

Practice Assessment Document

2018 - 2019

Oxford Brookes University

Return to Practice Nursing

STUDENT NAME:

STUDENT NUMBER:

YOU MUST NOT REMOVE ANY WRITTEN FEEDBACK, COMMENTS OR ACTION PLANS FROM THIS PRACTICE ASSESSMENT DOCUMENT, WHICH IS AN ONGOING RECORD OF YOUR PROGRESS

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Practice Assessment Document

Section 1

PREPARATION FOR PRACTICE

Student Checklist for Return to Practice Placement

In preparation for your placement/module have you.....?	Tick
Identified your own learning needs from: <ul style="list-style-type: none"> • Specific personal interests • Learning opportunities available 	
Arranged your first shift, liaising with your link lecturer, mentor or placement co-ordinator?	
At the start of your placement have you....?	Tick
Had your initial placement interview with your mentor and completed the associated paperwork in your PAD?	
Identified any key reading you can do to help you get more out of the placement or seminars?	
Identified potential spoke placements?	
Planned future shifts and recorded these on your timesheet and the duty rota (where applicable). Remember to get individual staff to sign when you have done the shift?	
Planned the date for your midway review of progress?	
Midway through placement have you.....?	Tick
Prepared for your midway review by self-assessing your progress in relation to the competency domains?	
Completed your mid-way review of progress with your mentor and revised your action plan?	
Given your mentor feedback e.g. whether you've felt supported and challenged, able to ask questions?	
With your mentor, considered service user feedback about the care you provide and feedback from spoke placements / other professionals?	
Contacted your link lecturer to discuss your progress?	
Ensured that your time sheet is up to date. Planned future shifts. Informed your link lecturer of any problems in achieving competencies or hours?	
Towards the end of the placement have you.....?	Tick
Prepared for your final assessment by self-assessing your progress in relation to the competency domains and reviewing your action plan?	
Ensured that the following are completed with all the necessary signatures: <ul style="list-style-type: none"> - Competency framework - Grading of practice (RUBRICS for each domain) - Competency checklist - Record of hours - Record of meetings with your sign-off mentor - Declaration by the sign-off mentor 	
With your mentor have you considered service user feedback about the care you provide and feedback from spoke placements / other professionals?	
Arranged to see your link lecturer to discuss your achievements and to check that your PAD is up to date?	
Given feedback to your link lecturer and mentor?	

Freedom to Speak Up

As a prequalifying student on a professional practice programme you have a professional duty to:

- put the interests of the people you care for first and to act to protect them if you feel they may be at risk; this may include raising and escalating your concerns.
- raise concerns if you experience or witness bullying or harassment.

We recognise that it might not be easy for you to raise a concern. You may be unsure what to do or the process may seem quite daunting. The following flowchart is designed to help you through this process.

More information about this process can be found at <http://www.hls.brookes.ac.uk/peu/guidelines-for-managing-concerns-in-practice-placements>. It is your responsibility to check this online information for updates at the start of each academic year.

Freedom to Speak Up

If you are not sure about whether or how to raise a concern at any stage you should get advice.

Raising a concern about Practice:
The following is an NHS and social care confidential helpline: **08000724725**

Raising a concern bullying and harassment:
The following are links to further information

[Bullying in NHS: how to stop it?](#)

[The National Bullying Helpline](#)

Do you have a concern about the safety and wellbeing of:
- people in your placement environment
- yourself within the practice setting

Process:

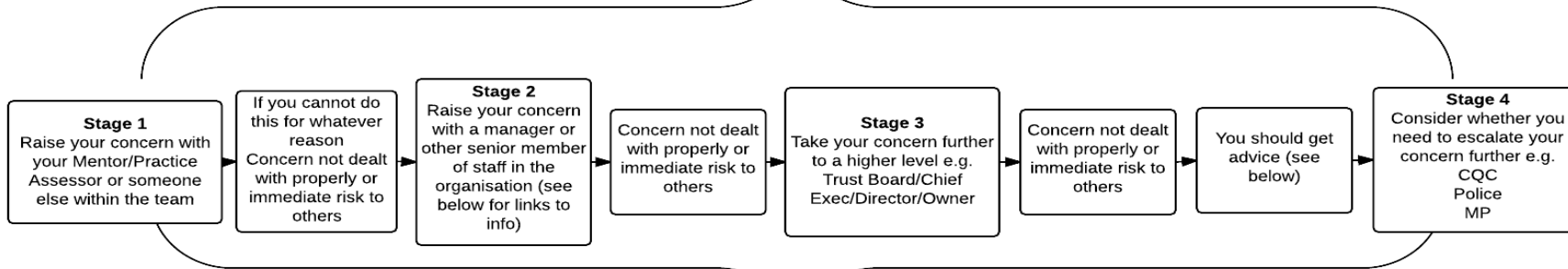
As soon as possible you need to raise your concern by following the local placement areas policy for raising concerns/whistleblowing

Key Points

You have a professional responsibility to raise your concern
Take immediate action
Protect client confidentiality
Refer to local policies
Keep an accurate record of concerns and actions taken

The University in partnership with placement providers will take every step to minimise any potential negative impact upon your placement learning outcomes which may include change of placement

Seek advice on statement writing



Your Link Lecturer will usually be the first person to offer you support within this process

At any stage you can obtain support from a wide range of resources

University
Link Lecturers
Academic Adviser
Placement Lead
Programme Lead
Student Union
Head of Practice

Placement Providers/Organisation
Placement Provider Education Lead
such as:
Learning Environment Lead (LEL)
Practice Education Facilitator
Placement Capacity Manager
Placement Co-ordinator
Mentor/Practice Assessor

Local policy: Things to find out
1. Who to liaise with/who is the lead person responsible
2. Timeframes
3. How will you receive feedback

External
National helplines
Local helplines
Professional associations
Unions or Regulatory Bodies

Section 2

Practice Learning and Assessment Record

Initial Placement Interview

Student Name:	Placement Area:
Student Number:	Placement Dates:
Year of Study and Module Number/Name:	Link Lecturer Name:
Mentor Name:	Mentor Work Email address (for PEMS):
Mentor Date of last Mentor Update:	Mentor Date of last Triennial Review:

Student Self-assessment:

<p>Summary of previous achievements/learning: (Previous self-assessments and evaluations, consider how to share specific learning needs and reasonable adjustments e.g. Dyslexia)</p>

Record of Initial checks and discussion: (Mentor to initial boxes when completed)

I have seen the student's fitness to practice card		I have discussed the simulated practice learning undertaken with the student	
I have given the student opportunity to discuss their specific learning needs & reasonable adjustments		Where appropriate I have undertaken risk assessment with the student	
I have planned with the student the timing of the midpoint interview.		The student and I have completed the organisation's local induction and health and safety processes.	
Spoke experiences discussed and planned			

Initial Action Plan

Action Plan agreed at the initial interview:

No.	Objective: I will be able to...	Related competencies:	Time frame: I will have achieved this by...	Support /resources: To complete this I will require...	Midway Evaluation Achieved/Ongoing

The initial action plan has been discussed and agreed			
Student Signature: _____	Date: _____	Mentor Signature: _____	Date: _____

Midway Review of Progress COMPETENT Level - Assessment of Practice RUBRICS

When student self-assessment and mentor assessment is conducted using the following RUBRICS, it is important to understand the levels that are expected throughout the course. The following information is based on Benner's (1984) level descriptors and must be considered during the assessment process. More information about this is included within the Guide to the Practice Assessment Document.

Progression point: Entry to the Register – COMPETENT Level

The student is able to practice independently. They are able to conduct a holistic assessment, incorporating a whole range of objective and subjective data. The student is able to effectively plan short and long term goals with the patient/family, and can efficiently prioritise care for a group of people in a range of settings. The student consistently demonstrates competent practice required to gain entry to the register.

Student Name:	Student Number:
Year of Study:	Placement Number:

MIDWAY REVIEW

Assessment of practice RUBRIC: *Domain 1 Professional Values*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved.	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory. Respects diversity, individual preferences, rights and choices, and provides care that is person/family-centred.	Demonstrates excellent and consistent professional behaviour to all people and can discuss a range of choices with individuals.	Provides person/family-centred care in a professional manner, providing sound rationale when prompted.	Demonstrates professional behaviour and shows understanding of impact of own practice on person/family-centred care.	Demonstrates professional behaviour towards others, but is not always able to recognise impact of own practice on delivery of person/family-centred care.	Little awareness or insight, unprofessional, careless approach. Concerns raised regarding honesty and integrity. No insight shown when discussed.		
Practises with honesty and integrity, applying the principles of <i>The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives (2015)</i> Displays a professional image in their behaviour and appearance.	Demonstrates honesty, a professional image and integrity at all times and is able to discuss the principles outlined in The Code (NMC, 2015).	Demonstrates honesty, a professional image and integrity at all times and is able to discuss the principles outlined in The Code (NMC, 2015), when prompted.	Demonstrates honesty, a professional image and integrity at all times. Aware of the NMC Code (2015) but not able to fully explain the principles.	Requires frequent support to understand and demonstrate the need to act with honesty and integrity and reflect a professional image. Is unable to recall the NMC Code (2015).	Overall behaviour and appearance is not consistent with the professional values descriptor.		
Understands the principles of confidentiality and data protection. Treats information as confidential, except where sharing is required to safeguard and protect people.	Can consistently evaluate and apply principles surrounding data protection, disclosure and safeguarding.	Is aware of the principles surrounding confidentiality, disclosure and safeguarding. Can discuss some aspects without the need for prompting.	Is aware of the principles surrounding disclosure and safeguarding. Can discuss when prompted.	Is aware of confidentiality and safeguarding but unable to discuss in detail or link to policy and related practice.	No or extremely limited awareness of safeguarding or confidentiality.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:							
Mentor Signature:						AVERAGE:	

Midway review of progress: Domain 1 Professional Values

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 1. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 1. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 1.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

MIDWAY REVIEW

Assessment of practice RUBRIC: *Domain 2 Communication and Interpersonal Skills*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved.	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Communicates empathetically, therapeutically and respectfully with all people, including those who are unwell, anxious or distressed, including in a challenging or complex situation.	Understands and sensitively selects and applies a wide range of professional and therapeutic communication methods, based on a comprehensive assessment.	In most situations, independently selects and applies an appropriate, wide range of professional and therapeutic communication methods.	With frequent guidance, applies an appropriate, wide range of professional and therapeutic communication methods.	Requires continuous support. With frequent guidance, applies an appropriate, wide range of professional and therapeutic communication methods.	Unable to communicate with professionalism and fails to demonstrate therapeutic communication methods.		
Maintains accurate, precise and timely written communication.	Consistently maintains accurate, precise and timely records, as stipulated in the NMC Code of Conduct (2015).	In most situations, independently maintains accurate, precise and timely records, as stipulated in the NMC Code of Conduct (2015).	With support, maintains accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).	Needs guidance to maintain accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).	Fails to maintain accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).		
Maintains professional communication whilst building, maintaining and ending therapeutic relationships. Communicates relevant verbal and written information during and beyond the immediate context of care, for example in transition or transfer to other care settings.	Demonstrates skill and sensitivity in establishing, maintaining and ending therapeutic relationships with people who are transferring to different care settings and/or transitioning to other services. Understands and uses relevant inter-professional communication approaches to support safe and effective care in new contexts.	Appropriately establishes, maintains and ends therapeutic relationships with people who are transferring to different care settings and/or transitioning to other services. Uses relevant inter-professional communication approaches in such contexts.	Effectively contributes to establishing, maintaining and ending relationships with people in transition / transfer contexts. With support, contributes to inter-professional communication in such contexts.	Requires significant support to contribute to establishing, maintaining and /or ending relationship with people in transition / transfer contexts. Does not independently contribute to inter-professional communication in such contexts.	Unable to contribute to establishing, maintaining and/or ending relationships with people in transition / transfer contexts. Does not contribute to inter-professional communication in such context.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:						AVERAGE:	
Mentor Signature:							

Midway review of progress: Domain 2 Communication and Interpersonal Skills

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 2. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 2. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 2.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

MIDWAY REVIEW

Assessment of practice RUBRIC: *Domain 3 Nursing practice & decision making*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Practise safe, person/family centred care. Make evidence-based decisions. Seek informed consent/assent where appropriate.	Is proficient in the delivery of safe, person/family-centred care. Articulates and communicates the evidence required to gain informed consent/assent and to justify and support decisions.	Is able to deliver safe, person/family-centred care. Provides relevant information to gain informed consent/assent and can make and justify evidence-based decisions.	Responds to verbal direction in order to deliver safe, person/family-centred care. Requires guidance in order to seek informed consent/assent and make evidence-based decisions.	Practises safe, person/family-centred care under close supervision. Limited ability to seek informed consent/assent and make evidence-based decisions.	Unsafe practice observed which may compromise person/family-centred care and/or safety. Fails to seek informed consent and cannot provide evidence-based decisions.		
Observes safety, including safeguarding and risk management	Has a comprehensive understanding of safety, including safeguarding, and independently implements appropriate risk management strategies.	Observes safety and uses appropriate risk management strategies with occasional support and guidance.	Responds to verbal direction in order to promote safety and to use appropriate risk management strategies.	Needs continuous verbal and frequent practical guidance in order to recognise situations that might compromise safety, and the appropriate risk management.	Cannot recognise relevant safety procedures and/or appropriate risk management strategies.		
Makes a comprehensive assessment of the individual and family's needs and plans personalised evidence-based care.	Is able to independently carry out an assessment using a range of assessment tools and frameworks, and plans personalised care using evidence and theory	In most cases, demonstrates ability to carry out an assessment and represent the individual/family's needs within a plan of care, using relevant evidence and theory.	With verbal guidance is able to carry out an assessment of an individual/family's needs and can develop care plans, with limited links to evidence and theory	Needs guidance to assess an individual's/family's needs and to plan personalised, evidence-based care.	. Unable to carry out an assessment of an individual's/family's needs and plan personalised, evidence-based care		
Collaborates with individuals and families to evaluate care and revise it in accordance with their changing needs and priorities.	Independently seeks opportunities to collaborate and negotiate with individuals and families to evaluate and revise care in accordance with their changing needs and priorities.	In most cases, identifies opportunities to involve the individual and family in order to evaluate and revise care in accordance with their changing needs and priorities.	With verbal guidance and support, involves individuals and families when evaluating and revising care.	Needs continuous verbal prompting and practical guidance to involve individuals and families when evaluating and revising care.	Does not involve individuals and families to evaluate care in accordance with their changing needs and priorities.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:						AVERAGE:	
Mentor Signature:							

Midway review of progress: Domain 3: Nursing Practice and Decision Making

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 3. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 3. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 3.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

MIDWAY REVIEW

Assessment of practice RUBRIC: *Domain 4 Leadership, management & teamwork*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Demonstrates the ability to manage and improve nursing practice and improve standards of health care by being self-aware and reflective; recognises how personal values and beliefs may affect practice.	Consistently demonstrates self-awareness through self-assessment and reflection, understanding of impact of own values and beliefs on practice, and modifying practice accordingly.	Demonstrates self-awareness through self-assessment and reflection, understanding of impact of own values and beliefs on practice	With guidance, shows self-awareness and reflection, understanding of impact of own values and beliefs on practice	Requires consistent support to reflect on practice. At times lacks self-awareness, with little understanding of impact of own values and beliefs.	Lacks self-awareness and insight about own practice despite support. No understanding of impact of own values and beliefs.		
Teamwork, leadership and collaborative practice	Understands and describes the roles and responsibilities of all team members, communicating effectively with them.	Describes the roles and responsibilities of all team members, communicating effectively with them	Identifies the roles and responsibilities of all team members, communicating some appropriate information.	Needs reminding of the roles and responsibilities of all team members, and/or needs guidance about communicating with them.	Fails to demonstrate an understanding of the contribution of self and others within the team. Despite guidance, fails to communicate appropriately with them.		
Time and care management and prioritisation.	Outlines and explains priorities for people / families in receipt of care, and manages time efficiently, with due regard for the needs of others.	Describes the priorities for people / families in receipt of care and manages time well, showing some awareness of the needs of others.	Needs guidance of the mentor and others to identify the priorities of care for people / families.	Requires consistent support when identifying the priorities of care for people / families.	Unable to manage time and identify priorities for people / families in receipt of care.		
Manage own development	Is proactive in own personal, professional and educational development.	Manages own personal, professional and educational development	With guidance, is able to manage own personal, professional and educational development.	Requires consistent support to manage own personal, professional and educational development	Lacks insight into own personal, professional and educational development needs, despite support.		

Progression point: Entry to the Register – COMPETENT Level

Student Signature:

Mentor Signature:

TOTAL:

AVERAGE:

Midway review of progress: Domain 4: Leadership, management & teamwork

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 4. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 4. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 4.</p>	<p>Mentor Assessed Score</p>

Revised Action Plan

On-going actions from initial action plan: objective number:	
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Additional action agreed at the midway review:

No.	Objective: I will be able to...	Related competencies:	Timeframe: I will have achieved this by...	Support /resources: To complete this I will require...

Key areas for development to improve grades: (to be completed by mentor and link lecturer)

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Link Lecturer Comments:

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The midway progress review and revised action plan have been discussed and agreed. Opportunities have been discussed to gather feedback from other professionals and people cared for by the student.

Student Signature:	Date:
Mentor Signature:	Date:
Link Lecturer Signature:	Date:

Final Assessment of Practice COMPETENT Level - Assessment of Practice RUBRICS

When student self-assessment and mentor assessment is conducted using the following RUBRICS, it is important to understand the levels that are expected throughout the course. The following information is based on Benner's (1984) level descriptors and must be considered during the assessment process. More information about this is included within the Guide to the Practice Assessment Document.

Progression point: Entry to the Register – COMPETENT Level

The student is able to practice independently. They are able to conduct a holistic assessment, incorporating a whole range of objective and subjective data. The student is able to effectively plan short and long term goals with the patient/family, and can efficiently prioritise care for a group of people in a range of settings. The student consistently demonstrates competent practice required to gain entry to the register.

Student Name:	Student Number:
Year of Study:	Placement Number:

FINAL REVIEW

Assessment of practice RUBRIC: *Domain 1 Professional Values*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved.	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory. Respects diversity, individual preferences, rights and choices, and provides care that is person/family-centred.	Demonstrates excellent and consistent professional behaviour to all people and can discuss a range of choices with individuals.	Provides person/family-centred care in a professional manner, providing sound rationale when prompted.	Demonstrates professional behaviour and shows understanding of impact of own practice on person/family-centred care.	Demonstrates professional behaviour towards others, but is not always able to recognise impact of own practice on delivery of person/family-centred care.	Little awareness or insight, unprofessional, careless approach. Concerns raised regarding honesty and integrity. No insight shown when discussed.		
Practises with honesty and integrity, applying the principles of <i>The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives (2015)</i> Displays a professional image in their behaviour and appearance.	Demonstrates honesty, a professional image and integrity at all times and is able to discuss the principles outlined in The Code (NMC, 2015).	Demonstrates honesty, a professional image and integrity at all times and is able to discuss the principles outlined in The Code (NMC, 2015), when prompted.	Demonstrates honesty, a professional image and integrity at all times. Aware of the NMC Code (2015) but not able to fully explain the principles.	Requires frequent support to understand and demonstrate the need to act with honesty and integrity and reflect a professional image. Is unable to recall the NMC Code (2015).	Overall behaviour and appearance is not consistent with the professional values descriptor.		
Understands the principles of confidentiality and data protection. Treats information as confidential, except where sharing is required to safeguard and protect people.	Can consistently evaluate and apply principles surrounding data protection, disclosure and safeguarding.	Is aware of the principles surrounding confidentiality, disclosure and safeguarding. Can discuss some aspects without the need for prompting.	Is aware of the principles surrounding disclosure and safeguarding. Can discuss when prompted.	Is aware of confidentiality and safeguarding but unable to discuss in detail or link to policy and related practice.	No or extremely limited awareness of safeguarding or confidentiality.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:							
Mentor Signature:						AVERAGE:	

Final review of progress: Domain 1 Professional Values

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 1. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 1. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 1.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

FINAL REVIEW

Assessment of practice RUBRIC: *Domain 2 Communication and Interpersonal Skills*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved.	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Communicates empathetically, therapeutically and respectfully with all people, including those who are unwell, anxious or distressed, including in a challenging or complex situation.	Understands and sensitively selects and applies a wide range of professional and therapeutic communication methods, based on a comprehensive assessment.	In most situations, independently selects and applies an appropriate, wide range of professional and therapeutic communication methods.	With frequent guidance, applies an appropriate, wide range of professional and therapeutic communication methods.	Requires continuous support. With frequent guidance, applies an appropriate, wide range of professional and therapeutic communication methods.	Unable to communicate with professionalism and fails to demonstrate therapeutic communication methods.		
Maintains accurate, precise and timely written communication.	Consistently maintains accurate, precise and timely records, as stipulated in the NMC Code of Conduct (2015).	In most situations, independently maintains accurate, precise and timely records, as stipulated in the NMC Code of Conduct (2015).	With support, maintains accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).	Needs guidance to maintain accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).	Fails to maintain accurate, precise and timely records as stipulated in the NMC Code of Conduct (2015).		
Maintains professional communication whilst building, maintaining and ending therapeutic relationships. Communicates relevant verbal and written information during and beyond the immediate context of care, for example in transition or transfer to other care settings.	Demonstrates skill and sensitivity in establishing, maintaining and ending therapeutic relationships with people who are transferring to different care settings and/or transitioning to other services. Understands and uses relevant inter-professional communication approaches to support safe and effective care in new contexts.	Appropriately establishes, maintains and ends therapeutic relationships with people who are transferring to different care settings and/or transitioning to other services. Uses relevant inter-professional communication approaches in such contexts.	Effectively contributes to establishing, maintaining and ending relationships with people in transition / transfer contexts. With support, contributes to inter-professional communication in such contexts.	Requires significant support to contribute to establishing, maintaining and /or ending relationship with people in transition / transfer contexts. Does not independently contribute to inter-professional communication in such contexts.	Unable to contribute to establishing, maintaining and/or ending relationships with people in transition / transfer contexts. Does not contribute to inter-professional communication in such context.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:						AVERAGE:	
Mentor Signature:							

Final review of progress: Domain 2 Communication and Interpersonal Skills

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 2. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 2. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 2.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

FINAL REVIEW

Assessment of practice RUBRIC: *Domain 3 Nursing practice & decision making*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Practise safe, person/family centred care. Make evidence-based decisions. Seek informed consent/assent where appropriate.	Is proficient in the delivery of safe, person/family-centred care. Articulates and communicates the evidence required to gain informed consent/assent and to justify and support decisions.	Is able to deliver safe, person/family-centred care. Provides relevant information to gain informed consent/assent and can make and justify evidence-based decisions.	Responds to verbal direction in order to deliver safe, person/family-centred care. Requires guidance in order to seek informed consent/assent and make evidence-based decisions.	Practises safe, person/family-centred care under close supervision. Limited ability to seek informed consent/assent and make evidence-based decisions.	Unsafe practice observed which may compromise person/family-centred care and/or safety. Fails to seek informed consent and cannot provide evidence-based decisions.		
Observes safety, including safeguarding and risk management	Has a comprehensive understanding of safety, including safeguarding, and independently implements appropriate risk management strategies.	Observes safety and uses appropriate risk management strategies with occasional support and guidance.	Responds to verbal direction in order to promote safety and to use appropriate risk management strategies.	Needs continuous verbal and frequent practical guidance in order to recognise situations that might compromise safety, and the appropriate risk management.	Cannot recognise relevant safety procedures and/or appropriate risk management strategies.		
Makes a comprehensive assessment of the individual and family's needs and plans personalised evidence-based care.	Is able to independently carry out an assessment using a range of assessment tools and frameworks, and plans personalised care using evidence and theory	In most cases, demonstrates ability to carry out an assessment and represent the individual/family's needs within a plan of care, using relevant evidence and theory.	With verbal guidance is able to carry out an assessment of an individual/family's needs and can develop care plans, with limited links to evidence and theory	Needs guidance to assess an individual's/family's needs and to plan personalised, evidence-based care.	. Unable to carry out an assessment of an individual's/family's needs and plan personalised, evidence-based care		
Collaborates with individuals and families to evaluate care and revise it in accordance with their changing needs and priorities.	Independently seeks opportunities to collaborate and negotiate with individuals and families to evaluate and revise care in accordance with their changing needs and priorities.	In most cases, identifies opportunities to involve the individual and family in order to evaluate and revise care in accordance with their changing needs and priorities.	With verbal guidance and support, involves individuals and families when evaluating and revising care.	Needs continuous verbal prompting and practical guidance to involve individuals and families when evaluating and revising care.	Does not involve individuals and families to evaluate care in accordance with their changing needs and priorities.		
Progression point: Entry to the Register – COMPETENT Level Student Signature: Mentor Signature:						TOTAL: AVERAGE:	

Final review of progress: Domain 3: Nursing Practice and Decision Making

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 3. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 3. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 3.</p>	<p>Mentor Assessed Score</p>

Student Name:	Student Number:
Year of Study:	Placement Number:

FINAL REVIEW

Assessment of practice RUBRIC: *Domain 4 Leadership, management & teamwork*

Bondy Scale Label	Independent / Excellent	Supervised / Very good	Assisted / Satisfactory	Marginal / Borderline	Dependent / Not achieving		
Level of assistance required - in the context of expectations at progression point –See Benner (1984) & competency descriptors for each progression point	No supporting cues required – no more direction than is expected at this level	Requires occasional supportive cues	Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level	Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level	Requires continuous verbal and continuous practical directive cues – more direction than is expected at this level. One or more competencies not achieved	SCORE FOR EACH CRITERION	
DOMAIN CRITERION/SCORE	5	4	3	2	1	S:	M:
Demonstrates the ability to manage and improve nursing practice and improve standards of health care by being self-aware and reflective; recognises how personal values and beliefs may affect practice.	Consistently demonstrates self-awareness through self-assessment and reflection, understanding of impact of own values and beliefs on practice, and modifying practice accordingly.	Demonstrates self-awareness through self-assessment and reflection, understanding of impact of own values and beliefs on practice	With guidance, shows self-awareness and reflection, understanding of impact of own values and beliefs on practice	Requires consistent support to reflect on practice. At times lacks self-awareness, with little understanding of impact of own values and beliefs.	Lacks self-awareness and insight about own practice despite support. No understanding of impact of own values and beliefs.		
Teamwork, leadership and collaborative practice	Understands and describes the roles and responsibilities of all team members, communicating effectively with them.	Describes the roles and responsibilities of all team members, communicating effectively with them	Identifies the roles and responsibilities of all team members, communicating some appropriate information.	Needs reminding of the roles and responsibilities of all team members, and/or needs guidance about communicating with them.	Fails to demonstrate an understanding of the contribution of self and others within the team. Despite guidance, fails to communicate appropriately with them.		
Time and care management and prioritisation.	Outlines and explains priorities for people / families in receipt of care, and manages time efficiently, with due regard for the needs of others.	Describes the priorities for people / families in receipt of care and manages time well, showing some awareness of the needs of others.	Needs guidance of the mentor and others to identify the priorities of care for people / families.	Requires consistent support when identifying the priorities of care for people / families.	Unable to manage time and identify priorities for people / families in receipt of care.		
Manage own development	Is proactive in own personal, professional and educational development.	Manages own personal, professional and educational development	With guidance, is able to manage own personal, professional and educational development.	Requires consistent support to manage own personal, professional and educational development	Lacks insight into own personal, professional and educational development needs, despite support.		
Progression point: Entry to the Register – COMPETENT Level						TOTAL:	
Student Signature:						AVERAGE:	
Mentor Signature:							

Final review of progress: Domain 4: Leadership, management & teamwork

<p>Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 4. You should provide examples and reflections from your practice.</p>	<p>Student Self Assessed Score</p>
<p>Mentor: Please comment on the student's performance, strengths and areas for development in relation to the competency domain 4. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 4.</p>	<p>Mentor Assessed Score</p>

Key areas for development: (to be completed by mentor and link lecturer)

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Link Lecturer Comments:

	Agreed Final Overall Formative Score
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The final assessment has been undertaken and outcomes have been discussed. Feedback from other professionals and people cared for by the student has been reviewed and taken into account.

Student Signature:	Date:
Mentor Signature:	Date:
Link Lecturer Signature:	Date:

End of Programme Assessment of Practice

Student Name: _____

Student Number: _____

Sign-off mentor feedback and declaration to be completed at the end of the last 12 weeks of professional practice

Placement: _____

Sign-off Mentor name: _____

Link Lecturer name: _____

Record of sign-off mentors protected time: (this is for feedback and reflective activities, regular discussions and review of progress. This should be at least 1 hour per 37.5 hours of student practice equivalence.)

Declaration by sign-off mentor:

I confirm that the meetings recorded above are an accurate record of supervision of(student name)

I confirm thathas completed all of the competencies and the standard of proficiency required for admission to the professional register.

Mentor Name.....Mentor Signature..... PIN Number.....Date.....

Student signature.....Date..... Link Lecturer signature.....Date.....

Section 3

Competency Framework

Section 3

RTP Nursing Competency Framework

List of Competencies

Throughout this section the use of the word “people” refers to anyone under your care and their families. We recognise that families come in many forms and are not exclusively people with biological or legal ties.

Domain 1: Professional Values	Domain 4: Leadership, Management & Team Working
1a (core): Professional Attitude	4a (core): Self Awareness
1b (core): Professional Behaviour	4b (core): Collaborative Practice, Teamwork and Leadership
1c: Confidentiality and Data Protection	4c: Time and Care Management and Prioritisation
1d: Legal Frameworks	4d: Manage Own Development
Domain 2: Communication and Interpersonal Skills	
2a (core): Communication	Domain 5 : Health Visiting Only
2b (core): Therapeutic Relationships	5a: Influence on Policies affecting health
2c: Professional Communication and Record Keeping	
2d: Challenging Situations, Conflict and Aggression	
Domain 3: Nursing Practice and Decision Making	
3a (core): Person Centred Care	
3b (core): Safety and Risk Management	
3c: Safeguarding Children and Vulnerable Adults	
3d: Assessment of Client Needs and Planning Care	
3e: Evaluation of Care	
3f: Emergency First Aid and Immediate Care	
3g: Prevention and Control of Infection	
3h: Nutrition, Fluids and Elimination	
3i: Medicines Management	
3j: Health Promotion and Empowerment	
3k: Wound Care and Management	

COMPETENCY CHECKLIST: RTP Nursing

This form provides a checklist of achievement. Students must ensure that the competencies within the practice assessment document are completed before asking the mentor and link lecturer to sign this form. The form should be completed, photocopied (both sides) and handed in to the RTP Subject Co-ordinator by the deadline specified in the appropriate course handbook.

Please sign the declaration overleaf.

	U43770
Domain 1: Professional Values	
<i>Competency 1a: Professional Attitude</i>	
<i>Competency 1b: Professional behaviour</i>	
<i>Competency 1c: Confidentiality and Data protection</i>	
<i>Competency 1d: Legal Frameworks</i>	
Domain 2: Communication and Interpersonal Skills	
<i>Competency 2a: Communication</i>	
<i>Competency 2b: Therapeutic relationships</i>	
<i>Competency 2c: Professional communication and record keeping</i>	
<i>Competency 2d: Challenging situations, conflict and aggression</i>	
Domain 3: Nursing Practice and Decision Making	
<i>Competency 3a: Person centred care</i>	
<i>Competency 3b: Safety and risk management</i>	
<i>Competency 3c: Safeguarding Children and Vulnerable Adults</i>	
<i>Competency 3d: Assessment of client needs and planning care</i>	
<i>Competency 3e: Evaluation of care</i>	
<i>Competency 3f: Emergency first aid and immediate care</i>	
<i>Competency 3g: Prevention and control of infection</i>	
<i>Competency 3h: Nutrition, Fluids and Elimination</i>	
<i>Competency 3i: Medicines management</i>	
<i>Competency 3j: Health promotion and empowerment</i>	
<i>Competency 3k: Wound Care and management</i>	
Domain 4: Leadership, Management & Team Working	
<i>Competency 4a: Self Awareness</i>	
<i>Competency 4b: Collaborative Practice, teamwork and leadership</i>	
<i>Competency 4c: Time & care management & prioritisation</i>	
<i>Competency 4d: Manage own development</i>	
Domain 5: Health Visiting only	
<i>Competency 5a: Influence on policies affecting health</i>	

Mentors/Link Lecturer: Please enter a signature above for each of the competencies achieved. If any aspect of any competency has not been achieved due to lack of opportunity, please enter N/A and record the reasons why within the practice assessment document. An action plan for achievement of this aspect should be completed overleaf. Failure to achieve a competency for any other reason should be written in with FAIL very clearly.

Declaration by Mentor and Link Lecturer

Name of placement area	Formative Assessment Score	Mentor	Link Lecturer
		<p><i>I verify that the competencies signed overleaf have been achieved in full and that the practice assessment document has also been completed in full. If failure of any competency has occurred, this is clearly indicated overleaf and within practice assessment document.</i></p> <p>Sign:</p> <p>Print:</p> <p>Date:</p>	<p><i>I verify the signature of the mentor and the grade awarded.</i></p> <p>Sign:</p> <p>Print:</p> <p>Date:</p>

Domain 1: Professional Values

Competency 1a: Professional Attitude: Acts in a manner that is kind, compassionate, attentive, sensitive, and non-discriminatory. Respects diversity, individual preferences, rights and choices, and provides care that is person centred.

1. Consistently acts in a manner that is kind, attentive and compassionate. Always treats people with sensitivity, respecting and promoting their individuality, dignity and privacy.
2. Acts in a non-discriminatory and respectful way to people, families and professional colleagues.
3. Can discuss the needs of different cultures and considers this when planning, delivering and evaluating care.
4. Proactively seeks out and supports people's preferences, choices and capacity for self-care and decision making. Appropriately manages situations where a person's wishes conflict with the nursing interventions necessary for their safety.
5. Can act as an advocate for the vulnerable, challenging and responding appropriately when observing poor, unsafe practice or discriminatory attitudes or behaviour.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 1: Professional Values

Competency 1b: Professional Behaviour: Practices with honesty and integrity, applying the principles of *The Code: Professional standards of practice and behaviour for nurses and midwives (2015)*. Displays a professional image in their behaviour and appearance

1. Is able to articulate and confidently demonstrate the underpinning values of the nursing profession as laid down by the NMC in: *The Code: Professional standards of practice and behaviour for nurses and midwives (2015)*.
2. Demonstrates honesty and integrity at all times.
3. Demonstrates professional responsibility by:
 - I. Planning attendance in practice
 - II. Demonstrating excellent timekeeping
 - III. Informing practice areas and the university of non-attendance/sickness
 - IV. Taking appropriate action if own health status is a potential threat to others or self
 - V. Adhering to the Faculty Professional Standards of Conduct, Dress Codes and any other university or local policy requirements
4. Accepts, acts on and provides constructive feedback
5. Acts as a positive role model or professional behaviour for others to aspire to.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 1: Professional Values

Competency 1c: Confidentiality and Data Protection: Understands the principles of confidentiality and data protection. Treats information as confidential, except where sharing is required to safeguard and protect people

1. Can discuss and apply NMC, legal, local and Data Protection confidentiality guidelines
 - I. Respects and promotes people's right to confidentiality.
 - II. Is proactive in informing people about how and why information is shared by those who will be providing their care.
 - III. Discloses necessary information if they believe that the interests of patient safety and public protection override the need for confidentiality, in line with the law (NMC 2015).
2. Acts autonomously, when appropriate, to share information about a person with other professionals and relevant others and keeps colleagues informed of this sharing of information.
3. Only communicates relevant information.
4. Can describe the legal requirements for access to and storage of records.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 1: Professional Values

Competency 1d: Legal Frameworks: Understand and apply current legislation to all people, paying special attention to the protection of vulnerable people, including those with complex needs for example older or younger people, cognitive impairment, long-term conditions and those approaching the end of life.

1. Takes an active part within the limitations of their role in considering the application of legal frameworks of care. Seeks advice from and refers to other professionals where necessary.
2. Can confidently identify and state the main content of the relevant sections of appropriate legislation related to a person's care.
3. Is proactive in considering legal issues and the implications of such for people in your care, safeguarding the rights of people across the lifespan.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 2: Communication and Interpersonal Skills

Competency 2a: Communication: Respond empathetically, therapeutically and respectfully to all people including those who are unwell, worried or distressed. Communicate effectively using verbal, non-verbal and written communication.

1. Confidently demonstrates person-centred principles of care and a non-judgemental approach. Responds with empathy, warmth, sensitivity and unconditional positive regard with all people including those who may be anxious, distressed or facing problems.
2. Demonstrates skilful verbal and non-verbal communication to suit different or difficult situations and responds appropriately to people with different needs e.g., hearing impaired.
3. Uses and evaluates a wide range of communication strategies and skills to gain understanding of people and their experiences and perspectives.
4. Communicates accurately, clearly and effectively. Promotes understanding and clarifies meaning in a collaborative way.
5. Identifies and where possible removes potential barriers to communication. Proactively improves communication, using relevant services and support (e.g. language interpretation) when appropriate.
6. Writes clearly, concisely and accurately communicating key information.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 2: Communication and Interpersonal Skills

Competency 2b: Therapeutic Relationships: Work therapeutically and collaboratively with adults, children and families respecting their differences and individual needs. Promote therapeutic and social engagement processes including building, maintaining and ending therapeutic relationships and collaborative decision-making.

1. Acts in a way to promote trust, develop and maintain therapeutic relationships.
2. Can identify, practice, actively facilitate and evaluate skills required to develop therapeutic relationships including introductions, building rapport and bringing therapeutic relationships to a close.
3. Outlines choices, works collaboratively to involve and empower people in making decisions. Responds to information requests in a full and timely manner, to promote well-being, facilitate choice and maximise self-care and self-management.
4. Communicates effectively with the other members of the multi professional team and promotes continuity of care.
5. Reflects on the use of self in therapeutic relationships and uses supervision/feedback to inform and develop communication skills.
6. Can identify how treatment goals and people's choices change at different stages of progressive illness, loss and bereavement.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 2: Communication and Interpersonal Skills

Competency 2c: Professional Communication and Record Keeping: Use a range of communication methods to understand, gain knowledge and record the needs of service users. Effectively communicate and facilitate safe transfer and transition for people and carers. Inform people and ensures that records and reports are integral in transfer and transition

1. Recognises their emerging accountability for clear, accurate and complete recording of care in written and electronic formats, observing confidentiality.
2. Can articulate and consistently adhere to the principles of record keeping outlined in The Code (NMC 2015).
3. Demonstrates safe and effective professional communication and handover of care.
4. Autonomously plans and helps to implement the transition of people and their carers from one setting to another. Promotes continuity of care and safeguarding by giving effective and timely verbal and written information and ensuring that records and reports are accurate and available in transfer and transition.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 2: Communication and Interpersonal Skills

Competency 2d: Challenging Situations, Conflict and Aggression: Using therapeutic principles understands and responds to people's behavioural and emotional responses, respecting human rights and promoting dignity. De-escalates and manages difficult and challenging situations, keeping self and others safe.

1. Identifies physiological and psychological signs of anxiety, arousal and aggression in people and makes appropriate referrals to other professionals.
2. Responds and diffuses difficult and challenging situations and resolves conflict. Demonstrates self-awareness and promotes an atmosphere of calm confidence.
3. Manages the safety of self, others and the environment and provides appropriate support to others.
4. Demonstrates the ability to negotiate and communicate. Maintains dignity for people in challenging situations. Acts as a positive role model and respects human rights.
5. Provides an evidence based rationale for the approach taken and can analyse the principles that underpin strategies of support following violent or aggressive incidents including debriefing.
6. Can discuss and apply local and national policies regarding violence and aggression.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3a: Person Centred Care: Practice safe, person centred care. Make evidence based decisions. Seek informed consent.

1. Confidently demonstrates safe, effective care, meeting essential, co-existing and complex needs across the lifespan. (For example, caring for a person whose eyes are swollen shut following cranial surgery, supporting them to self-care and maintain their nutritional status).
2. Proactively assists clients to gain physical and emotional comfort, promote and maintain their self-esteem and dignity.
3. Makes person-centred, evidence-based judgments and decisions, in partnership with others involved in the care process, to ensure high quality care.
4. Challenges situations and/or others when people's comfort, dignity or self-esteem may be compromised.
5. Uses helpful strategies to enable people to understand treatments and other interventions in order to give informed consent. Respects the rights of people to withhold consent in relation to treatment. Demonstrates understanding of and works within relevant legal and ethical frameworks.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3b: Safety and Risk Management

1. Assesses and implements measures to manage, reduce or remove risk that could be detrimental to self and others.
2. Makes sound decisions regarding managing risk including:
 - I. Promotes safety and positive risk taking.
 - II. Takes steps not to cross professional boundaries and put self or colleagues at risk.
3. Contributes to incident reporting: Reflects on and learns from safety incidents as an autonomous individual and as a team member and contributes to team learning.
4. Participates in clinical audit to improve the safety and quality of care.
5. Works within professional, legal and ethical frameworks to protect self and others in all care settings.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3c: Safeguarding Children and Vulnerable Adults

1. Recognises and responds when people are in vulnerable situations and at risk e.g. complex needs arising, cognitive impairment, long term conditions and those approaching end of life, or in need of support and protection and takes reasonable steps to safeguard them against abuse or harm.
2. Challenges assumptions and maintains professional curiosity when working to safeguard vulnerable people.
3. Explains how to share information safely with colleagues and across agency boundaries for the protection of individuals and the public.
4. Supports people in asserting their human rights. Challenges practices which do not safeguard those in need of support and protection.
5. Works collaboratively with other agencies to implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3d: Assessment of Client Needs and Planning Care: makes comprehensive assessments of client needs and plans personalised evidence based care

1. Acting autonomously and in partnership with the person and their carers makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural, sexual and spiritual needs, and together, develops a comprehensive, evidence based, personalised and clearly documented plan of nursing care.
2. Empower the person/carer to identify and use their own strengths to achieve their goals and aspirations, promoting self-care.
3. Safely use a range of diagnostic skills and appropriate technology to recognise and interpret signs of normal and deteriorating mental and physical health and take appropriate action with people with a range of acute and long term conditions.
4. Independently manage the monitoring and recording of physiological status. Acts autonomously and appropriately on findings explaining the related altered physiology.
5. Safely monitor and accurately record blood glucose when the opportunity arises (children's and adult fields only).

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3e: Evaluation of Care: collaborate with clients to evaluate care and revise in accordance with their changing needs and priorities

1. Analyse, evaluate and document the effectiveness and outcomes of care and interventions taking account of people's and carers' interpretation of physical, emotional, and behavioural changes.
2. Collaborate with patient, family and carers to review and adjust goals, evidence based interventions and priorities in accordance with changes in their needs and stages of their illness, communicating changes to colleagues as appropriate.
3. Work with colleagues to evaluate the quality of your work and that of the team by sharing complaints, compliments and comments in order to improve care.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3f: Emergency First Aid and Immediate Care: Demonstrates the ability to act safely in an emergency situation and deliver safe immediate care

1. Independently undertakes the ABCDE assessment giving rationale when a person's physical or psychological condition is deteriorating and provides evidence based care, urgently seeking appropriate help from an appropriate practitioner.
2. In an emergency situation acts autonomously and takes the correct course of action in relation to immediate care (ABCDE) giving rationale for interventions making reference to the physiology of the emergency situation.
3. Makes a significant, appropriate and active contribution as part of resuscitation team, or as an immediate carer for people of all ages, if opportunity arises.
4. Critically discusses and evaluates the use of the ABCDE assessment approach.
5. Communicates with other members of the care team and completes incident reports appropriately.

Mentor's Signature

Date:	Sign Pass:	Sign Fail:
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Domain 3: Nursing Practice and Decision Making

Competency 3g: Prevention and Control of Infection

1. Acts as a role model educating others (including service users and carers) to minimise the spread of infections.
2. Manages the overall environment to minimise risk e.g. hazardous waste, spillages. Can explain how to manage an outbreak of an infectious disease.
3. In partnership with service users and their carers demonstrate effective assessment, planning and delivery of holistic care in relation to infections and standard precautions, explaining risks and precautions.
4. Reports and acts in situations where there is need for health promotion and protection and public health strategies.
5. Communicates effectively within the multidisciplinary team with regard to infection control referring to specialist advisors as appropriate.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3h: Nutrition, Fluids and Elimination: demonstrates the ability to meet essential nutritional and fluid maintenance requirements.

1. Acts as a role model using evidence based knowledge of dietary, physical, social and psychological factors to support people who have eating, drinking or elimination difficulties or disorders. Autonomously taking appropriate action communicating with patients, carers, colleagues and other health professionals, gaining specialist advice as necessary.
2. Discusses in a non-judgemental way how diet/fluid intake can improve health and the risks associated with not eating/drinking appropriately.
3. *In liaison with a registered midwife (or other professional with appropriate knowledge and skills, e.g. Health Visitor) provides essential advice and support to mothers who are breast feeding (adult and children's fields only).*

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3i: Medicines Management: Able to calculate and administer medication safely and according to national and local policy and the law reporting any incidents or near misses and using medical devices as appropriate

1. Can discuss and adhere to policies and legislation related to the safe administration of medications in practice, with the support of a qualified health care practitioner as second checker, for non- controlled and controlled drugs, including:
 - I. Calculation of medications
 - II. Administration of medications
 - III. Record keeping of medications
 - IV. Precautions to be taken with the administration of medications
 - V. Recording and appropriate actions for non-administration of medication
 - VI. Safe disposal of medications
 - VII. Ordering and storage of medications
 - VIII. Use of medical devices.
2. Work in partnership to meet the needs of service users regarding medication and concordance. When appropriate support and educate people in self-administration.
3. Correctly evaluate the effectiveness of drugs given and report adverse incidents (e.g. errors, side effects).
4. Explain basic pharmacological action of drugs prescribed for own caseload.
5. For specific patients, initiates and leads discussion with the patient and the team to determine the appropriate choice of medicine(s).
6. Discuss the use, normal dosages, side effects and contra-indications of steroids, opiates and anti-convulsants.

Mentor's Signature

Date:	Sign Pass:	Sign Fail:
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Domain 3: Nursing Practice and Decision Making

Competency 3j: Health Promotion and Empowerment

1. Exhibit a sensitive non-judgmental approach to assessing people's health related and wellbeing needs.
2. In accordance with local/national guidelines, independently create and optimise opportunities to promote the health and wellbeing for a range of people and relevant groups by:
 - I. Consulting with them to identify their need and desire for support
 - II. Providing relevant and evidence based health information (e.g. physical, mental, sexual, emotional) to them in a way that is understandable, individualised and empowering
 - III. Proactively promoting care and self-management wherever possible including the teaching of skills
 - IV. Evaluating the effectiveness of these interventions.
 - V. *Recognising the primary role of parents / carers in achieving and maintaining the child's / young person's wellbeing and offering advice and support on parenting in health and illness (children's field only)*
3. Seeks and utilises specialist/expert advice as appropriate.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 3: Nursing Practice and Decision Making

Competency 3k: Wound Care and Management Utilises holistic assessment to plan and implement appropriate wound care management and evaluates effectiveness

1. Independently demonstrates, either in practice or through simulation, how to assess, clean a wound and apply dressings using appropriate clean/aseptic techniques.
2. Critically discuss the importance of good wound management and justify appropriate choices considering individual client's requirements and evidence base.
3. Give appropriate information to the client about their wound to promote concordance and to enable them to self-care.
4. Demonstrate understanding of the importance of a multi-professional approach to wound management.
5. Applies knowledge of the psychological, physical and social impact of a wound to deliver holistic wound care.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 4: Leadership, Management & Team Working

Competency 4a: Self Awareness. Demonstrates the ability to manage and improve nursing practice and improve standards of health care by being self-aware and recognising how personal values, principles and assumptions may affect practice.

1. Works within the limitations of their role, recognising the limits of their knowledge and skills. Seeks advice from and refers to other suitably qualified professionals where necessary.
2. Sets action plans to improve knowledge or skill deficits before entry to the register.
3. Takes responsibility for their own actions and can discuss their future accountability.
4. Takes the initiative to discuss practice with supervisors and other team members. Actively seeks specific feedback from a variety of sources and responds accordingly using it to improve your practice and performance.
5. Can reflect on how perceived by others and modifies behaviours accordingly.
6. Can identify relevant support systems that can be used to recognise, manage and deal with own emotions and stress. Uses this support when appropriate.
7. Can identify and modify own values, principles and assumptions and how they may affect practice.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 4: Leadership, Management & Team Working

Competency 4b: Collaborative Practice, Teamwork and Leadership

1. Collaborates in a way that values the roles and responsibilities of others in the team; respects their skills, expertise and contributions; and interacts appropriately and confidently.
2. Actively consults and explores solutions and ideas with members of the multi-disciplinary team including patients / service users, families and carers to enhance care.
3. Inspires confidence in other members of the team, adopting the leadership role when appropriate.
4. Participates in team decision making. Can assertively challenge contributions where necessary through discussions and informed debate, respecting others views and opinions and behaving in a professional way.
5. Takes responsibility for coordinating and delegating care, preparing, supporting and supervising those to whom care has been delegated.
6. Facilitates others, for example, nursing students, to develop their competence and confidence; sharing your skills, knowledge and experience for the benefit of people receiving care.
7. Can respond to planned and unplanned situations, managing self and others in a flexible and adaptable way.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 4: Leadership, Management & Team Working

Competency 4c: Time and Care Management and Prioritisation.

1. Leads the delivery of person centred, evidence based care for a caseload of identified patients/service users, prioritising appropriately and managing time and resources effectively.
2. Takes initiative in care planning, implementation and evaluation.
3. Acts as an advocate for service users/carers.
4. Works independently, without direct supervision, in a safe, effective and confident manner.
5. Manages stress in self and others, when under pressure.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 4: Leadership, Management & Team Working

Competency 4d: Manage Own Development.

1. Actively seeks to extend knowledge and skills in order to develop personal nursing practice and meet the requirements necessary for entry to the register.
2. Critically reflects on situations in practice to enhance their learning and development.
3. Demonstrates adequate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data.
4. Evaluates own competence accurately and identifies further learning required.
5. Completes all Practice Assessment Documentation.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Domain 5: (Health Visiting ONLY)

Competency 5a: Influence on policies affecting health

1. Collects and interprets health data and develop and initiate strategies to promote and improve individual and community health and evaluate outcomes.
2. Evaluate the success of different research and development strategies to improve health and wellbeing.
3. Learn both independently and cooperatively to use research and development to improve health and wellbeing.

Mentor's Signature

Date:

Sign Pass:

Sign Fail:

Section 4

Placement Learning Toolkit: Additional forms to support learning

Long Spoke Placements (spoke placements longer than 3 days)

Name of visit area: _____

Student Name:	Placement Area:
Student Number:	Placement Dates:
Link Lecturer Name:	Mentor Name:

Self-assessment, objectives and action plan for this placement/visit (students will have thought about this experience in relation to their overall placement experience, objectives and action plans)

Student self-assessment				
No.	Objective: I will be able to...	Related competencies:	Timeframe: I will have achieved this by...	Support /resources: To complete this I will require...
We have had the opportunity to discuss & agree objectives for this placement/visit				
Student Signature: _____		Date: _____	Supervisor signature: _____	
			Date: _____	

Student review of experience and achievement of objectives (review your progress in relation to the objectives set in the action plan)

Feedback from the person supervising this placement. Review of progress (have objectives been achieved? Report on the students' specific strengths and suggest areas for further development. Provide feedback regarding specific competency domains - 1. Professional values, 2. Communication and interpersonal skills, 3. Nursing Practice and Decision making, 4. Leadership management and teamwork - as relevant to this experience.)

We have had the opportunity to discuss & review the objectives for this placement/visit

Student Signature:

Date:

Supervisor signature:

Date:

Spoke Placement Learning Log (All spokes)

Student Name:	Student Number:	Hub Placement Area:
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Guide to completing Spoke Learning Activity Log:

Spoke Area:

Where did you go and how did this link to your hub placement?

What was the topic?

Please give a brief outline of the key points of the learning activity, how it is linked to your scope of practice, what you learnt, and how you have applied what you learnt to your practice.

Link to The Code

Please identify the part or parts of The Code relevant to the learning activity:

- Prioritise people
- Practise effectively
- Preserve safety
- Promote professionalism and trust

Dates:	Spoke Area:	Activities and Learning: What did I do and What did I learn?	Link to The Code:	Number of hours / days:

Feedback from others who have contributed to assessment

Student Name:	Student Number:	Placement Area:
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Feedback from others:

Professionals / Shift Supervisor

Student Name:	Student Number:	Placement Area:
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People cared for or their carers supported by the student (this information is to be gathered & reported by the mentor / shift supervisor)

People cared for or their carers supported by the student (form to be given to people by the student's mentor / shift supervisor)

Adapted from the Pan London Practice Assessment Document (2015)

(Mentor to enter the students name and make the approach): How good was the student nurse at...	Excellent	Very Good	OK	Could do better	Additional comments
...Respecting your dignity and privacy					
...Being kind and compassionate					
...Understanding your needs					
...Including you in your care and decisions					
... Being trustworthy and professional					
... Making you feel safe					
...Communicating, clearly and efficiently					

People cared for or their carers supported by the student (form to be given to people by the student's mentor / shift supervisor)



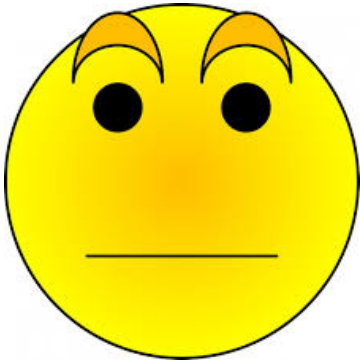

Mentor to enter the students name and make the approach

<p>How happy were you with the way the student nurse...</p>	<p>Please place an X on the line for each statement</p> <p>0 = Very unsatisfied 10 = Very satisfied</p>
<p>... Met your needs</p>	<p>0 _____ 10</p>
<p>... Understood the way that you felt</p>	<p>0 _____ 10</p>
<p>... Talked to you</p>	<p>0 _____ 10</p>
<p>... Informed you of your care</p>	<p>0 _____ 10</p>
<p>... Showed you respect</p>	<p>0 _____ 10</p>
<p>What did they do well?</p>	
<p>How can they improve?</p>	

People cared for or their carers supported by the student (form to be given to people by the student's mentor / shift supervisor)
Adapted from the Pan London Practice Assessment Document (2015)

(Mentor to enter the students name and make the approach): _____

How does your nurse make you feel?

Excellent	Very Good	OK	Could do better
			

Student Reflection

This is an opportunity to explore reflections from particular incidents in practice. You can use these to support your self-assessments in relation to the four domains.

Student Name:	Student Number:	Placement Area:
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Reflection (please ensure that confidentiality is maintained throughout, do not record patient names or specific details & do not name members of staff): It is recommended that you utilise a reflective framework as described in Section 7 of the Guide to the Practice Assessment Document.

Please consider how your reflection links to The Code (NMC, 2015):

(reflection continued)

Student Signature:

Date:

Record of additional progress review meetings and resulting action plans

Name: _____

Student Number: _____

Year of study:	Semester:	Placement:
Sign-off Mentor name:		Link lecturer name:

Purpose of meeting/feedback given

Outcomes of meeting

Mentor signature: _____

Date: _____

Student signature: _____

Date: _____

Action plan from progress review meeting

No.	Objective	Related Competency	Timeframe	Support/Resources

Actions for mentor and/or link lecturer

Date of review meeting:

Student Signature:

Date:

Mentor Signature:

Date:

Link Lecturer
Signature:

Date:

