



Student Name _____

Student ID: _____

Cohort: _____

Student Name: _____

Faculty of Education, Health & Community

BSc (HONS) NURSING

Child

Year Two

PRACTICE SKILLS INVENTORY
5001NBSCCH
 Month Year COHORT

| | | |
|------------------------------------|------------------------------|--|
| Personal Tutor Details: | Name: | |
| | Email: | |
| | Telephone Number: | |

Contents Page

| | |
|--|-------------|
| Introduction..... | Pages 3-4 |
| Practice Experience 1 Hub details..... | Page 5 |
| Practice Experience 1 Spoke details | Page 6 |
| Practice Experience 1 Short Visit details..... | Page 7 |
| Practice Experience 2 Hub details..... | Page 8 |
| Practice Experience 2 Spoke details | Page 9 |
| Practice Experience 2 Short Visit details..... | Page 10 |
| Essential skills | Pages 11-47 |
| Additional Skills..... | Pages 48-58 |
| Skills Action Plans..... | Pages 59-63 |

BSc (Hons) Nursing Practice Skills Inventory

Introduction

The practice learning module comprises of two long practice experiences. Each experience will include a hub, and may include spokes and short visits. Practice experience is developmental, with a review of the student's progress at the end of practice experience 1. Practice experience 2 culminates in a summative assessment. This approach is designed to offer a variety of learning opportunities across a range of settings/client groups to meet the Nursing and Midwifery Council (NMC) competency requirements for all fields.

The summative assessment document for the Practice Learning Module is the Practice Assessment Record (PAR)

This complimentary document – **The Practice Skills Inventory (PSI)**, forms part of the Practice Portfolio for the practice learning module, Year 2 Module, Developing Nursing Practice, 5001NBSCCH

It should be considered by the student's mentors/supervisors as contributory evidence to inform the Practice Assessment Record (PAR) and contribute to the decision as to whether to allow students to progress into the 3rd year of the programme.

At the end of the year, the student must submit the Practice Skills Inventory along with the Practice Assessment Record (PAR) for the module.

The **Practice Skills Inventory** is mapped against the Essential Skills Clusters (NMC, 2010) and is also based upon the following:

- Nursing and Midwifery Council's Standards for pre registration nursing education (NMC, 2010)
- Department of Health's Essence of Care (DH, 2010).

In this regard, the PSI serves two purposes. Firstly, it ensures that practice learning is embedded within national benchmark frameworks for nursing and secondly it contributes directly to enhancing best practice within all areas of care.

The Inventory is divided into two sections: **Essential skills** and **Additional Skills**.

The essential skills are those that each individual student should aim to achieve at the end of each year. The Additional Skills are important, but achievement will be dependent on each student's individual model of practice experience. Therefore, although it is desirable that all students are exposed to as wide a variety of skills as possible, some may not have the opportunity to achieve competency in all the additional skills. Students may also add their own additional skills as part of their developing portfolio of experiences.

Student guidance notes

Year 2

During year 2 you will be exposed to a wide range of experiences. You are expected to safely demonstrate fundamental skills and activities with care, compassion, underpinning knowledge and appropriate attitudes under close supervision. Each placement area will offer a different mix and range of skills development opportunities. It is up to you, working closely with your mentors/supervisors, to identify what skills development opportunities are available in each placement setting.

- Where opportunities do exist, you will first be expected to discuss the skill and its underlying evidence base with your mentor/supervisor and observe a qualified practitioner carrying out the skill.
- You will then be expected to repeatedly practice the skill under supervision.
- When your mentor/supervisor feels that you can consistently undertake the skill in a safe and effective manner, they will sign to say that you have achieved competency in that skill. This judgement may be made at any point during the year.
- Competency in each skill should be demonstrated at least once during the year. However, even if competency has been demonstrated in a previous placement, you must continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings.
- **All skills must be practiced in accordance with the policies and guidelines in place on each placement area and performed under the supervision of a qualified practitioner following the practice area risk assessment standard.**
- **Progress on development of these skills will be discussed with your personal tutor at designated PDP meetings. The purpose of these meetings is to ensure that you are making satisfactory progress, including that all appropriate opportunities for skills acquisition are being utilised.**
- **This document supports your mentor in completing the PAR. All skills do not have to be signed as competent to pass module 5001NBSCCH but will enable your mentor to make an informed decision.**

Skills Action Plans

Skills Action Plans can be used if at any stage you or your mentor/supervisor identifies problems with the performance of a skill.

In conjunction with your mentor/supervisor, you will be given the opportunity to reflect on your performance of a skill. Where necessary, an action plan for improvement will be drawn up to assist you in becoming competent, either during the same placement or on subsequent placements. Action plans will remain as part of the skills inventory and will inform the Practice Assessment Record. They should also be discussed at the PDP meetings with your personal tutor.

Practice Experience 1

Hub Details

Placement:

Telephone number:

PLSS ID:

Date: From

Date: To

Named Supervisor/Mentor (Hub)

Supervisor/Mentor name:

Supervisor/Mentor Signature:

Associate Supervisor/Mentor (Hub)

Associate Supervisor/Mentor name:

Associate Supervisor/Mentor Signature:

Practice Experience 1

Spoke Details

Spoke 1 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Spoke 2 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Spoke 3 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Practice Experience 1

Short Visit Details

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Practice Experience 2

Hub Details

Placement:

Telephone number:

PLSS ID:

Date: From

Date: To

Named Supervisor/Mentor (Hub)

Supervisor/Mentor name:

Supervisor/Mentor Signature:

Associate Supervisor/Mentor (Hub)

Associate Supervisor/Mentor name:

Associate Supervisor/Mentor Signature:

Practice Experience 2

Spoke Details

Spoke 1 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Spoke 2 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Spoke 3 Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Practice Experience 2

Short Visit Details

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

Short Visit Details: To be completed by student

| | | |
|-------------------------|------------------------------|----------|
| Placement: | Tel: | PLSS ID: |
| Date: From | Date: To | |
| Supervisor/Mentor name: | Supervisor/Mentor Signature: | |

ESSENTIAL SKILLS

| Skill 1 | Engagement with an Child/ Young Person /Adult To engage in a meaningful therapeutic relationship with an child / young person / adult or their carer | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Introduces self to child/young person/adult appropriately taking account of the child or young person's stage of development Initiates appropriate conversation Is able to obtain meaningful information through effective communication which informs care planning Demonstrates verbal communication skills appropriate to the child/family/adult and the environment | <ul style="list-style-type: none"> Uses non verbal communication skills and play to communicate and actively listen to the child/young person/family/adult Builds a therapeutic relationship with child/young person/adult within the boundaries of the practice placement Develops a meaningful therapeutic relationship that demonstrates trust and empathy Demonstrates a range of engagement skills appropriate to the practice placement Takes opportunity to promote health and wellbeing as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 2 | Use a range of communication skills within practice with children and young people | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Be approachable • Spend time with children, young people and their families • Use ordinary, everyday conversation that avoids professional jargon • Provide non-judgemental, empathic, and inclusive communication • Use non-verbal communication and active listening • Use appropriate age / developmental communication skills • Professionally articulate your own responses to care situations | <ul style="list-style-type: none"> • Identify and overcome barriers to communication • Communicate effectively within the multi-disciplinary team • Enable individuals to make informed choices • Consider legal and ethical implications of all forms of communication • Write clear and structured communications • Use age appropriate means of communication, for example play • Promote Family Centred Care | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 3 | Use a range of communication skills within the adult setting | |
|--|---|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Be approachable • Spend time with adults • Maximise brief, positive greetings or acknowledgment of others • Use ordinary, everyday conversation that avoids professional jargon • Give feedback to others that is constructive and facilitates positive change • Provide non-judgemental, empathic, and inclusive communication • Use non-verbal communication and active listening • Professionally articulate your own responses to care situations | <ul style="list-style-type: none"> • Identify and overcome barriers to communication • Communicate effectively with all stakeholders • Enable adults to make informed choices • Negotiate mutually acceptable boundaries with adults • Provide evidence based clinical interventions that optimise health and well-being • Consider legal and ethical implications of all forms of communication • Write clear and structured communications • Use age appropriate means of communication, for example play with younger adults | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 4 | Assessment of a Child/ Young Person/Adult | |
|--|---|--|
| To participate in comprehensive, collaborative, holistic needs-based assessment with a child/young person/adult or their carer | | |
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Introduces self to child/young person/child/family Participates in the identification and assessment of a child/young person/adult's needs under supervision Demonstrates verbal communication skills appropriate to the child/young person/adult and the environment Uses non verbal communication skills and play to communicate and actively listen to the adult /child/ young person and family | <ul style="list-style-type: none"> Demonstrates appropriate observation skills to enhance the structured assessment process Actively engages the child/young person/adult and family in the assessment process Engages, where appropriate with family, carers and relevant professionals from the multidisciplinary team to obtain assessment information Participates in the written documentation of the assessment in accordance with local, legal and regulatory requirements | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 5 | Monitoring of Vital Signs for children and young people Consistent, reliable and competent observation of the Vital Signs for a range of children (neonate – adolescent) in differing circumstances | |
|---|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult/family • Appropriately assesses the child/young person, identifies potential risks and chooses appropriate equipment and site • Ensures comfort of child/young person/adult during procedure • Measures and records temperature • Assesses child/young person/adult and locates an appropriate pulse site • Observes and monitors rate, rhythm and volume • Counts the respirations for one minute whilst observing and monitoring the rate, rhythm, depth and respiratory effort • Listens for any abnormal sounds associated with breathing (e.g. wheezing) | <ul style="list-style-type: none"> • Measures and records O2 saturations • Assess the child/young person/adult identifies appropriate limb for B/P measurement and appropriately selects equipment, including cuff size • Uses correct finger position and applies sufficient pressure for accurate palpation of radial/brachial pulse • Measures and records blood pressure accurately • Compares findings with past recordings where appropriate • Informs child/family of recording where appropriate • Responds appropriately to findings outside the normal range • Measures Capillary refill time accurately • Demonstrates knowledge of how Paediatric Early Warning System (PEWS) works to trigger intervention if any vital signs are outside normal range • Supports parent(s) and or carer(s) to participate in monitoring the vital signs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 6 | Monitoring of Vital Signs Consistent, reliable and competent observation of the Vital Signs in Adults | |
|---|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure(s) and gain consent of the adult • Appropriately assesses the adult, identifies potential risks and chooses appropriate equipment and site • Ensures comfort of the adult during procedure • Measures and records temperature • Assesses adult and locates an appropriate pulse site • Uses correct finger position and applies sufficient pressure for accurate pulse measurement • Counts the pulse for one minute • Observes and monitors rate, rhythm and volume • Counts the respirations for one minute whilst observing and monitoring the rate, rhythm, depth and respiratory effort | <ul style="list-style-type: none"> • Listens for any abnormal sounds associated with breathing (e.g. wheezing) • Measures and records respirations accurately and clearly • Measures and records O2 saturations • Assess the adult, identifies appropriate limb for B/P measurement and appropriately selects equipment, including cuff size • Uses correct finger position and applies sufficient pressure for accurate palpation of radial/brachial pulse • Measures and records blood pressure accurately • Compares findings with past recordings where appropriate • Informs adult of recording where appropriate • Responds appropriately to findings outside the normal range • Measures Capillary refill time accurately • Demonstrates knowledge of how MEWS works to trigger intervention if any vital signs are outside normal range | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 7 | Hand Decontamination Consistent, reliable and competent demonstration of hand decontamination | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Applies universal precautions in relation to infection control | <ul style="list-style-type: none"> Selects appropriate agent to decontaminate hands Appropriately times carrying out hand decontamination Correctly applies hand decontamination technique Correctly disposes of paper towels Applies principles in a logical sequence | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 8 | Identification of the Safe Management of Risk Consistent, reliable and competent identification of the safe management of risk | |
|--|--|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Promotes a safe environment for child/ young person/adult/families at all times Within current sphere of knowledge and proficiency assess and identifies potential risks to child/ young person/adult/self/families/visitors. Demonstrates knowledge and applies principles of the Health and Safety at Work Act | <ul style="list-style-type: none"> Applies principles of infection control policies appropriately e.g. safe disposal of waste, soiled linen, blood and other bodily fluids and disposing of sharps Reduces any potential for harm as appropriate Appropriately and clearly records and reports any risk factors Identifies and applies safe and correct practice to reduce risk at all times Demonstrates awareness of procedures to follow in the event of an incident occurring | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 9 | Infection Control | |
|--|---|--|
| | Consistent, reliable and competent assistance in the management of Infection Control | |
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance | <ul style="list-style-type: none"> Demonstrates understanding of the principles of asepsis and applies to a range of appropriate measures to prevent infection Able to communicate potential risks to junior colleagues Able to advise child/young person/adult/family on the management of the wound/site to prevent and control infection and to promote healing | |
| | Observe | Practice |
| | Student has observed and discussed the skill | Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 10 | Applying principles of Infection Control to Isolation Techniques Consistent, reliable and competent assistance in the management of Infection Control | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Demonstrates understanding of the principles of asepsis and applies to a range of appropriate measures to prevent infection Able to communicate potential risks to junior colleagues Able to advise child/families on the management of the wound/site to prevent and control infection and to promote healing | <ul style="list-style-type: none"> Assesses the needs of the infectious child and applies isolation techniques Ensures that the adult/child/young person/families, relatives, carer and colleagues are aware of and adhere to, local policies in relation to isolation and infection control procedures Identifies suitable alternatives when isolation facilities are unavailable. Supports the adult/child/young person and family while in isolation | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 11 | Fluid Intake Reliable and competent assistance of an child/young person/adult to maintain fluid intake | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure (if applicable) and gain consent of child/young person/adult • Appropriately assesses the child/young person/adult and identifies potential risks • Identifies issues which may affect fluid intake • Collaborates with the multi disciplinary team, where appropriate, to choose the correct fluid regime and/or appropriate method of intake to meet the individual child/young person/adult's needs | <ul style="list-style-type: none"> • Ensures comfort, appropriate positioning, and environment and provides assistance for the child /young person/adult's specific needs • Encourages child/ young person/adult/families participation as appropriate • Assists the child/young person/adult to assess the temperature of fluids(if applicable) • Encourages child/young person/adult's participation as appropriate • Allows child time to empty mouth (if applicable) and ensures child/young person/adult has access to fluids where appropriate • Measures and documents fluid intake accurately – noting any deviations and reporting appropriately • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in meeting the fluid balance needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 12 | Nutrition Reliable and competent assistance of an child/young person/adult to maintain nutrition | |
|--|---|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure (if applicable) and gain consent of child/young person/adult/family • Appropriately assesses the child/young person/adult and identifies potential risks • Identifies issues which may affect eating or drinking • Collaborates with relevant members of multidisciplinary team, where appropriate, to select appropriate diet and method of nutrition for the individual's needs taking account of religious and cultural requirements • Ensures comfort, appropriate positioning and environment for the child/ young person/adult specific to their nutritional needs • Assists the child/young person/adult (where appropriate) to assess the temperature of the food/drink • Encourages child/young person/adult 's participation as appropriate | <ul style="list-style-type: none"> • Allows child time to chew food and empty mouth and ensures child has access to fluids where appropriate • Records and documents accurately the adult/child /young person's intake – noting any deviations and report • Offers the child/young person/adult the opportunity for hygiene e.g. wash hands, brush teeth • Calculates if an infant is taking appropriate amounts of feed to sustain growth and development • Bottle feeds a baby correctly • Provides advice and support to mothers who are breast feeding • Takes in to account principles of food hygiene • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in meeting the nutritional needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 13 | Manual Handling - Consistent and reliable demonstration of manual handling techniques | |
|--|--|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult Ensures comfort of the child/young person/adult during procedure Within current sphere of knowledge and proficiency assess and identifies potential risks and chooses appropriate equipment that meet individual needs Appropriately assesses the child/young person/adult; identifies potential risks to individual and self and chooses appropriate equipment Seeks appropriate support/assistance to perform transfer Ensuring that when using equipment, manufacturer's guidelines are adhered to and safety checks performed Safely transfers child/ young person/adult from bed to chair/trolley using appropriate equipment | <ul style="list-style-type: none"> Safely uses mechanical hoist (where appropriate) Safely and appropriately assists child/young person/adult who requires assistance with walking/standing Safe handling of a baby in a cot/incubator Safely and appropriately positions/repositions child /young person/adult in bed/chair Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in meeting the movement and mobility needs of the child/young person as appropriate Safely transfers child /young person/ adult from bed to chair/trolley using appropriate equipment Demonstrates an ability to complete manual handling with an awareness of correct personal body positioning and self care Promotes child/young person/adult to fully participate in moving and handling following assessment of need | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 14 | Assisting the Child/Young Person/Adult in Maintaining Personal Hygiene and Dressing Consistent, reliable and competent demonstration of assisting a child/ young person/adult to maintain his/her own personal hygiene and dressing needs in a safe manner | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult/family. • Works in collaboration with child/ young person/adult/family • Encourages child/ young person/adult to participate as much as possible, determining preferences to maximise comfort and dignity • Within current sphere of knowledge and proficiency, assesses and identifies potential risks • Selects appropriate equipment/toiletries | <ul style="list-style-type: none"> • Safely transfers child /young person/adult to bathroom if appropriate • Provides a conducive environment ensuring dignity, privacy and warmth • Observes and records the condition and integrity of skin, including unexplained injuries and signs of tissue damage. • Provides oral, hair, nail and aural care. • Chooses appropriate clothing whilst respecting personal choice, culture, comfort and dignity • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in meeting the hygiene and dressing needs of the child/ young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 15 | Pressure Area Care Consistent, reliable and competent care of pressure areas of an child/young person/adult | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult and family. • Educates child and family in methods to prevent complications of immobility • Within current sphere of knowledge and proficiency assess and identifies potential risks and chooses appropriate equipment that meet individual needs | <ul style="list-style-type: none"> • Works in collaboration with child, young person, adult and family • Encourages child/young person/adult and family to participate as much as possible • Correctly documents pressure area risk assessment • Correctly uses pressure relieving aids • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in meeting the nutritional needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 16 | Urine Tests Consistent and reliable demonstration of urine testing for a range of children, young people and adults | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult and family • Encourages child/young person/adult to participate as much as possible where appropriate • Within current sphere of knowledge and proficiency, assesses and identifies potential risks • Correctly collects sample whilst providing a conducive environment that ensures dignity, privacy and comfort of child /young person/adult. | <ul style="list-style-type: none"> • Selects appropriate test equipment and utilises it correctly • Appropriately disposes of waste, applying universal precautions • Accurately and clearly records findings, noting any deviations and reports appropriately • Informs adult, child and family of recording where appropriate • Responds appropriately to findings outside the normal range • Applies principles in a logical sequence | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 17 | Assessing and Maintaining Continence | |
|---|---|--|
| Consistent, reliable and competent demonstration of assisting a child/young person/adult to maintain his/her own continence | | |
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, provide explanations and gain consent of adult if appropriate • Works in collaboration with child/young person/parent/adult/carer • Adheres to both local and national guidance regarding continence care and management • Uses appropriate clinical tool(s) to assess continence needs (adult) or clinical judgment in accordance with assessment and information from family (children and young people) • Within current sphere of knowledge and proficiency assess and identifies potential risks • Encourages child/young person/parent/adult/carer to participate as much as possible | <ul style="list-style-type: none"> • Discusses appropriately methods of maintaining continence e.g. pelvic floor exercises, encouraging regular toileting where appropriate • Safely transfers child/young person/adult to the toilet/bathroom if appropriate • Assesses and identifies potential risks and chooses appropriate equipment • Provides a conducive environment that ensures dignity, privacy and warmth • Collaborates with a continence advisor/multidisciplinary team where appropriate • Chooses and uses continence aids as appropriate • Supports parent(s) and or carer(s) to participate in meeting the continence needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 18 | Catheter Care Consistent, reliable and competent care of child/ young person/adult with a catheter | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure and gain consent Works in collaboration with child/young person/adult Encourages child/young person/adult/parent carer to participate as much as possible Ensures dignity, privacy and comfort of child/young person/adult throughout the procedure | <ul style="list-style-type: none"> Within current sphere of knowledge and proficiency, assesses and identifies potential risks Appropriately selects equipment and completes checks to ensure products are sterile, in date, intact, undamaged and dry Appropriately cleanses Appropriately disposes of waste, applying universal precautions Under direct supervision, provides child/young person/adult/parent carer with appropriate accurate information on the management of catheter Accurately and clearly records findings, noting any deviations and reports appropriately Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in meeting the catheter care needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 19 | Principle of Asepsis Consistent, reliable and competent application of asepsis when performing invasive nursing procedures | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure, and gain consent of child/young person/adult and family Works in collaboration with child/ young person/adult and family If child /family is involved in a procedure then ensures appropriate positioning to ensure comfort, privacy and dignity Appropriately selects equipment, if required, and ensures it is sterile, in date, intact, undamaged and dry | <ul style="list-style-type: none"> Prepares child and family by employing pain prevention strategies appropriate to the child/young person/adult's age Uses sterile gloves where appropriate Carries out procedures in a safe and effective manner, under appropriate supervision Appropriately disposes of waste applying universal precautions Provides child and family with appropriate information on the management of the device, site or wound to minimise infection risk and promote healing Accurately documents findings-noting any deviations and reporting appropriately Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in the prevention of infection as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 20 | Applying Principles of Asepsis to Wound Care Consistent, reliable and competent assistance in the management of Wound Care | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure, and gain consent of child/young person/adult and family Works in collaboration with child and family Ensures appropriate positioning to provide comfort, privacy and dignity Uses evidence of best practice to select appropriate dressing to meet individual needs Appropriately selects equipment, if required, and ensures it is sterile, in date, intact, undamaged and dry | <ul style="list-style-type: none"> Prepares child/young person and family by employing pain prevention strategies appropriate to the child's age and development. Uses sterile gloves where appropriate Appropriately disposes of waste applying universal precautions Provides child and family with appropriate information on the management of the device, site or wound to minimise infection risk and promote healing Accurately documents findings-noting any deviations and reporting appropriately Demonstrates awareness of the role of the tissue viability nurse. Seeks appropriate advice and refers when necessary Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in meeting the wound care needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

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| Skill 21 Year 2 Only | Principle of ANTT(Aseptic Non touch technique) Consistent, reliable and competent application of ANTT demonstrated in simulation (under direct supervision & in accordance with local policies at all times) |
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| Components of Skill | |
| <ul style="list-style-type: none"> • Discuss what ANTT is and the rationale for its use • Clean hands with soap and water (See Hand Decontamination Skill) • Clean tray according to local guidelines – creating a general aseptic field • Allow to dry • Gather equipment, place around tray • Clean hands with alcohol rub or soap and water • Apply non sterile gloves • Demonstrate an understanding of key parts – give a definition • Open and assemble equipment – protecting key parts using non-touch technique | <ul style="list-style-type: none"> • Describe how to run through fluids and steps to be taken on arrival to the patient. Drugs or fluids NOT to be administered by student nurse • Demonstrate safe disposal of used equipment (see Trust policy) • Clean tray according to local guidelines • Dispose of gloves • Clean hands with soap and water <p style="text-align: right;"><i>(Process verified by Alder Hey Children’s NHS Foundation Trust IV Team– June 2011)</i></p> |

| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
|--|--|--|
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |

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|--|
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). |
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| Skill 22 | Assists in the administration of Oral Medicines : Year 2 |
| Consistent, reliable and competent assistance in the administration of medications (under direct supervision & in accordance with local policies at all times) | |

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|--|---|
| <p>Components of Skill (for guidance only)</p> <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult and family • Works in collaboration with child/young person/adult and family • Consults prescription chart • Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates • If using a Patient Group Direction is aware of the specific written instruction for use and adheres to local trust policy • Chooses appropriate strength of medication and checks expiry date | <ul style="list-style-type: none"> • Confirms the child/young person/adult's identity • Assists child/young person/adult to take medication, offering a drink if appropriate • Assesses the child/ young person/adult/families knowledge of medication and provides additional information as appropriate • Accurately records dose of medication given • Applies hospital policy if medication is refused including documentation of refusal • Monitors the therapeutic effect/side effects of the medication (for example pain relief from analgesia) • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in the safe administration of medicines to the child/young person as appropriate |
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| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
|-------------------|--|--|
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
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| Placement Details | Practitioner Signature Date | Practitioner Signature Date |

| | | |
|--|------------------|---|
| <p>Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner</p> | <p>Placement</p> | <p>Registered Practitioners Signature</p> |
| | <p>Date</p> | <p>Name</p> |

- Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated.
- If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR).

| Skill 23 | Pain Consistent, reliable and competent assessment and management of the child / young person / adult in pain | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent • Uses an appropriate pain assessment tool to establish level of pain • Offers reassurance • Demonstrates knowledge of pain relief measures both pharmacological and non pharmacological • Liaises with the child/young person/adult/family and multidisciplinary team to identify the most appropriate pain control method in relation to level of pain and patient's needs | <ul style="list-style-type: none"> • Assesses child/young person/adult/family's knowledge of pain relief and provides additional information as appropriate • Encourages child/young person/adult/family to manage pain within the range of therapeutic options as appropriate • If prescribed medication given, accurately records administration • Applies placement policy if medication is refused including documentation of refusal • Monitors the therapeutic effect/side effects of selected treatment options and reassesses level of pain • Applies principles in a logical sequence • Supports the involvement of parent(s) or carer(s) in pain management | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 24 | Use of Medical Devices Consistent, reliable and competent use of Medical Devices (under direct supervision & in accordance with local policies at all times) | |
|--|--|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Applies universal precautions in relation to infection control Appropriately selects equipment for use with treatment appropriate to placement area Explains the devices to child/young person/adult/family and/or carers and checks their understanding Ensures safety checks are performed before use of Medical Device including date of last service and calibration of equipment Works within legal frameworks and applies evidence based practice in safe selection and use of medical devices e.g. Medicines and Health Care Products Regulatory Devices Agency | <ul style="list-style-type: none"> Within current sphere of knowledge and proficiency assess and identifies potential risks Records accurately safety checks performed Ensures that equipment is appropriately decontaminated before and after use Safely operates equipment adhering to manufacturer's instructions Records accurately the use and maintenance of equipment Supports young person / parent(s) and or carer(s) to participate in the confident and competent use of medical devices to meet the needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

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| Skill 25 | Assisting in the Administration of Intravenous Therapy |
| Consistent, reliable and Competent Administration of Intravenous Therapy (under direct supervision & in accordance with local policies at all times) | |

- | | |
|---|--|
| <p>Components of Skill (for guidance only)</p> <ul style="list-style-type: none"> Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult and family Consults prescription sheet Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates Collects appropriate equipment and checks that it is safe for use e.g.: package intact/expiry date Accurately selects correct fluid and checks expiry date Prepares child and family by employing pain prevention strategies appropriate to the adult/ child/young person's age. Accurately calculates the volume for administration and correct flow rate | <ul style="list-style-type: none"> Identify appropriate site for administration Assesses cannula site for any signs of infiltration/extravasation prior to trained staff commencing fluid Safely attaches administration set to intravenous fluid and primes the set with the prescribed fluid Ensures administration set and cannula are secured appropriately to reduce risk of disconnection <p style="text-align: center;">If local policy allows continue with the below:</p> <ul style="list-style-type: none"> If fluid is administered via a pump, ensures that the device is operated safely and in accordance with manufacturer's instruction and refer to Skill 18:general principles of use of medical devices Adjusts flow rates of intravenous fluids as prescribed Accurately and clearly records administration of fluid Monitors the flow rate and cannula frequently and therapeutic effect/side effects of fluids(e.g. discomfort at site when fluid commenced) and acts appropriately and promptly Supports young person / parent(s) and or carer(s) to participate in the confident and competent use of intravenous therapy to meet the needs of the child/young person as appropriate Applies principles in a logical sequence |
|---|--|

| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
|-------------------|--|--|
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |

| | | |
|--|-----------|------------------------------------|
| Competent | Placement | Registered Practitioners Signature |
| Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Date | Name |

- Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated.
- If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR).

| Skill 26 | Oxygen Therapy (under direct supervision & in accordance with local policies at all times) Consistent, reliable and competent administration of prescribed oxygen therapy | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain the procedure and gain consent of child/young person/adult and family • Works in collaboration with the child/young person/adult and family • Consults prescription sheet to determine percentage, mode of delivery, duration of oxygen therapy and humidification • Identifies potential risks and chooses appropriate equipment (mask/nasal cannula) • Ensures comfort of child/young person/adult during procedure including oral hygiene | <ul style="list-style-type: none"> • Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates • Assists child/young person/adult in positioning mask/ nasal cannula • Appropriately delivers prescribed rate of oxygen with correct setting of flow meter • Monitors the therapeutic effect of oxygen therapy including saturation monitoring • Accurately and clearly records the effects of oxygen therapy and reports findings appropriately and promptly • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in the confident and competent use of oxygen therapy to meet the needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 27 | Monitoring of Blood Glucose levels Consistent and reliable demonstration of Blood Glucose Monitoring (under direct supervision & in accordance with local policies at all times) | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of adult/ child/young person /family • Encourages adult/ child/young person to participate as much as possible • Within current sphere of knowledge and proficiency assess and identifies potential risks • Appropriately selects correct test equipment and completes checks to ensure products are sterile in date, intact undamaged and dry • Prepares adult/ child/young person and family by employing pain prevention strategies appropriate to the adult/ child/young person's age | <ul style="list-style-type: none"> • Correctly collects sample whilst providing a conducive environment that ensures dignity, privacy and comfort of adult/ child/young person • Uses sample to measure blood glucose level using appropriate device correctly and in accordance with manufacturer's instructions • Appropriately disposes of waste, applying universal precautions including safe disposal of sharps • Makes child comfortable and observes site of test for bleeding • Accurately and clearly records findings, noting any deviations and responds appropriately to findings outside the normal range • Informs adult/child/young person/family of recording where appropriate • Applies principles in a logical sequence • Supports the child /young person / parent(s) and or carer(s) to participate in the confident and competent monitoring of blood glucose levels to meet the needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 28 | Numeracy The demonstration of baseline assessment and calculations associated with components set out below (under direct supervision & in accordance with local policies at all times) | | |
|--|---|--|--|
| Components of Skill | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner | Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner |
| 29.1 Utilises comprehensive assessment of child's nutritional needs in order to identify, accurately document and communicate level of risk to appropriate others. Demonstrates ability to calculate the differences from previous assessments | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.2 Utilises a child's total fluid balance calculations to correctly identify signs of under/over hydration and acts to correct as appropriate | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.3 Continuous enteral feeds - accurately calculates the amount of feed to be administered per hour | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.4 Accurately records and documents amount of enteral feed administered and reports any difficulties encountered in administering amount prescribed | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | | |

| Skill 28 | Numeracy (Con't) The demonstration of baseline assessment and calculations associated with components set out below (under direct supervision & in accordance with local policies at all times) | | |
|--|---|--|--|
| Components of Skill | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner | Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner |
| 29.5 Accurately calculates the volume of intravenous fluids and correct flow rate and correctly records the amount administered | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.6 Accurately monitors and documents the rate of intravenous fluid infusion against the prescription chart, to correctly identify, and act appropriately on, any markers of over or under hydration | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.7 Accurately calculates and records medicine dosage for use via routes and methods frequently encountered within Child nursing | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| 29.8 Following drug administration, utilises child's clinical observations to demonstrate awareness of need to titrate dose/rate to therapeutic effect | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date | Placement Registered Practitioners Signature Date |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | | |

| Skill 29 | Team Working | |
|--|--|--|
| <p>Components of Skill (for guidance only)</p> <ul style="list-style-type: none"> • Shares complaints, compliments and comments with the team in order to improve care • Responds appropriately and effectively to feedback • Supports children/young people/adult/families who wish to complain • As an individual and team member, actively seeks and learns from feedback to enhance care and own professional development • Works within legal frameworks and local policies to deal with complaints, compliments and concerns • Appropriately challenges the practice of self and others across the multi-professional team • Works within the requirements in the <i>NMC Code of professional conduct: standards for conduct, performance and ethics</i> in delegating care and when care is delegated to them | <ul style="list-style-type: none"> • Takes responsibility and accountability when delegating care to others • Prepares, supports and supervises those to whom care has been delegated • Recognises and addresses deficits in knowledge and / or skill in self and takes appropriate action • Inspires confidence and provides clear direction to others • Takes decisions and is able to answer for these decisions when required • Bases decisions on evidence and uses experience to guide decision-making • Acts as a positive role model for junior staff • Manages time effectively • Negotiates with others in relation to balancing competing/conflicting priorities | |
| | <p>Observe Student has observed and discussed the skill</p> | <p>Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner</p> |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| <p>Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner</p> | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 30 | Promote mental health and well-being | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Promote and support engagement in social networks Provide assistance in managing personal finance Support adults in exercising their rights and responsibilities Assess, plan, implement and evaluate evidence based care under supervision Work in partnership with users and their significant others Appropriate use of and response to evidence based psychometric assessment tools Contribute to negotiating meaningful goals | <ul style="list-style-type: none"> Demonstrate an understanding of the importance of advanced directives Identify and facilitate use of effective and positive coping strategies Helping users solve problems using evidence based approaches Create and maintain mental well-being through guided self-management approaches Use motivational interviewing techniques Routinely screen for substance use Refer individuals to substance misuse and/or services Recognise and respect the spiritual well-being of individuals | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 31 | Promote a culture that enables recovery | |
|--|--|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Engage in critical reflection Promote social inclusion Contribute to a culture of mental health wellbeing Support and encourage a culture that respects and values dignity Engage actively with adults, carers and their representatives Ensure that the family are able to participate in the recovery process | <ul style="list-style-type: none"> Present positive views of individuals who experience mental health distress Demonstrate respect for all individuals Promote advocacy, dignity and respect for individual adults Identify and challenge poor practice by yourself and others Challenge any practice and behaviour that discriminates Work within agreed organisational and professional frameworks | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 32 | Professionally develop in order to enhance the knowledge, skills, values and attitudes needed for effective nursing practice | |
|--|--|--|
| <p>Components of skill (for guidance only)</p> <ul style="list-style-type: none"> Using the supervision and support systems available Take responsibility for your own personal and professional development Seek and access development opportunities to meet your needs Engage in reflective practice, supervision and support Set professional goals that are realistic and achievable Teaching others Give constructive and timely feedback to others Demonstrate key skills including literacy, numeracy and information technology Demonstrate a working knowledge of support needs of others Enable other workers to reflect on their own values, priorities, interests and effectiveness Delegate nursing care or associated tasks safely and appropriately Engage actively in peer supervision | | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| <p>Competent Student can consistently undertake the skill, under supervision, in a safe effective manner</p> | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 33 | Management of Care – including admission, transfer and discharge home or to another area (under direct supervision & in accordance with local policies at all times) | |
|---|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Appropriately consults and explores solutions and ideas with others to enhance care • Takes appropriate role within the team • Act as an effective role model in decision making, taking action and supporting more junior staff • Works inter-professionally as a means of achieving optimum outcomes for children/ young people/adults and their families <ul style="list-style-type: none"> • Works with colleagues in other services to ensure safe and effective transition between services • Prepares children/young people/adults and their families for the transition / transfer between services • Works in partnership with the child/young person/adult and family to develop strategies for smooth transfer / transition and evaluates the outcome | | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 34 | Assessment and Management of Airway Reliable and competent assistance in the assessment of a child/young person/adult's airway | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Applies universal precautions in relation to infection control Assesses the patency of the airway by observing for signs of airway compromise e.g. no movement of chest, pallor, cyanosis, noisy breathing Demonstrates understanding of the use of simple positioning with chin lift/ jaw thrust manoeuvre if airway is compromised If child/young person/adult is unresponsive, correctly positions head using head tilt/chin lift or jaw thrust manoeuvre as appropriate | <ul style="list-style-type: none"> Promptly alerts other members of the multidisciplinary team, as appropriate Correctly applies suction to the upper airway if required Performs baseline observations, respirations, saturations, blood pressure and pulse Discusses appropriate management of compromised airway Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in the confident and competent airway management as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 35 | Artificial Feeding To undertake artificial methods of feeding (under direct supervision & in accordance with local policies at all times) | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> Applies universal precautions in relation to infection control Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult Collaborates with the dietician, where appropriate, to choose the correct diet for the individual child/young person/adult's needs Liaises with the special feeds department where appropriate to ensure correct feed Where appropriate safely inserts, maintains and uses naso-gastric, PEG and other feeding devices Ensures comfort, appropriate positioning, prepares the child/young person/adult/family and the environment specific to their feeding route Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates | <ul style="list-style-type: none"> Ensures a clean environment Uses appropriate equipment for delivery of feed ensuring necessary safety checks as per placement policy Ensures the seal has not been broken on enteral feed or proprietary prepared formula milk Consults placement policy regarding testing of the position of the feeding tube Safely operates equipment adhering to manufacturer's instructions Accurately records and documents the feed Calculate if an infant child/young person/adult is prescribed appropriate amounts of feed to sustain growth and development Applies principles in a logical sequence Supports parent(s) and or carer(s) to participate in meeting the nutritional support needs of the child/young person as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

ADDITIONAL SKILLS

| Skill 36 | Cardiac Monitoring Consistent, reliable and competent assistance in the management of the child/ young person on a Cardiac Monitor | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/family • Works in collaboration with child/family and multidisciplinary team • Ensures safety checks are performed before use of Cardiac Monitor including date of last service and calibration of equipment • Demonstrates knowledge and applies principles of the MHRA (Medicines and Health Care Products Regulatory Devices Agency) • Records accurately safety checks performed • Ensures that equipment is appropriately decontaminated before use • From an ECG, is able to identify an abnormal rhythm • Safely operates equipment adhering to manufacturer’s instructions • Appropriately attaches child/young person to cardiac monitor • Observes child during monitoring and is able to identify normal sinus rhythm and is able to identify an abnormal rhythm • Accurately documents findings-noting any deviations and reporting appropriately • Applies principles in a logical sequence | | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| | |
|--|--|
| Skill 37 | Management of Chest Drains in Children and Young People |
| Consistent, reliable and competent assistance in the management of a Chest Drain (under direct supervision & in accordance with local policies at all times) | |

- Components of Skill (for guidance only)**
- | | |
|---|--|
| <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of child/ young person/family • Prepares child and family by employing pain prevention strategies appropriate to the child young person/s age • Assessment of child /young person including observation of vital signs, level of pain and general appearance of child • Correctly positions child to ensure comfort and safety of chest drain | <ul style="list-style-type: none"> • Observes chest drainage system for signs of swinging and bubbling and records appropriately • Observes, monitors and records volume and type of drainage • Observes chest drain site for signs of infection and dislodgement • Ensures chest drain is well secured with suture and appropriate dressing and changes dressing as required adhering to trust policy and universal precautions in relation to infection control • Ensures chest drain tubing is well positioned with no loops or kinks • Appropriately reports any abnormalities to multidisciplinary team |
|---|--|

| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
|-------------------|--|--|
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
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| Placement Details | Practitioner Signature Date | Practitioner Signature Date |

| | | |
|--|-----------|------------------------------------|
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |

- Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated.
- If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR).

| Skill 38 | Intra-Muscular Injection in Adults Consistent, reliable and competent administration of prescribed intra-muscular injection (under direct supervision & in accordance with local policies at all times) | |
|--|---|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of the adult • Consults prescription sheet • Observes 5 rights of administration: right patient, right drug, right dose, right time, right route • Selects the required medication, checking expiry date • Records Controlled Drugs in Controlled Drug Book • Correctly calculates the required dosage, volume and dilution • Collects and checks all equipment | <ul style="list-style-type: none"> • Uses protective clothing if appropriate • Selects appropriate site and administers medication using correct technique • Safely disposes of equipment • Accurately and clearly records dose of medication given • Applies placement policy if medication is refused, including documentation of refusal • Monitors the therapeutic effect/side effects of medication e.g.pain relief from analgesia and acts appropriately and promptly • Applies principles in a logical sequence | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 39 | Subcutaneous Injection Consistent, reliable and competent administration of prescribed subcutaneous injection (under direct supervision & in accordance with local policies at all times) | |
|--|--|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure and gain consent of adult/child/young person and family • Consults prescription sheet • Observes 5 rights of administration: right patient, right drug, right dose, right time, right route • Selects the required medication, checking expiry date • Records Controlled Drugs in Controlled Drug Book • Correctly calculates the required dosage, volume and dilution • Collects and checks all equipment • Uses protective clothing if appropriate | <ul style="list-style-type: none"> • Prepares adult/child/young person and family by employing pain prevention strategies appropriate to the child/young person's age • Selects appropriate site and administers medication using correct technique • Safely disposes of equipment • Accurately and clearly records dose of medication given • Applies placement policy if medication is refused, including documentation of refusal • Monitors the therapeutic effect/side effects of medication e.g. .pain relief from analgesia and acts appropriately and promptly • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in the confident and competent administration of sub-cutaneous injections as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 40 | Care of an Child/ Young Person with a Stoma | |
|--|---|---|
| <p>Components of Skill (for guidance only)</p> <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person /family • Works in collaboration with child/young person /family • Encourages child to participate as much as possible, determining preferences to maximise comfort and dignity where appropriate • Within current sphere of knowledge and proficiency, assesses and identifies potential risks • Appropriately selects equipment and completes checks to ensure products are sterile, in date, intact, undamaged and dry | <ul style="list-style-type: none"> • Provides a conducive environment that ensures dignity, privacy and comfort of the child throughout the procedure • Appropriately cleanses • Appropriately disposes of waste, applying universal precautions • Under direct supervision, provides child and family with appropriate accurate information on the management of any device • Accurately and clearly records findings, noting any deviations and reports appropriately • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in confident and competent stomas care as appropriate | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| <p>Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner</p> | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

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| Skill 41 | Care of an Child/ Young Person with a Tracheostomy (under direct supervision & in accordance with local policies at all times) |
|-----------------|---|

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|--|--|
| <p>Components of Skill (for guidance only)</p> <ul style="list-style-type: none"> • Applies universal precautions in relation to infection control • Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person /family • Works in collaboration with child/family • Encourages child/young person /family to participate as much as possible, determining preferences to maximise comfort and dignity • Within current sphere of knowledge and proficiency, assesses and identifies potential risks • Appropriately selects equipment and completes checks to ensure products are sterile, in date, intact, undamaged and dry | <ul style="list-style-type: none"> • Provides a conducive environment that ensures dignity, privacy and comfort of child throughout the procedure • Appropriately cleanses • Appropriately disposes of waste, applying universal precautions • Under direct supervision, provides child and family with appropriate accurate information on the management of any device • Accurately and clearly records findings, noting any deviations and reports appropriately • Demonstrates ability to recognise if tracheostomy tube becomes dislodged and procedure to be followed if it should. • Applies principles in a logical sequence • Supports parent(s) and or carer(s) to participate in confident and competent Tracheostomy Care as appropriate |
|--|--|

| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
|-------------------|--|--|
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |

| | | |
|--|-----------|------------------------------------|
| Competent | Placement | Registered Practitioners Signature |
| Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Date | Name |

- Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated.
- If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR).

| Skill 42 | Observation of Blood Transfusion Observation in the Administration of a Blood Transfusion (Observation Only) | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Observes universal precautions in relation to infection control • Observes appropriate communication skills to greet, explain procedure and gain consent of child/young person/family • Observes consultation of prescription sheet • Observes appropriate checks before administration including right patient, compatibility of product and expiry dates • Observes the inspection of the component for transfusion for signs of clumping, discolouration or damage • Observes collection and checking of all equipment required for transfusion • Uses protective clothing if appropriate • Under direct supervision records child's baseline vital observations, temperature, pulse, blood pressure and respirations • Observes the cannula prior to transfusion ensuring no signs of extravasation | <ul style="list-style-type: none"> • Observes the safe preparation of the blood transfusion including priming the Blood administration set with the prescribed product • Observes the attachment of the blood infusion to cannula site adhering to universal precautions in relation to infection control • Under direct supervision ensures administration set and cannula are secure to reduce risk of disconnection • Observes adjustment of the blood transfusion flow rates as prescribed • Observes the recording of the administration of blood product • Observes the frequent monitoring of the flow rate and cannula and therapeutic effect/side effects of blood (e.g. discomfort at site when blood commenced) and acts appropriately and promptly • Under direct supervision monitors child/young person's temperature and pulse in accordance with local trust policies on commencing blood product and during transfusion • Applies principles in a logical sequence | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 43 | Promote physical health and well-being for individuals with mental health problems | |
|--|--|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Identify and assess physical health needs • Assist individuals to attend to activities of living to maintain their physical health • Communicate with individuals about promoting their health and well-being • Monitor and ensure adequate nutritional and fluid • Promote the benefits of activity to improve physical health • Provide information on health promotion activities • Promote sexual health where appropriate • Undertake physiological measurements • Demonstrate effective hand washing techniques • Undertake agreed pressure area care • Support individuals to manage continence • Identify individuals with allergies and plan their care to promote safety • Provide first aid including basic life support as appropriate • Manage seizures safely as appropriate • Demonstrate effective communication with individuals and carers about medication | | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
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| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
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| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 44 | Maintain the health, safety and well-being of individuals with mental health needs | |
|--|---|---|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Demonstrate the application of appropriate legal and ethical frameworks • Support the health and safety of yourself and individuals • Demonstrate the ability to work in partnership with adults to promote health and safety • Promote, monitor and maintain health, safety and security • Demonstrate an understanding of the benefits and limitations of the use of observation levels • Identify the appropriate therapeutic use of interventions to reduce absconding • Contribute to and apply effective evidence based interventions that minimise risk of harm • Assess and act upon immediate risk of danger due to substance use | <ul style="list-style-type: none"> • Ensure all records are kept in line with local policy and procedures • Educate users and carers about the role, function and limitations of managing risk of harm • Obtain valid informed consent for all procedures • Assess the level of risk and consider how the risks can be controlled to minimise harm • Contribute to the prevention and management of aggressive behaviour • Take immediate action to reduce risk when there is a danger to an individual's health and safety • Maintain a safe, clean and welcoming environment • Take immediate action where you find aspects of the environment are unsafe | |
| | Observe Student has observed and discussed the skill | Practice Student has repeatedly practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can consistently undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

| Skill 45 | Work collaboratively with others to support individuals with mental health needs | |
|--|---|--|
| Components of Skill (for guidance only) <ul style="list-style-type: none"> • Work effectively and assertively in a team • Contribute to the care team decision-making process • Take responsibility for delegated action • Clarify and confirm your role in the overall care programme and single assessment process • Co-ordinate the integration of care for individuals | <ul style="list-style-type: none"> • Work effectively with team members who impact, directly or indirectly on care of the individual • Contribute to the care programme approach and single assessment process • Modify your contribution to individualised programmes of care according to the agreements reached by the team • Encourage individuals to engage with agencies involved in their care | |
| | Observe Student has observed and discussed the skill | Practice Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Placement Details | Practitioner Signature Date | Practitioner Signature Date |
| Competent Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner | Placement | Registered Practitioners Signature |
| | Date | Name |
| <ul style="list-style-type: none"> • Competency in each skill only has to be demonstrated once during the second year. However, even if competency has been demonstrated on a previous placement you should continue to take whatever opportunities are available to practice this skill on subsequent placements and your mentor/supervisor should sign to say that you have had further opportunities to discuss, observe and practice the skill in different settings, even after proficiency has been demonstrated. • If level of performance, at any stage, is giving particular cause for concern, the student and mentor/supervisor should meet to discuss the situation and an Action Plan to address the problems should be agreed using the forms within the Practice Assessment Record (PAR). | | |

SKILLS ACTION PLANS

(These pages may be copied and additional sheets added if required)

Skills Action Plan

Skill

At any time during Practice Experience 1 or 2, a student may require targeted support and guidance to achieve competency in performing a skill. When this is identified, an action plan must be instigated by the mentor/supervisor. The aim of an action plan is to enhance performance and achieve competence.

Targeted support and guidance may be required because of:-

- Lack of opportunity to practice and perform the skill
- Concerns related to professional behaviour, communication or interpersonal skills
- Level of underpinning knowledge related to the skill
- Performance of all or certain components of the skill

Students are encouraged to self-assess their own performance and reflect on any areas requiring improvement.

| | | |
|-----------------------------|------------------------------------|--------------------------|
| Student's Reflection | | |
| Action Plan | | |
| Date | Mentor/supervisor Signature | Student Signature |

Skills Action Plan

Skill

At any time during Practice Experience 1 or 2, a student may require targeted support and guidance to achieve competency in performing a skill. When this is identified, an action plan must be instigated by the mentor/supervisor. The aim of an action plan is to enhance performance and achieve competence.

Targeted support and guidance may be required because of:-

- Lack of opportunity to practice and perform the skill
- Concerns related to professional behaviour, communication or interpersonal skills
- Level of underpinning knowledge related to the skill
- Performance of all or certain components of the skill

Students are encouraged to self-assess their own performance and reflect on any areas requiring improvement.

| | | |
|--|------------------------------------|--------------------------|
| Student's Reflection | | |
| | | |
| Action Plan | | |
| | | |
| Date | Mentor/supervisor Signature | Student Signature |

Skills Action Plan

Skill

At any time during Practice Experience 1 or 2, a student may require targeted support and guidance to achieve competency in performing a skill. When this is identified, an action plan must be instigated by the mentor/supervisor. The aim of an action plan is to enhance performance and achieve competence.

Targeted support and guidance may be required because of:-

- Lack of opportunity to practice and perform the skill
- Concerns related to professional behaviour, communication or interpersonal skills
- Level of underpinning knowledge related to the skill
- Performance of all or certain components of the skill

Students are encouraged to self-assess their own performance and reflect on any areas requiring improvement.

| | | |
|-----------------------------|------------------------------------|--------------------------|
| Student's Reflection | | |
| Action Plan | | |
| Date | Mentor/supervisor Signature | Student Signature |

Skills Action Plan

Skill

At any time during Practice Experience 1 or 2, a student may require targeted support and guidance to achieve competency in performing a skill. When this is identified, an action plan must be instigated by the mentor/supervisor. The aim of an action plan is to enhance performance and achieve competence.

Targeted support and guidance may be required because of:-

- Lack of opportunity to practice and perform the skill
- Concerns related to professional behaviour, communication or interpersonal skills
- Level of underpinning knowledge related to the skill
- Performance of all or certain components of the skill

Students are encouraged to self-assess their own performance and reflect on any areas requiring improvement.

| | | |
|--|------------------------------------|--------------------------|
| Student's Reflection | | |
| | | |
| Action Plan | | |
| | | |
| Date | Mentor/supervisor Signature | Student Signature |
| | | |

**If found please return to PLSU, Liverpool John Moores University,
79 Tithebarn Street, Liverpool, L2 2ER.**