Department of Nursing and Midwifery

Ongoing Achievement Record Return to Practice

SCPHN NURSING

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INTRODUCTION

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

NMC requirements:

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

Assessing learning in practice:

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

Confirmation of competence:

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

ACADEMIC AND PROFESSIONAL STANDARDS AND BEHAVIOUR

A guide for students on health and social care programmes

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

Respect for others by:

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

Professional responsibility by:

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

Social responsibility by:

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

Professional integrity by:

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

Professional competence by:

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

Academic integrity by:

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

ONGOING ACHIEVEMENT PLACEMENT RECORD

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

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

Placement area [printed in capitals]:	

MENTOR NAME & SIGNATURE [printed in capitals]:	
DATE OF MENTOR'S LAST UPDATE:	
PRACTICE TEACHER NAME & SIGNATURE [printed in capitals]:	
DATE OF PRACTICE TEACHER'S LAST UPDATE:	

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INDUCTION AND ORIENTATION RECORDS

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

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

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

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

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

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

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

IDENTIFY YOUR LEARNING NEEDS

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

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

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

SET LEARNING OUTCOMES - what will you learn?

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

MAKE AN ACTION PLAN

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

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

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

EVALUATION - How well have you done?

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

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

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

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

EXAMPLE OF HOW TO USE THE ACTION PLAN

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

LEARNING CONTRACT:

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

Individual outcomes as identified by the student	**Action**	**Target Date**	**Evaluation**

Practice teacher/Mentor's Name: _____ Signature: _____

Student's Name: _____ Student's signature: _____

Date: _____

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ADDITIONAL OPPORTUNITIES ACCESSED DURING PLACEMENT

Placement learning opportunity *(student to complete)*	**How has the additional learning opportunity contribute to achievement of learning outcomes or skills? *(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

Placement learning opportunity *(student to complete)*	**How has the additional learning opportunity contribute to achievement of learning outcomes or skills? *(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

Placement learning opportunity *(student to complete)*	**How has the additional learning opportunity contribute to achievement of learning outcomes or skills? *(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

Placement learning opportunity *(student to complete)*	**How has the additional learning opportunity contribute to achievement of learning outcomes or skills? *(student to complete)***	**Practitioner feedback**
		Title, signature and date to verify visit
		Title, signature and date to verify visit
		Title, signature and date to verify visit

RETURN TO PRACTICE TIMESHEET

Student Name (PRINT):…… Placement Name and Trust/Organisation/Agency:……..

Dates of Placement Period. From:…….. To……..	M	T	W	T	F	S	S
Week commencing							
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Week commencing							
Week commencing							
Total hours worked							

Declaration

I confirm that I have attended practice during the hours as recorded. I understand that these may be checked against placement off duty

Student signature……..Date……

Practice Teacher signature…….. Date……

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SKILLS DECISION MAKING FRAMEWORK

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

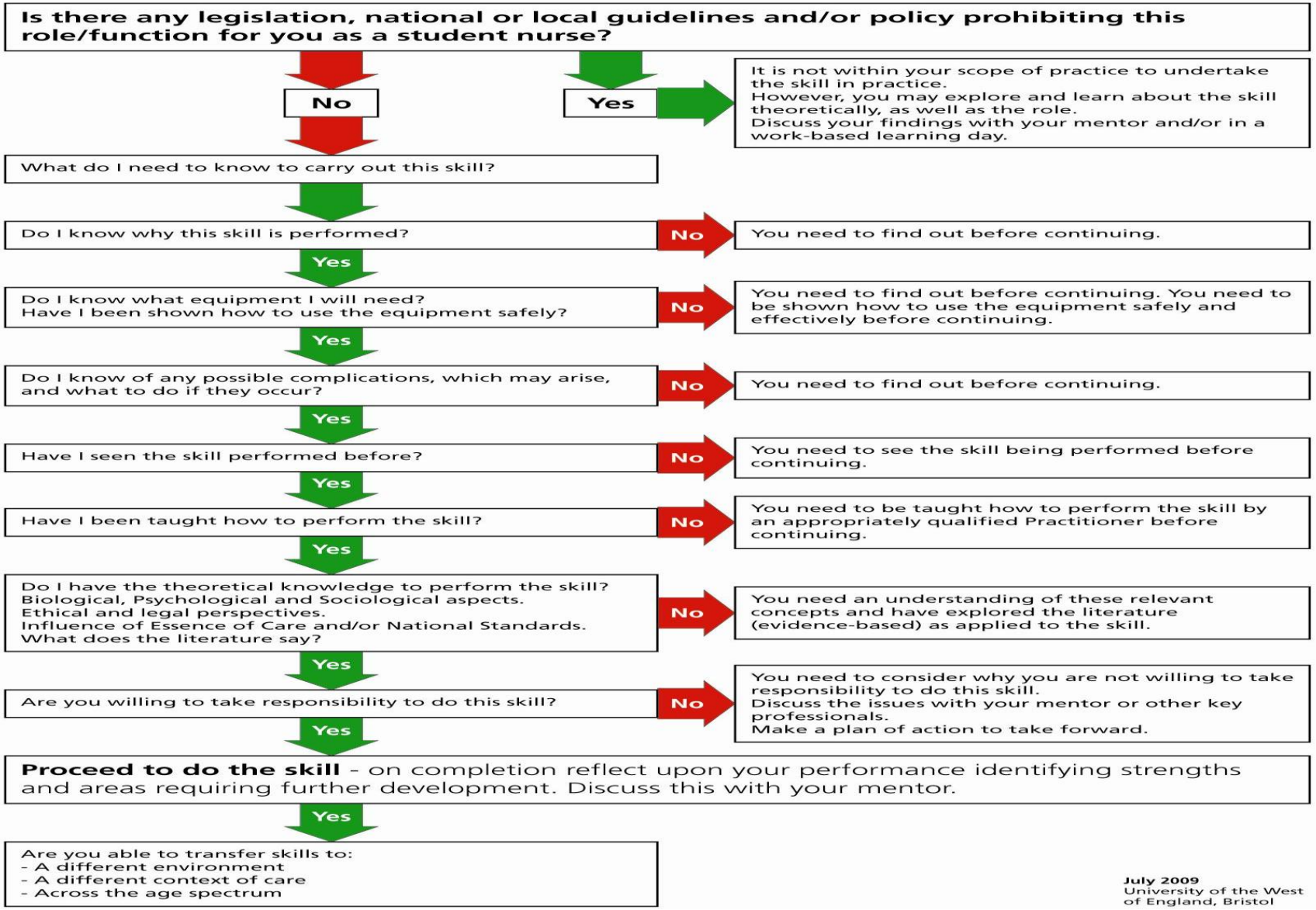
The primary aim of this tool is to aid you in meeting the learning outcomes and competencies outlined in your Ongoing Achievement Record. It will hopefully help you, with support from your mentor and/or another qualified healthcare professional, in practice, in identifying the particular aspects of a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

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

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

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

A Decision Making Framework Toward Skill Development



July 2009
University of the West of England, Bristol

NURSING SKILLS GUIDELINES

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

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

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

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

Skills Guidelines - Section One: Non Essential Skills / Procedures

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

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

Skills Guidelines - Section Two: Medicines Management

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

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

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

SCPHN PRACTICE PROFICIENCIES

10 Principles	4 Domains	NMC Standard of Proficiency	Student Signature Date	Practice Teacher/ Assessor verification Date
Principle 1	**Domain 1**	**Five Proficiency Standards**	**Student**	**Practice Teacher**
1.Surveillance and assessment of the populations health and well being	Search for health needs	1.1 Collect and structure data and information on the health and well being and related needs of a defined population 1.2 Analyse, interpret and communicate data and information on the health and well being and related needs of a defined population 1.3 Develop and sustain relationships with groups and individuals with the aim of improving health and social well being 1.4 Identify individuals, families and groups who are at risk and in need of further support 1.5 Undertake screening of individuals and populations and respond appropriately		

Principles 2 - 3	Domain 2	Six Proficiency Standards	Student	Practice Teacher
2. Collaborative working for health and well being	Stimulation of awareness of health needs	2.1 Raise awareness of health and social well being, related factors, services and resources 2.2 Develop, sustain and evaluate collaborative work		
3. Working with, and for, communities to improve health and well being	Stimulation of awareness of health needs	2.3 Communicate with individuals, groups and communities about promoting their health and well-being 2.4 Raise awareness about the actions that groups and individuals can take to improve their health and social well being 2.5 Develop capacity and confidence of individuals and groups, including families and communities to influence and use available services 2.6 Work with others to protect the public's health and well being from a range of perspectives		
Principles 4-6	**Domain 3**	**Seven Proficiency Standards**	**Student**	**Practice Teacher**
4. Developing health programmes and services and reducing health inequalities	Influence on policies affecting health	3.1 Work with others to plan, implement and evaluate programmes and projects to improve health and well being 3.2 Identify and evaluate service provision and support networks for individuals families and groups in the local area or setting		

5. Policy and strategy development and implementation to improve health and well being	Influence on policies affecting health	3.3 Appraise policies and recommend changes to improve health and well being 3.4 Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, well being and protection of those who work with the wider community 3.5 Contribute to policy development 3.6 Influence on policies affecting health		
6. Research and Development to improve health and well being	Influence on policies affecting health	3.7 Develop, implement evaluate and improve practice on the basis of research, evidence and evaluation		

Principles 7-10	Domain 4	Six Proficiency Standards	Student	Practice Teacher
7. Promoting and protecting the populations health and well-being	Facilitation of health enhancing activities	4.1 Work in partnership with others to prevent the occurrence of needs and risks related to health and well-being 4.2 Work in partnership with others to protect the public health and well-being from specific risks		
8. Developing quality and risk management within an evaluative culture	Facilitation of health enhancing activities	4.3 Prevent, identify and minimize risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed		
9. Strategic leadership for health and well-being	Facilitation of health enhancing activities	4.4 Apply leadership skills and manage projects to improve health and well being. 4.5 Plan, deliver and evaluate programmes to improve the health and well being of individuals and groups.		
10. Ethically managing self, people and resources to improve health and well-being	Facilitation of health enhancing activities	4.6 Manage teams, individuals and resources ethically and effectively		

MID-POINT SUMMARY

Student Overall Comments:

Print name: Date: Signature:

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

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Print name: Date: Signature:

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

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

Mentor's signature: _____ Date: _____

Student's signature: _____ Date: _____

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END OF PLACEMENT SUMMARY

Student Overall Comments:

Print name: Date: Signature:

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

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Print name: Date: Signature:

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ASSESSMENT OF PRACTICE COMPETENCIES ON GOING ASSESSMENT OF STUDENT COMPETENCIES

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

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

FINAL SUBMISSION OF PRACTICE

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

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

RETRIEVAL DOCUMENTATION

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

LEARNING CONTRACT: (RETRIEVAL)

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

Individual outcomes as identified by the student	**Action**	**Target Date**	**Evaluation**

Practice teacher/Mentor's Name: _____ Signature: _____

Student's Name: _____ Student's signature: _____

Date: _____

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RETURN TO PRACTICE TIMESHEET(RETRIEVAL)

Student Name (PRINT):…… Placement Name and Trust/Organisation/Agency:……..

Dates of Placement Period. From:…….. To……..	M	T	W	T	F	S	S
Week commencing							
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Week commencing							
Total hours worked							

Declaration

I confirm that I have attended practice during the hours as recorded. I understand that these may be checked against placement off duty

Student signature……..Date……

Practice Teacher signature…….. Date……

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MID-POINT SUMMARY (RETRIEVAL)

Student Overall Comments:

Print name: Date: Signature:

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

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Print name: Date: Signature:

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

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

Mentor's signature: _____ Date: _____

Student's signature: _____ Date: _____

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END OF PLACEMENT SUMMARY (RETRIEVAL)

Student Overall Comments:

Print name: Date: Signature:

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

Professional values

Communication and interpersonal skills

Nursing practice and decision making

Leadership, Management and Team-Working

Print name: Date: Signature:

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FINAL SUBMISSION OF PRACTICE (RETRIEVAL)

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

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