



Student Name \_\_\_\_\_

Student ID: \_\_\_\_\_

Cohort: \_\_\_\_\_

Student Name:

## Faculty of Education, Health & Community

### BSc (HONS) NURSING

#### Child

#### Year One

# PRACTICE SKILLS INVENTORY 4001NBSC

Month Year COHORT

Personal Tutor Details:	Name:	
	Email:	
	Telephone Number:	

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# 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 one Module Introduction to Nursing Practice, 4001 NBSC

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 2nd 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 1

During year 1 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 4001NBSC 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	Use a range of communication skills within practice with children and young people	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Be approachable</li> <li>• Spend time with children, young people and their families</li> <li>• Use ordinary, everyday conversation that avoids professional jargon</li> <li>• Provide non-judgemental, empathic, and inclusive communication</li> <li>• Use non-verbal communication and active listening</li> <li>• Use appropriate age / developmental communication skills</li> <li>• Professionally articulate your own responses to care situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and overcome barriers to communication</li> <li>• Communicate effectively within the multi-disciplinary team</li> <li>• Enable individuals to make informed choices</li> <li>• Consider legal and ethical implications of all forms of communication</li> <li>• Write clear and structured communications</li> <li>• Use age appropriate means of communication, for example play</li> <li>• Promote Family Centred Care</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 2	Use a range of communication skills within the adult setting	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Be approachable</li> <li>• Spend time with adults</li> <li>• Maximise brief, positive greetings or acknowledgment of others</li> <li>• Use ordinary, everyday conversation that avoids professional jargon</li> <li>• Give feedback to others that is constructive and facilitates positive change</li> <li>• Provide non-judgemental, empathic, and inclusive communication</li> <li>• Use non-verbal communication and active listening</li> <li>• Professionally articulate your own responses to care situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and overcome barriers to communication</li> <li>• Communicate effectively with all stakeholders</li> <li>• Enable adults to make informed choices</li> <li>• Negotiate mutually acceptable boundaries with adults</li> <li>• Provide evidence based clinical interventions that optimise health and well-being</li> <li>• Consider legal and ethical implications of all forms of communication</li> <li>• Write clear and structured communications</li> <li>• Use age appropriate means of communication, for example play with younger adults</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 3	<b>Engagement with an Child/ Young Person /Adult</b> To engage in a meaningful therapeutic relationship with an child / young person / adult or their carer	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Introduces self to child/young person/adult appropriately taking account of the child or young person's stage of development</li> <li>Initiates appropriate conversation</li> <li>Is able to obtain meaningful information through effective communication which informs care planning</li> <li>Demonstrates verbal communication skills appropriate to the child/family/adult and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Uses non verbal communication skills and play to communicate and actively listen to the child/young person/family/adult</li> <li>Builds a therapeutic relationship with child/young person/adult within the boundaries of the practice placement</li> <li>Develops a meaningful therapeutic relationship that demonstrates trust and empathy</li> <li>Demonstrates a range of engagement skills appropriate to the practice placement</li> <li>Takes opportunity to promote health and wellbeing as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
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Placement Details	Practitioner Signature Date	Practitioner Signature Date
<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 4	<b>Assessment of a Child/Young Person/Adult</b> To participate in comprehensive, collaborative, holistic needs-based assessment with an adult/child/young person or their carer	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Introduces self to child/young person/adult</li> <li>Participates in the identification and assessment of a child/young person's needs under supervision</li> <li>Demonstrates verbal communication skills appropriate to the child/young person/adult and the environment</li> <li>Uses non verbal communication skills to communicate and actively listen to the child/young person/adult/family</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate observation skills to enhance the structured assessment process</li> <li>Actively engages the child/young person/adult in the assessment process</li> <li>Engages, where appropriate with family, carers and relevant professionals from the multidisciplinary team to obtain assessment information</li> <li>Participates in the written documentation of the assessment in accordance with local, legal and regulatory requirements</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 5	<b>Identification of the Safe Management of Risk</b> Consistent, reliable and competent identification of the safe management of risk	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Promotes a safe environment for child/young person/adult/families/visitors at all times</li> <li>Demonstrates knowledge and applies principles of the Health and Safety at Work Act</li> <li>Applies principles of infection control policies appropriately (safe disposal of waste, soiled linen, blood and other bodily fluids and disposing of sharps)</li> </ul>	<ul style="list-style-type: none"> <li>Observes for and identifies potential risks to child/young person/adult/self/families/visitors</li> <li>Appropriately and clearly records and reports any risk factors</li> <li>Reduces any potential for harm as appropriate</li> <li>Identifies and applies safe and correct practice to reduce risk at all times</li> <li>Demonstrates awareness of procedures to follow in the event of an incident occurring</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		



Skill 6	Hand Decontamination Consistent, reliable and competent demonstration of hand decontamination	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Applies universal precautions in relation to infection control</li> <li>Selects appropriate agent to decontaminate hands</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately times carrying out hand decontamination</li> <li>Correctly applies hand decontamination technique</li> <li>Correctly disposes of paper towels</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 7	Fluid Intake	
Reliable and competent assistance of an child/young person/adult to maintain fluid intake		
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) where applicable and gain consent of child/family/ young person/adult</li> <li>• Appropriately assesses the child/ young person/adult and identifies potential risks</li> <li>• Identifies issues which may affect fluid intake</li> <li>• Collaborates with the multi disciplinary team, where appropriate, to choose the correct fluid regime and/or appropriate method of intake to meet the individual's needs</li> <li>• Ensures comfort, appropriate positioning, and environment and provides assistance for the child/young person/adult specific to their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Assists the child/ young person/adult to assess the temperature of fluids (if applicable)</li> <li>• Encourages child /young person/adult/families' participation as appropriate</li> <li>• Ensures child /young person /adult has access to fluids where appropriate</li> <li>• Measures and records accurately and clearly the child/young person/adult's fluid intake – noting any deviations, communicating and reporting appropriately</li> <li>• Bottle feeds a baby correctly</li> <li>• Supports parent(s) and or carer(s) to participate in meeting the fluid balance needs of the child/young person as appropriate</li> </ul>	
	Observe	Practice
	Student has observed and discussed the skill	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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 8	Nutrition	
	Reliable and competent assistance of a child/young person/adult to maintain nutrition	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) where applicable and gain consent of child /young person /adult/family</li> <li>• Appropriately assesses the child/young person/adult and identifies potential risks</li> <li>• Identifies issues which may affect eating or drinking</li> <li>• Collaborates with relevant members of multidisciplinary team, where appropriate, to select appropriate diet and method of nutrition for the individual's needs</li> <li>• Ensures comfort, appropriate positioning and environment for the child/young person/adult specific to their nutritional needs.</li> <li>• Encourages adult/child/young person's participation as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Assists child/ young person/adult (where appropriate) to assess temperature of food/drink</li> <li>• Allows child/ young person/adult time to chew food and empty mouth and ensures child/young person/adult has access to fluids where appropriate</li> <li>• Measures and records accurately the child/ young person/adult's intake – noting any deviations, communicating and reporting appropriately</li> <li>• Offers the child / young person/adult the opportunity to meet hygiene needs e.g. wash hands, brush teeth</li> <li>• Calculates if an infant is taking appropriate amounts of feed to sustain growth and development</li> <li>• Bottle feeds a baby correctly</li> <li>• Supports parent(s) and or carer(s) to participate in meeting the nutritional needs of the child/young person as appropriate</li> </ul>	
	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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 9	<b>Assisting the Child/Young Person/Adult in Maintaining Personal Hygiene and Dressing</b> 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	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Applies universal precautions in relation to infection control</li> <li>Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult/family.</li> <li>Works in collaboration with child/ young person/adult/family</li> <li>Encourages child/ young person/adult to participate as much as possible, determining preferences to maximise comfort and dignity</li> <li>Within current sphere of knowledge and proficiency, assesses and identifies potential risks</li> <li>Selects appropriate equipment/toiletries</li> </ul>	<ul style="list-style-type: none"> <li>Safely transfers child /young person/adult to bathroom if appropriate</li> <li>Provides a conducive environment ensuring dignity, privacy and warmth</li> <li>Observes and records the condition and integrity of skin, including unexplained injuries and signs of tissue damage.</li> <li>Provides oral, hair, nail and aural care.</li> <li>Chooses appropriate clothing whilst respecting personal choice, culture, comfort and dignity</li> <li>Applies principles in a logical sequence</li> <li>Supports parent(s) and or carer(s) to participate in meeting the hygiene and dressing needs of the child/ young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
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Placement Details	Practitioner Signature Date	Practitioner Signature Date
<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 10	Manual Handling Consistent and reliable demonstration of manual handling techniques	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Applies universal precautions in relation to infection control</li> <li>Demonstrates knowledge and applies principles of the Health and Safety at Work Act</li> <li>Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult</li> <li>Ensures comfort of the child/young person/adult during procedure</li> <li>Appropriately assesses the child/young person/adult; identifies potential risks to individual and self and chooses appropriate equipment</li> <li>Safely transfers child /young person/ adult from bed to chair/trolley using appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>Safely uses mechanical hoist (where appropriate)</li> <li>Safely and appropriately assists child/young person/child who requires assistance with walking/standing</li> <li>Safely and appropriately positions/repositions child/young person/adult in cot /bed/chair</li> <li>Applies principles in a logical sequence</li> <li>Supports parent(s) and or carer(s) to participate in meeting the movement and mobility needs of the child/young person / adult as appropriate</li> <li>Promotes child/young person/adult to fully participate in moving and handling following assessment of need.</li> <li>Demonstrates an ability to complete manual handling with an awareness of correct personal body positioning and self care</li> </ul>	
	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
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Placement Details	Practitioner Signature Date	Practitioner Signature Date
<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 11	<b>Pressure Area Care</b> Consistent, reliable and competent care of pressure areas of a child/young person/adult	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/adult/family.</li> <li>• Educates child/ young person/family/adult in methods to prevent complications of immobility</li> <li>• Within current sphere of knowledge and proficiency, assesses and identifies potential risks</li> </ul>	<ul style="list-style-type: none"> <li>• Works in collaboration with child/young person/adult and family</li> <li>• Encourages child/young person/adult to participate as much as possible, determining preferences to maximise comfort and dignity</li> <li>• Under direct supervision, correctly uses a pressure area risk assessment tool</li> <li>• Under direct supervision, accurately and clearly records findings, noting any deviations and reporting appropriately</li> <li>• Selects and correctly uses pressure relieving aids</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in meeting the pressure area care needs of the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

<b>Skill 12</b>	<b>Assessing of and Maintaining Continence</b>
Consistent, reliable and competent demonstration of assisting a child/young person/adult to maintain his/her own continence	

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| <p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, provide explanations and gain consent of adult/child/young person as appropriate</li> <li>• Works in collaboration with child/young person/parent/adult/carer</li> <li>• Adheres to both local and national guidance regarding continence care and management</li> <li>• 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)</li> <li>• Within current sphere of knowledge and proficiency assess and identifies potential risks</li> </ul> | <ul style="list-style-type: none"> <li>• Encourages child/young person/parent/adult/carer to participate as much as possible Discusses appropriately methods of maintaining continence e.g. pelvic floor exercises, encouraging regular toileting</li> <li>• Safely transfers child/young person/adult to the toilet/bathroom if appropriate</li> <li>• Assesses and identifies potential risks and chooses appropriate equipment</li> <li>• Provides a conducive environment that ensures dignity, privacy and warmth</li> <li>• Collaborates with a continence advisor where appropriate and chooses and uses continence aids as appropriate</li> <li>• Supports parent(s) and or carer(s) to participate in meeting the continence needs of the child/young person as appropriate</li> </ul> |
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	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> Student has repeatedly 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

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

- Competency in each skill only has to be demonstrated once during the first 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	<b>Measuring and Recording Temperature</b> Reliable, competent measurement of temperature in a child/young person/adult	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/family/adult.</li> <li>• Appropriately assesses the child/young person/adult, identifies potential risks and chooses appropriate equipment and site.</li> <li>• Ensures comfort of child/young person/adult during procedure</li> <li>• Measures and records temperature accurately and clearly</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Informs child/ young person/family/adult of recording where appropriate</li> <li>• Responds appropriately to findings outside the normal range Supports parent(s) and or carer(s) to participate assessing the temperature of the child/young person as appropriate</li> </ul>		
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		



Skill 14	<b>Measuring and Recording Respiration</b> Reliable and competent measurement of respirations in an child/young person/adult	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/family/adult.</li> <li>• Appropriately assesses the child/young person/adult, identifies potential risks and chooses appropriate equipment and site</li> <li>• Ensures comfort of child/young person/adult during procedure</li> <li>• Counts the respirations for one minute whilst observing and monitoring the rate, rhythm, depth and respiratory effort</li> </ul>	<ul style="list-style-type: none"> <li>• Listens for any abnormal sounds associated with breathing (e.g. wheezing)</li> <li>• Measures and records respirations accurately and clearly</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Informs child/young person/adult /family of recording where appropriate</li> <li>• Responds appropriately to findings outside the normal range</li> <li>• Supports parent(s) and or carer(s) to participate assessing the breathing pattern and rate of the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 15	<b>Measuring and Recording Pulse</b> Reliable and competent measurement of taking and recording the pulse in an child/young person/adult	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/adult/family.</li> <li>• Ensures comfort of child/ young person/adult during procedure</li> <li>• Assesses child/young person/ adult and locates an appropriate pulse site</li> <li>• Uses correct finger position and applies sufficient pressure for accurate pulse measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Counts the pulse for one minute</li> <li>• Observes and monitors rate, rhythm and volume</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Measures and records pulse accurately and clearly (9ix)</li> <li>• Informs child/young person/ adult /family of recording where appropriate</li> <li>• Responds appropriately to findings outside the normal range</li> <li>• Supports parent(s) and or carer(s) to participate assessing the pulse rate of the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 16	<b>Measuring and Recording Blood Pressure</b> Consistent and reliable measurement and recording of blood pressure	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/ adult/family.</li> <li>• Assess the adult/child/young person /adult, identifies appropriate limb for measurement and appropriately selects equipment, including cuff size</li> <li>• Ensures comfort of child /young person / adult during procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct finger position and applies sufficient pressure for accurate palpation of radial/brachial pulse</li> <li>• Measures and records blood pressure accurately. (9ix)</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Informs child/ young person/ adult family of recording where appropriate</li> <li>• Responds appropriately to findings outside the normal range</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate assessing the blood pressure of the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 17	<b>Measuring and Recording Weight/Height</b> Reliable and competent measurement of weight and height in an child/young person/adult	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/adult family.</li> <li>• Assesses child/young person/adult, identify potential risks and chooses appropriate equipment.</li> <li>• Ensures comfort of child/ young person/adult during procedure(s).</li> <li>• Assists the child/young person/adult as appropriate, adhering to manual handling guidelines</li> </ul> <ul style="list-style-type: none"> <li>• Adheres to manufacturers instructions for all equipment</li> <li>• Measures and records findings accurately and clearly (28i)</li> <li>• Calculates Body Mass Index (BMI) and applies to nutritional status where appropriate</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Responds appropriately to findings outside the normal range</li> <li>• Measures and records head circumference accurately in children.</li> <li>• Supports parent(s) and or carer(s) to participate recording the weight and height of the child/young person as appropriate</li> </ul>		
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 18	Applying the Principle of Asepsis Consistent, reliable and competent application of principles of asepsis when performing invasive nursing procedures	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult/family.</li> <li>• If equipment is used, appropriately selects and completes checks to ensure equipment is sterile, in date, intact, undamaged and dry</li> <li>• Works in collaboration with child/young person/adult</li> <li>• Uses sterile gloves where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures appropriate positioning child/young person/adult to ensure comfort, privacy and dignity</li> <li>• Under direct supervision, provides child/ young person/adult/family with appropriate accurate information on the management of any device, site or wound to prevent and control infection and promote healing.</li> <li>• Appropriately disposes of waste, applying universal precautions</li> <li>• Under direct supervision, accurately and clearly records findings, noting any deviations and reporting appropriately</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in maintaining universal precautions and asepsis as appropriate</li> </ul>	
	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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 19	Assisting in the administration of Oral Medicines (under direct supervision & in accordance with local policies at all times) Consistent, reliable and competent assistance in the administration of medications	
<p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/ young person/adult/ family.</li> <li>• Works in collaboration with child/ young person /adult/family</li> <li>• Encourages child/young person/adult to participate as much as possible</li> <li>• Observes 5 rights of administration: right patient; right drug; right dose; right time; right route and checks expiry dates</li> <li>• If using a Patient Group Direction is aware of the specific written instruction for use and adheres to local trust policy</li> <li>• Consults prescription chart</li> <li>• Accurately selects and calculates correct dose of medication and checks expiry date</li> <li>• Confirms the child/young person/adult's identity</li> <li>• Assists child/young person /adult to take medication, offering a drink if appropriate</li> <li>• Assesses child/ young person/adult/family's knowledge of medication and provides additional information as appropriate</li> <li>• Accurately and clearly records dose of medication given</li> <li>• Applies placement policy if medication is refused, including documentation of refusal</li> <li>• Monitors the therapeutic effect/side effects of medication (e.g. pain relief from analgesia) and acts appropriately and promptly</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate administering medicines to the child/young person as appropriate</li> </ul>		
	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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<b>Competent</b> 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"> <li>• Competency in each skill only has to be demonstrated once during the first 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.</li> <li>• 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).</li> </ul>		

Skill 20	<b>Team Working</b> To work safely and effectively as part of a team	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Effectively uses interpersonal skills</li> <li>Demonstrates appropriate verbal and written communication skills</li> <li>Demonstrates the ability to interact with all members of the multidisciplinary care team as required</li> <li>Shares information with colleagues and seeks advice from appropriate sources</li> <li>Shows respect for the child, young person, adult, family and other multidisciplinary team members views and knowledge</li> <li>Demonstrates the ability to work appropriately with other members of the multidisciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to effectively communicate information to appropriate members of the multidisciplinary team</li> <li>Communicates and liaises with other agencies as appropriate</li> <li>Communicates and liaises with all children/young people/adults as appropriate</li> <li>Supports parent(s) and or carer(s) to participate as key members of the team providing care for the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 21	Numeracy The demonstration of baseline assessment and calculations associated with components set out below		
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
<b>19.1</b> Utilises weight and height measurements to accurately calculate the body mass index, and responds appropriately to findings outside the normal range. Demonstrates ability to calculate the differences from previous assessments.	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date
<b>19.2</b> Utilises measurements of vital signs to demonstrate the ability to calculate differences from previous assessments and identify findings outside the normal range.	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date
<b>19.3</b> Accurately measures and records an adult/child/young person's nutritional intake to determine future nutritional needs.	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date	<b>Placement</b> Registered Practitioners Signature  Date
<ul style="list-style-type: none"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>			



Skill 21	Numeracy (Con't) The demonstration of baseline assessment and calculations associated with components set out below		
Components of Skill	Observe Student has observed and discussed the skill	Practice Student has <u>repeatedly</u> practised the skill under the direct supervision of a competent practitioner	Competent Student can <u>consistently</u> undertake the skill under direct supervision, in a safe effective manner
<b>19.4</b> Accurately measures and records an adult/child/young person's fluid intake/output including recording the total fluid balances. Demonstrates ability to calculate the differences from previous assessments.	<b>Placement</b>  Registered Practitioners Signature  Date	<b>Placement</b>  Registered Practitioners Signature  Date	<b>Placement</b>  Registered Practitioners Signature  Date
<b>19.5</b> Accurately calculates basic medicine dosage	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date
<ul style="list-style-type: none"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>			

# **ADDITIONAL SKILLS**

<b>Skill 22</b>	<b>Oxygen Therapy (under direct supervision &amp; in accordance with local policies at all times)</b> Consistent, reliable and competent administration of prescribed oxygen therapy
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| <p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain the procedure and gain consent of child/young person/adult/family</li> <li>• Works in collaboration with the child/ young person/adult/family</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates.</li> <li>• If using a Patient Group Direction is aware of the specific written instruction for use and adheres to local trust policy</li> <li>• Consults prescription sheet to determine percentage, mode of delivery and duration of oxygen therapy</li> <li>• Identifies potential risks, chooses appropriate equipment (mask/nasal cannula) and checks expiry date</li> </ul> | <ul style="list-style-type: none"> <li>• Confirms child/ young person/adult's identity</li> <li>• Ensures comfort of child/young person/adult during procedure</li> <li>• Assists child/young person/adult in positioning mask/cannula</li> <li>• Appropriately delivers prescribed rate of oxygen with correct setting of flow meter</li> <li>• Monitors the therapeutic effect of oxygen therapy including saturation monitoring where appropriate</li> <li>• Accurately and clearly records the therapeutic effects of oxygen therapy and acts appropriately and promptly</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in administering oxygen therapy to the child/young person as appropriate</li> </ul> |
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	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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><b>Competent</b> Student can consistently undertake the skill, under supervision, in a safe effective manner</p>	Placement	Registered Practitioners Signature
	Date	Name

- Competency in each skill only has to be demonstrated once during the first 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).

<b>Skill 23</b>	<b>Intra-Muscular Injection with adults only (under direct supervision &amp; in accordance with local policies at all times)</b> Consistent, reliable and competent administration of prescribed intra-muscular injection
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| <p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure and gain consent of adult.</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates</li> <li>• Consults prescription sheet</li> <li>• Collects and checks all equipment</li> <li>• Accurately selects and calculates correct dose of medication in the required volume, dilution, dosage and checks expiry date</li> </ul> | <ul style="list-style-type: none"> <li>• Records controlled drugs in Controlled Drug Book in accordance with placement policy</li> <li>• Uses protective clothing if appropriate</li> <li>• Selects appropriate site and applies correct technique</li> <li>• Safely disposes of equipment</li> <li>• Accurately and clearly records dose of medication given</li> <li>• Applies placement policy if medication is refused, including documentation of refusal</li> <li>• Monitors the therapeutic effect/side effects of medication (e.g. pain relief from analgesia) and acts appropriately and promptly</li> <li>• Applies principles in a logical sequence</li> </ul> |
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	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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

<b>Competent</b> 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 first 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).

<b>Skill 24</b>	<b>Subcutaneous Injection (under direct supervision &amp; in accordance with local policies at all times)</b> Consistent, reliable and competent administration of prescribed subcutaneous injection
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| <p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure and gain consent of the adult/child/young person/family.</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates</li> <li>• Consults prescription sheet</li> <li>• Collects and checks all equipment</li> <li>• Accurately selects and calculates correct dose of medication in the required volume, dilution, dosage and checks expiry date</li> </ul> | <ul style="list-style-type: none"> <li>• Records any controlled drugs in Controlled Drug Book in accordance with placement policy</li> <li>• Uses protective clothing if appropriate</li> <li>• Selects appropriate site and applies correct technique</li> <li>• Safely disposes of equipment</li> <li>• Accurately and clearly records dose of medication given</li> <li>• Applies placement policy if medication is refused, including documentation of refusal</li> <li>• Monitors the therapeutic effect/side effects of medication (e.g. pain relief from analgesia) and acts appropriately and promptly</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in administering sub-cutaneous injections to the child/young person as appropriate</li> </ul> |
|---|---|

	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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
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Placement Details	Practitioner Signature Date	Practitioner Signature Date
Placement Details	Practitioner Signature Date	Practitioner Signature Date

<p><b>Competent</b> Student can consistently 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 first 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 25	<b>Catheter Care</b> Consistent, reliable and competent care of a child/young person/adult with a catheter	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Applies universal precautions in relation to infection control</li> <li>Uses appropriate communication skills to greet, explain procedure(s) and gain consent of child/young person/adult/family.</li> <li>Works in collaboration with child/ young person/adult/family</li> <li>Encourages child/young person/adult to participate as much as possible, determining preferences to maximise comfort and dignity</li> <li>Within current sphere of knowledge and proficiency, assesses and identifies potential risks</li> <li>Appropriately selects equipment and completes checks to ensure products are sterile, in date, intact, undamaged and dry</li> </ul>	<ul style="list-style-type: none"> <li>Provides a conducive environment that ensures dignity, privacy and comfort of child/young person/adult throughout the procedure</li> <li>Appropriately cleanses</li> <li>Appropriately disposes of waste, applying universal precautions</li> <li>Under direct supervision, provides child/young person/adult/family with appropriate accurate information on the management of any device</li> <li>Accurately and clearly records findings, noting any deviations and reports appropriately</li> <li>Applies principles in a logical sequence</li> <li>Supports parent(s) and or carer(s) to participate in providing competent catheter care to the child/young person as appropriate</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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<b>Competent</b> 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"> <li>Competency in each skill only has to be demonstrated once during the first 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.</li> <li>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).</li> </ul>		

Skill 26	<b>Urine Tests</b> Consistent and reliable demonstration of urine testing	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Applies universal precautions in relation to infection control</li> <li>Uses appropriate communication skills to greet, explain procedure and gain consent of child/young person/adult/family</li> <li>Encourages child/young person/adult to participate as much as possible,</li> <li>Within current sphere of knowledge and proficiency, assesses and identifies potential risks</li> <li>Appropriately selects test equipment and completes checks to ensure products are sterile, in date, intact, undamaged and dry</li> </ul>	<ul style="list-style-type: none"> <li>Correctly collects sample, whilst providing a conducive environment that ensures dignity, privacy and comfort of child/young person/adult</li> <li>Appropriately disposes of waste, applying universal precautions</li> <li>Accurately and clearly records findings, noting any deviations and reports appropriately</li> <li>Applies principles in a logical sequence</li> <li>Informs child/young person/adult/family of recording where appropriate</li> <li>Responds appropriately to findings outside the normal range</li> <li>Applies principles in a logical sequence</li> </ul>	
	<b>Observe</b> Student has observed and discussed the skill	<b>Practice</b> 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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# 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.

<b>Student's Reflection</b>		
<b>Action Plan</b>		
<b>Date</b>	<b>Mentor/supervisor Signature</b>	<b>Student Signature</b>

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<b>Student's Reflection</b>		
<b>Action Plan</b>		
<b>Date</b>	<b>Mentor/supervisor Signature</b>	<b>Student Signature</b>

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