to improve care</li> <li>Work within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns</li> <li>As an individual team member and team Leader, actively seek and learn from feedback to enhance care and their own and others professional development</li> <li>Participate in clinical supervision, reflect and respond to feedback</li> </ul> |                                   |  |  |  |
| <b>10. Work to prevent and resolve conflict and maintain a safe environment</b>   | <ul style="list-style-type: none"> <li>Select appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression</li> <li>Act as a advocate for the client and be able to provide access to an advocacy service</li> </ul>   |                                   |  |  |  |

| Competency Statement   | The Student nurse can:  | Achieved:<br>Mentor sign<br>and date |  | Not achieved by<br>end of year:<br>Mentor sign and<br>date |  |
|--|---|--------------------------------------|--|--|--|
| <p><b><u>Nursing Practice and Decision Making:</u></b></p> <p><b>11. Be trusted by people to treat them as partners and work with them to make a holistic and systematic assessment of their needs</b></p> | <ul style="list-style-type: none"> <li>In partnership with the person, their carers and families, make a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs and together develop a comprehensive personalised plan of nursing care</li> </ul> |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Take the lead in collaborative care planning taking into account the clients own view of their recovery</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Act autonomously and take responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Apply knowledge and skills in a range of evidence-based psychological and psychosocial individual and group interventions in order to develop and implement care plans in partnership with clients</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Apply research based evidence to practice</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Promote 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 on-going nature and likely consequences of a condition, including death and dying</li> </ul>                |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Discuss sensitive issues in relation to public health and provide appropriate advice and guidance to individuals, communities and populations</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Measure, document and interpret vital signs and act autonomously and appropriately on findings</li> </ul>  |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Act autonomously and appropriately in cases of sudden deterioration</li> </ul>   |                                      |  |  |  |
|  | <ul style="list-style-type: none"> <li>Assess the needs of and respond appropriately to people who are vulnerable, at risk or engaged with substance misuse</li> </ul>  |                                      |  |  |  |

| Competency Statement   | The Student nurse can:  | Achieved:            |  | Not achieved by                   |  |
|--|---|----------------------|--|-----------------------------------|--|
|  |   | Mentor sign and date |  | end of year: Mentor sign and date |  |
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>12. Deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan</b> | <ul style="list-style-type: none"> <li>Provide safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Prioritise the needs of groups of people and individuals in order to provide care effectively and efficiently</li> </ul>   |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Evaluate the effect of interventions taking account of individuals and carers interpretation of physical, emotional and behavioral changes</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Involve the person in the review and adjustments to their care, communicating changes to colleagues</li> </ul>   |                      |  |                                   |  |
| <b>13. Enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others</b>                     | <ul style="list-style-type: none"> <li>Reflect and learn from safety incidents as an autonomous individual and as a team member and contribute to team learning</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Participate in clinical audit to improve the safety of service users</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Assess and implement measures to manage, reduce or remove risk that could be detrimental to people, self and others</li> </ul>   |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Work within legal and ethical frameworks to promote safety</li> </ul>  |                      |  |                                   |  |
| <b>14. Select and manage medical devices safely</b>  | <ul style="list-style-type: none"> <li>Safely use and maintain a range of medical devices appropriate to the area of work. Ensure regular servicing, maintenance and calibration and report adverse incidents related to medical devices</li> </ul> |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Explain the devices to people and carers and check understanding</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Work within legal frameworks and apply evidence based practice in the safe selection and use of medical devices</li> </ul>   |                      |  |                                   |  |
| <b>15. Identify and take effective measures to prevent and control infection in accordance with local and national policy</b>  | <ul style="list-style-type: none"> <li>In partnership with people and their carers, plan, deliver and document care that demonstrates effective risk assessment, infection prevention and control</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Explain risk to people, relatives, carers and colleagues and educate them in prevention and control of infection</li> </ul>  |                      |  |                                   |  |
|  | <ul style="list-style-type: none"> <li>Identify, recognise and refer to appropriate clinical experts</li> </ul>   |                      |  |                                   |  |

| Competency Statement   | The Student nurse can:  | Achieved:<br>Mentor sign and date |  | Not achieved by end of year:<br>Mentor sign and date |  |
|--|---|-----------------------------------|--|--|--|
| <b><u>Nursing Practice and Decision Making:</u></b><br><br><b>16. Maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments</b> | <ul style="list-style-type: none"> <li>Initiate and maintain appropriate measures to prevent and control infection according to the route of transmission of micro-organisms, in order to protect service users, members of the public and other staff</li> </ul> |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Adhere to infection prevention and control policies and procedures at all times and ensure that colleagues work according to good practice guidelines</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Challenge the practice of others who put themselves and others at risk of infection</li> </ul>   |                                   |  |  |  |
| <b>17. Provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques</b>   | <ul style="list-style-type: none"> <li>Assess the needs of the infectious person and apply appropriate isolation techniques</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Ensure that people, including colleagues, are aware of and adhere to local policies in relation to isolation and infection control procedures</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Recognise and act upon the need to refer to specialist advisers as required</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Identify suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances</li> </ul>   |                                   |  |  |  |
| <b>18. Safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings</b>   | <ul style="list-style-type: none"> <li>Apply a range of appropriate measures to prevent infection including application of safe and effective aseptic technique</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>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</li> </ul>  |                                   |  |  |  |
| <b>19. Assist people to choose a diet that provides an adequate nutritional and fluid intake</b>   | <ul style="list-style-type: none"> <li>Use knowledge of dietary, physical, social and psychological factors to inform practice being aware of factors that can contribute to poor diet, cause or be caused by ill health</li> </ul>                               |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Support people to make appropriate choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements and special diets needed for health reasons</li> </ul>               |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Refer to specialist members of the multi-disciplinary team for additional or specialist advice</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Provide support and advice to carers when the person they are caring for has special dietary needs</li> </ul>  |                                   |  |  |  |



| Competency Statement   | The Student nurse can:  | Achieved:            |  | Not achieved by end of year: |  |
|--|---|----------------------|--|------------------------------|--|
|  |   | Mentor sign and date |  | Mentor sign and date         |  |
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>20. Assess and monitor and in partnership formulate an effective plan of care their nutritional status</b> | <ul style="list-style-type: none"> <li>Make a comprehensive assessment of people's needs in relation to nutrition, identifying, documenting and communicating level of risk</li> </ul>  |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Monitor and record progress against the plan of care and discuss progress and changes in condition with the person, carers and the multi-disciplinary team</li> </ul>                              |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Provide information to people and their carers</li> </ul>  |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Act autonomously when malnutrition is identified or where a person's nutritional status worsens and report this as an adverse event</li> </ul>   |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Identify signs of dehydration and correct these working collaboratively with the individual, their carers and the multi-disciplinary team to ensure an adequate fluid intake and output</li> </ul> |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Administer enteral feeds safely and maintain equipment in accordance with local policy</li> </ul>  |                      |  |                              |  |
| <b>21. Safely administer fluids when fluids cannot be taken independently</b>  | <ul style="list-style-type: none"> <li>Understand and apply knowledge of intravenous fluids and how they are prescribed and administered within local policy</li> </ul>   |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Monitor and assess people receiving intravenous fluids</li> </ul>  |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Document progress against prescription and markers of hydration</li> </ul>   |                      |  |                              |  |
| <b>22. Correctly and safely undertake medicines calculations</b>   | <ul style="list-style-type: none"> <li>Demonstrate competence in basic calculations relating to SI unit conversion related to tablet, liquid, injections or IV infusions</li> </ul>   |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Provide information and support that help people make informed choices about pharmacological and physical treatments</li> </ul>  |                      |  |                              |  |
|  | <ul style="list-style-type: none"> <li>Support people to identify actions that promote health and balance the benefits and unwanted effects of medication</li> </ul>  |                      |  |                              |  |

| Competency Statement   | The Student nurse can:  | Achieved:<br>Mentor sign and date |  | Not achieved by end of year:<br>Mentor sign and date |  |
|--|---|-----------------------------------|--|--|--|
| <u><b>Nursing Practice and Decision Making:</b></u><br><br><b>23. Administer medicines safely and in a timely manner</b>                           | <ul style="list-style-type: none"> <li>Apply legislation to practice in relation 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</li> </ul> |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Administer and if necessary prepare medication safely under direct supervision, according to national and local policy</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Under supervision, supervise and teach other to safely and effectively administer, and where necessary prepare medicines via routes and methods commonly used and maintain records</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Under supervision involve people and carers in administration and self-administration of medicines providing information about the medication and possible side effects</li> </ul>   |                                   |  |  |  |
| <b>24. Ensure safe, effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits</b> | <ul style="list-style-type: none"> <li>Report adverse incidents and near misses</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Demonstrate awareness of how to manage anaphylaxis</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Work with people and carers to provide clear and accurate information. Give clear instruction and explanation and check that the person understands the use of medicines and treatment options</li> </ul>  |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Assist people to make safe and informed choices about their medicines</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same</li> </ul>   |                                   |  |  |  |
|  | <ul style="list-style-type: none"> <li>Question, critically appraise and take into account ethical considerations and the preferences of the person receiving care. Use evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment</li> </ul>     |                                   |  |  |  |

| Competency Statement  | The Student nurse can:  | Achieved:<br>Mentor sign<br>and date |  | Not achieved by<br>end of year:<br>Mentor sign and<br>date |  |
|---|---|--------------------------------------|--|--|--|
| <u>Leadership, Management and Team Working</u><br><br><b>25. Safely lead, co-ordinate and manage care</b> | <ul style="list-style-type: none"> <li>Act as a role model in developing trusting relationships, within professional boundaries</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Act as an effective role model in decision making, taking action and supporting others</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Take an effective role within the team, adopting the leadership or management role when appropriate</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Actively consult and explore solutions and ideas with others to enhance care</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Challenge the practice of self and others across the multi-professional team</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Provide advice and support to others involved in the treatment and care of clients across health, social care and other services and settings</li> </ul> |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Inspire confidence and provide clear direction to others</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Negotiate with others in relation to balancing competing and conflicting priorities</li> </ul>   |                                      |  |  |  |
| <b>26. Be trusted to promote continuity when transferring people's care to another service or person</b>  | <ul style="list-style-type: none"> <li>Assist in preparing people and carers for transfer and transition through effective dialogue and accurate information</li> </ul>                         |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Assist in the preparation of records and reports in order to facilitate safe and effective transfer</li> </ul>   |                                      |  |  |  |
| <b>27. Work safely under pressure and maintain the safety of service users at all times</b>               | <ul style="list-style-type: none"> <li>Prioritise own workload and manage competing and conflicting priorities</li> </ul>   |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Report concerns regarding staffing and skill mix and act to resolve issues that may impact upon safety</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Enable others to identify and manage their stress</li> </ul>   |                                      |  |  |  |
| <b>28. Safely delegate to others and respond appropriately when a task is delegated to them</b>           | <ul style="list-style-type: none"> <li>Take responsibility and accountability for delegating care to others</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Prepare, support and supervise those to whom care has been delegated</li> </ul>  |                                      |  |  |  |
|   | <ul style="list-style-type: none"> <li>Facilitate others to develop competence, using a range of professional and personal development skills</li> </ul>  |                                      |  |  |  |

# Snapshot Assessment

## Teaching Activity

Nurses have a responsibility to help others to develop their knowledge, skills and understanding in order to enhance their ability to care for themselves and others. This requires a range of activities including the provision of educational support, facilitation skills and effective teaching and learning strategies.

The student's ability to plan and carry out a teaching session should be summatively assessed on one occasion during the third year using the criteria below. The teaching and learning activity can involve patients, carers, junior students or other colleagues. The student should have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity.

| Student's Name:   |   | Name of Placement:  |   |  | Date:  |      |
|---|---|---|---|--|--|------|
| Guidance for Mentor – With reference to the descriptors below select the mark closest to your student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side. |   |   |   |  |  |      |
|   | 0   | 1   | 2   | 3  | 4  | Mark |
| The learner's needs are identified  | Did not make an attempt to identify the learners' needs or recognised the importance of this when planning or delivering the session. | Made limited attempts to identify learners' needs and take this into account when planning or delivering the session. | Identified learners' needs. No checks made to ensure they were met during the session.  | Identified learners' needs. Took into account in the planning and delivery of session. Took steps to build upon learners' knowledge and abilities.         | Explored learning needs with the learners. During the session ensured these were met and built upon. Adaptable delivery to ensure development of learners.                   |      |
| Planned teaching style and methods are appropriate to the topic and situation   | The rationale for teaching style and method used were not identified.   | Limited insight into the rationale for the choice of teaching style and method of delivery.                           | Rationale given for the teaching style & methods used. Adopted an approach which was appropriate for the topic and situation.                                 | Appropriate approach with clear rationale provided for the style and methods used. Able to evaluate the approach taken.                                    | Appropriate approach and rationale provided for the style and methods used. Able to critically appraise the approach and identify alternatives.                              |      |
| Appropriate teaching and learning aids prepared   | No teaching or learning aids used.  | Some use of teaching and learning aids, which enhanced the effectiveness of the session to some extent.               | Teaching aids prepared before hand and used to reinforce teaching and learning. Aids reflected the learning style of the learner.                             | Variety of teaching aids prepared and used creatively to enhance the session and meet learning styles. Demonstrates confidence.                            | Imaginative use of teaching aids enhanced session and took account of learning styles. Demonstrated confidence and flexibility and left resources for follow on activities.  |      |
| Created a suitable learning environment   | Learning environment not managed to facilitate teaching and learning.   | Some attempt to organise the learning environment to reduce disturbance and enable learning.                          | The learning environment was organised appropriately so that disturbances were minimised and privacy maintained.  | Learning environment organised in a way which enhanced the atmosphere and ensured learners felt relaxed and able to focus.                                 | Effective learning environment which enhanced the atmosphere and ensured learners felt relaxed and able to focus. Able to critically reflect upon strategies used            |      |
| Pace and level of presentation appropriate and adapted to learner's needs.  | Pace and level of session too fast or too slow and did not take account of learners needs.  | Appropriate pace. Some checks made to ensure understanding. Unable to explain topic in more than one way.             | Appropriate pace. Clear attempts made to check if level of knowledge was appropriate. Was able to explain topic in a variety of ways to ensure understanding. | Adapted pace to meet learner's needs. Checks made to ensure understanding and clarified points of concern. Able to explain information in variety of ways. | Adapted pace and level of information to meet learner's needs. Imaginative ways of explaining and clarifying points of concern. Confidently demonstrated own knowledge base. |      |

# Snapshot Assessment

## Year 3

### Teaching Activity

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon and giving examples of the student's performance and abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| The learner's needs are identified  |   |
| Planned teaching style and methods are appropriate to the topic and situation |   |
| Appropriate teaching and learning aids prepared                               |   |
| Created a suitable learning environment                                       |   |
| Pace and level of presentation appropriate and adapted to learner's needs     |   |

|   | 0  | 1   | 2   | 3  | 4   | Mark |
|---|--|---|---|--|---|------|
| <b>Relevant content and logical progression of session</b>                          | Irrelevant or inaccurate content presented in a disorganised manner. No evidence of a lesson plan.   | Some irrelevant or inaccurate content which did not fully meet the learner's needs. Lesson plan and presentation of information indicated logical sequence. | Mainly relevant and accurate information presented in sequence. Satisfactory lesson plan.   | Good knowledge base enabled presentation of accurate and relevant information presented logically. Understanding checked occasionally. Detailed lesson plan presented. | Extensive knowledge base enabled presentation of accurate and highly relevant information presented in a logical sequence. Understanding checked and responded to at each step.   |      |
| <b>Able to develop relationships which are conducive to learning</b>                | No rapport established. Learner not encouraged to ask or answer questions.   | Rapport established and attempts made to encourage the learner to participate using mainly closed questioning.  | Good rapport established. Learner actively encouraged to ask questions and participate in the session. Effectively used open questioning and encouragement given. | Effective interpersonal skills and rapport established. Open and honest dialogue established with learner. Effective use of questioning and encouragement given.       | Excellent interpersonal skills and rapport established. Open and honest dialogue established with learner. Effective use of questioning. Encouragement and motivation given to continue learning.                                   |      |
| <b>Aims and learning outcomes clearly identified and learning outcomes achieved</b> | Aims and learning outcomes not identified in lesson plan. No checks made with the learner to establish if learning outcomes were achieved. | Aims and learning outcomes identified in lesson plan. No checks carried out to establish whether learning outcomes had been met.                            | Aims and learning outcomes identified in lesson plan. Checks carried out to establish whether outcomes had been met.  | Aims and learning outcomes identified in lesson plan. Checks carried out to establish whether outcomes had been met. Able to critically appraise session.              | Aims and learning outcomes identified in lesson plan. Checked with learner to ensure learning outcomes were met. Able to critically appraise session and identify alternative ways to meet learning outcomes.                       |      |
| <b>Learner encouraged to provide feedback and evaluate session</b>                  | No attempt made to obtain feedback and evaluate the session.   | Some attempt made to obtain feedback and evaluate session.  | Feedback obtained in a planned and structured manner. Used to reflect upon and evaluate own performance.  | Feedback obtained in a planned and structured manner. Used to reflect upon and evaluate own performance and identify areas for own development.                        | Feedback obtained in a planned and structured manner. Used to critically analyse and evaluate own performance and identify areas for development. Follow up offered to learner to address any identified further development needs. |      |
| <b>Student able to critically appraise own performance through reflection</b>       | Descriptive account of performance.  | Able to demonstrate some insight into own performance through reflection.   | Reflected upon own performance and was able to identify ways of improving own practice.   | Reflected upon own performance and clearly able to assess own capabilities and ways of developing self.  | Detailed reflection used to critically analyse capabilities, appraise alternatives and plans actions to further develop self.   |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.**

Please develop an action plan to help the student prepare for a 2<sup>nd</sup> assessment attempt. The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Relevant content and logical progression of session                          |   |
| Able to develop relationships which are conducive to learning                |   |
| Aims and learning outcomes clearly identified and learning outcomes achieved |   |
| Learner encouraged to provide feedback and evaluate session                  |   |
| Student able to critically appraise own performance through reflection       |   |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## Summative Action Plan

To be completed only when there is cause for concern about a student's progress and they have not achieved the required standard in the Clinical Grading Tool Assessment, The Snap Shot assessment or the Essential Skills Clusters at the end of the year.

The action plan must clearly highlight the areas of concern together with a plan to enable the student to develop. A Practice Liaison Teacher must be informed and should be present when an action plan is required at a summative point.

The student requires a further 4 week period of practice in order to have the opportunity to achieve at the summative point. The student will need to demonstrate the following:

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

**Mentor**

**Date**

**Student:**

**Date**

**Practice Liaison Teacher**

**Date**



# Summative Action Plan: 2 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning<br>experiences and<br>opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

**Signatures:**

Mentor

Date

Student

Date

Practice Liaison Teacher

Date

# Summative Action Plan: 4 week review

| Area of development<br>What needs to be achieved | Plan for learning<br>Details of planned learning experiences and opportunities | Evidence of Achievement |
|--|--|-------------------------|
|  |  |                         |

Action Plan Achieved:

Yes

No

Signatures:

Mentor

Student

Practice Liaison Teacher

Date

Date:

Date

# Service User Experiences

## Year 3

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers can lead to valuable insights into **your own and others practice and the impact this can have upon those in your care**. During the course of the year you are required to document a minimum of 3 logs following conversations with service users, documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC 2008)

### Summary of Feedback:

#### Log 1

### Summary of Feedback:

#### Log 2

**Summary of Feedback:**  
**Log 3**

**Summary of Feedback:**  
**Log 4**

**Summary of Feedback:**  
**Log 5**

# Reflection: Service User Feedback

## Year 3

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **your own practice, that of others and the impact this can have upon people in your care**. Please consider the feedback and reflect upon issues identified. You may wish to consider how you and others acted, how you can change your practice to support service users better and whether there is potential for service improvement based upon new insights gained. You may not choose to share all of your thinking and include only the pertinent points (Moon 2006). Please ensure confidentiality is maintained in this account (NMC 2010).

**Date:**

**Summary of issues:**

**Critical analysis of event:** (This involves breaking the issues or a situation down and examining it from a number of different points of view: What were the main issues from the service user, family's or carer's perspective? What are your own feelings and those of others? What broader issues for example ethical, legal, professional issues arise from these situations? You should include reading that has been relevant to your understanding)

**What have you learnt that will impact upon your future practice:**

(Think about how this feedback may help you. Has this changed your way of thinking? Are there any changes to practice or service improvements that could be implemented to improve the care, safety and well-being of others? What would the consequences of this likely to be?)

**Issues to be followed up and thoughts on how you will so this:**

(Consider how you might share this information with colleagues. Consider how you might use your leadership skills to act as a change agent and take forward ideas for quality improvement and service development in order to shape future services).

**Comments from mentor:**

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development* (2<sup>nd</sup> Ed). Abingdon: Routledge.  
Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC

# Practice requirements for entry to the NMC's Register and final programme on-going record of achievement

A sign off mentor is a specially prepared mentor who verifies that a student has achieved the standards for safe and effective practice that are required in order to register as a qualified nurse. During your supervised practice placement your sign off mentor will make the decision about whether you are suitable for entry to the register. In order to do this the sign off mentor will review your practice assessment documentation and discuss your progress and competence with colleagues. During your supervised practice placement your sign-off mentor will spend the equivalent of 1 hour per week with you in order to monitor your progress. This is in addition to the required 40% of time that you spend with your mentor.

To be completed at the end of the supervised practice learning experience.

|   |
|---|
| <b>Supervised Practice Placement:</b>                                   |
| <b>Student's name:</b>  |
| <b>Date of placement: From</b> <b>to</b>                                |
| <b>Student's comments:</b>  |
| <b>Mentor's Comments:</b>   |
| <b>Aspects of the student's performance that are cause for concern:</b> |

**Is an action plan required?** (If there is cause for concern and / or the student has not achieved a satisfactory grade or above in the final Clinical Grading Tool assessment or the Snap Shot Assessment, or has failed to achieve all of the Essential Skills Clusters). If Yes the Practice Liaison Teacher must be informed.

**YES**

**NO**

The student **does not** practice at the required level of competence to meet the **NMC practice requirements for entry to the Register**

**Sign-Off Mentor's Full Name:**

**Sign-Off Mentor's NMC PIN:**

**Sign-Off Mentor's Signature:**

**Date:**

**Student's Name:**

**Date:**

**Student's Signature:**

**Date:**

**Ongoing Achievement Record:**

By achieving all the Learning Outcomes and on being judged as satisfactory in all assessments within the placements for years one, two and three, and successfully completing any action plans if required, **this student has met the NMC practice requirements for entry to the Register.**

**Sign-Off Mentor's Full Name:**

**Sign-Off Mentor's NMC PIN:**

**Sign-Off Mentor's Signature:**

**Date:**

**Student's Name:**

**Date:**

**Student's Signature:**

**Date:**



# End of Year Checklist

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking.

| Documentation   | Student's Initial and Date | Tutor's Initial and Date |
|---|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)  |                            |                          |
| SWOT Analysis (one per placement)   |                            |                          |
| Initial Review and Learning Agreement (one per placement)   |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)                     |                            |                          |
| Final Review and On-going Achievement Record (one per placement)<br><b>Student to submit photocopy</b>      |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Student to submit photocopy</b>                     |                            |                          |
| Snapshot Assessment (one per year)<br><b>Student to submit photocopy</b>                                    |                            |                          |
| Essential Skills Clusters and related competencies  |                            |                          |
| Mentor's Signatures sheet (one per placement)   |                            |                          |
| Record of attendance (one per placement)<br><b>Student to submit photocopy</b>                              |                            |                          |
| Completed logs recording Service User Experiences   |                            |                          |
| Reflection based upon Service User Feedback   |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences  |                            |                          |
| Record of visits and short placements   |                            |                          |
| Action plans (if required)  |                            |                          |
| Sign off document and final programme on-going record of achievement.<br><b>Student to submit photocopy</b> |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

## Clinical Grading Tool – Retrieval Attempt

### Year 3

Level 6

Student's Name:

Name of Placement:

Date:

**Guidance for mentors: With reference to the criteria below please select the mark which reflects the student's performance, knowledge and understanding. Please indicate the mark awarded in the box on the right hand side.**

| Professional Values  | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
|--|--|---|---|--|--|--------------|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  | Little insight into own limitations. Lacks confidence. Fails to recognise or address deficits in own knowledge and skills                                  | Some insight into own capabilities and recognises limitations but little evidence of personal development based upon feedback given. Limited confidence                               | Confident and self aware. Beginning to take responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can provide some rationale to justify actions          | Confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Takes responsibility for and can justify own actions                        | Very confident and self aware. Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities. Can justify own actions and appraise alternative ways of working   |              |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) | Concerns about honesty and integrity. Prompting needed to integrate <i>The Code of Conduct</i> (NMC 2008) into own practice.                               | Is aware of own responsibilities and demonstrates <i>The Code of Conduct</i> (NMC 2008) in own practice.  | Confidently incorporates the <i>Code of Conduct</i> (NMC 2008) into own practice. Requires encouragement to guide junior colleagues to understand and apply <i>The code of Conduct</i> to their own practise. | Confidently demonstrates the principles of <i>The Code of Conduct</i> (NMC 2008) at all times. Guides and supports junior colleagues to understand and apply the code of conduct to their own practise                 | Is extremely confident and incorporates the <i>Code of Conduct</i> (NMC 2008) into their own practise. Challenges others in an appropriate manner and is proactive in providing direction and support to junior colleagues.                                      |              |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   | Cannot be relied upon to recognise or respond to people in vulnerable positions. Limited insight into policies and legislation. Fails to share information | Lacks ability to consistently recognise when people are in vulnerable situations. Limited insight into policies and legislation. Information not always shared                        | Usually recognises and responds when people are in vulnerable situations. Has an understanding of relevant policies and legislation. Shares information with others. Requires some guidance.                  | Has the knowledge and skills to consistently recognise when people are in vulnerable situations. Shares information with others. Good understanding of relevant policies and legislation. Minimal supervision required | Promptly recognises when people are in vulnerable situations and shares information without the need for supervision. Excellent understanding of relevant policies and legislation.  |              |
| Communication & Interpersonal Skills   | 0  | 1   | 2   | 3  | 4  | Mark Awarded |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   | Does not consistently communicate in a sensitive manner. Little insight into own values and how these impact upon interaction with other                   | Communicates in an effective and sensitive manner. Is aware of how own values may impact upon interaction with others. Demonstrates some insight into own practice through reflection | Good communication carried out in an effective and sensitive manner. Can reflect upon and analyse own values and how these might impact upon interactions and identify action for on-going development        | Very good communication carried out in an effective and sensitive manner. Can reflect and analyse own values and how these might impact upon interactions. Able to identify and plan action for on-going development.  | Excellent communication carried out in an effective and sensitive manner. Recognises how own values may affect interaction. Uses reflection to analyse, identify and implement action for own development. Guides others in their interaction with service users |              |

## Clinical Grading Tool

### Year 3

Level 6

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon or give an example of how the student has demonstrated these skills and professional behaviours.**

| Professional Values  | Justification and Rationale for Mark Awarded: |
|--|---|
| Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions  |   |
| Practises with honesty & integrity applying principles of <i>The Code: Standards of conduct, performance and ethics for nurses &amp; midwives</i> (2008) & <i>The Guidance on professional conduct for nursing and midwifery students</i> (2009) |   |
| Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people particularly children, young people and vulnerable adults   |   |
| Communication & Interpersonal Skills   | Justification and Rationale for Mark Awarded: |
| Acts in a manner that is attentive, kind, sensitive, compassionate & non-discriminatory, that values diversity & acts within professional boundaries   |   |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|---|---|---|---|--|---|---------------------|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   | Unsatisfactory presentation of professional image and time-keeping. Not acting as a role model for others. Lacks respect for diversity and individual preferences | Inconsistent presentation of professional image, time-keeping and ability to act as a role model. Requires guidance to adapt practice to meet individual preferences                                    | Satisfactory professional image and time-keeping. Acts as a role model. Developing confidence when providing care to meet individuals needs   | Good professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practising with some autonomy   | Excellent professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practises autonomously and guides others in the delivery of care.   |                     |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. | Consistency not demonstrated in maintaining confidentiality or sharing information appropriately  | Recognises the need to act appropriately in relation to the sharing of information but lacks insight into the legal frameworks for data protection  | Maintains confidentiality of information with minimal guidance. Is aware of legal frameworks for data protection. Supports others in order to ensure confidentiality                | Maintains confidentiality of information without the need for guidance in routine situations. Good knowledge of legal frameworks for data protection. Guides and supports others to ensure confidentiality         | Maintains confidentiality of information without the need for guidance in both routine and complex situations. Good knowledge of legal frameworks for data protection. Confidently guides and supports others to ensure confidentiality |                     |
| Demonstrates safe and effective communication skills both orally and in writing   | Inconsistency in ability to communicate safely and effectively. Both oral and written communication requires detailed guidance                                    | Some guidance required with communication in routine situations. Requires detailed guidance with more complex situations. Requires prompting with written documentation                                 | Satisfactory communication in familiar, complex and unpredictable situations. Minimal supervision required with written documentation   | Effective communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately   | Excellent communication in familiar, complex and unpredictable situations. Can be relied upon to complete written documentation accurately. Provides guidance for others  |                     |
| <b>Nursing Practise and Decision making</b>   | <b>0</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  | Requires repeated instruction and supervision to enable safe practice. Unable to manage and prioritise own workload   | Inconsistency demonstrated in ability to carry out instructions and manage own workload. Not able to direct others  | Reliable and able to work with minimal supervision. Needs support when directing and delegating care to others. Usually able to manage own workload                                 | Reliable. Can be trusted to work independently. Minimal supervision required when directing others and delegating care. Manages and prioritises workloads effectively  | Very reliable. Is able to work independently and when directing others and delegating care. Manages and prioritises workloads effectively   |                     |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  | Inconsistency in ability to provide safe care and meet peoples' physical and emotional needs. Minimal understanding of the knowledge that informs care            | Satisfactory care given meeting physical and emotional needs with minimum supervision. Some understanding of knowledge and evidence that informs care. Requires support to apply theory to own practise | Good care given meeting physical and emotional needs. Working more independently. Good understanding of knowledge and evidence that informs care and able to apply to own practise. | Very good care given meeting physical and emotional needs. Working independently. Draws upon a wide range of knowledge and evidence to inform care. Is able to apply to own practise and support junior colleagues | Excellent care given meeting physical and emotional needs. Critically appraises the knowledge and evidence which informs care. Supervises and directs junior colleagues in care delivery  |                     |

| <b>Communication &amp; Interpersonal Skills</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
|---|--|
| Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences   |  |
| Understands the principles of confidentiality and data protection, treats information as confidential except when sharing is required to safe guard and protect people. |  |
| Demonstrates safe and effective communication skills both orally and in writing   |  |
| <b>Nursing Practise and Decision making</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Demonstrates the ability to listen, seek clarity and carry out instructions safely  |  |
| Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs  |  |

| <b>Nursing Practise and Decision making</b>  | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
|--|--|--|---|--|---|---------------------|
| Demonstrates respect for people's rights and choices   | Requires close supervision. Fails to act respectfully and use appropriate strategies to empower and support choice                     | Recognises need to support choice but inconsistent in ability to empower people to make own choices                                    | Use appropriate strategies to empower people to make own choices with some prompting  | Acts with minimal supervision or direction. Uses appropriate strategies to empower people to make choices Supports others  | Acts independently, empowering people and enabling choice Demonstrates confidence and flexibility and takes responsibility for directing others   |                     |
| <b>Leadership, management and team working</b>   | <b>0</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>Mark Awarded</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 | Limited ability to identify strategies to manage risk and reluctant to seek help   | Some understanding of risk management strategies but not consistently utilised in practice. Reluctant to seek help                     | Utilise strategies to reduce risk. Is aware of when to seek help and report concerns  | Utilises an appropriate range of risk management strategies to generate solutions to manage risk. Identifies how these might be evaluated                                  | Critically analyses risk management strategies Applies knowledge and strategies to generate solutions to manage risk. Identifies how these might be evaluated.  |                     |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately | Works as part of a team but limited leadership skills demonstrated. Reluctant to adopt leadership role or challenge practise of others | Works effectively within a team. Beginning to demonstrate leadership skills. Requires support to challenge practice of self and others | Works effectively within a team Demonstrates an appropriate leadership style. Seeks help and feedback to challenge practise and identify ways to enhance care | Works very effectively within a team. Using a range of leadership skills. Demonstrates ability to appropriately challenge practise and implement solutions to enhance care | Excellent team working and leadership skills. Demonstrates ability to appropriately challenge practise and implements solutions to enhance care. Enables others to take an active part within the team. |                     |

#### KEY and ACTIONS:

- Red** = Unsatisfactory progress and a cause for concern.  
Please complete an action plan and inform Practice Liaison Teacher.
- Amber** = Satisfactory progress being made
- Light Green** = Good progress being made
- Dark Green** = Excellent Progress being made

#### Signatures:

Student

Date

Mentor

Date

| <b>Nursing Practise and Decision making</b>  | <b>Justification and Rationale for Mark Awarded:</b> |
|--|--|
| Demonstrates respect for people's rights and choices   |  |
| <b>Leadership, management and team working</b>   | <b>Justification and Rationale for Mark Awarded:</b> |
| Seeks help where people's needs are not being met, or they are at risk                                 |  |
| Acts in a way that values roles and responsibilities of others on the team and interacts appropriately |  |

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**



# Snapshot Assessment – Retrieval Attempt

## Teaching Activity

Nurses have a responsibility to help others to develop their knowledge, skills and understanding in order to enhance their ability to care for themselves and others. This requires a range of activities including the provision of educational support, facilitation skills and effective teaching and learning strategies.

The student's ability to plan and carry out a teaching session should be summatively assessed on one occasion during the third year using the criteria below. The teaching and learning activity can involve patients, carers, junior students or other colleagues. The student should have adequate opportunity to practice under supervision and obtain feedback to enable them to adequately prepare for this assessment activity.

| Student's Name:   |   | Name of Placement:  |   |  |  | Date: |
|---|---|---|---|--|--|-------|
| Guidance for Mentor – With reference to the descriptors below select the mark closest to your student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side. |   |   |   |  |  |       |
|   | 0   | 1   | 2   | 3  | 4  | Mark  |
| <b>The learner's needs are identified</b>   | Did not make an attempt to identify the learners' needs or recognised the importance of this when planning or delivering the session. | Made limited attempts to identify learners' needs and take this into account when planning or delivering the session. | Identified learners' needs. No checks made to ensure they were met during the session.  | Identified learners' needs. Took into account in the planning and delivery of session. Took steps to build upon learners' knowledge and abilities.         | Explored learning needs with the learners. During the session ensured these were met and built upon. Adaptable delivery to ensure development of learners.                   |       |
| <b>Planned teaching style and methods are appropriate to the topic and situation</b>  | The rationale for teaching style and method used were not identified.   | Limited insight into the rationale for the choice of teaching style and method of delivery.                           | Rationale given for the teaching style & methods used. Adopted an approach which was appropriate for the topic and situation.                                 | Appropriate approach with clear rationale provided for the style and methods used. Able to evaluate the approach taken.                                    | Appropriate approach and rationale provided for the style and methods used. Able to critically appraise the approach and identify alternatives.                              |       |
| <b>Appropriate teaching and learning aids prepared</b>  | No teaching or learning aids used.  | Some use of teaching and learning aids, which enhanced the effectiveness of the session to some extent.               | Teaching aids prepared before hand and used to reinforce teaching and learning. Aids reflected the learning style of the learner.                             | Variety of teaching aids prepared and used creatively to enhance the session and meet learning styles. Demonstrates confidence.                            | Imaginative use of teaching aids enhanced session and took account of learning styles. Demonstrated confidence and flexibility and left resources for follow on activities.  |       |
| <b>Created a suitable learning environment</b>  | Learning environment not managed to facilitate teaching and learning.   | Some attempt to organise the learning environment to reduce disturbance and enable learning.                          | The learning environment was organised appropriately so that disturbances were minimised and privacy maintained.  | Learning environment organised in a way which enhanced the atmosphere and ensured learners felt relaxed and able to focus.                                 | Effective learning environment which enhanced the atmosphere and ensured learners felt relaxed and able to focus. Able to critically reflect upon strategies used            |       |
| <b>Pace and level of presentation appropriate and adapted to learner's needs.</b>   | Pace and level of session too fast or too slow and did not take account of learners needs.  | Appropriate pace. Some checks made to ensure understanding. Unable to explain topic in more than one way.             | Appropriate pace. Clear attempts made to check if level of knowledge was appropriate. Was able to explain topic in a variety of ways to ensure understanding. | Adapted pace to meet learner's needs. Checks made to ensure understanding and clarified points of concern. Able to explain information in variety of ways. | Adapted pace and level of information to meet learner's needs. Imaginative ways of explaining and clarifying points of concern. Confidently demonstrated own knowledge base. |       |



# Snapshot Assessment

## Year 3

### Teaching Activity

**Guidance for mentors: Please justify the marks awarded on the page opposite by commenting upon and giving examples of the student's performance and abilities.**

|   | Justification and Rationale for Mark Awarded: |
|---|---|
| The learner's needs are identified  |   |
| Planned teaching style and methods are appropriate to the topic and situation |   |
| Appropriate teaching and learning aids prepared                               |   |
| Created a suitable learning environment                                       |   |
| Pace and level of presentation appropriate and adapted to learner's needs     |   |

|   | 0  | 1   | 2   | 3  | 4   | Mark |
|---|--|---|---|--|---|------|
| <b>Relevant content and logical progression of session</b>                          | Irrelevant or inaccurate content presented in a disorganised manner. No evidence of a lesson plan.   | Some irrelevant or inaccurate content which did not fully meet the learner's needs. Lesson plan and presentation of information indicated logical sequence. | Mainly relevant and accurate information presented in sequence. Satisfactory lesson plan.   | Good knowledge base enabled presentation of accurate and relevant information presented logically. Understanding checked occasionally. Detailed lesson plan presented. | Extensive knowledge base enabled presentation of accurate and highly relevant information presented in a logical sequence. Understanding checked and responded to at each step.   |      |
| <b>Able to develop relationships which are conducive to learning</b>                | No rapport established. Learner not encouraged to ask or answer questions.   | Rapport established and attempts made to encourage the learner to participate using mainly closed questioning.  | Good rapport established. Learner actively encouraged to ask questions and participate in the session. Effectively used open questioning and encouragement given. | Effective interpersonal skills and rapport established. Open and honest dialogue established with learner. Effective use of questioning and encouragement given.       | Excellent interpersonal skills and rapport established. Open and honest dialogue established with learner. Effective use of questioning. Encouragement and motivation given to continue learning.                                   |      |
| <b>Aims and learning outcomes clearly identified and learning outcomes achieved</b> | Aims and learning outcomes not identified in lesson plan. No checks made with the learner to establish if learning outcomes were achieved. | Aims and learning outcomes identified in lesson plan. No checks carried out to establish whether learning outcomes had been met.                            | Aims and learning outcomes identified in lesson plan. Checks carried out to establish whether outcomes had been met.  | Aims and learning outcomes identified in lesson plan. Checks carried out to establish whether outcomes had been met. Able to critically appraise session.              | Aims and learning outcomes identified in lesson plan. Checked with learner to ensure learning outcomes were met. Able to critically appraise session and identify alternative ways to meet learning outcomes.                       |      |
| <b>Learner encouraged to provide feedback and evaluate session</b>                  | No attempt made to obtain feedback and evaluate the session.   | Some attempt made to obtain feedback and evaluate session.  | Feedback obtained in a planned and structured manner. Used to reflect upon and evaluate own performance.  | Feedback obtained in a planned and structured manner. Used to reflect upon and evaluate own performance and identify areas for own development.                        | Feedback obtained in a planned and structured manner. Used to critically analyse and evaluate own performance and identify areas for development. Follow up offered to learner to address any identified further development needs. |      |
| <b>Student able to critically appraise own performance through reflection</b>       | Descriptive account of performance.  | Able to demonstrate some insight into own performance through reflection.   | Reflected upon own performance and was able to identify ways of improving own practice.   | Reflected upon own performance and clearly able to assess own capabilities and ways of developing self.  | Detailed reflection used to critically analyse capabilities, appraise alternatives and plans actions to further develop self.   |      |

**Total Mark awarded =**

**If the mark awarded is less than 16 the student has not passed this assessment.**

Please develop an action plan to help the student prepare for a 2<sup>nd</sup> assessment attempt. The Practice Liaison Teacher must be informed.

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

|  | Justification and Rationale for Mark Awarded: |
|--|---|
| Relevant content and logical progression of session                          |   |
| Able to develop relationships which are conducive to learning                |   |
| Aims and learning outcomes clearly identified and learning outcomes achieved |   |
| Learner encouraged to provide feedback and evaluate session                  |   |
| Student able to critically appraise own performance through reflection       |   |

### Signatures:

Student

Date

Mentor

Date

# Final review and on-going record of achievement – Following retrieval attempt

To be completed by the student and mentor at the end of the practice learning experience in order to inform the mentor in the next placement of progress and on-going development needs.

**Name of Placement:**

**Student's summary of own progress and plan for on-going development:**

**Mentor's summary of the student's progress and areas for on-going development:**

**Aspects of the student's performance that are a cause for concern:**

**Summative action plan achieved?**

**Yes**

**No**

**Signatures:**

**Student**

**Date**

**Mentor**

**Date**

## End of Year Checklist: Retrieval Attempt

Please ensure the following documentation has been completed and signed and where indicated photocopies attached prior to submission as incomplete documentation will result in a delay in marking

| Documentation  | Student's Initial and Date | Tutor's Initial and Date |
|--|----------------------------|--------------------------|
| Orientation to Practice Learning Environment (one per placement)                                       |                            |                          |
| SWOT Analysis (one per placement)  |                            |                          |
| Initial Review and Learning Agreement (one per placement)  |                            |                          |
| Midpoint Formative Review and Formative Developmental Learning Plan (one per placement)                |                            |                          |
| Final Review and On-going Achievement Record (one per placement)<br><b>Student to submit photocopy</b> |                            |                          |
| Clinical Grading Tool Assessment (one per placement) <b>Students to submit photocopy</b>               |                            |                          |
| Snapshot Assessment (one per year)<br><b>Student to submit photocopy</b>                               |                            |                          |
| Essential Skills Clusters and related competencies   |                            |                          |
| Mentor's Signatures sheet (one per placement)  |                            |                          |
| Record of attendance (one per placement)<br><b>Student to submit photocopy</b>                         |                            |                          |
| Completed logs recording service user experiences  |                            |                          |
| Reflection based upon service user feedback  |                            |                          |
| Completed logs recording Field Related and Midwifery Experiences                                       |                            |                          |
| Record of visits and short placements  |                            |                          |
| Action plans   |                            |                          |

To be completed by University Academic Staff:

**Comments:**

**Tutor's Name:**

**Signature:**

**Date:**

# Field Related Learning Experiences

## Mental Health Nursing

Throughout your programme you will come into contact with people with a variety of health care needs from other fields of nursing. Gaining insight into essential aspects of treatment and care for people outside of your own field of practice will enable you to integrate your experiences and meet the needs of all your patients, their relatives and friends. You are required to provide evidence of experiences you have had interacting with or caring for people associated with other fields of nursing.

Using reflective logs you are expected to outline your experiences and reflect upon insights gained. Following each experience you are required to identify an aspect of learning that you will explore further related to that field of nursing and identify how you will meet those learning needs during your time in practice. After completion of the first reflective log you need to identify an aspect of care, an essential skill or an area of learning which you wish to explore and develop. The progress of this learning will occur over time and should be evidenced in the next reflective log, when you will identify further learning needs. This process will continue until you reach the end of the programme.

It is anticipated that you will complete three reflective logs for each field of nursing, other than your own during the course of the programme. At least one reflective log must be completed in each year of the programme. You may include reflection upon simulated practice as part of this work.

The following points may be considered and act as guide to possible aspects of learning and development.

- Explore the literature to gain a better understanding of a person's condition and the impact this might have upon their daily activities.
- Consider the specific needs of individuals and how these can be facilitated within different care settings. Reflect upon how you have participated in meeting essential needs and strategies used to reduce anxiety and promote autonomy and involvement in care.
- Discuss the impact of the person's condition and illness in relation to their understanding, communication or behaviour and strategies used to address this.
- Reflect upon communication strategies used and how these may have been adapted to meet different stages of development
- Consider medication and how some drugs may be contra-indicated in certain conditions
- Explore ethical issues related to care and reflect upon the need to advocate for those in your care.
- Reflect upon the way in which you worked in partnership with others to meet individual's needs.

Your Mentor and Practice Liaison Tutor will be able to help you identify suitable learning opportunities that arise as part of your experiences in day to day practice and also opportunities for exploring alternative practice learning experiences.

## Developing knowledge and understanding of the care of individuals within the field of Learning Disability Nursing

### REFLECTIVE LOG 1

You are required to provide evidence of an experience that you have had interacting with a person with a learning disability. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience:

Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 2

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Learning Disability Nursing

### REFLECTIVE LOG 2

You are required to provide evidence of an experience that you have had interacting with a person with a learning disability. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 1

Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 3

Signature and date:

Mentor

Signature and date:

Student



## Developing knowledge and understanding of the care of individuals within the field of Learning Disability Nursing

### REFLECTIVE LOG 3

You are required to provide evidence of an experience that you have had interacting with a person with a learning disability. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 2

Identify the aspect of learning related to treatment and care you have chosen for further exploration as part of your on-going development.

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Adult Nursing

### REFLECTIVE LOG 1

You are required to provide evidence of an experience that you have had interacting with a person with adult nursing care needs. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience:

Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 2

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Adult Nursing

Evidence to meet the EU Directive 2005/36/EC

| <b>REFLECTIVE LOG 2</b>   |  |
|---|--|
| <b>You are required to provide evidence of an experience that you have had interacting with a person with adult nursing care needs. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.</b> |  |
| <b>Name of the Placement:</b>   |  |
| <b>Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 1</b>   |  |
| <b>Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 3</b>  |  |
| <b>Signature and date:</b><br><br><b>Mentor</b>   | <b>Signature and date:</b><br><br><b>Student</b> |

## Developing knowledge and understanding of the care of individuals within the field of Adult Nursing

### REFLECTIVE LOG 3

You are required to provide evidence of an experience that you have had interacting with a person with adult nursing care needs. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 2

Identify the aspect of learning related to treatment and care you have chosen for further exploration as part of your on-going development.

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Children's Nursing

### REFLECTIVE LOG 1

You are required to provide evidence of an experience that you have had interacting with a child or young person. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience:

Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 2

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Children's Nursing

### REFLECTIVE LOG 2

You are required to provide evidence of an experience that you have had interacting with a child or young person. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 1

Identify the aspect of learning related to treatment and care you have chosen for further exploration. This must be evidenced in Reflective Log 3

Signature and date:

Mentor

Signature and date:

Student

## Developing knowledge and understanding of the care of individuals within the field of Children's Nursing

### REFLECTIVE LOG 3

You are required to provide evidence of an experience that you have had interacting with a child or young person. You need to provide evidence of your participation taking into account essential aspects of treatment and care and the needs of relatives and carers.

Name of the Placement:

Summary of Experience: Please include evidence of the learning you have explored and built upon which was identified in Reflective Log 2

Identify the aspect of learning related to treatment and care you have chosen for further exploration as part of your on-going development.

Signature and date:

Mentor

Signature and date:

Student