

Name.....
Number.....
Cohort.....
Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT

NURSING ASSOCIATE PART 2 - Skills

FdSc Healthcare Practice

Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your Practice Assessor, Designated Practice Educator and/or Academic Supervisor.

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Mentor signatories' sheet

To be completed by all Mentors whose signatures appear in this document

Name (Please Print)	Job Title	Place of Work	Relevant Professional Qualification(s)	Date of last Mentor update/ Mentor ID Number	Initials	Signature

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1.0 Introduction

As part of the Foundation Degree in Healthcare Practice (Nursing Associate) you are required to demonstrate successful completion of a variety of skills through completion of the Practice Assessment Document (PAD) Part 2 – Skills. The difference between a competency and a skill is subtle and there is often some overlap. Competencies tend to be broader and more in-depth, whereas skills tend to cover more discrete activities and are often purely practical.

Due to the nature of the programme trainees are also required to complete a number of skills in addition to the Domain competence statements in the PAD –Part 1. Many of these skills are pre-determined, but there are also blank spaces where you can identify the achievement of additional ‘value added skills’ (section 9.2). These must be appropriate to the programme, your role and level and also agreed in advance with your Personal Practice Assessor/ Practice Educator.

All skills in the PAD Part 2 - Skills must be signed off twice. Once to confirm you have practiced the skill under direct supervision and then on a second occasion to confirm that you are safe to undertake the skill without direct supervision. Rather than failing a skill, it is expected that you will continue to practice the skill under direct supervision until you are deemed safe and can be signed off definitively. If you are having difficulty achieving any of the prescribed skills you and/or your Assessor should contact either your Personal Practice Assessor/ Practice Educator, Personal Tutor or the Course Director. This should be done at the earliest opportunity, but particularly if it is nearing the end of the first or second year. If certain skills are agreed to be unachievable by the end of the second year then these should be marked ‘N/A’ and a rationale provided in section 13.0

You will keep the PAD – Part 2 Skills with you for the duration of the programme so take care not to lose it. You will be required to submit both parts of the PAD (Part1 – Year 1 and Part 2 – Skills) as part of the assessment for Essence of Care 1 and Specialist Skills Development in Year 1, where you will be expected to have completed at least 15 different skills at each submission point. You will then be expected to submit both parts of the PAD (Part 1 – Year 2 and Part 2 – Skills) as part of the assessment for Essence of Care 2, where you will be expected to have completed at least 50% of the core skills and for Specialist Practice 2: The Deteriorating Patient, when you will be expected to have completed it fully. Submission dates can be found within the relevant Module Handbooks and on the Assessment calendar, both of which are on Moodle. You must keep a copy of the PAD – Part 2 Skills prior to submission.

2.0 Role and responsibilities of the Trainee

The Trainee is responsible for initiating and following the process detailed in section 5.0 and for ensuring that *all* documentation is complete prior to submission. The trainee is also expected to work in partnership with their Practice Assessors/ Practice Educator to foster practice/professional success by:

- Seeking help and advice at appropriate times throughout the course
- Seeking advice about skills and competencies
- Completing the appropriate documentation by the agreed deadlines
- Co-ordinating practice assessment visits in conjunction with the Personal Practice Assessor/ Practice Educator and Personal Tutor
- Adhering to contract of interactions
- Adhering to agreed timetable of interactions
- Working a minimum of 37.5 hours a week in a relevant area of practice

- Behaving professionally at all times

3.0 Role and responsibilities of Personal Practice Assessor/ Practice Assessor/ Practice Educator

There are currently no regulations of mentorship or supervision for trainees undertaking foundation degrees. However, as this programme will lead to registration with the NMC it is a requirement that the assessment of all practice elements will be by members of staff who are on a professional register and employed at Agenda for Change level 5/equivalent or above.

It is anticipated that the majority of Practice Assessors will be Nurses who will normally comply with the following criteria:

- Have studied to at least academic level 5
- Have appropriate knowledge, skills and competence in the area of practice which is being assessed
- Have successfully completed a suitable learning and teaching course e.g. Mentor (NMC stage 2), PGCEA, ENB 998/7, Specialist Practice Teacher/ Practice Teacher (NMC stage 3)
- Be verified as a 'Live' Mentor and noted on the local Register of Mentors/ Practice Teachers
- Have completed a Mentor Update in the previous twelve months / meet the NMC triennial review requirements
- Be familiar with the practice assessment requirements of the Fd Programme

Practice Assessors will be expected to:

- Establish the existing knowledge and skills of trainees

- Agree the timescales and, where appropriate, facilitate the resources needed for the achievement of specific skills/ competencies/snapshots
- Assess and provide feedback to trainees in accordance with guidelines provided in the practice documentation
- Liaise with each trainee's Personal Practice Assessor

Each trainee will also have a Personal Practice Assessor assigned by Trust Education Lead who will normally:

- Comply with the above criteria for mentors
- Be experienced practitioners and mentors, employed at agenda for change level 6/ equivalent or above

Personal Practice Assessors will be expected to:

- Provide overall supervision and support of the Nursing Associate trainee throughout the whole programme
- Initiate completion of an agreed learning contract at the start of the course
- Meet with the trainee a minimum of 4 times per year to review progress, provide constructive feedback and augment further practice learning where appropriate
- Liaise with the trainee's Practice Assessors and act as a communication point with the University through direct communication with the trainee's Personal Tutor or the Course Director as appropriate

Where Non- nurse practice assessors/ designated practice educators such as Physiotherapists/ Operating Department Assistants etc. are unable to meet the above criteria in entirety, their suitability should be agreed with the Trust Named Person and Course Director or delegate. Non-Nurse practice assessors/ practice educators will normally have experience of mentoring and assessing practice learning with evidence of having successfully achieved an appropriate learning and teaching course.

4.0 Other Assessors

Individual skills within the skills book can be assessed and signed off by any registered health care professional. This person should have a suitable level of knowledge and experience in the area being assessed, but does not need to have a mentorship qualification.

5.0 Skills Assessment Process

Similarly to competency assessment, skills assessment is an ongoing process consisting of supervised practice to facilitate learning and then assessment. It also encompasses three key stages:

- Learning Agreement
- Skill practiced under direct supervision
- Safe demonstration of skill

These stages enable Trainee and Practice Assessor/ Designated Practice Educator to plan learning opportunities, facilitate formative feedback and complete the final assessment. Skills assessment requires both Trainee self-assessment and assessment by a Practice Assessor.

Skills assessment should be undertaken through direct observation of practice. This may include subsequent discussion and questioning by the practice assessor, but this must not be the sole activity. Other evidence considered for skills assessment may include simulation, documentation, teaching sessions, feedback from service users/members of the multidisciplinary team and short written reflections. No additional documentation is required to be submitted with the PAD – Part 2 Skill.

5.1 Learning Agreement

At the beginning of each year, an initial meeting must be arranged as early as possible between the Trainee and Personal Practice Assessor/ Practice Educator . The Personal Practice Assessor/ Practice Educator should introduce him/herself including their role in the work area and contact details. The roles and responsibilities of the Personal Practice Assessor/ Practice Educator should be outlined and the expectations of the Trainee clarified. Also establish confidentiality between assessor/ trainee (confidential issues may be fed back to significant others). The purpose of the initial meeting is to formulate and document a Learning Agreement in section 6.0, which comprises:

- Identification of the Trainee's specific 'Learning Needs' based on the required skills, with consideration to his/her existing knowledge and skills and particularly focussing upon areas of weakness. There should also be discussion of the Trainee's Personal Development Plan (PDP), including their Learning Agreement.
- Identification of an 'Action Plan' to successfully complete the assessment process with consideration to resources, co-assessors, shift patterns, working with particular patient groups, alternative placements etc.
- Identification of a provisional time-scale for assessment.

The Learning Agreement should be signed by both Trainee and Personal Practice Assessor/ Practice Educator. Section 7.0 should be used to document further meetings between the Student and Personal Practice Assessor/ Practice Educator.

5.2 Skill practiced under direct supervision

The purpose of this stage is to:

- Allow the Trainee to practice each skill under direct supervision from a Practice Assessor. This may include teaching, demonstration and/or assistance from the Practice Assessor
- Provide the Trainee with verbal feedback on his/her performance and identify what, if anything, they will need to do to be able to achieve successful completion. This may include further opportunities for practice under direct supervision.

Both Trainee and Practice Assessor should sign and date the skill to confirm that this stage has been undertaken. If there is any concern that the Trainee may not achieve the skill by the end of the programme, the Trainee and/or Practice Assessor should contact the Personal Practice Assessor/ Practice Educator and Personal Tutor or Course Director at the earliest opportunity.

5.3 Safe demonstration of skill

Once the Trainee is able to demonstrate each skill safely to the Practice Assessor, the Trainee and Practice Assessor should sign and date the skill again. The Trainee is now able to continue using the skill without direct supervision.

5.4 Service User Comments

Section 10.0 (Year one) and 12.0 (Year two) is provided for service users to comment on the performance of the Trainee. Service users may include patients, clients, carers, relatives, interprofessional colleagues, and students. The Personal Practice Assessor/ Practice Educator should verify the comments with his/her signature and the confidentiality of all service users (except colleagues) must be maintained.

5.5 Overall Comments

Section 11.0 should be completed by the Trainee and Personal Practice Assessor/ Practice Educator towards the end of the first year prior to submission for Specialist Skills Development for the Workforce. Section 14.0 should be completed by the Trainee and Personal Practice Assessor/ Practice Educator towards the end of the second year prior to submission for Specialist Practice 2: The Deteriorating Patient. The Trainee is required to reflect and comment on his/her overall performance and produce a summative Action Plan for future development beyond completion of the programme. The Personal Practice Assessor/ Practice Educator should then also summarise the Trainee's overall skills performance during the programme and make final recommendations for future development.

5.6 Submission Arrangements

The PAD – Part 2 Skills should be submitted, along with PAD – Part 1 to the FHSCE Student Helpdesk, 6th Floor, Hunter Wing St George's, University of London, Cranmer Terrace, London SW17 0RE by 4pm on the dates given by the Course Director.

If mitigating circumstances indicate an extension might be needed, Trainees may apply by following the process described in the Foundation Degree in Healthcare Practice Nursing Associate Trainee Handbook.

Trainees must make and keep a copy of this skills book prior to submission.

Trainees will not be able to complete the programme with an incomplete PAD – Part 2 Skills.

5.7 Support available

Personnel available to support the Trainee and Practice Assessor/Designated Practice Educator in completion of this document:

Designation	Name	Contact Number	Email Address	Base/Address
Course Director	Lucie Llewellyn	020 8725 0130 / 07880 996459	L.Llewellyn@sgul.king ston.ac.uk	6 th Floor Hunter Wing
Personal Tutor				
Personal Practice Assessor/ Practice Educator				

6.0 Learning Agreement – Year One

Learning Needs (based on the required skills, with consideration to existing knowledge and skills and particularly focussing upon areas of weakness)

6.0 Learning Agreement – Year One (cont.)

Action Plan (resources, co-mentors, shift patterns, working with particular patient groups, alternative placements etc. Set provisional dates for formative & summative assessments.)

Trainee sign & date

Designated Practice Educator sign & date

7.0 Learning Agreement – Year Two

Learning Needs (based on the required skills, with consideration to existing knowledge and skills and particularly focussing upon areas of weakness)

7.0 Learning Agreement – Year Two (cont.)

Action Plan (resources, co-mentors, shift patterns, working with particular patient groups, alternative placements etc. Set provisional dates for formative & summative assessments.)

Trainee sign & date

Designated Practice Educator sign & date

8.0 Further Meetings

Date	Notes	Trainee & Assessor signatures

8.0 Further Meetings

Date	Notes	Trainee & Assessor signatures

8.0 Further Meetings

Date	Notes	Trainee & Assessor signatures

Section 9.0 Skills Assessment

9.1 Core Skills

Infection Prevention and Control	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
1. Infection control standard precautions and risk assessment								
2. Perform effective hand decontamination								
3. Appropriate use of personal protective equipment (PPE)								
4. Perform safe and effective aseptic non-touch technique								
5. Implement and comply with barrier nursing measures where appropriate								
6. Appropriate decontamination and maintenance of care equipment								

9.1 Core Skills

Infection Prevention and Control (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
7. Safe management of used linen, including potentially contaminated								
8. Safe use and disposal of sharps								
9. Safe construction of sharps bins (if applicable to practice area)								
10. Safe closure, labeling and disposal of sharps bins								
11. Safe management of blood and body fluid spillages								
12. Safe disposal of waste								

9.1 Core Skills

Infection Prevention and Control (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
13. Safe collection, labelling and transportation for processing of :								
a. Mid-stream urine (MSU) specimen								
b. Catheter specimen urine (CSU)								
c. Stool specimen								
d. Sputum specimen								
e. Wound swab								

9.1 Core Skills

Infection Prevention and Control (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
14. Undertake appropriate screening e.g. MRSA, C.Difficile, CPE								
15. Provides appropriate explanation of care in response to results of screening								

9.1 Core Skills

Physiological Assessment	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
16. Accurately measure and record respiratory rate (RR)								
17. Accurately measure and record pulse oximetry (SpO ₂)								
18. Accurately measure and record radial pulse								
19. Accurately measure and record capillary refill time (CRT)								
20. Accurately measure and record manual blood pressure (BP)								
21. Accurately measure and record electronic blood pressure (BP)								

9.1 Core Skills

Physiological Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
22. Accurately measure and record level of consciousness - AVPU								
23. Accurately measure record level of consciousness - GCS								
24. Accurately measure and record level of consciousness - Pupils								
25. Undertake and record pain assessment								
26. Accurately measure and record oral temperature								
27. Accurately measure and record axillary temperature								

9.1 Core Skills

Physiological Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
28. Accurately measure and record tympanic temperature								
29. Accurately measure and record urine output								
30. Accurately measure and record elimination (eg vomit, stool or stoma)								
31. Accurately record and calculate fluid balance								
32. Accurately perform and record urinalysis								
33. Accurate use of stool chart to report and record bowel function								
34. Assess and promote continence								

9.1 Core Skills

Physiological Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
35. Accurately measure and record height								
36. Accurately measure and record weight								
37. Accurately record dietary intake								
38. Assist in the identification of service users at risk of malnutrition using MUST tool								
39. Accurately measure and record peak expiratory flow rate (PEFR)								
40. Accurately measure and record Capillary Blood Glucose (CBG)								

9.1 Core Skills

Physiological Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
41. Interpret vital signs and fluid balance in relation to normal ranges and escalate deviations								
42. Appropriate use of Early Warning Score tool relevant to area. Identify, document and report abnormal findings appropriately								
43. Respond appropriately when faced with an emergency or sudden deterioration in condition								
44. Use of an SBAR communication tool (or equivalent)								
45. Identify indications for performing an ECG								

9.1 Core Skills

Physiological Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
46. Demonstrate ability to safely perform an ECG								
47. Identify indications for venepuncture								
48. Demonstrate ability to safely perform venepuncture								
49. Moving and handling risk assessment, including assessing risk of falls								
50. Use of a Pressure ulcer risk assessment tool eg Waterlow assessment								
51. Assess a service user's feet and recognise appropriate action								

9.1 Core Skills

Psychosocial Assessment	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
52. Initial mental health assessment relevant to service area								
53. Recognises the signs of cognitive issues in patients within own area (e.g. dementia, delirium, depression)								
54. Assessment of emotional and psychological needs relevant to service area								
55. Observes, records and reports deterioration and improvement, and takes action to evaluate care, including psychosocial interventions for mental health problems								

9.1 Core Skills

Psychosocial Assessment (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
56. Recognises and reports any changes in comfort or sleep								
57. Recognise areas of potential conflict and diffuse challenging situations effectively								

9.1 Core Skills

Care Delivery	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
58. Empowers service users to express preferences and be involved in their care planning								
59. Support self-care and the individual's right to choose, where possible								
60. Bed making and organisation of the bed space/ environment								
61. Assist service user with positioning in bed								
62. Assist service user with pressure area care								
63. Assist service user with an assisted wash								

9.1 Core Skills

Care Delivery (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
64. Assist service user with mouth care (including teeth/ denture care)								
65. Assist service user with shaving								
66. Assist service user with care of hair and nails								
67. Assist service user with elimination needs								
68. Identify indications for urinary catheter insertion								
69. Demonstrate ability to safely perform urinary catheter insertion								

9.1 Core Skills

Care Delivery (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
70. Assist service user with urinary catheter care								
71. Safely empty, change and fit a catheter bag								
72. Safely remove an indwelling urinary catheter								
73. Assist service user in managing urinary/faecal incontinence								
74. Safely fit, manage and remove a urinary sheath e.g. Conveen®								
75. Safely empty, change and fit a stoma bag								

9.1 Core Skills

Care Delivery (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
76. Assist in monitoring at risk service users e.g. used of 'red tray' system								
77. Facilitate individual choice with respect to dietary and beverage preferences								
78. Promote self-care in eating and drinking								
79. Assist service user with eating and drinking								
80. Ensure adequate nutritional intake, including provision of special diet								
81. Ensure adequate fluid intake								

9.1 Core Skills

Care Delivery (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
82. Assist a service user with swallowing difficulties to eat and drink appropriately (following SALT assessment)								
83. Prepare and administer thickened fluids as appropriate								
84. Provide support and care for a service user with a nasogastric (NG) tube								
85. Uses non-pharmacological methods for relieving pain and promoting comfort, as appropriate								
86. Safe measurement and application of anti-embolism socks/stockings								
87. Preparation of service user for clinical interventions as per local policy								

9.1 Core Skills

Care Delivery (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
88. Provide basic life support where appropriate								
89. Undertake last offices								
90. Provide compassionate care for service users at the end of life								

9.1 Core Skills

Psychosocial Care	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
91. Empowers service users to make choices when coping with and selecting treatment options to aid recovery that is personalised for the individual								
92. Actively helps service user to identify and use their strengths to achieve their goals								
93. Promotes health and well-being, self-care, independence, self-determination and the service user's expertise with their mental health problems								
94. Develops relationships with families and carers using psychosocial education and interventions to support individuals who care for service users								

9.1 Core Skills

Psychosocial Care (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
95. Demonstrate an understanding of the Mental Capacity Act and how, when and why it applies to the service area								
96. Recognises situations and acts appropriately when a service user's choice may compromise their safety or the safety of others								
97. Demonstrate an understanding of the Deprivation of Liberty Safeguard and how, when and why it applies to the service area								
98. Demonstrate an understanding of the Mental Health Act and how, when and why it applies to the service area								

9.1 Core Skills

Psychosocial Care (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
99. Demonstrate a range of commonly recognised approaches to managing symptoms e.g. relaxation, distraction and mindfulness								
100. Signposts resources to manage stress in others and raises concerns appropriately								
101. Support of service users, carers and families at times of crisis								
102. Contribute to meeting the spiritual and multicultural needs of service users, carers and their families								
103. Identifies escalation process for safeguarding children								

9.1 Core Skills

Psychosocial Care (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
104. Identifies escalation process for safeguarding adults at risk								
105. Documents concerns and information about service users who may be at risk								
106. Uses strategies to manage the conflict between a service user's preferences and nursing interventions								
107. Demonstrate self-awareness of resilience and ability to explore impact on themselves of working in health and social care								
108. Recognises and acts to overcome barriers in developing effective professional relationships with service user, carers and families								

9.1 Core Skills

Medicines Management – only to be completed after study days in Year 1 and with local trust agreement	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
109. Demonstrates knowledge of principles of safe medication administration (rights of medication administration)								
110. Demonstrates awareness of contra-indications for prescribed medications								
111. Monitors effectiveness of medication, recognises side effects and reports appropriately								
112. Correctly and safely undertakes medicine calculations appropriate to clinical area								
113. Awareness of procedures for ordering and safe storage of medication								

9.1 Core Skills

Medicines Management – only to be completed after study days in Year 1 and with local trust agreement (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
114. Supports service users and carers in self administration of medicines eg MDI, Nebulisers, Subcutaneous injections, Nutritional Supplements								
115. Demonstrates understanding of the implications of delayed medicine administration								
116. Demonstrate understanding of procedure in the event of refusal of medication								
117. Demonstrate ability to administer oral medications								
118. Demonstrate ability to administer ear drops								

9.1 Core Skills

Medicines Management – only to be completed after study days in Year 1 and with local trust agreement (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
119. Demonstrate ability to administer eye drops								
120. Demonstrate ability to administer PR medication								
121. Demonstrate ability to apply topical medication								
122. Demonstrate ability to apply transdermal patches								
123. Demonstrate ability to administer a sub-cutaneous medication								
124. Demonstrate ability to administer an intra-muscular injection								

9.1 Core Skills

Medicines Management – only to be completed after study days in Year 1 and with local trust agreement (cont.)	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
125. Demonstrate ability to administer a nebuliser								
126. Demonstrate ability to administer a Metred Dose Inhaler (MDI)								
127. Demonstrate ability to administer prescribed oxygen therapy and titrate appropriately using a variety of devices								
128. Administer prescribed oral nutritional supplements								
129. Identify indications for cannulation								
130. Demonstrate ability to safely perform cannulation								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
1.								
2.								
3.								
4.								
5.								
6.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
7.								
8.								
9.								
10.								
11.								
12.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
13.								
14.								
15.								
16.								
17.								
18.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
19.								
20.								
21.								
22.								
23.								
24.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
25.								
26.								
27.								
28.								
29.								
30.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
31.								
32.								
33.								
34.								
35.								
36.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
37.								
38.								
39.								
40.								
41.								
42.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
43.								
44.								
45.								
46.								
47.								
48.								

9.2 Additional Skills

	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
49.								
50.								
51.								
52.								
53.								
54.								

9.2 Additional Skills






	Skill practiced under direct supervision				Safe demonstration of skill			
	Trainee		Assessor		Trainee		Assessor	
	Initial	Date	Initial	Date	Initial	Date	Initial	Date
55.								
56.								
57.								
58.								
59.								
60.								

10.0 Service User Comments (Year one)

Assessors should obtain consent from patients/service users who should feel able to decline to participate.

We would like to hear your views about the way the student has looked after you.

- Your feedback will help the Healthcare Professional's learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the Healthcare professional...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.0 Service User Comments (Year one)

What did the Healthcare professional do well?	
What could the Healthcare professional have done differently?	
Patient/Service user signature (optional)	Date:
Assessor Signature:	Date:
Trainee Signature:	Date:

Thank you for your help
This form has been designed by Service Users

10.0 Service User Comments (Year one)

Comment from Interprofessional Colleagues and Students:

(please note: signature and date required for each comment)

Thank you for your help
This form has been designed by Service Users

11.0 Summative Comments (Year one)

YEAR ONE

Trainee's Final Comments (reflection on overall performance)

Trainee's Action Plan for Future Development (moving into second year of the programme)

Signature

Date

11.0 Summative Comments (Year one)

YEAR ONE

Personal Practice Assessor/ Practice Educator's Final Comments (overall feedback on Trainee's performance and future development)

Signature

Date

11.0 Summative Comments (Year one)

The expectation is that at least 30 skills will be achieved by the end of year one. If this has not been achieved please provide rationale and include an action plan for how this will be taken forward into year two.

Trainee sign & date






Designated Practice Educator sign & date

12.0 Service User Comments (Year two)

Assessors should obtain consent from patients/service users who should feel able to decline to participate.

We would like to hear your views about the way the student has looked after you.

- Your feedback will help the Healthcare Professional's learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the Healthcare professional...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.0 Service User Comments (Year two)

What did the Healthcare professional do well?	
What could the Healthcare professional have done differently?	
Patient/Service user signature (optional)	Date:
Assessor Signature:	Date:
Trainee Signature:	Date:

Thank you for your help
This form has been designed by Service Users

12.0 Service User Comments (Year two)

Comment from Interprofessional Colleagues and Students:

(please note: signature and date required for each comment)

Thank you for your help
This form has been designed by Service Users

13.0 Skills not achievable by end of year two

The expectation is that all skills will be achieved. However, any prescribed skills not applicable to, or achievable in your practice area must be listed here with a rationale and signed by Trainee, Personal Practice Assessor/ Practice Educator and Personal Tutor/Course Director.

13.0 Skills not achievable by end of year two

Trainee Signature..... Date

Personal Practice Assessor / Practice Educator Signature.....Date.....

Personal Tutor Signature..... Date.....

14.0 Summative comments (Year two)

YEAR TWO

Trainee's Final Comments (reflection on overall performance)

Trainee's Action Plan for Future Development (beyond completion of the programme)

Signature

Date

14.0 Summative comments (Year two)

YEAR TWO

Personal Practice Assessor/ Practice Educator's Final Comments (overall feedback on Trainee's performance and future development)

Signature

Date

15.0 Moderation Sheet (for Faculty use ONLY)

YEAR ONE – Essence of Care 1					
Learning agreement completed		15 core skills completed			
Service User Comment					
1st Attempt	Pass		Return for completion		Fail
Comments					
Verifier		Sign			Date
Outcome following return for completion		Pass		Fail	
Comments					
Verifier		Sign			Date

15.0 Moderation Sheet (for Faculty use ONLY)

2nd Attempt	Pass		Fail	
Comments				
Verifier	Sign		Date	

Further comments where applicable

15.0 Moderation Sheet (for Faculty use ONLY)

YEAR ONE – Specialist Skills Development for the Workplace					
Summative comments completed		15 core skills completed			
Service User Comment					
1st Attempt	Pass		Return for completion		Fail
Comments					
Verifier		Sign			Date
Outcome following return for completion		Pass		Fail	
Comments					
Verifier		Sign			Date

15.0 Moderation Sheet (for Faculty use ONLY)

2nd Attempt	Pass		Fail	
Comments				
Verifier	Sign			Date

Further comments where applicable

15.0 Moderation Sheet (for Faculty use ONLY)

YEAR TWO – Essence of Care 2						
Learning agreement completed		50% core skills completed				
Service user comments completed						
1st Attempt	Pass		Return for completion		Fail	
Comments						
Verifier	Sign				Date	
Outcome following return for completion			Pass		Fail	
Comments						
Verifier	Sign				Date	

15.0 Moderation Sheet (for Faculty use ONLY)

2 nd Attempt	Pass		Fail	
Comments				
Verifier	Sign		Date	

Further comments where applicable

15.0 Moderation Sheet (for Faculty use ONLY)

YEAR TWO – Specialist Practice 2: The Deteriorating Patient					
Service user comments completed		All core skills completed			
Summative comments completed					
1st Attempt	Pass		Return for completion		Fail
Comments					
Verifier	Sign			Date	
Outcome following return for completion		Pass		Fail	
Comments					
Verifier	Sign			Date	

15.0 Moderation Sheet (for Faculty use ONLY)

2nd Attempt	Pass		Fail	
Comments				
Verifier	Sign			Date

Further comments where applicable