



## Nursing Skills (Adult/Mental Health)

# ***DEVELOPMENT OF PRACTICAL SKILLS***

*(Incorporating the 2010 NMC Essential Skills Clusters and the NHS Constitution Values and Behaviour)*

**HS508/823 – NURSING SKILLS (1) PP1**

**HS514/826 – NURSING SKILLS (2) PP2**

**HS518/528 – NURSING SKILLS (3) CP**

<b>STUDENT NAME</b>		
<b>COHORT</b> (Delete as applicable)	<b>COLCHESTER</b>	<b>SOUTHEND</b>
<b>MONTH/ YEAR</b>		
<b>NURSING FIELD</b> (Delete as applicable)	<b>ADULT</b>	<b>MENTAL HEALTH</b>
<b>PATHWAY</b> (Delete as applicable)	<b>MSc Nursing (Pre-Registration)</b>	
	<b>BSc Nursing</b>	

## **Statement of Consent**

This is a cumulative skills book which will build, over the course of your studies, into a comprehensive record of your skills achievement. Each subsequent placement mentor will be able to view what has been recorded by previous mentors. This is necessary for them to be able to see areas of strength and weakness in your performance and thus negotiate areas for development within your placement. This document is important and you must keep it safe at all times. It is a permanent record of your practical achievement during the programme which will contribute to the evidence required for final registration. It must be submitted for inspection at the end of every placement and as part of your portfolio.

**By signing below you indicate that:**

- 1. You understand and consent to your on-going record of skills achievement being shared with each of your mentors/education providers during your studies.**
- 2. You understand and agree that it is your responsibility to keep this record safe and ensure that an accurate copy is maintained.**

**Signed .....** **Date.....**

**Student Name (print).....**

*In the event of an irretrievably lost/destroyed book:*

*The student will work with the relevant programme lead and placement unit to attempt to capture available information from other sources.*

*The student and the programme lead will prepare a statement indicating what can be incontestably proved to have been completed.*

*Current/recent evidence that can be confirmed with mentors will be signed off with a note indicating circumstances.*

*The student will commence a new skills book from the point agreed with the programme lead.*

## **Statements of Progression:**

### **To be completed by the mentor at Progression Point 1.**

I have reviewed the student's skills assessment record up to progression Point 1 (PP1); all skills have been satisfactorily achieved.

Therefore student (insert name) ..... should remain on the programme in order to work towards Progression Point 2.

Mentor Name..... Date.....

Signature..... Qualification.....

NMC PIN.....  
-----

### **To be completed by the mentor at Progression Point 2.**

I have reviewed the student's skills assessment record up to progression Point 2 (PP2); all skills have been satisfactorily achieved.

Therefore student (insert name) ..... should remain on the programme in order to work towards Completion Point.

Mentor Name..... Date.....

Signature..... Qualification.....

NMC PIN.....

## Contents

Statement of Consent.....	2
Statements of Progression.....	3
Terminology .....	5
Introduction & General Information .....	6
Enhanced Practice Support Framework (EPSF).....	11
What to do If...Information for Mentors .....	17
What to do If...Information for Students .....	18
Guidelines for Mentors .....	19
Guidelines for Scoring Skill Assessment.....	20
Example of progress sheet .....	21
Example of a pass record .....	22
Example of a fail record .....	23
<b>1. Communication and Relationships .....</b>	<b>24</b>
<b>2. Record Keeping .....</b>	<b>30</b>
<b>3. Physiological Measurements .....</b>	<b>36</b>
<b>4. Psychological Assessment.....</b>	<b>42</b>
<b>5. Medication Administration .....</b>	<b>48</b>
<b>6. Infection Prevention and Control.....</b>	<b>56</b>
<b>7. Tissue Viability &amp; Wound Care .....</b>	<b>62</b>
<b>8. Pain Management .....</b>	<b>68</b>
<b>9. Fluid Management.....</b>	<b>74</b>
<b>10. Nutrition .....</b>	<b>80</b>
<b>11. Admission and Assessment .....</b>	<b>86</b>
<b>12. Planning.....</b>	<b>92</b>
<b>13. Care Delivery .....</b>	<b>98</b>
<b>14. Evaluation .....</b>	<b>104</b>
<b>15. Discharge/Transfer Planning .....</b>	<b>110</b>
<b>16. Management .....</b>	<b>116</b>
<b>17. Maintaining Safety .....</b>	<b>122</b>
<b>18. Personal Care.....</b>	<b>128</b>
<b>19. Health Promotion and Teaching.....</b>	<b>134</b>
<b>20. Collaborating with Service Users .....</b>	<b>140</b>
Additional Summative Assessments .....	146
Learning Contracts and Assessments of Core Values .....	149
Register of Signatories .....	189
Progress Record .....	193
Conclusion .....	198
Risk of Placement Failure/Record of Additional Learning.....	201
Course Contacts .....	202

## Terminology

### Mentor

A mentor is a Registered Nurse who, during the student's allocation to the mentor's practice area, takes on a mentoring/supervisory relationship with the student. (Previously may have been known as practice-supervisor). The mentor must have undertaken a programme of mentorship preparation, an annual mentorship update, triennial review (if more than 3 years since initial mentorship course) and needs to be annotated on their organization's live mentor register.

### Progression Mentor

A progression mentor is a mentor who, during the student's allocation to the mentor's practice area immediately prior to a Progression Point, reviews with the student their progress and determines whether the student has met all the competencies required to progress from one part of the programme to the next. No additional training is required to undertake this role.

### Sign-Off Mentor

A sign-off mentor is a mentor (as described above) who has met additional criteria and is registered in the same field of practice as the student. At the end of the student's period of training it is the sign-off mentor who makes a final judgement of the student's competence to enter the nursing register.

### Link-Lecturer

A member of the University staff, who has specific responsibility for liaison between the staff of the practice area, the University and the student. Link-lecturers are available to support mentors and other staff in their work with students.

### Assessor

An assessor is usually a mentor who undertakes formal assessment of the student's performance in real-life or simulated settings. On occasion and with the prior agreement of the link-lecturer; the assessor may be another appropriately qualified and experienced registered nurse practitioner who has opportunity to assess specific skills when such opportunities did not arise in the mentor's practice.

<b>General Contact Details</b>	
School of Health & Social Care University of Essex Wivenhoe Park <b>COLCHESTER</b> CO4 3SQ	School of Health & Social Care University of Essex Elmer Approach <b>SOUTHEND-ON-SEA</b> SS1 1LW
<b>01206 874496</b>	<b>01702 328360</b>
For more information on placements visit : <a href="http://www.essex.ac.uk/hhs/placements">www.essex.ac.uk/hhs/placements</a>	
<b>See also the Nursing Programme Student Handbook on Moodle</b>	

### **Introduction & General Information**

The following package has been drawn from the NMC's *Standards for Pre-Registration Nursing (2010) Annex 3 Essential Skills Clusters (ESCs)* which itemises the skills required for entry to the Register. The package has been developed with reference to *The Code: Professional standards of practice and behaviour for nurses and midwives*, (NMC 2015, [www.nmc-uk.org.uk](http://www.nmc-uk.org.uk)), and the values outlined in the *NHS Constitution* (DoH 2013).

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

Each of the ESCs has been mapped against the skill areas to be assessed in this practice document. Each skill includes criteria by which the student can demonstrate achievement. A reference to this can be found under each skill heading, (e.g. ESC 7.1; “*Applies the principles of data protection*” applies to the assessment of skills for Record Keeping).

### **Progression Points (PP1 and PP2) and Completion Point (CP)**

Twice during the programme (Progression Points 1 and 2) students will need to have demonstrated satisfactory development in order to continue within the programme. It is the role of the progression mentor, who is the student's mentor for that placement, to make a decision about the student's progression into the next part of the programme. At the end of the programme (Completion Point) the student must have demonstrated competence in all of the skills required for entry onto the register. It is the role of the sign-off mentor to make a final judgement about the student's competence and be satisfied that the student is safe and effective in practice.

The book contains 20 *focussed skills assessment (see below)* sets that the student is required to have achieved by completion of the programme. Each of the skills sets is split into three points, (eg Record Keeping is assessed at 2a, 2b and 2c) which must be completed in sequence. All (a) skills must be achieved by PP1, all (b) skills achieved by PP2 and all (c) skills achieved before CP.

Although all of these skills are important, the need for brevity has also been acknowledged. In consequence, skills developed in PP1 are not generally

repeated in full in the documentation of PP2 and CP. It is recognised, however, that they will remain current throughout the programme, building the students level of competence and confidence and, therefore, should be practised as much as possible in order to acquire mastery.

**Learning contract:** As part of the usual mentor support, mentors and students are expected to document (using the pages towards the end of this book) a meeting at the start, middle and at the end of each placement. In these meetings the student and mentor would briefly discuss the learning aims/outcomes in relation to the placement. The mentor identifies and records opportunities to achieve these aims/outcomes, whilst identifying other learning opportunities that the student may not be aware of. At the *mid placement reviews* and *completion reviews* a record should be made of progress in relation to meeting the learning aims/outcomes.

There are two types of skills areas to be assessed during the student's placements. Firstly there are the **Core Professional Values**, which reflect both professional and NHS values. This assessment must be undertaken in every placement. At the end of each clinical placement the mentor makes an overall assessment of the student's performance and progress using the relevant pages at the end of this skills book.

Comments are invited on the student's performance. This might include constructive evaluations of the strengths and weaknesses of an individual student, progress towards core professional values or other issues that a mentor feels relevant to assist the student to become a Registered Nurse. Should a student fail against any of the core professional values, the student will have failed the clinical placement; the mentor must give specific comments to support this. Mentors must, at the earliest opportunity, bring to the attention of the student any apparent deficits in their practice or values that would put them at risk of failing the placement and negotiate with student an action plan to address these deficits. This should be done by utilization of p201

A student who fails a placement will be given one opportunity to re-take the placement; this re-take opportunity will be a placement of a similar duration towards the end of the programme. If a student fails a clinical placement on the

second attempt at the assessment, no further attempt is allowed and the student is required to withdraw from the programme. Only one failed clinical placement is permitted to be retaken as a second attempt. If a student, who has already had a failed placement, fails a resit placement or a second placement they will be required to withdraw from the programme.

The second type of skills is the **Focussed Skills Assessments**. These skill areas can be assessed in any of the placement settings a student works in during the programme. However the mentor/ student may find that one placement setting may be more suited to undertaking practice and assessment in a particular skill/ performance criteria. Therefore each focussed skills assessment does not need to be undertaken in every placement setting. The mentor and student should identify early on in the placement which of the focussed skills assessments would be most suited to the placement area they are presently working in.

Throughout their placements, students, staff and mentors are invited to record the student's progress on the Progress Sheets. In **areas where the Enhanced Practice Support Framework (EPSF) is being used**, progress sheets should be used by students to document their reflective learning account related to their specific learning goal(s) for that shift relevant to the focussed skills assessments. The principles of the EPSF require the coach with whom the student is working to countersign the student's reflective learning account in the progress sheet (see guidance on pages 11-16).

Some of the criteria in the focussed skills assessments may be practised in a simulated environment prior to the placement experience and will be assessed by the lecturer. Most skills should also be practised in the clinical area, where they will be assessed by the mentor and/or the lecturer. The terms "Classroom" "Classroom/Placement" and "Placement" refer to the location of assessments.

When an assessment is undertaken the mentors/ assessors are invited to provide comments on the student's performance in the **comments** box, and summarise the judgement by indicating the student's grade in the "Assessment" section. A student may repeat **formative** assessments as often as necessary within their placements. Once sufficient assessment of the student's ability in a skill area has



occurred, (i.e. each of the performance criteria has been addressed), the mentor/assessor may assess and record the student's level of achievement in the **summative** box at the bottom of the page.

Should a student fail a summative assessment the link lecturer **must** be informed before that assessment is repeated. The student should be given support to achieve the standard required for safe practice by the mentor and tutor. Should a student fail to successfully complete any summative assessment during the placements, a further opportunity will be offered for the student to be re-assessed. The student must achieve a pass grade in all summative skills assessments by the end of the programme. If a student fails any summative skills assessment on a second attempt they will have failed the programme and will be required to withdraw.

The awarding of a specific grade by an assessor must only be based upon the student's performance during the completion of a specified assessment. Please refer to the **Guidelines for Scoring Skills Assessment** (see below) for a further explanation of the grades that should be awarded during practical assessments. Examples of pass and fail records are given below. The importance of a rigorous assessment must not be under-estimated. If there is an issue that arises with a student in clinical practice, (including strong concerns or a failure of the student by the mentor/ assessor in a skills assessment), the guidance given on pages 10-12 must be followed. Student nurses should not be failed on a single aspect of performance, provided that they accept guidance and modify their future practice accordingly.

If the student nurse has not reached the standard for any item, the link lecturer must be informed at the earliest opportunity before that assessment is repeated. The link lecturer will assist both student and mentor to make fair assessment of the student's performance . The mentor will need to supply evidence on which the decision is based. This should include records of:-

1. The events on which the decision is based.
2. Discussion with others involved in training.
3. Discussions with the student nurse.
4. The evaluation of the student nurse's failure to progress.

5. The reasons for the failure.

Summative assessment can also be undertaken by a member of the teaching staff on the Nursing Programme. Their judgement will be based upon;

- The formative assessment records undertaken in practice
- Evaluation of information contained in the progress sheets
- Discussion with the student
- Reference to any Record of Additional Learning Needs Sheets
- Observation of simulated practice
- Discussion with the student's clinical mentor/s

It is anticipated that all students will make the most of the opportunities offered to them on placement. Should there be concerns about a student, please follow the guidelines given under the section 'what to do if' (further guidance and contact details can be found in in the end section of this book). The University staff will work with you to address these concerns.

The structure of the package should not be seen as inflexible. Whilst a student must have achieved all the required skills for PP1 and PP2 in order to continue to the next part of the programme, it is possible to perform some of the skills for PP2 skills during PP1 if circumstances allow (or dictate). Nevertheless, the student and the Mentor/Assessor must recognise that achieving a skill requires more than the act of doing; it involves the critical application of the relevant knowledge that is developed throughout the programme.

The generic nature of these skills implies that it ought to be possible for all student nurses to achieve them all by the end of the final year. In view of the limited time that the student nurse has got to complete these skills, it is suggested that the package should be reviewed with the mentor/link-lecturer on a weekly basis.

Any person, (other than the student) who writes in this skills book must enter a record of their signature into the Register of Signatories (see below).

## Enhanced Practice Support Framework (EPSF)

**The Enhanced Practice Support Framework (EPSF) is being used in several placement settings across Essex.** According to the NMC (2008) *Standards to support learning and assessment in practice*, the facilitation of learning is every registrant's responsibility and not the sole remit of a registered 'live' mentor. It is also important that mentors have a role model to support them with their decision making around assessment and the development of mentorship skills. The Enhanced Practice Support Framework provides this support for mentors but proposing three key roles to support practice learning: Lead Mentor; Mentors; Coaches

### Coach

**All registered health care practitioners** will be expected to undertake a coaching role and will participate in a workshop to help prepare them for this role. The coach is responsible for **teaching, supporting and giving feedback** to the student, with the aim to improve the student's performance in clinical competence. Registered practitioners do not need a mentorship qualification to coach students.

On a daily basis, each pre-registration student will be assigned to work with one coach and negotiate a goal for the day that is linked to one of their competencies. The coaching relationship is relatively short term and may only span one shift or a few shifts on a placement.

The student should complete a log each day, which outlines their learning with their coach and the coach is required to sign this to confirm accuracy of the student's entry.

For **Essex students** this will be documented on the progress sheets associated with specific skills in the student's practice assessment document.

The coach **will not** be responsible for the summative assessment of a student or for completing or signing any aspect of practice assessment.

### Mentors

A student will still be allocated to a mentor who will continue to work within the NMC (2008) Standards. According to these standards, a mentor is required to provide **direct or indirect** supervision of learning for 40% of the student's allocation. Some

of this will take the form of allocating a suitable coach to develop their student's experience and learning. Mentors will retain **overall responsibility for planning learning and facilitating, directing and assessing student learning**. They may also undertake the skill of coaching if they have not been allocated a student to mentor at that time. In order to fully assess a student's performance, the mentor is required to consult with the coaches that their student has worked with, and request to see their student's completed progress sheets. This information and feedback provides the basis for assessment discussions between the mentor and their student, and informs their assessment decisions. Mentors will also be required to spend sufficient time working with their student to be able to make an informed judgement related to their level of competency.

Mentors retain **accountability and responsibility for the assessment** of a student and for completing and signing practice assessments.

To summarise:

**Students** complete their progress sheet (UoE).

**Coaches** sign a student's progress sheets to confirm what the student has documented.

**Mentors** use these and other sources of information and feedback to complete and sign students' summative practice assessments.

### **Lead Mentor**

The lead mentor is an experienced mentor who has demonstrated excellence in mentorship and will be responsible for helping **to lead and establish a quality learning environment** for students in their area. They will be responsible for ensuring students have been allocated to a 'live mentor' and to a coach on a daily basis and for embedding the principles of the framework. The lead mentor will also act as a support for mentors, sign-off mentors and coaches and a point of communication for Education Managers. It is anticipated that the lead mentor will be in an ideal position to identify registrants with the potential to become excellent mentors so that only those who have the skills and desire to mentor will be put forward for the role.

## **Enhanced Practice Support Framework FAQs**

### **1. What do the students have to do?**

The students will follow the usual process prior to placement – contacting the placement area, introducing themselves, and getting their shifts. When they start the placement, they will have an initial interview with their mentor, where a learning contract is drawn up. The mentor will then allocate the student to a coach in advance of each shift, unless they have specifically chosen to work directly with their student themselves. At the beginning of each subsequent shift, the student will negotiate their goal for the day and document this in their progress sheet. Before the end of the shift the student will reflect on their learning, receive feedback from their coach and have their entry signed by the coach.

### **2. Who will assess the students in placement?**

A mentor will retain sole responsibility for signing the students' summative assessments, as in any other placement. The students will meet with their mentor at least once per week where possible, as well as at the start, at mid-way point and at the end of the placement, so that the relevant documents can be completed. If they are on their final placement, then they will also meet at regular intervals with their sign-off mentor.

### **3. Should a student on an insight placement be engaging with this process?**

Yes. When all areas are prepared for this framework, insight placements will also adopt the same approach. Students will continue to set a goal each day and target some of the key learning they are expected to achieve on this placement.

### **4. Do students have to work through their practice competencies in order when setting a daily goal?**

No. It is unlikely that students will address their practice competencies in order. This will be dependent on the opportunities for learning that are available on the shift. With their coach/mentor they will identify a goal for the day based on any one of the practice competencies. It is important that students learn to take responsibility for their learning.

**5. Who can sign the student's progress sheet?**

Any registered practitioner from any discipline, who has been allocated as a coach, can sign the log/progress sheet at the end of the shift.

**6. What if a coach doesn't agree with the student's reflective account?**

To avoid any disagreement, students should have a short discussion with their coach about how their performance related to their goal prior to documenting their reflection.

**7. Who can complete a student's practice assessments?**

Only the student's mentor can complete practice assessments.

**ARU students have two books:** a practice assessment document completed by mentors and a coaching log completed by students and signed by coaches.

**Essex students have a single book:** The formative/summative assessment pages should be completed by mentors; the progress sheets are completed by student and signed by coaches.

**8. If the student misses the opportunity to set a goal every day will they fail their placement?**

No. The coaching system is not about passing or failing students. However, it is important that students engage with this aspect of practice learning. Students who have already done so have experienced particularly positive benefits.

**9. Can a mentor negotiate a goal with their student?**

Yes. When working with their student, mentors can apply the skill of coaching and therefore will negotiate a goal for the shift with their student. Mentors will then also sign the coaching log at the end of the shift.

**10. Can a health care assistant (HCA) / health care support worker (HCSW) act as a coach?**

No. The role of the coach is undertaken by a **registered professional only**. The coach may decide that their student should spend some time working with an HCA / HCSW as part of their learning experience to achieve their goal but feedback will come from the coach.

### **11. Who will be the point of contact for practice staff?**

Please contact your Link Tutor if you have any queries about this framework.

#### **HOW TO COMPLETE THE PROGRESS SHEET:**

1. At the start of each shift, the student discusses with the coach and/or mentor which performance criterion would be suitable to address given the likely learning opportunities available on that shift.
2. In collaboration the student and coach design a goal to be achieved that relates directly to this performance criterion.
3. The student documents the goal in the progress sheet, and the student and coach work together to ensure opportunities to achieve the goal are optimised.
4. During the shift, the coach is likely to supplement opportunities for participation with skilled questioning that enhances allows the student to explore their own knowledge base and enhance their understanding.
5. During or towards the end of the shift, the student reflects on their participation and performance on the shift, and records this in the progress. The coach signs the student's reflection as a realistic account of the student's progress.

**SEE EXAMPLE BELOW**

**Example of completed progress sheet in University of Essex document** Let's use an example. Look at page 129 of the University of Essex document. It outlines the performance criteria required of year 1 students in relation to Personal Care. The progress sheet for this is on the preceding page. One of the performance criteria is:

*“The student nurse respects individual dignity when engaging in care delivery and uses communication and touch appropriately.”*

**At the start of the shift:** The student, in collaboration with the coach, sets a goal related to the performance criteria.

**During or towards the end of the shift:** The student reflects on how their performance on the shift has achieved the goal, and record this in the progress sheet as outlined below, and dates and signs the entry.

**During or towards the end of the shift:** The coach signs the student's reflection as a realistic account of the student's progress in achieving the goal.

<b>Personal Care (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
2 December 2017	<p><b>Goal:</b> <i>To demonstrate privacy, dignity and respect towards service users</i></p> <p><b>Reflection:</b> <i>I participated in the provision of personal hygiene needs and discussed preferences with the patient. I considered how the patient was feeling when being bed-bathed and took measures to maintain dignity e.g. drew curtains, ensured no part of the patient's body was exposed unless being washed, and talked and listened to the patient whilst delivering care, including them in decisions. A doctor entered whilst the patient was being bed bathed which compromised dignity and respect. Next time I will consider using a dignity peg to prevent intrusion into the bed space during personal care.</i></p>	<p><i>Emily Jones</i> (student)</p> <p><i>Murray</i> (coach)</p>



**What to do if...Information for Mentors**

# University of Essex

**School of Health and Social Care**

**What to do if there is an issue with a student in the clinical area**

Issue	Action to be taken
<p>Student absence or lateness</p> <p>e.g. unauthorised absence, excessive absence, lack of punctuality, request for compassionate leave</p>	<ol style="list-style-type: none"> <li>1. Inform the Placement Administrator (01206 874312 or email <a href="mailto:hhsplace@essex.ac.uk">hhsplace@essex.ac.uk</a>)</li> <li>2. Document absences in the student's Nursing Skills Book</li> <li>3. The Placement Administrator will inform the Link Lecturer</li> <li>4. The Link Lecturer communicates with clinical staff and student</li> <li>5. An action plan is noted on a <u>copy</u> of Risk of Placement Failure/Record of Additional Learning Needs form (see below) is agreed, to include:                         <ol style="list-style-type: none"> <li>a. changes required</li> <li>b. timescale for changes</li> <li>c. review date</li> <li>d. copy retained by the student and the <b>Mentor</b> provides a copy to the Link Lecturer.</li> </ol> </li> </ol>
<p>Poor student performance or concerns about professional behaviour</p>	<ol style="list-style-type: none"> <li>1. The Mentor discusses the issue with the student and informs the Link Lecturer. A note is made in the student's Nursing Skills Book indicating how and by when the issue is to be resolved.</li> <li>2. If the problem is unresolved, the Link lecturer, Mentor and student agree an action plan on a <u>copy</u> of Risk of Placement Failure/Record of Additional Learning Needs (see below) to include:                         <ol style="list-style-type: none"> <li>1. changes required</li> <li>2. timescale for changes</li> <li>3. review date.</li> <li>4. copy retained by the student and the <b>mentor</b> provides a copy to the link lecturer.</li> </ol> </li> <li>3. The placement provider's Education Liaison Manager is informed by the mentor of major concerns about student performance.</li> </ol>
<p>Clinical incident or accident involving the student</p>	<ol style="list-style-type: none"> <li>1. Follow the placement provider's policy on reporting a clinical incident/accident</li> <li>2. Inform the placement provider's Education Liaison Manager and the Link Lecturer, Link Lecturer informs the Programme Leader.</li> <li>3. Provide a copy of the incident/accident form to the Link Lecturer/Programme Lead</li> <li>4. Programme Lead decides if further action is required.</li> </ol>
<p>Student has difficulty with their academic work</p>	<p>Direct the student to seek help from their module leader/university lecturer</p>

**What to do If...Information for Students**

# University of Essex

School of Health and Social Care

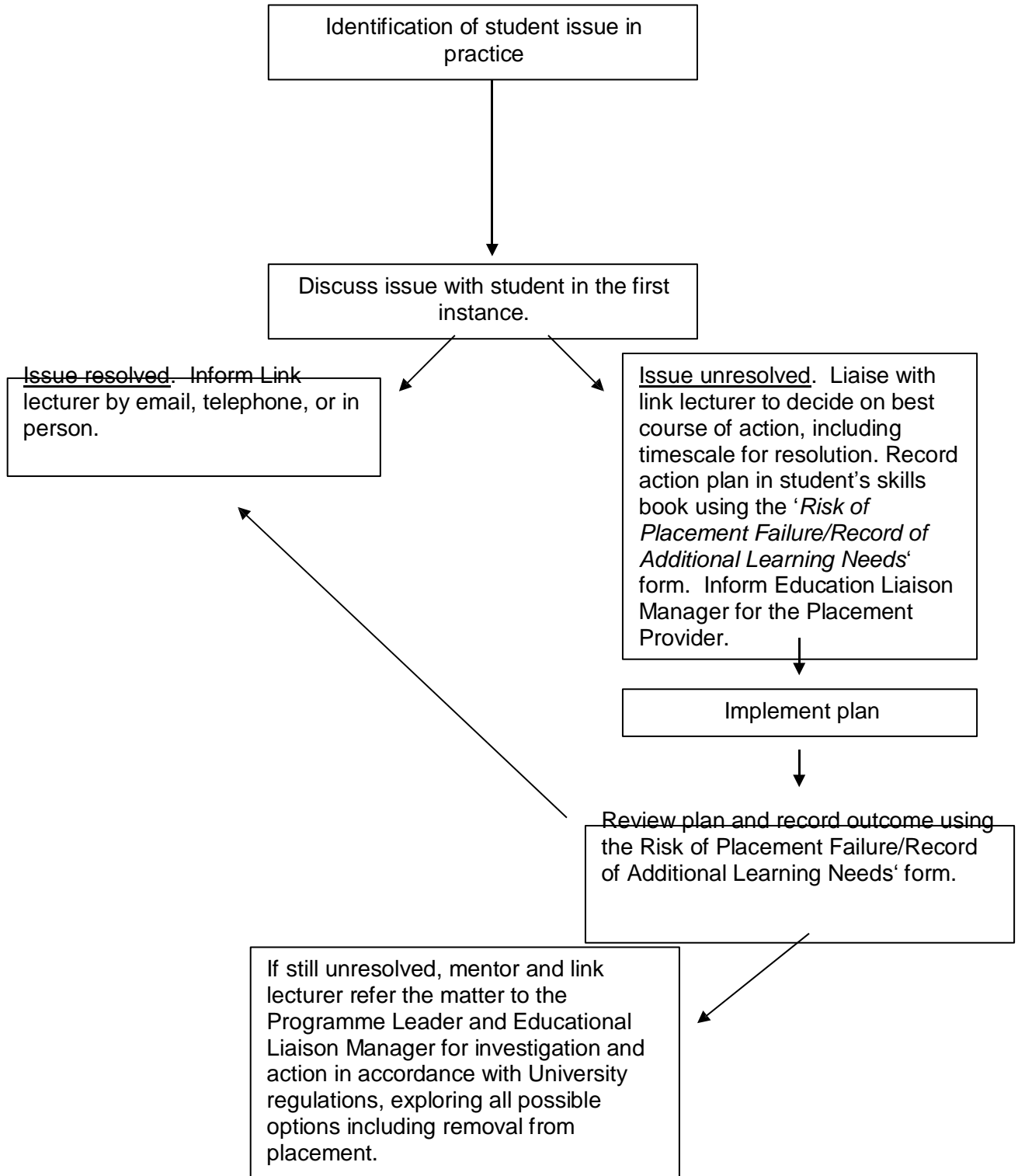
**What to do if there is an issue in the clinical area  
Please refer to the Placement Guidelines for full details.**

Issue	Action to be taken
<p>Student absence or lateness</p> <p>e.g. you are not well enough to attend placement, you have been delayed and are not going to be on time for placement, you need to request compassionate leave</p>	<ol style="list-style-type: none"> <li>1. Inform the clinical area as soon as possible.</li> <li>2. Inform the Placement Administrator (01206 874312 or email <a href="mailto:hhsplace@essex.ac.uk">hhsplace@essex.ac.uk</a> )</li> <li>3. The Placement Administrator informs the Link Lecturer</li> <li>4. Requests for compassionate leave should be sent to the Programme Lead for a decision.</li> <li>5. The Link Lecturer communicates with clinical staff and student as required</li> <li>6. If lateness or absence is a problem, an action plan which is noted on a Risk of Placement Failure/Record of Additional Learning Needs form(see below) is agreed between the Mentor, Link Lecturer and student, to include:                         <ol style="list-style-type: none"> <li>a. changes required</li> <li>b. timescale for changes</li> <li>c. review date.</li> <li>d. copy retained by the student and the <b>mentor</b> provides a copy to the link lecturer.</li> </ol> </li> </ol>
<p>You are concerned that you are not learning enough or not working with your mentor.</p>	<ol style="list-style-type: none"> <li>1. Discuss the issue with your Mentor or the Service Manager if your Mentor is not available.</li> <li>2. Inform the Link lecturer. A note is made in your Nursing Skills Book indicating how and by when the issue is to be resolved.</li> <li>3. If the problem is unresolved, the Link Lecturer, mentor and student agree an action plan which is noted on a Risk of Placement Failure/Record of Additional Learning Needs form (see below) to include:                         <ol style="list-style-type: none"> <li>a. changes required</li> <li>b. timescale for changes</li> <li>c. review date</li> <li>d. copy retained by the student and the <b>mentor</b> provides a copy to the link lecturer.</li> </ol> </li> </ol>
<p>There is a Clinical incident or accident involving you, the student.</p>	<ol style="list-style-type: none"> <li>1. Follow Trust policy on reporting a clinical incident/accident and inform your mentor.</li> <li>2. Inform the University of Essex link lecturer.</li> <li>3. Provide an anonymised copy of the incident/accident form to the University of Essex link lecturer/programme leader</li> <li>4. Programme leader decides if further action is required.</li> </ol>
<p>You are having difficulty with your academic work</p>	<p>Seek help from the module leader, or module teaching team at the University.</p>
<p>Your Nursing Skills Book is lost or becomes irreparably damaged.</p>	<ol style="list-style-type: none"> <li>1. Contact your personal tutor at your earliest opportunity.</li> <li>2. Following discussion you will need to contact previous mentors and request that they re-sign your skills that have been completed.</li> </ol>

**University of Essex  
School of Health and Social Care**

**Guidelines for Mentors**

(For full details please see Placement Guidelines)



**Guidelines for Scoring Skill Assessment**

	Level	Meaning
4	<p><u>Independent &amp; excellent performance</u>  <b>Safe:</b> requires &amp; seeks minimal prompts for thinking or action.</p>	<p>Demonstrates an excellent understanding of knowledge underpinning practice. Very coordinated, proficient and confident in technical clinical skills. Professional and caring at all times. Excellent effective communication skills with clients, carers and staff. Very good ability to synthesise theory and practice with minimal prompts. Very well developed clinical reasoning skills.</p>
3	<p><u>Infrequently assisted &amp; good performance</u>  <b>Safe:</b> requires and seeks infrequent prompts for thinking or action.</p>	<p>Demonstrates a sound understanding of knowledge underpinning practice. Coordinated, proficient and confident in technical skills. Professional and caring at all times. Good effective interpersonal communication skills with clients, carers and staff. Good ability to synthesise theory and practice with infrequent prompts. Good clinical reasoning skills.</p>
2	<p><u>Assisted &amp; satisfactory performance</u>  <b>Safe:</b> requires and seeks frequent prompts for thinking or action.  <b>The awarding of this score (or higher) denotes a PASS grade.</b></p>	<p>Demonstrates a satisfactory understanding of knowledge underpinning practice. Coordinated, proficient and confident in most technical skills. Professional and caring at all times. Appropriate interpersonal communication skills with clients, carers and staff. Satisfactory ability to synthesise theory and practice requiring prompts at times. Satisfactory clinical reasoning skills.</p>
1	<p><u>Dependent &amp; unsatisfactory performance</u>  <b>Unsafe:</b> requires frequent verbal and physical prompts and direction.  <b>This awarding of this score denotes a FAIL grade, please refer to the further guidance given in the preceding pages of this document, the worked examples of a fail record and the 'Information for Mentors- what to do if...' regarding poor student performance.</b></p>	<p>Deficient in knowledge underpinning practice. Requires frequent prompting to elicit knowledge. Uncoordinated, unconfident and lacks proficiency in basic technical skills. Professional conduct and caring not consistently demonstrated. Frequently demonstrates ineffective interpersonal communication skills. Inability to synthesise theory and practice even with frequent prompting and support.</p>

Adapted from Bondy, K.N. (1983) Journal of Nursing Education. 22(9); University of South Australia (1999) Bachelor of Nursing Clinical Assessment Form; Flinders Medical Centre Performance Review Graduate Nurse

**Example of progress sheet**

Maintaining Safety — one sheet is included for each set of skills. To be completed during the placements by student and staff who work with the student.

<b>Maintaining Safety (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Experience &amp; Comments</b>	<b>Signature</b>
<b>01/02/17</b>	<b>Needs to think about assisting people to shower. Needs to consider correct positioning of shower chair before moving client.</b>	<i>Angelina Plume</i>
<b>03/02/17</b>	Practiced moving client using a hoist - helped to transfer clients from bed to chair. Always waited for help.	<i>Dorothy Denton</i>
<b>04/02/17</b>	<b>Too eager to move clients without assistance. More care must be taken to ensure own &amp; client safety</b>	<i>Martha Cratched</i>
<b>12/02/17</b>	Had problems moving a chest in the clinical room. However asked for assistance and guided me through the procedure.	<i>Sandra May</i>
<b>14/04/17</b>	<b>Was able to describe signs of unconsciousness and the correct procedure for raising alarm. Could describe ABC and BLS protocols.</b>	<i>Charles Fairhead</i>
<b>16/05/17</b>	Helped in the cleaning of hoist and then used it to transfer patient to the bath. Helped to clean hoist again after use in preparation for next client.	<i>Student Nurse Betty Sizemore</i>

**Example of a pass record**

**12c. Planning (CP)**

**Aim:** The newly qualifying nurse will be competent in formulating realistic and measurable plans of care.

ESC: 2.8, 2.10, 2.11, 4.5, 9.14, 9.16, 16.3

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to plan and document a strategy for care that is realistic, measurable, and is based on a reflection of previous experience and published evidence; recognising, where possible, the importance of client choice.
- B. is able to negotiate an appropriate plan of care with the client(s), carer(s) and appropriate staff, which takes into account culture and beliefs, legal frameworks and professional ethics. This plan should recognize and promote the client's ability to self-care.
- C. identifies situations where client choice may compromise safety and act appropriately.
- D. appropriately manages situations where client's wishes conflict with planned care.

**Classroom/Placement**

Date	Ass Type	Grade	Assessor's Signature
21/02/17	Formative	1      2   3   4	Charlie Dickens RMN

Comments

- Has continuously been involved in care planning for client group and has correctly identified client needs on number of occasions. Ensures that the client is involved in the planning and documents care plan satisfactorily.

**Classroom/Placement**

Date	Ass Type	Grade	Assessor's Signature
23/04/17	Formative	1      2   3   4	Charles Fairhead RMN

Comments

Student has demonstrated a continued ability to appropriately collaborate with clients and carers to establish care plans. The needs and views of the client and their carers are always included in the plan, and other staff are asked to contribute to the plan where appropriate. Recording is good with a clear indication of responsibility and timescales for various actions. Student is clearly aware of the importance of continually reviewing care plans to ensure currency and validity.

**Placement**

Date	Ass Type	Grade	Assessor's Signature
05/09/17	Summative	1      2   3   4	Angelina Plume RMN

Comments

Student ensured that planning is based upon appropriate assessment and appropriate negotiation of preferences with the client and their carers. Care plans were reviewed regularly and kept up to date and recorded in an appropriate format. Wherever possible the student ensured that care plans were based upon the best available research and they regularly reviewed published databases in search of new evidence. Student always takes account of evaluation strategy during the planning process, which ensures that the plans are always measurable, and set in an appropriate timescale.

**Example of a fail record**

**3a. Physiological Measurements (PP1)**

**Aim:** The student nurse is able to accurately measure and record vital signs

ESC; 5.2,5.4, 9.1-9.3, 9.6, 9.8-9.11, 10.5, 28.1, 28.4

**Performance criteria:** The student nurse:

- A. is able to carry out clinical screening of Body Mass Index and vital signs, (to include pulse, blood pressure, respirations, and temperature) and cleanses/disposes of equipment appropriately.
- B. is able to record findings in the appropriate documentation, recognising their significance.
- C. is able to recognise deviations from the norm, or the agreed action plan and reports these to relevant members of the healthcare team in a timely manner.
- D. is able to describe the potential impact that the environment or emotions have upon physiological measurements.
- E. is able to identify indicators of unhealthy lifestyles and their associated risks.

**Classroom/Placement**

Date	Ass Type	Grade	Assessor's Signature
21/02/17	Formative	1      ② 3 4	<i>Eric Williams RMN</i>

Comments

**Able to measure temperature, pulse and respirations and calculate BM1. Has difficulty in hearing blood pressures, but draws this to the attention of other staff and other members of the group. Accurately described the effects of anxiety on BP and pulse.**

**Classroom /Placement**

Date	Ass Type	Grade	Assessor's Signature
01/05/17	Formative	1      ② 3 4	<i>Angelina Plume RMN</i>

Comments

**Has adequately measured vital signs in a number of clients and has a clear understanding of the importance of client emotions on readings. Has made correct use of electronic BP monitor. Appears too hurried in recording measurements, making them difficult for other staff to read, necessity of accurate recording discussed. Able to discuss the potential impact of obesity on long-term health.**

**Placement**

Date	Ass Type	Grade	Assessor's Signature
01/07/17	Summative	①      2 3 4	<i>Charles Fairhead RMN</i>

Comments

**Able to measure temperature, pulse and blood pressure on a number of clients, but has not informed S/N when clients' temperature is high. Has not fully grasped how to record findings on the chart and has made 2 errors in recording BP. Student did describe in detail the potential impact of panic on pulse and respiration rates. However, accurate recording and reporting of unexpected readings are essential for safe practice.**

<b>1a. Communication &amp; Relationships (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective learning</b>	<b>Signature</b>
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	



**1a. Communication & Relationships (PP1)**

**Aim:** The student nurse is able to communicate effectively with clients, carers and other health care workers.

ESC; 1.5, 1.6, 3.1, 3.3, 4.1, 5.5, 6.1-6.6, 11.2, 13.1-13.3, 14.5,

**Performance criteria:** The student nurse:

- A. exhibits appropriate body language and a professional demeanour towards clients, carers and other health care workers
- B. is able to develop a good working relationship with clients, carers and other health care workers, referring to others in the team as required.
- C. is able to demonstrate effective, culturally competent verbal communication skills, (face-to-face and by telephone) in a range of settings – including when someone is distressed or aggressive.
- D. is able to describe (and where appropriate demonstrate) methods of enhancing communication with clients who have hearing, sight or speech difficulties.
- E. is aware of the communication/ documentation required for appropriate assessment, planning, delivery and evaluation of care, (for example during transfer/ transition of a client's care).

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments: (**NB** Have all of the above criteria been met – on this or previous occasions?)

**1b. Communication and Relationships (PP2)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective learning</b>	<b>Signature</b>
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	
	<p><i>Goal:</i></p> <p><i>Reflection:</i></p>	

**1b. Communication and Relationships (PP2)**

**Aim:** The student nurse will acquire the skills necessary to build respectful and therapeutic relationships with clients (including a range of effective interviewing skills).

ESC 1.11, 1.12, 5.7, 5.11, 5.12, 6.7, 6.8, 6.12

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. demonstrates safe and competent communication with clients, including active listening, use of verbal and non-verbal communication skills and the effective use of questioning.
  - B. consistently employs appropriate language to promote the development of trusting client-nurse relationships.
  - C. is effective in initiating, maintaining and terminating sessions.
  - D. demonstrates an ability to negotiate and maintain safe professional boundaries.
  - E. recognises the importance of developing rapport with clients/carers and responds appropriately to discomfort or distress.
  - F. demonstrates an insight into own values and how these may impact on client interactions, taking action to prevent these personal values from compromising client care.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments: (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>1c. Communication and Relationships (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**1c. Communication and Relationships (CP)**

**Aim:** The newly qualifying nurse will possess the skills necessary to build respectful and therapeutic relationships with clients (including an understanding and demonstration of empathy).

*ESC 1.11, 1.12, 1.14, 2.8, 5.6, 5.7, 5.10, 5.11, 6.10*

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. demonstrates the ability to negotiate the agenda for session
- B. whilst displaying appropriate levels of warmth, genuineness and professionalism, demonstrates concern for and an understanding of the client's situation.
- C. recognises and acts to overcome barriers in developing effective relationships with clients/carers.
- D. at all times promotes effective collaboration with the client/carer, in order to maximise, where possible, client choice.
- E. is able to pace interactions and use time efficiently, respecting the client's individual need to be heard.
- F. demonstrates an awareness of self, and challenges own and other professionals' prejudices, using the professional networks available to promote high standards of care.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>2a. Record Keeping (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**2a. Record Keeping (PP1)**

**Aim:** The student nurse will be able to maintain legible and contemporaneous nursing documentation.

ESC 6.1, 6.2, 6.5, 7.1-7.3, 8.1

**Performance criteria:** The student nurse:

- A. demonstrates accurate knowledge and application of the NMC's guidance on record keeping.
- B. demonstrates knowledge and application of the NMC guidelines and UK law for obtaining consent for nursing interventions and always works within this framework.
- C. demonstrates ability to clearly and accurately record findings of clinical screening/observations in written documentation.
- D. demonstrates knowledge of, and applies principles of, confidentiality and data protection; can describe to assessor situations in which confidentiality may be broken for safeguarding or public protection.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>2b. Record Keeping (PP2) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**2b. Record Keeping (PP2)**

**Aim:** The student nurse will be able to maintain complete, concise and legible and contemporaneous nursing documentation.

ESC 7.4-7.9, 8.2, 8.3, 8.5-8.7,

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. demonstrates accurate knowledge and application of the NMC’s guidance on record keeping.
  - B. work within the NMC Guidelines and UK law for obtaining consent for nursing interventions and always confirms client’s consent and understanding
  - C. demonstrates knowledge of individual Trust’s policies/procedures on record keeping and always works within such frameworks.
  - D. demonstrates knowledge and application of the NMC Guidelines and UK law for sharing of information and data protection and always works within this framework.
  - E. is able to describe to the assessor the appropriate use of CPA documentation/electronic client record for each practice area.
  - F. identifies relevant information from clients on which to build a care plan.

Classroom/Placement						
Date	Ass Type	Grade			Assessor’s Signature	
	Formative	1	2	3	4	
Comments						

Classroom/Placement						
Date	Ass Type	Grade			Assessor’s Signature	
	Formative	1	2	3	4	
Comments						

Placement						
Date	Ass Type	Grade			Assessor’s Signature	
	Summative	1	2	3	4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)						

<b>2c. Record Keeping (CP) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**2c. Record Keeping (CP)**

**Aim:** The newly qualifying nurse will be able to maintain comprehensive nursing documentation.

ESC 6.9, 7.5-7.9

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to consistently demonstrate appropriate and contemporaneous record keeping which is regularly reviewed with assessor for accuracy, relevance and legibility.
- B. consistently involves clients in the formulation of their records, particularly in relation to care planning and discharge.
- C. operates within national and trust policies on data and information sharing in order to promote continuity of care.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>3a. Physiological Measurements (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**3a. Physiological Measurements (PP1)**

**Aim:** The student nurse is able to accurately measure and record vital signs

ESC; 5.2,5.4, 9.1-9.3, 9.6, 9.8-9.11, 10.5, 28.1, 28.4

**Performance criteria:** The student nurse:

- A. is able to carry out clinical screening of Body Mass Index and vital signs, (to include pulse, blood pressure, respirations, and temperature) and cleanses/disposes of equipment appropriately.
- B. is able to record findings in the appropriate documentation, recognising their significance.
- C. is able to recognise deviations from the norm, or the agreed action plan and reports these to relevant members of the healthcare team in a timely manner.
- D. is able to describe the potential impact that the environment or emotions have upon physiological measurements.
- E. is able to identify indicators of unhealthy lifestyles and their associated risks.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments: (NB Have all of the above criteria been met – on this or previous occasions?)

<b>3b. Physiological Measurements (PP2)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

<b>3b. Physiological Measurements (PP2)</b>				
<b>Aim:</b> The student nurse will acquire the knowledge and skills required to make accurate measurements of a variety of physiological observations.				
ESC: 9.7, 9.8				
<b>Performance Criteria:</b> The student nurse will continue to demonstrate PP1 skills and:				
A. is able to consistently perform and accurately document physiological measures (eg take temperature, pulse, respirations, BP, weight) and undertake urinalysis.				
B. is able to collect samples of urine or faeces and dispose of waste products appropriately from clients in clinical and domestic environments.				
C. is able to accurately record the findings of the above in the appropriate documentation.				
D. is able to interpret findings, recognise deviations from the norm, and bring to the attention of appropriate colleagues.				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Placement				
Date	Ass Type	Grade		Assessor's Signature
	Summative	1	2 3 4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)				

**3c. Physiological Measurements (CP)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



<b>3c. Physiological Measurements (CP)</b>				
<b>Aim:</b> The newly qualifying nurse will be competent at making accurate measurements of a variety of physiological observations.				
ESC: 9.16, 9.20, 9.21				
The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:				
A. is able to recognise deviations from the norm in physiological measurements and present a relevant rationale to the assessor for such occurrences.				
B. is able to take appropriate action to effectively manage these deviations.				
C. is able to explain to the client the reason for physiological measurement and present a relevant rationale to the client for any variation in these measurements.				
<b>Classroom/Placement</b>				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
<b>Classroom/Placement</b>				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
<b>Classroom</b>				
Date	Ass Type	Grade		Assessor's Signature
	Summative	1	2 3 4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)				

**4a. Psychological Assessments (PP1) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

<b>4a. Psychological Assessments (PP1)</b>			
<b>Aim:</b> The student nurse is able to identify changes in the client's emotional state.			
ESC; 5.2, 5.4, 9.1, 9.6-9.9			
<b>Performance criteria:</b> The student nurse:			
A. is able to identify verbal and non-verbal communication and emotional states, including aggressive behaviour, and describe these to the assessor.			
B. is able to record findings in the appropriate documentation, recognising their significance.			
C. is able to identify the possible impact that physical health and the environment can have on mood.			
D. appropriately responds to assessment data that deviates from the norm			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments: ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>4b. Psychological Assessment (PP2) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

4b. Psychological Assessment (PP2)				
<p><b>Aim:</b> The student nurse will acquire the knowledge and skills required to make accurate assessment of the clients' psychological state.</p> <p>ESC: 5.8, 9.3, 9.4, 9.8, 9.10, 10.5</p>				
<p><b>Performance Criteria:</b> The student nurse will continue to demonstrate PP1 skills and:</p> <ul style="list-style-type: none"> <li>A. is able to observe verbal &amp; non-verbal communication and emotional state and describe these to the assessor.</li> <li>B. when appropriate accurately documents the above observations in the client's record and responds appropriately to changes.</li> <li>C. is able to undertake a recognised psychological/mental state assessment and accurately report the findings to the assessor.</li> <li>D. demonstrates appropriate culturally-sensitive communication skills.</li> <li>E. uses information from the assessment to inform the care plan.</li> <li>F. recognise client's lifestyle choices as coping strategies and their potential impact on physical and psychological wellbeing.</li> </ul>				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Placement				
Date	Ass Type	Grade		Assessor's Signature
	Summative	1	2 3 4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)				

<b>4c. Psychological Assessment (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

<b>4c. Psychological Assessment (CP)</b>				
<b>im:</b> The newly qualifying nurse will be competent at making an accurate assessment of the clients' psychological state.				
ESC: 9.10				
The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:				
A. is able to competently carry out a field appropriate mental health assessment and accurately record findings on appropriate documentation/electronic client record.				
B. is able to assess specific aspects of the client's mental state using appropriate assessment tools.				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Classroom/Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Placement				
Date	Ass Type	Grade		Assessor's Signature
	Summative	1	2 3 4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)				

<b>5a. Medication Administration (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



<b>5a. Medication Administration (PP1)</b>			
<p><b>Aim:</b> The student nurse is able to administer medication under direct supervision.</p> <p><i>ESC; 2.4, 10.1, 10.3, 26.1, 33.1, 38.1-38.3, 40.1, 41.1</i></p>			
<p><b>Performance criteria:</b> The student nurse:</p> <p>A. in the classroom is able to achieve the required standard when performing basic medication calculations, demonstrating an accurate knowledge of conversion of units of measure (assessed in the University).</p> <p>B. is able to safely carry out basic medicine calculations in a clinical setting.</p> <p>C. demonstrates an awareness of medication and other treatments, their indications, side effects, and routes of administration.</p> <p>D. under direct supervision, safely administers medication, including orally, by injection, (<i>through simulation where necessary</i>), and safely monitors self-administration.</p>			
Date	Ass Type	Grade	Assessor's Signature
	<b>Classroom Assessment</b>	1      2   3   4	
Comments			
<b>Placement</b>			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
<b>Placement</b>			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1            2   3   4	Assessor's Signature
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>5b. Medication Administration (PP2)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

5b. Medication Administration (PP2)				
<p><b>Aim:</b> The student nurse will be a safe practitioner when administering medications to clients, and will have a working knowledge of the actions and side-effects of commonly used drugs.</p> <p><i>ESC 2.5, 26.1, 34.1-34.3, 35.1, 35.2, 36.1, 37.1, 37.2, 38.1-38.4, 39.1, 39.2, 40.1-40.3, 41.1, 42.1</i></p>				
<p><b>Performance Criteria:</b> The student nurse will continue to demonstrate PP1 skills and:</p> <ul style="list-style-type: none"> <li>A. in the classroom is able to achieve the required standard when performing medication calculations, demonstrating an accurate knowledge of conversion of units of measure (assessed in the University).</li> <li>B. in the practice setting, under supervision, able to safely calculate medicine dosages and perform drug administrations using oral, IM and SC routes, correctly recording the medications administered and omitted, including controlled drugs.</li> <li>C. is able to communicate with clients and carers, nursing staff, allied health professionals, and medical staff accurate information concerning medication.</li> <li>D. is able to demonstrate to the assessor the correct legal framework and local procedure for the ordering, storage and disposal of medication (including controlled drugs) in primary and/or secondary care settings.</li> <li>E. engage with clients in relation to pharmaceutical and non-pharmaceutical approaches to condition management.</li> <li>F. identify side effects and adverse reactions relating to common medicines and respond appropriately.</li> <li>G. demonstrate an understanding of different types of prescribing, including Patient Group Directions (PGD*), types of prescribing and methods of supply.</li> </ul> <p>(*Student nurses may <b>not</b> administer medicines under PGDs)</p>				
Date	Ass Type	Grade		Assessor's Signature
	<b>Classroom Assessment</b>	1	2 3 4	
Comments				
Placement				
Date	Ass Type	Grade		Assessor's Signature
	Formative	1	2 3 4	
Comments				
Placement				
Date	Ass Type	Grade		Assessor's Signature
	Summative	1	2 3 4	Assessor's Signature
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)				



**5c. Medication Administration (CP)**

**Aim:** The newly qualifying nurse will be a safe and competent practitioner when administering medications to clients, and will have a working knowledge of the actions and side-effects of commonly used drugs.

ESC: 33.2, 34.2, 34.4-34.6, 35.3, 35.4, 36.2-36.6, 37.2, 38.4-38.6, 40.3-40.5, 41.2, 42.1-42.3

- The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:
- A. in the classroom is able to achieve the required standard when performing drug calculations, demonstrating an accurate knowledge of conversion of units of measurement, using all routes of administration (assessed in the University).
  - B. in placement setting safely manages drug administration, (including correct drug calculations) monitors effects of treatment and reports adverse effects.
  - C. critically appraises available treatment options and uses evidence to determine when medicines are appropriate treatments.
  - D. shows accurate knowledge of a range of medications (actions, calculation of doses, side-effects, interactions, etc.), their prescriptions, supply and administration in community and hospital settings
  - E. is able to explain relevant information to clients and carers regarding their medications (actions, doses, side-effects, interactions, etc.) and assist them in making safe and informed choices.
  - F. is able to recognise and safely manage anaphylaxis.
  - G. assesses the client's ability to self-administer medications.
  - H. works within national and local policies for medicines management, including controlled drugs.
  - I. is able to demonstrate to the assessor the correct legal framework and local procedure for the ordering, storage and disposal of medication (including controlled drugs) in primary and/or secondary care settings.
  - J. able, **through coursework and simulation**, to demonstrate knowledge, understanding and use of Patient Group Directions.
  - K. is able to safely supervise others in all aspects of administration of medicines

Classroom						
Date	Ass Type	Grade			Assessor's Signature	
	<b>Classroom Assessment</b>	1	2	3	4	
Comments						
Placement						
Date	Ass Type	Grade			Assessor's Signature	
	Formative	1	2	3	4	
Comments						
Placement						
Date	Ass Type	Grade			Assessor's Signature	
	<b>Summative*</b>	1	2	3	4	
<p>*<b>Before</b> completion of this summative assessment, the student must have safely performed a minimum of 10 medication events (see definition opposite) or drug rounds under supervision (which may be from more than one placement), <b>each of which <u>must</u> be recorded on opposite page.</b></p> <p>Comments</p>						

<b>5c. Medication Administration (CP)– PROGRESS SHEET</b>		
<i>Date</i>	<i>Record of Reflective Learning</i>	<i>Signature</i>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**THIS PAGE IS INTENTIONALLY BLANK**

<b>6a. Infection Control (PP1)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**6a. Infection Prevention and Control (PP1)**

**Aim:** The student nurse is able to apply principles of infection control.

ESC; 5.2, 5.4, 21.1, 22.1, 24.1-24.3, 26.1, 26.2

**Performance criteria:** The student nurse:

- A. is able to demonstrate an effective hand-washing technique.
- B. is able to dispose of clinical and household waste appropriately in all environments, taking account of health and safety policies and procedures.
- C. is able to take steps that are designed to reduce the risk of cross-infection, (e.g. dress code, barrier or isolation nursing).
- D. demonstrates an understanding of the potential psychological/ sociological impact of infection control procedures on the client and their carers.
- E. is able to apply local and national infection control policies and procedures to their own clinical practice.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>6b. Infection Prevention and Control (PP2) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**6b. Infection Prevention and Control (PP2)**

**Aim:** The student nurse will understand the principles of preventing infection and will have a working knowledge of infection control measures.

ESC: 21.2-21.5, 21.9, 21.11, 22.2-22.6, 23.1-23.4, 26.1, 26.3, 26.4

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. adheres to infection prevention and control policy and procedures at all times and in all environments.
  - B. is able to assess the needs of the client with an infectious condition, plan and document care accordingly
  - C. Is able to assess and facilitate maintenance of clients' hygiene needs including nursing in isolation.
  - D. demonstrates understanding roles and responsibilities in promoting and maintaining a high standard of ward/department cleanliness and refers accordingly.
  - E. is able to communicate potential risks of infection to colleagues and advise clients and relatives on infection prevention and control measures.
  - F. recognizes signs and symptoms of infection.
  - G. responds appropriately in all environments to infection exposure.
  - H. demonstrates knowledge of exposure prone procedures and personal/professional responsibilities in managing blood borne viruses.
  - I. use medical devices and manage their decontamination/sterilisation and maintain accurate records.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>6c. Infection Prevention and Control (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**6c. Infection Prevention and Control (CP)**

**Aim:** The newly qualifying nurse will understand the principles of preventing infection and competently undertake infection control measures.

ESC: 20.4, 21.7-21.11, 22.7-22.11, 23.5-23.8, 24.4, 26.4, 26.5,

- The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:
- A. is able to communicate potential risks of infection to colleagues and advise clients and carers on infection prevention and control measures.
  - B. is able to initiate, maintain, and document appropriate measures to prevent and control infection including application of legislation if appropriate.
  - C. is able to manage risk, including hazardous waste and spillages, in accordance with health and safety policies.
  - D. acts as a role model to others in upholding infection prevention and control measures and challenges unsafe practices.
  - E. makes appropriate use of clinical experts for advice and referral.
  - F. can apply standard isolation procedures – and identify suitable alternatives if standard procedures not achievable.
  - G. use medical devices and manage their decontamination/sterilisation and maintain accurate records.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>7a. Tissue Viability/ Wound Care (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**7a. Tissue Viability/ Wound Care (PP1)**

**Aim:** The student nurse is able to understand principles of tissue viability, and effective wound care.

ESC; 5.2, 5.4, 21.4

**Performance criteria:** The student nurse:

- A. is able to recognise the signs of wound infection and bring to the attention of colleagues.
- B. is able to describe the potential psychological and sociological impact of serious or disfiguring injury.
- C. is able to describe the factors that promote tissue viability and wound healing.
- D. is aware of the range of equipment used to relieve pressure and manage wounds.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>7b. Tissue Viability/ Wound Care (PP2)- PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**7b. Tissue Viability/ Wound Care (PP2 2)**

**Aim:** The student nurse will be a safe practitioner in the performance of aseptic technique.

ESC 9.9, 25.1, 25.2

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. maintains client dignity and privacy throughout the procedure.
- B. is able to recognise signs and symptoms of wound infection, describe such symptoms to the assessor, and take appropriate nursing action to treat the infection.
- C. under supervision is able to assist in advising clients and colleagues on the correct management of a wound to promote healing.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**7c. Tissue Viability/ Wound Care (CP)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**7c. Tissue Viability/ Wound Care (CP)**

**Aim:** The newly qualifying nurse competently perform aseptic technique and promote wound healing in clinical and domestic environments.

ESC 25.3-25.5

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to evaluate, and take appropriate action to promote, wound healing.
- B. is able to safely perform simple dressings, using a non-touch and/or aseptic technique.
- C. is able to advise clients and colleagues on the correct management of a wound to promote healing.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>8a. Pain Management (PP1) PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**8a. Pain Management (PP1)**

**Aim:** The student nurse will be able to identify the potential consequences of pain in relation to psychological and social wellbeing.

ESC 5.1

**Performance criteria:** The student nurse:  
A. describes the potential impact of acute and chronic pain on a person's psychological state and socio-cultural functioning to the assessor.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>8b. Pain Management (PP2)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**8b. Pain Management (PP2)**

**Aim:** The student nurse will assist clients to manage pain.

ESC 33.2, 34.2

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:  
 A. is able to assess a client's level of physical pain using standardised tools, reporting results to appropriate members of the multi-disciplinary team.  
 B. is able to describe, where appropriate, pharmacological and non-pharmacological methods of pain control.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>8c. Pain Management (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



<b>8c. Pain Management (CP)</b>			
<b>Aim:</b> The newly qualifying nurse will be competent in the management of clients' pain.			
ESC : 5.9, 33.2, 36.2-36.4, 39.2, 40.2-40.5			
The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:			
<ul style="list-style-type: none"> <li>A. has a working knowledge of pharmacological and non-pharmacological methods of pain control to care for clients in accordance with current best practice.</li> <li>B. is able to work collaboratively with clients to identify and plan for safe pain control, including educating the client and carer on self-administration and safe-storage of medicines.</li> <li>C. demonstrate safe and competent administration of medicines.</li> </ul>			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

**9a. Fluid Management (PP1) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**9a. Fluid Management (PP1)**

**Aim:** The student nurse understands the importance for wellbeing of maintaining a healthy fluid balance.

ESC; 5.4, 29.1, 29.3

**Performance criteria:** The student nurse:

- A. is aware of the need for maintaining adequate hydration, recognising and reporting to other members of the healthcare team inappropriate fluid balance and the potential reasons for imbalance.
- B. is aware of the sociological/environmental factors and psychological stressors that may impact upon maintaining an appropriate fluid balance.
- C. is able to demonstrate cultural awareness when maintaining fluid balance.
- D. is able to assist clients with elimination needs, maintaining dignity and privacy and document/report appropriately.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**9b. Fluid Management (PP2)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**9b. Fluid Management (PP2)**

**Aim:** The student nurse will understand the principles of fluid management and will have a working knowledge of fluid replacement.

ESC: 9.9, 27.2-27.5, 29.1-29.4, 29.6, 31.1-31.3,

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. is able to recognise clients that have difficulty in drinking/swallowing and respond in a culturally appropriately manner to ensure adequate hydration.
  - B. is able to negotiate and collaborate with the client, carers and the MDT to promote adequate hydration
  - C. is able to assess and identify signs and symptoms of dehydration and fluid overload and act to correct these.
  - D. is able to maintain fluid balance charts accurately and take appropriate action where necessary.

Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

**9c. Fluid Management (CP)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**9c. Fluid Management (CP)**

**Aim:** The newly qualifying nurse will have a working knowledge of fluid replacement and be competent in fluid management.

ESC 27.2-27.8, 29.5, 29.7, 31.2, 31.3, 31.5, 32.1-32.4

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to recognise clients that have difficulty in drinking/swallowing and respond appropriately to ensure adequate hydration.
- B. is able to negotiate and collaborate with the client, carers and the MDT to promote adequate hydration taking account of personal preference and independence.
- C. is able to discuss with clients and carers the potential impact on health and wellbeing of inadequate fluid balance.
- D. make appropriate referral to specialist members of the care team.
- E. is able to establish, maintain and record hydration via intravenous and other routes, in accordance with local policies; observe for abnormality and take remedial action.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>10a. Nutrition (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**10a. Nutrition (PP1)**

**Aim:** The student nurse understands the importance for wellbeing of maintaining adequate nutritional intake.

ESC; 5.4, 27.4-27.6, 30.1, 30.2

**Performance criteria:** The student nurse:

- A. is aware of the need for maintaining adequate nutritional intake, recognising and reporting to other members of the healthcare team when there is a risk that clients may receive inadequate nourishment.
- B. is aware of the sociological/environmental factors and psychological stressors that may impact upon safe/effective nutritional intake.
- C. is able to describe (and, where appropriate, demonstrate) good hygiene practices when assisting with meals or feeding.
- D. is able to demonstrate cultural awareness when maintaining nutritional balance.
- E. is able to assist clients with elimination needs, maintaining dignity and privacy and document/report appropriately.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>10b. Nutrition (PP2)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

10b. Nutrition (PP2)			
<b>Aim:</b> The student nurse will be able to give good nutritional support to clients.			
ESC: 9.9, 27.1-27.3, 27.5-27.7, 28.1-28.6, 28.8, 28.9, 29.1, 30.3, 30.4, 30.6-30.8, 31.1-31.3			
<b>Performance Criteria:</b> The student nurse will continue to demonstrate PP1 skills and:			
A. is able to undertake comprehensive nutritional assessment, plan and deliver care; identifying client's needs for nutritional support and suggesting/taking appropriate action to maintain nutrition.			
B. monitors and records the client's condition and progress, discusses this with the client/carer, MDT and refers to experts as appropriate.			
C. is able to recognise the factors, which may affect nutritional intake and ensure nutritional status is not compromised.			
D. is able to promote appropriate nutritional intake, ensuring assistance and appropriate food and fluid are available as required by clients and making provision for replacement meals if needed.			
E. adheres to local policies regarding organization and delivery of care to clients			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>10c. Nutrition (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

10c. Nutrition (CP)			
<p><b>Aim:</b> The newly qualifying nurse is competent to give good nutritional support to clients.</p> <p>ESC : 27.5-27.11, 28.5-28.10, 30.5, 31.4-31.6</p>			
<p>The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:</p> <ul style="list-style-type: none"> <li>A. is able to identify the physical and psychological impact of poor nutrition on an individual and provide information and culturally appropriate advice about healthy eating and feeding to clients and their carers</li> <li>B. monitors and records the client's condition and progress, discusses this with the client/carer, MDT and refers to experts as appropriate.</li> <li>C. challenge those who do not follow food hygiene procedures.</li> <li>D. is able to care for clients receiving nutritional support, including use of equipment for administration of enteral and naso-gastric tube feeding in accordance with Trust policy.</li> <li>E. refers to specialist services as appropriate</li> <li>F. with appropriate support, is able to give nutritional advice to nursing mothers.</li> <li>G. provides appropriate care to clients who are identified as malnourished and documents according to local policy.</li> </ul>			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1            2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>11a. Admission and Assessment (PP1)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**11a. Admission and Assessment (PP1)**

**Aim:** The student nurse understands the importance of collaborating with clients and carers in making a comprehensive and accurate assessment of the clients' needs.

ESC 2.1

**Performance criteria:** The student nurse:

- A. where appropriate introduces clients to the clinical area in a welcoming manner, and orientates them (and their relatives/carers) to the care environment.
- B. is able to select the documentation required for an admission/ assessment procedure.
- C. is able to identify an appropriate environment in which to undertake a confidential assessment.
- D. under supervision participates in the assessment of the client's needs using a person-centred approach, recognizing and respecting cultural diversity.
- E. recognizes safeguarding issues and vulnerability and responds appropriately.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**11b. Admission and Assessment (PP2)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**11b. Admission and Assessment (PP2)**

**Aim:** The student nurse undertakes comprehensive and accurate assessments of clients' needs.

ESC 2.2, 2.3, 2.5, 2.8, 2.12

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. where appropriate introduces clients to the clinical area in a welcoming manner, and orientates them (and their relatives/carers) to the care environment.
  - B. is able to select the documentation required for an admission/assessment procedure.
  - C. is able to obtain and record biographical data (including past physical, psychological and social history including current medication, and allergies) and recognise its implications for nursing care.
  - D. is able to sensitively assess client's abilities to maintain Activities of Living and record how, and by whom, any needs are to be met.
  - E. collaborates with clients and carers in the assessment and planning process, taking account of client preferences
  - F. recognizes safeguarding issues and vulnerability and responds appropriately.

Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			

Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			

Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

**11c. Admission and Assessment (CP)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**11c. Admission and Assessment (CP)**

**Aim:** The newly qualifying nurse will be competent in making a comprehensive and accurate assessment of clients' needs.

ESC: 2.8, 2.13, 2.14, 6.12, 9.9, 9.12, 9.13, 9.19, 11.5-11.10, 18.11-18.14

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to safely perform systematic and holistic client-focussed assessments, including physical, psychological, social and spiritual, relevant to the local CPA procedure.
- B. is able to assess, evaluate and interpret risk indicators and implement measures to manage or reduce risks to clients or others; bearing in mind the balance of risks against benefit and taking account of the environment in which care is being delivered.
- C. is able to ask pertinent questions that are intelligible to both clients and their relatives, taking into account any communication difficulties.
- D. takes responsibility for the interpretation of assessment data in order to identify clients' specific strengths, needs, problems and priorities and relates this to the client and MDT through a structured plan of care.
- E. is able to identify appropriate professionals/agencies for referral and collaboration, and report any concerns or risks highlighted by assessment to the appropriate professional/agency, (including the protection of children and vulnerable adults) and challenges practices where client care is compromised.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>12a. Planning (PP1)- PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**12a. Planning (PP1)**

**Aim:** The student nurse will recognize the importance of client collaboration and preference in planning care.

ESC 2.1

**Performance criteria:** The student nurse:

- A. is able to describe to the assessor the process of reviewing and continuously updating care plans so that they remain valid.
- B. under supervision participates in the collaborative care planning process by helping to establish the client's desired outcomes and intervention preferences.
- C. is aware of socio-cultural and diversity issues and the importance of seeking the client's consent before sharing information outside the team.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>12b. Planning (PP2)- PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**12b. Planning (PP2)**

**Aim:** The student nurse will formulate realistic and measurable plans of care.

ESC: 2.9, 2.13, 9.16, 10.10

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. is able to identify client needs abilities and preferences with client/carer's involvement.
- B. is able to describe to the assessor the process of reviewing and continuously updating care plans so that they remain valid.
- C. acts to engage the client/carer in the care planning process, discussing the treatment options available to promote client choice.
- D. acts to make the client/carer aware of independent advocacy services and facilitates access to these services if required.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>12c. Planning (CP)- PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



12c. Planning (CP)			
<b>Aim:</b> The newly qualifying nurse will competent in formulating realistic and measurable plans of care.			
ESC: 2.8, 2.10, 2.11, 4.5, 9.14, 9.16, 16.3			
The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:			
A. is able to plan and document a strategy for care that is realistic, measurable, and is based on a reflection of previous experience and published evidence; recognising, where possible, the importance of client choice.			
B. is able to negotiate an appropriate plan of care with the client(s), carer(s) and appropriate staff, which takes into account culture and beliefs, legal frameworks and professional ethics. This plan should recognize and promote the client's ability to self-care.			
C. identifies situations where client choice may compromise safety and act appropriately.			
D. appropriately manages situations where client's wishes conflict with planned care.			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1      2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1      2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>13a. Care Delivery (PP1)- PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**13a. Care Delivery (PP1)**

**Aim:** The student nurse will contribute to the delivery of safe and effective evidence-based care.

ESC 5.1, 5.3, 15.1

**Performance criteria:** The student nurse:

- A. under direct supervision participates in providing appropriate safe and effective evidence-based care giving regard to the client's condition, age, and personal choices.
- B. recognizes their own level of competence and accepts delegated activities only within the limitations of their role.
- C. able to use a range of methods to communicate effectively and sensitively, including the appropriate use of touch.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>13b. Care Delivery (PP2)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

<b>13b. Care Delivery (PP2)</b>			
<b>Aim:</b> The student nurse will deliver safe and effective evidence-based care based on a comprehensive and negotiated care plan.			
ESC: 5.1, 5.3, 5.8, 6.8, 6.10, 6.11, 9.17, 9.18, 10.4, 20.5			
<b>Performance Criteria:</b> The student nurse will continue to demonstrate PP1 skills and:			
A. is able to provide appropriate safe and effective evidence-based care giving regard to the client's condition, age, and personal choices.			
B. is able to discuss sensitive issues with the client in a supportive, non-judgemental manner, helping the client to explore the choices available to them.			
C. able to use a range of methods to communicate effectively and sensitively, including the appropriate use of touch.			
D. is able to sensitively discuss with clients/carers the planned interventions (which may include the use of medical devices) and checks the client's/carer's understanding.			
E. is able to recognize the importance of continued learning/development to promote a high standard of care.			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1            2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>13c. Care Delivery (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**13c. Care Delivery (CP)**

**Aim:** The newly qualifying nurse will competently perform mental health nursing assessment and intervention skills.

ESC: 1.12, 5.9, 6.13, 9.14, 9.20, 10.6, 19.3, 20.2, 20.3, 20.5

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. acts appropriately when faced with a sudden deterioration in client's physical/psychological condition (eg abnormal vital signs, client collapse, cardiac arrest, self-harm, attempted suicide, acute distress, challenging behaviour etc).
- B. uses appropriate communication skills to deal with challenging circumstances (eg resolving disputes, de-escalation of aggression, dealing with complaints responding to emergencies).
- C. is able to apply appropriate techniques for defusing, disengaging from and managing actual and potential aggression/violence.
- D. is able to deliver a range of care interventions which are evidence based and relevant to client need and includes both practical and emotional support.
- E. operates within local and legal guidelines in the appropriate selection and use of medical devices.
- F. is able to safely use, and where relevant maintain, a range of medical devices ensuring appropriate servicing and calibration.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**14a. Evaluation (PP1)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**14a. Evaluation (PP1)**

**Aim:** The student nurse will participate in the evaluation of care delivery and outcome.

ESC: 5.1, 5.3

**Performance criteria:** The student nurse:

- A. in discussion with assessor, is able to compare and contrast the outcomes of care with the goals planned, acknowledging the client/carer's interpretation of physical, psychological and behavioural changes
- B. is able to summarize the results of evaluation to members of the multi-disciplinary team (and clients/carers, when appropriate).

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**14b. Evaluation (PP2)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**14b. Evaluation (PP2)**

**Aim:** The student nurse will demonstrate the skills necessary to evaluate clients' responses to nursing interventions.

ESC: 10.1, 10.2, 10.9

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. is able to compare and contrast the outcomes of care with the goals planned, acknowledging the client/carer's interpretation of physical, psychological and behavioural changes
- B. is able to communicate results of evaluation to clients (and carers, as appropriate) and members of the multi-disciplinary team.
- C. is able to engage clients and carers in the evaluation of care delivery.
- D. is able to self-regulate in relation to limitations to own practice.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>14c. Evaluation (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**14c. Evaluation (CP)**

**Aim:** The newly qualifying nurse will be competent in the skills necessary to evaluate client's responses to nursing interventions.

ESC 9.15, 9.16, 10.8-10.10, 12.8

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to evaluate and document care in the appropriate place, and in a style that is both thorough and accurate.
- B. is able to explain the reasons for deviation from the expected outcomes to the assessor and client/carer.
- C. actively seeks the client's/carer's feedback on the care delivered and uses the information to inform practice.
- D. is able to explore appropriate coping mechanisms with clients and carers when treatment produces unexpected outcomes.
- E. in discussion with MDT and client/carers is able to modify and document the plan of care appropriately in response to evaluation.

Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Classroom/Placement			
Date	Ass Type	Grade	Assessor's Signature
	Formative	1            2   3   4	
Comments			
Placement			
Date	Ass Type	Grade	Assessor's Signature
	Summative	1            2   3   4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)			

<b>15a. Discharge/Transfer Planning (PP1)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**15a. Discharge/Transfer Planning (PP1)**

**Aim:** The student nurse will demonstrate knowledge necessary to discharge/transfer clients safely.

ESC 5.1-5.3

**Performance criteria:** The student nurse:

- A. is able to describe to assessor the appropriate communications required within and between teams to ensure safe and appropriate discharge/transfer.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**15b. Discharge/Transfer Planning (PP2)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**15b. Discharge/Transfer Planning (PP2)**

**Aim:** The student nurse will acquire the skills necessary to discharge/transfer clients safely.

ESC 13.1-13.3

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. is able to communicate effectively with both clients and their relatives/carers and other health care practitioners so that discharge/transfer planning is a collaborative process.
- B. demonstrates familiarity with the range of health education literature and information leaflets that are available for clients.
- C. demonstrates appropriate communications required within and between teams to ensure safe and appropriate discharge/transfer.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>15c. Discharge/Transfer Planning (CP)– PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal: Reflection:	
	Goal: Reflection:	
	Goal: Reflection:	
	Goal: Reflection:	
	Goal: Reflection:	

**15c. Discharge/Transfer Planning (CP)**

**Aim:** The newly qualifying nurse will be competent in discharging/transferring clients safely.

ESC 9.16

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. liaises effectively with members of the MDT to ensure that a safe and appropriate discharge/transfer.
- B. is able to give practical advice to clients and carers on discharge/transfer to aid health promotion and prevent relapse.
- C. is able to prepare and transfer a client to another care setting safely and effectively.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>16a. Management –(PP1) PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**16a. Management (PP1)**

**Aim:** The student nurse is able to manage their responsibilities effectively, recognising their personal strengths and weaknesses.

ESC; 3.2, 3.3, 4.1, 5.4, 5.5, 9.5, 9.11, 11.3, 12.1, 12.2, 15.1, 17.4, 17.8

**Performance criteria:** The student nurse:

- A. is adaptable to the changing care environment recognising the special needs that arise from a disability, medical condition, age or stage of development, or psychological distress.
- B. is able to accept delegated work (within appropriate limitations of knowledge and experience) and prioritise demands on his/her time.
- C. is able to recognize the relationship between his/her personal emotions and clinical work and seeks appropriate support from mentors when one adversely effects the other .
- D. is able and willing to recognise diversity and change his/her behaviour to promote best practice.
- E. responds appropriately to feedback from various sources, and shares this information with team colleagues.
- F. is aware of legislation to make the workplace a safer place.
- G. maintains a professional demeanour and takes responsibility for own work.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**16b. Management (PP2)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**16b. Management (PP2)**

**Aim:** The student nurse will demonstrate the safe and effective management of care.

ESC 1.6, 1.7, 2.13, 10.2, 12.1-12.6, 14.3-14.6, 17.5, 17.7

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. is able to organise personal workload and time, prioritising care needs appropriately.
- B. is able to function and communicates effectively as a member of a multi-disciplinary team.
- C. following discussion with the assessor, is able to describe the processes involved in clinical decision making when prioritising care with a group of clients.
- D. is able to work confidently, collaboratively and in partnership with clients, relatives/carers and other health care workers so that continuity of care is ensured.
- E. use supervision and reflection to learn from his/her mistakes/ successes and recognises factors within him/herself that might lead to these mistakes.
- F. responds and supports clients to use a Trust's compliments and complaints procedures and to improve client care/experience.
- G. responds appropriately to feedback from various sources, and shares this information with team colleagues.
- H. maintains a professional demeanour and takes responsibility for own work.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	
Comments						

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	
Comments						

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	
Comments ( <b>NB</b> Have all of the above criteria been met – on this or previous occasions?)						

**16c. Management (CP)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**16c. Management (CP)**

**Aim:** The newly qualifying nurse will be competent in the safe and effective management of care for a group of clients.

ESC: 2.10, 2.11, 4.4, 4.6, 4.7, 10.7, 11.9, 11.10, 14.7-14.10, 15.3, 15.4, 16.1-16.6, 17.5, 17.7-17.11, 18.10, 19.3

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. is able to manage evidenced-based care of a group of clients for at least one whole shift, prioritising own workload and conflicting/competing priorities.
- B. is able to delegate work both appropriately and tactfully to relevant colleagues in the team, and support those that are delegated to.
- C. at the end of a shift is able to lead a team handover, exploring colleagues' perceptions of the strengths and weaknesses of the student's management style.
- D. demonstrates leadership potential in terms of approachability, flexibility, and supportiveness, using evidence and experience in decision making. Acts as a positive role model to colleagues.
- E. recognises and acts to address stress in self and others through reflection and supervision.
- F. has a working knowledge of audit and is able, (within local policy) to participate effectively in this process as it occurs.
- G. responds and supports clients to use a Trust's compliments and complaints procedures and to improve client care/experience.
- H. is able to manage challenging situations and those where client choice conflicts with care plans or compromises safety.
- I. upholds clients' legal and human rights and acts as an advocate for clients.
- J. promotes culturally sensitive environments free from discrimination, harassment or exploitation.
- K. challenges practice which does not support vulnerable people.
- L. able to report concerns regarding staffing to the appropriate manager.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**ONLY TO BE COMPLETED DURING THE FINAL (MANAGEMENT) PLACEMENT**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**17a. Maintaining Safety (PP1) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**17a. Maintaining Safety (PP1)**

**Aim:** The student nurse will be able to maintain and promote a safe working environment and act appropriately in emergency situations.

ESC; 9.9, 11.1, 11.2, 17.1, 17.2, 18.1-18.6, 19.1, 19.2, 20.1, 22.4, 22.5

**Performance criteria:** The student nurse:

- A. is able to recognise and describe the signs/symptoms associated with loss of consciousness, cardiac and respiratory arrest.
- B. is able to recognize and report a risk to safety of themselves or others (including safeguarding issues) and refers to an appropriate colleague for guidance.
- C. is aware of the importance of security in the workplace.
- D. is aware of the procedure for raising the appropriate alarm in the event of an emergency, or unsafe situations (e.g. client collapse, self harm, extremely challenging behaviour) and responds appropriately when faced with such eventuality.
- E. is able to demonstrate the required standard of proficiency in classroom based assessments for first aid and basic life support.
- F. is aware of and acts within safeguarding policies for vulnerable people and seeks advice from colleagues when there are concerns or doubts.
- G. is able to operate, cleanse and dispose of equipment and appliances safely (e.g. injection equipment, hoists or pinpoint personal alarm systems etc.) in accordance with local policy
- H. observes local policies and procedures (e.g. Health and Safety manual, Needlestick Injury Policy, Incident reporting, Safeguarding Children & Vulnerable Adults, manual handling).
- I. applies local policies on manual handling to clinical practice.
- J. demonstrates awareness of the importance of appropriate rest when planning their own work commitments.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**17b. Maintaining Safety (PP2) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**17b. Maintaining Safety (PP2)**

**Aim:** The student nurse will be able to maintain and promote a safe working environment and act appropriately in emergency situations.

ESC; 9.10, 11.1, 11.2, 11.4, 14.11, 17.6, 18.7, 18.8, 18.11-18.14

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. is able to assist in making an accurate assessment of, and planning care for, clients with moving and handling needs.
  - B. is aware of a range of moving and handling equipment and how to use them safely and appropriately.
  - C. is able to explain to clients why and how they will be moved/ handled in a timely and appropriate manner.
  - D. is able to demonstrate the required standard of proficiency in classroom based assessments for first aid and basic life support.
  - E. recognizes people in vulnerable situations and accurately documents and shares concerns with appropriate colleagues.
  - F. adheres to safety policies to all areas where clinical care is delivered, (e.g. lone working policies in all environments).
  - G. is able to assess and manage risk, promoting safe (positive) risk taking where appropriate.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**17c. Maintaining Safety (CP) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**17c. Maintaining Safety (CP)**

**Aim:** The newly qualifying nurse competently maintains and promotes a safe working environment and acts appropriately in emergency situations.

ESC; 14.11, 17.12, 18.9, 18.15, 20.4

- The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:
- A. takes appropriate action to sustain life in the event of sudden physiological or psychological deterioration.
  - B. is able to make referral to appropriate agencies in order to safeguard individuals (including children and vulnerable adults).
  - C. is able to identify and challenge practices which do not safeguard and protect vulnerable individuals.
  - D. identifies areas for personal development, taking action to redress any knowledge and/or skills deficit.
  - E. always practices within local health and safety policies in all environments (including lone-worker policies).
  - F. uses experience of safety incidents as the basis for reflective learning and teaching.
  - G. recognizes the importance of maintaining professional boundaries and manages risk to self and others.
  - H. maintains records of safety checks on medical devices and other equipment.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>18a. Personal Care (PP1) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**18a. Personal Care (PP1)**

**Aim:** The student nurse is able assist in meeting the hygiene needs of clients.

ESC; 1.2-1.4, 2.1, 2.2, 3.1, 3.2, 4.2, 5.3, 5.5, 10.1

**Performance criteria:** The student nurse:

- A. respects individual dignity when engaging in care delivery and uses communication and touch appropriately.
- B. actively engages with, and monitors feedback from, clients during care planning and delivery.
- C. takes account of the client's rights and personal preferences when delivering care
- D. recognizes personal limitations when delivering client care and impact of self on others.
- E. demonstrates effective personal hygiene when delivering client care

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**18b. Personal Care (PP2) – PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**18b. Personal Care (PP2)**

**Aim:** The student nurse is able to meet the hygiene needs of clients.

ESC; 1.6, 2.4-2.7, 4.5

- Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:
- A. demonstrates at all times a high regard for the promotion of client autonomy and independence, recognizing cultural difference.
  - B. is able to adopt the correct technique during a bed bath, general bath and assisted care to ensure that the clients are cleansed appropriately.
  - C. is able to assess and assist the client in meeting their grooming needs, while maintaining comfort, dignity, client preference and a safe level of hygiene for clinical care.
  - D. is able to give appropriate oral hygiene when this is required.
  - E. is able to give appropriate assistance to clients requiring support for their elimination needs.
  - F. demonstrates at all times a high regard for the maintenance of client dignity and privacy when discussing and assisting in their elimination needs

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

<b>18c. Personal Care (CP) – PROGRESS SHEET</b>		
<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**18c. Personal Care(CP)**

**Aim:** The newly qualifying nurse competently meets the hygiene needs of clients.

ESC; 1.8-1.11, 3.4-3.8

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. self regulates in terms of personal judgement and prejudice when delivering client care.
- B. recognizes and works within the boundaries agreed with the client in delivering personal care, supporting personal preference when safe to do so.
- C. responds autonomously to feedback from clients when engaging in care of an intimate nature.
- D. supervises, and acts as a role model for, the work of others to whom intimate care has been delegated.
- E. challenges poor practice in the delivery of care.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**19a. Health Promotion & Teaching (PP1)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**19a. Health Promotion & Teaching (PP1)**

**Aim:** The student nurse will demonstrate critical awareness of published materials which support health promoting interventions.

ESC 1.2, 2.1, 3.1, 4.1, 4.2, 5.2

- Performance criteria:** The student nurse:
- A. is able to identify client's needs for health promoting activity.
  - B. is able to select an appropriate range of health promotion materials relevant to client's care need.
  - C. is able to take account of client's capacity, expressed preferences and social and cultural context when explaining to mentor a health promoting intervention.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**19b. Health Promotion & Teaching (PP2)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**19b. Health Promotion & Teaching (PP2)**

**Aim:** The student nurse will acquire the skills necessary to be an effective promoter of health and teacher of junior staff.

ESC 5.13, 9.16, 9.18, 9.22

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. under supervision assesses and plans care demonstrating an understanding of health promoting interventions.
- B. plans a short, client focussed, health promotion intervention, addressing the specific needs of client, groups or communities and delivers under supervision. (e.g. medicines management at home, use of equipment, smoking cessation)
- C. demonstrates an understanding for the importance of ongoing and/or ad hoc education/teaching in their practice setting.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**19c. Health Promotion & Teaching (CP)– PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**19c. Health Promotion & Teaching (CP)**

**Aim:** The newly qualifying nurse will competently promote health and teach junior staff.

ESC 5.13, 9.16, 9.18

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. promotes health and well-being through discussion and teaching of clients and significant others, including discussion of sensitive issues.
- B. works with junior students and demonstrates enthusiasm for teaching.
- C. demonstrates patience with juniors, and tolerance for the limitations of others.
- D. delivers a short teaching session to members of staff that includes both theoretical explanation and practical demonstration.
- E. describes to the assessor the importance of continuous professional updating and outlines a strategy for future self-development.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**20a. Collaborating with Service Users (PP1)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**20a. Collaborating with Service Users (PP1)**

**Aim:** The student nurse will acquire the skills necessary to obtain client's stories in relation to their care.

ESC 1.5, 2.1, 3.1, 4.1, 5.5, 6.2, 12.2

**Performance Criteria:** The student nurse:

- A. works in a client focussed manner, respecting and valuing diversity and cultural differences.
- B. is aware of their own impact on the client experience of care
- C. is able to collect and record information accurately from clients and carers
- D. uses feedback from clients, carers and colleagues to improve the client's experience of care.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**20b. Collaborating with Service Users (PP2)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	

**20b. Collaborating with Service Users (PP2)**

**Aim:** The student nurse will acquire the skills necessary to obtain client's stories in relation to their care and analyze this information.

ESC 1.6, 1.14, 2.2, 14.4

**Performance Criteria:** The student nurse will continue to demonstrate PP1 skills and:

- A. is able to establish professional, caring and constructive relationships with clients and carers.
- B. actively seeks to empower clients through understanding of client journey.
- C. seeks constructive feedback from clients and carers on their performance as a developing health professional.
- D. uses supervision to enhance understanding of the client experience.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**20c. Collaborating with Service Users (CP)- PROGRESS SHEET**

<b>Date</b>	<b>Record of Reflective Learning</b>	<b>Signature</b>
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	
	Goal:  Reflection:	



**20c. Collaborating with Service Users (CP)**

**Aim:** The newly qualifying nurse will apply information gathered from client's stories to enhance their personal performance, the care delivered and the care environment.

ESC 1.10, 1.13, 1.14, 4.6, 5.13, 9.12, 9.14

The newly qualifying nurse will continue to demonstrate PP1/PP2 skills and:

- A. initiates and maintains relationships with clients and carers.
- B. develops a systematic approach to data collection from clients in order to enhance understanding of the client's journey through care.
- C. enhances personal learning through reflection, and supervision, on the client's account of their experiences.
- D. acts as a role model for engaging collaboratively with clients.
- E. uses client feedback to enhance their clinical performance, and, where possible, improve the care environment.

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Classroom/Placement**

Date	Ass Type	Grade				Assessor's Signature
	Formative	1	2	3	4	

Comments

**Placement**

Date	Ass Type	Grade				Assessor's Signature
	Summative	1	2	3	4	

Comments (**NB** Have all of the above criteria been met – on this or previous occasions?)

**Additional Summative Assessments**

This page is completed only if previous summative assessments have been graded and not achieved at 2.

<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				

<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete Year 1 2 3	Summative	1	2 3 4	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete Year 1 2 3	Summative	1	2 3 4	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				Assessor's Signature
Please Delete Year 1 2 3	Summative	1	2 3 4	Please Date
Comments				

*Further pages may be obtained from the common learning administrator and can be secured into this book*

<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				<b>Assessor's Signature</b>
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				<b>Assessor's Signature</b>
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				
<b>Skill Number and Title:</b>				
<b>Classroom/Placement</b>				<b>Assessor's Signature</b>
Please Delete <b>Year 1 2 3</b>	Summative	<b>1</b>	<b>2 3 4</b>	Please Date
Comments				

## **THE PLACEMENT LEARNING CONTRACTS**

Each Placement Learning Contract comprises:

1. Initial Learning Contract
2. Learning Contract Mid Placement Review
3. Learning Contract Completion Review
4. Assessment of Core Professional Values

<b>At the end of the programme this <i>Development of Practical Skills Book</i> must contain:</b>	
For BSc Nursing students	10 Placement Learning Contracts
For MSc Nursing students	7 Placement Learning Contracts
For BSc Nursing Work based learning students	4 ' <i>Home Placement</i> ' Placement Learning Contracts  3 ' <i>Visiting Placement</i> ' Placement Learning Contracts  1 ' <i>Final 12 Placement</i> ' Placement Learning Contracts

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.1 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.1 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No. 1 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement</b></td> </tr> </table>		<b>Placement</b>
	<b>Placement</b>		
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	<div style="height: 200px;"></div> <hr/> <p>Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="height: 200px;"></div> <hr/> <p>Mentor Signature.....Date.....</p>		



## LEARNING CONTRACT No.1 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>Mentor's Comments</b> (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.2 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>			
<b>Mentor's Name</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of Mid Placement Review</b>			

NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017  
**LEARNING CONTRACT No.2 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.2 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement</b></td> </tr> </table>		<b>Placement</b>
	<b>Placement</b>		
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		

## LEARNING CONTRACT No.2 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES – TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>		
<b>NAME OF STUDENT</b>		
<b>PLACEMENT NAME</b>		
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>	
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____		<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary.		
<b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>	<b>Date</b>

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.3 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.3 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.3 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
<p>Student Signature.....Date.....</p>	
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
<p>Mentor Signature.....Date.....</p>	



## LEARNING CONTRACT No.3 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.4 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.4 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.4 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	Empty space for student review
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	Empty space for mentor review
	<p>Mentor Signature.....Date.....</p>

## LEARNING CONTRACT No.4 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>		
<b>NAME OF STUDENT</b>		
<b>PLACEMENT NAME</b>		
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>	
a	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4
b	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4
c	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4
d	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4
e	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4
f	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4
g	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____		<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>		<b>Signature</b>  <b>Date</b>

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.5 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.5 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.5 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
<p>Student Signature.....Date.....</p>	
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
<p>Mentor Signature.....Date.....</p>	



## LEARNING CONTRACT No.5 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>		
<b>NAME OF STUDENT</b>		
<b>PLACEMENT NAME</b>		
<p>During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code.</p> <p><i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i>  <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i></p>	<p><b>Grade (please circle)</b>                      This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b></p>	
a	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4
b	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4
c	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4
d	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4
e	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4
f	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4
g	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____		<p><b>Overall Placement</b>                      A student must achieve a mark of 2 or higher in every value in order to pass the placement.</p> <p style="text-align: center;"><b>PASS/ FAIL</b>                      please delete</p>
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>		<p style="text-align: center;"><b>Signature</b></p> <p style="text-align: center;"><b>Date</b></p>

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.6 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.6 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.6 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
<p>Student Signature.....Date.....</p>	
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
<p>Mentor Signature.....Date.....</p>	

## LEARNING CONTRACT No.6 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																						
<b>NAME OF STUDENT</b>																						
<b>PLACEMENT NAME</b>																						
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																				
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																				
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																				
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																				
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																				
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																				
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																				
<b>Mentor's Comments</b> (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																					
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>   <b>Date</b>																					

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.7 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.7 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.7 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
<p>Student Signature.....Date.....</p>	
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
<p>Mentor Signature.....Date.....</p>	



## LEARNING CONTRACT No.7 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.8 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.8 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 300px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 300px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.8 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
<p>Student Signature.....Date.....</p>	
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
<p>Mentor Signature.....Date.....</p>	

## LEARNING CONTRACT No.8 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="padding: 5px; text-align: center;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>Mentor's Comments</b> (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.9 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.9 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.9 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"><b>Placement</b></td> </tr> </table>		<b>Placement</b>
	<b>Placement</b>		
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		



## LEARNING CONTRACT No.9 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES - TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.10 (Page 1 of 4 pages)**

<b>INITIAL LEARNING CONTRACT</b>	
<b>Mentor's Name</b>	
<b>Placement Name</b>	
<p>The <b>Student</b> will outline what he/she hopes to achieve whilst on this placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate agreement or identify any potential problems in meeting these outcomes or additional actions that may be required to meet these objectives.</p>	
	<p>I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. I confirm that the student has undergone an induction to this practice setting.</p>
	<p>Mentor Signature.....Date.....</p>
<b>Agreed Date of Mid Placement Review</b>	

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.10 (Page 2 of 4 pages)**

<b>MID PLACEMENT REVIEW</b>			
<b>Mentor</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; padding: 5px;"><b>Placement Name</b></td> </tr> </table>		<b>Placement Name</b>
	<b>Placement Name</b>		
<p>The <b>Student</b> will outline what he/she has attained so far through attending the placement.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Student Signature.....Date.....</p>		
<p>The <b>Mentor</b> should indicate whether he/she feels the student is adequately meeting their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <hr/> <p style="text-align: right;">Mentor Signature.....Date.....</p>		
<b>Agreed Date of End of Placement Review</b>			

*NURSING PROGRAMME - Development of Practical Skills - Nursing, 2017*  
**LEARNING CONTRACT No.10 (Page 3 of 4 pages)**

<b>COMPLETION REVIEW</b>	
<b>Mentor</b>	<b>Placement</b>
<p>The <b>Student</b> will outline what he/she has attained through attending the placement.</p>	
	<p>Student Signature.....Date.....</p>
<p>The <b>Mentor</b> should indicate whether he/she feels the student adequately met their outcomes; indicating, if appropriate, areas which the student should aim to develop further.</p>	
	<p>Mentor Signature.....Date.....</p>

## LEARNING CONTRACT No.10 Core Professional Values (Page 4 of 4 pages)

<b>DEMONSTRATION OF CORE PROFESSIONAL VALUES</b> <b>- TO BE COMPLETED IN <u>ALL</u> PLACEMENTS BY THE MENTOR</b>																																											
<b>NAME OF STUDENT</b>																																											
<b>PLACEMENT NAME</b>																																											
During this placement the student should demonstrate the shared values of all the United Kingdom health care regulatory bodies (in bold below) to a standard appropriate for entry onto the UK professional nursing register. The student must observe the current NMC Code. <i>ESC 1.8-1.11, 2.8, 3.7-3.10, 4.3, 7.5-7.9, 8.4, 9.15, 10.6, 11.10, 14.1, 14.6, 14.7, 14.10, 15.2, 15.5, 16.5 17.3, 17.7, 17.8, 18.9, 18.11, 18.15</i> <i>6 Cs, Communication - a, b &amp; d; Courage - e &amp; g; Commitment - d &amp; f, Care - a&amp; e; Compassion - a; Competence - c, d &amp; e.</i>	<b>Grade (please circle)</b> This is marked using the same grading system as the rest of the skills book. <b>If a mark of 1 is recorded, the mentor must document on this sheet how the student failed to meet the required standard.</b>																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="width: 15%; text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;"><b>a</b></td> <td style="padding: 5px;">In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b>, including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.</td> <td style="width: 15%; text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>b</b></td> <td style="padding: 5px;">Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>c</b></td> <td style="padding: 5px;">The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>d</b></td> <td style="padding: 5px;">The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b>; including demonstration of good time keeping and individual responsibility in the workplace.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>e</b></td> <td style="padding: 5px;">The student continuously <b>maintains their professional knowledge and competence</b>, acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>f</b></td> <td style="padding: 5px;">At all times the student was <b>trustworthy</b>, behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>g</b></td> <td style="padding: 5px;">The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.</td> <td style="text-align: center; padding: 5px;">1   2   3   4</td> </tr> </table>	<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4	<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4	<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4	<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4	<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4	<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4	<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
<b>a</b>	In all communication the student demonstrates <b>respect and compassion for the patient or client as an individual</b> , including maintaining privacy and dignity and respecting a client's gender, culture, race, sexuality, age, religion, disability and client preference.	1   2   3   4																																									
<b>b</b>	Whenever possible the student <b>obtained consent before giving any treatment or care</b> communicating appropriate information to allow an individual to make an informed choice.	1   2   3   4																																									
<b>c</b>	The student acted in such a way as to <b>protect confidential information</b> from being disclosed inappropriately.	1   2   3   4																																									
<b>d</b>	The student promoted the best standards of patient/client care through <b>co-operation with others in the team</b> ; including demonstration of good time keeping and individual responsibility in the workplace.	1   2   3   4																																									
<b>e</b>	The student continuously <b>maintains their professional knowledge and competence</b> , acknowledging their limitations and brings these to the attention of the senior practitioner in order to identify their learning needs and help to maintain a safe practice environment and has the courage to challenge poor practice in self and others.	1   2   3   4																																									
<b>f</b>	At all times the student was <b>trustworthy</b> , behaved in a way that upholds the reputation of the nursing profession, and demonstrated a continued commitment to improving patient/client care.	1   2   3   4																																									
<b>g</b>	The student helped to <b>identify and minimise risk to patients and clients</b> working with other members of the team to promote health care environments (clinical and domestic) that are conducive to safe, therapeutic and ethical practice. Is able to appropriately escalate concerns through recognized channels.	1   2   3   4																																									
Mentor's Comments (must be entered if any section graded 1)  Please record the hours the student has spent on this placement: _____	<b>Overall Placement</b> A student must achieve a mark of 2 or higher in every value in order to pass the placement. <b>PASS/ FAIL</b> please delete																																										
I confirm that I am on the organization's live mentor register, and have completed mentor updating in the previous 12 months and triennial review, if necessary. <b>Name of Mentor</b> <b>PIN</b>	<b>Signature</b>  <b>Date</b>																																										









## **Progress Record**

### **TO BE COMPLETED BY UNIVERSITY TUTOR ONLY**

Please ensure your skills book is handed in at the end of each placement for review. When going to your next placement please take note of the comments and recommended action from your tutor and plan learning activities accordingly with your next mentor and link lecturer.

<b>Learning Contract 1</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 2</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 3</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 4</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 5</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 6</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 7</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 8</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 9</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

<b>Learning Contract 10</b>
Name of Tutor
Comments
Recommended Action (if appropriate)
Signature
Date

**Please hand your skills book in at the end of your last placement for final review and completion of the conclusion overleaf.**

**Conclusion**

**To be completed by Nurse Lecturer (University Staff)**

Student Nurse .....(insert name in block capitals)	
Has reached the standard required from the Programme in <b>all</b> items in this report. In addition, the sign-off mentor has confirmed the student has met the practice component of the NMC requirements for entry to the register, as documented in the Sign-Off Mentor's record.	Has <b>not</b> reached the standard required from the Programme in item(s) ..... The evidence on which this decision is based follows below.
Signed Date	Signed Date

*The supervisor should sign the appropriate box and cross out the one that does not apply.*

***In the event of a failure complete the following box***

Section	Evidence for failure
<b><i>This decision has been discussed with the following people on the following dates:-</i></b>	
Others involved in training	Date(s)
The Head of School on the following dates	
<i>Further comments</i> <b>Report Approved</b> <b>Report Not Approved</b>	<i>may be added opposite or enclosed with report</i> Signed ..... Date .....  Programme Leader <i>(insert name in block capitals)</i>







## University of Essex

### ***Risk of Placement Failure /Record of Additional Learning Needs***

Please use a **copy** of this form to document any performance issues that may put the student at risk of failure and/or additional learning needs of the student. This should be completed through mutual discussion and agreement between the mentor and the student, and should involve the link-lecturer. It is the responsibility of all concerned to promote resolution of difficulties within the placement at the earliest opportunity. A copy of the completed form should be retained by the student and the mentor should send a copy to the link lecturer.

**Student name** ..... **Mentor name** ..... **Placement name**.....

Description of Issue	Date reported	Plan of action	Review Date	Student Signature	Mentor signature

A review date must be set prior to the end of the placement.

Resolved?	Remaining Issues/ Plan of action	Student Sign/Date	Mentor Sign/Date

If an issue remains unresolved following the review date please refer to the Placement Issue/ 'what to do if...' guidance given on pages 17-19 of this book. Additional copies of this form can be obtained from the link lecturer or placement administrator. Please contact the link lecturer, if you require further guidance.

# Course Contacts

<b>Sarah Lee</b> <b>Head of Group Nursing and Health Studies</b> <a href="mailto:sjlee@essex.ac.uk">sjlee@essex.ac.uk</a>			
<b>Programme Leads</b>			
	Email (add @essex.ac.uk)	Programme	Base
<b>Thomas Currid</b>	tcurrid	Nursing (Mental Health) Southend Campus	Southend 01702 328283
<b>Iain Keenan</b>	ijkeenan	Nursing (Adult) Southend Campus	Southend 01702 328361
<b>Tim Goodchild</b>	tggood	Nursing (Adult) Colchester Campus	Colchester 01206 324139
<b>Cathy Constable</b>	cathyc	Nursing (Mental Health) Colchester Campus	Colchester 01206 874225
<b>Sarah Lee</b>	sjlee	NMC Correspondent Adult Nursing Professional Lead Placement Lead	Placement Phone <b>07827 880410</b>

<p><b>Placements Office</b> 01206 874974</p> <p><b>General</b> hhsplace@essex.ac.uk</p> <p><b>Wendy Singleton</b> wsingle@essex.ac.uk</p> <p><b>Natasha Lloyd</b> nlloyd@essex.ac.uk</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>General Contact Details</b>	
School of Health and Social Care University of Essex Wivenhoe Park <b>COLCHESTER</b> CO4 3SQ	School of Health and Social Care University of Essex Elmer Approach <b>SOUTHEND-ON-SEA</b> SS1 1LW
01206 874496	01702 328360
For more information on placements visit : <a href="http://www.essex.ac.uk/hhs/placements">www.essex.ac.uk/hhs/placements</a>	
<b>See also the Nursing Programme Student Handbook on Moodle</b>	