



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

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

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

**Faculty of Education, Health & Community**

**BSc(HONS) NURSING  
Mental Health  
Year Two**

**PRACTICE SKILLS INVENTORY  
5001NBSCMH**

**Month Year COHORT**

Student Name:

<b>Personal Tutor Details:</b>	<b>Name:</b>	
	<b>Email:</b>	
	<b>Telephone Number:</b>	

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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 2 Module, Developing Nursing Practice, 5001NBSCMH

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 3<sup>rd</sup> 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: **Core 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 5001NBSCMH 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:	

## 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

### 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:
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# ESSENTIAL SKILLS

Skill 1	Engagement with an Individual To engage in a meaningful therapeutic relationship 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 adult/child/young person 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 adult/child/young person/family 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 adult/child/young person/family</li> <li>Builds a therapeutic relationship with adult/child/young person 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 <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
<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 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.</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 practice	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Be approachable</li> <li>• Spend time with adult/child/young persons</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 mental health stakeholders</li> <li>• Enable adult/child/young persons 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
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<b>Skill 3</b>	<b>Assessment of an Individual</b>	
To participate in comprehensive, collaborative, holistic needs-based assessment with a 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/child/family</li> <li>Participates in the identification and assessment of a child/young person/adult'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 and play to communicate and actively listen to the adult /child/ young person and 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 and family 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
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Skill 4	<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 adult/child, young person and families at all times</li> <li>Within current sphere of knowledge and proficiency assess and identifies potential risks to adults/visitors</li> <li>Demonstrates knowledge and applies principles of the Health and Safety at Work Act</li> </ul>	<ul style="list-style-type: none"> <li>Applies principles of infection control policies appropriately e.g. safe disposal of waste, soiled linen, blood and other bodily fluids and disposing of sharps</li> <li>Reduces any potential for harm as appropriate</li> <li>Appropriately and clearly records and reports any risk factors</li> <li>Identifies and applies safe and correct practice to reduce risk at all times</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
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Skill 5	Further development of Team Working	
<p><b>Components of Skill (for guidance only)</b></p> <ul style="list-style-type: none"> <li>• Shares complaints, compliments and comments with the team in order to improve care</li> <li>• Responds appropriately and effectively to feedback</li> <li>• Supports adults / children / young people / families who wish to complain</li> <li>• As an individual and team member, actively seeks and learns from feedback to enhance care and own professional development</li> <li>• Works within legal frameworks and local policies to deal with complaints, compliments and concerns</li> <li>• Appropriately challenges the practice of self and others across the multi-professional team</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Takes responsibility and accountability when delegating care to others</li> <li>• Prepares, supports and supervises those to whom care has been delegated</li> <li>• Recognises and addresses deficits in knowledge and / or skill in self and takes appropriate action</li> <li>• Inspires confidence and provides clear direction to others</li> <li>• Takes decisions and is able to answer for these decisions when required</li> <li>• Bases decisions on evidence and uses experience to guide decision-making</li> <li>• Acts as a positive role model for junior staff</li> <li>• Manages time effectively</li> <li>• Negotiates with others in relation to balancing competing/conflicting priorities</li> </ul>	
	<p><b>Observe</b> Student has observed and discussed the skill</p>	<p><b>Practice</b> Student has repeatedly practised the skill under the supervision of a competent practitioner</p>
Placement Details	Practitioner Signature Date	Practitioner Signature Date
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Skill 6	Management of Care – including admission, transfer and discharge home or to another area (under direct supervision & in accordance with local policies at all times)	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Appropriately consults and explores solutions and ideas with others to enhance care</li> <li>• Takes appropriate role within the team</li> <li>• Act as an effective role model in decision making, taking action and supporting more junior staff</li> <li>• Works inter-professionally as a means of achieving optimum outcomes for an adult / child / young person and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Works with colleagues in other services to ensure safe and effective transition between services</li> <li>• Prepares adults / children / young people and their families for the transition / transfer between services</li> <li>• Works in partnership with the adult / child / young person to develop strategies for smooth transfer / transition and evaluates the outcome</li> </ul>	
	<p style="text-align: center;"><b>Observe</b></p> <p style="text-align: center;">Student has observed and discussed the skill</p>	<p style="text-align: center;"><b>Practice</b></p> <p style="text-align: center;">Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner</p>
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Skill 7	Promote a culture that enables recovery	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Engage in critical reflection</li> <li>Promote social inclusion</li> <li>Contribute to a culture of mental health wellbeing</li> <li>Support and encourage a culture that respects and values dignity</li> <li>Engage actively with adult/child/young person/carers and their representatives</li> </ul>	<ul style="list-style-type: none"> <li>Present positive views of individuals who experience mental health distress</li> <li>Demonstrate respect for all individuals</li> <li>Promote advocacy, dignity and respect for individual adults/children/young people</li> <li>Identify and challenge poor practice by yourself and others</li> <li>Challenge any practice and behaviour that discriminates</li> <li>Work within agreed organisational and professional frameworks</li> </ul>	
	<p align="center"><b>Observe</b></p> <p align="center">Student has observed and discussed the skill</p>	<p align="center"><b>Practice</b></p> <p align="center">Student has <u>repeatedly</u> practised the skill under the supervision of a competent practitioner</p>
Placement Details	Practitioner Signature Date	Practitioner Signature Date
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Skill 8	Professionally develop in order to enhance the knowledge, skills, values and attitudes needed for effective nursing practice	
<b>Components of skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Using the supervision and support systems available</li> <li>Take responsibility for your own personal and professional development</li> <li>Seek and access development opportunities to meet your needs</li> <li>Engage in reflective practice, supervision and support</li> <li>Set professional goals that are realistic and achievable</li> <li>Teaching others</li> </ul>	<ul style="list-style-type: none"> <li>Give constructive and timely feedback to others</li> <li>Demonstrate key skills including literacy, numeracy and information technology</li> <li>Demonstrate a working knowledge of support needs of others</li> <li>Enable other workers to reflect on their own values, priorities, interests and effectiveness</li> <li>Delegate nursing care or associated tasks safely and appropriately</li> <li>Engage actively in peer supervision</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
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Skill 9	Work collaboratively with others to support mental health adults to develop and maintain their social networks	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Work effectively and assertively in a team</li> <li>• Contribute to the care team decision-making process</li> <li>• Take responsibility for delegated action</li> <li>• Clarify and confirm your role in the overall care programme and single assessment process</li> <li>• Co-ordinate the integration of care for individual adult/child/young person</li> </ul>	<ul style="list-style-type: none"> <li>• Work effectively with team members who impact, directly or indirectly on care of the individual</li> <li>• Contribute to the care programme approach and single assessment process</li> <li>• Modify your contribution to individualised programmes of care according to the agreements reached by the team</li> <li>• Encourage adult/child/young person to engage with agencies involved in their 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
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Skill 10	Maintain the health, safety and well-being of individuals with mental health needs	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Demonstrate the application of appropriate legal and ethical frameworks</li> <li>• Support the health and safety of yourself and individuals</li> <li>• Demonstrate the ability to work in partnership with adult/child/young people to promote health and safety</li> <li>• Promote, monitor and maintain health, safety and security</li> <li>• Demonstrate an understanding of the benefits and limitations of the use of observation levels</li> <li>• Identify the appropriate therapeutic use of interventions to reduce absconding</li> <li>• Contribute to and apply effective evidence based interventions that minimise risk of harm</li> <li>• Assess and act upon immediate risk of danger due to substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all records are kept in line with local policy and procedures</li> <li>• Educate users and carers about the role, function and limitations of managing risk of harm</li> <li>• Obtain valid informed consent for all procedures</li> <li>• Assess the level of risk and consider how the risks can be controlled to minimise harm</li> <li>• Contribute to the prevention and management of aggressive behaviour</li> <li>• Take immediate action to reduce risk when there is a danger to an individual's health and safety</li> <li>• Maintain a safe, clean and welcoming environment</li> <li>• Take immediate action where you find aspects of the environment are unsafe</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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<ul style="list-style-type: none"> <li>• 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.</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	Promote physical health and well-being for individuals with mental health problems	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Identify and assess physical health needs</li> <li>• Assist individuals to attend to activities of living to maintain their physical health</li> <li>• Communicate with adult/child/young person about promoting their health and well-being</li> <li>• Monitor and ensure adequate nutritional and fluid</li> <li>• Promote the benefits of activity to improve physical health</li> <li>• Provide information on health promotion activities</li> <li>• Promote sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake physiological measurements</li> <li>• Demonstrate effective hand washing techniques</li> <li>• Undertake agreed pressure area care</li> <li>• Support adult/child/young person to manage continence</li> <li>• Identify individuals with allergies and plan their care to promote safety</li> <li>• Provide first aid including basic life support as appropriate</li> <li>• Manage seizures safely as appropriate</li> <li>• Demonstrate effective communication with adults and carers about medication</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
<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 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.</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 12	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>Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> <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> <li>Applies principles in a logical sequence</li> </ul>	
	<p style="text-align: center;"><b>Observe</b></p> Student has observed and discussed the skill	<p style="text-align: center;"><b>Practice</b></p> 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
<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 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.</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 13	Infection Control Consistent, reliable and competent assistance in the management of Infection Control	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the principles of asepsis and applies to a range of appropriate measures to prevent infection</li> <li>Able to communicate potential risks to junior colleagues</li> <li>Able to advise adults / children / young people and their family on the management of their wound/site to prevent and control infection and to promote healing</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
<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 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.</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	Fluid Intake Reliable and competent advise and where appropriate assistance of an adult/ child / young person to maintain their own fluid intake	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Uses appropriate communication skills to greet, explain procedure (if applicable) and gain consent of the adult / child/ young person Appropriately assesses the adult / child/ young person 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 adults needs</li> <li>• Measures and documents fluid intake accurately – 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 meeting the fluid balance needs of the adult / child / young person as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Assists the adult / child/ young person to assess the temperature of fluids <b>(if applicable)</b></li> <li>• Encourages adult / child/ young person participation as appropriate</li> <li>• Allows adult / child/ young person time to empty mouth and ensures adult / child/ young person has access to fluids where appropriate <b>(if applicable)</b></li> <li>• Applies universal precautions in relation to infection control <b>(if applicable)</b></li> <li>• Ensures comfort, appropriate positioning, and environment and provides assistance for the adult's specific needs <b>(if applicable)</b></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
<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 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.</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	Nutrition Reliable and competent advise and where appropriate assistance of an adult / child / young person to maintain their own 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 (if applicable) and gain consent of adult/ child / young person / family</li> <li>• Appropriately assesses the adult/ child / young person and identifies potential risks</li> <li>• Identifies issues which may affect eating or drinking</li> <li>• Collaborates with the dietician, where appropriate, to choose the correct diet and/or appropriate method of nutrition for the individual adult/ child / young person's needs <b>(if applicable)</b></li> <li>• Ensures comfort, appropriate positioning and environment for the adult specific to their nutritional needs <b>(if applicable)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assists the adult/ child / young person to assess the temperature of the food/drink <b>(if applicable)</b></li> <li>• Encourages adult/ child / young person to participation as appropriate</li> <li>• Allows adult/ child / young person time to chew food and empty mouth and ensures adult has access to fluids where appropriate <b>(if applicable)</b></li> <li>• Records and documents accurately the adult/ child / young person's intake – noting any deviations and report</li> <li>• Offers the adult the opportunity for hygiene e.g. wash hands, brush teeth</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in meeting the nutritional needs of the adult / child young person <b>(if applicable)</b></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
<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 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.</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>Assessing the individual's ability to Maintaining Personal Hygiene and Dressing</b> Consistent, reliable and competent demonstration of assessing and where appropriate 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 adult/child/young person/family.</li> <li>• Works in collaboration with adult/child/ young person/family</li> <li>• Encourages adult/child/young person 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>• Assists individual to select appropriate equipment/toiletries <b>(if applicable)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>(if applicable)</b> Safely transfers adult/child /young person 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. <b>(if applicable)</b></li> <li>• Assesses and assists <b>(if applicable)</b> individual to maintain oral, hair, nail and aural care.</li> <li>• Assesses and assists <b>(if applicable)</b> individual to maintain 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 adult/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
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 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.</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>Assessing the individual's ability to Maintain Continence</b> Consistent, reliable and competent demonstration of assessing and where appropriate assisting a an adult / child young person to maintain his/her own continence	
<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, provide explanations and gain consent of the adult / child / young person if appropriate</li> <li>• Works in collaboration with adult / child / young person</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 adults)</li> <li>• Within current sphere of knowledge and proficiency assess and identifies potential risks</li> <li>• Encourages adult / child / young person to participate as much as possible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(if appropriate)</b> Discusses appropriately methods of maintaining continence e.g. pelvic floor exercises, encouraging regular toileting</li> <li>• Safely transfers adult / child / young person to the toilet/bathroom <b>(if appropriate)</b></li> <li>• Assesses and identifies potential risks and chooses appropriate equipment <b>(if appropriate)</b></li> <li>• Provides a conducive environment that ensures dignity, privacy and warmth</li> <li>• Collaborates with a continence advisor <b>(if appropriate)</b></li> <li>• 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 adult / child / young person <b>(if appropriate)</b></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
<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 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.</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	Pain Consistent, reliable and competent assessment and assists in the management of an individual's experience of pain	
<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</li> <li>• Uses an appropriate pain assessment tool to establish level of pain</li> <li>• Offers reassurance to adult / child / young person / family</li> <li>• Demonstrates knowledge of pain relief measures both pharmacological and non pharmacological</li> <li>• Liaises with the adult / child / young person and multidisciplinary team to identify the most appropriate pain control method in relation to level of pain and patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses adult / child / young person's knowledge of pain relief and provides additional information as appropriate</li> <li>• Encourages adult / child / young person to manage pain within the range of therapeutic options as appropriate</li> <li>• If prescribed medication given, accurately records administration</li> <li>• Applies placement policy if medication is refused including documentation of refusal</li> <li>• Monitors the therapeutic effect/side effects of selected treatment options and reassesses level of pain</li> <li>• Applies principles in a logical sequence</li> <li>• Supports the involvement of parent(s) or carer(s) in pain management</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
<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 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.</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 19</b>	<b>Use of Medical Devices</b> Consistent, reliable and competent use of Medical Devices (under direct supervision & in accordance with local policies at all times)	
<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>• Appropriately selects equipment for use with treatment appropriate to placement area</li> <li>• Explains the devices to the adult / child / young person and checks their understanding</li> <li>• Ensures safety checks are performed before use of Medical Device including date of last service and calibration of equipment</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Within current sphere of knowledge and proficiency assess and identifies potential risks</li> <li>• Records accurately safety checks performed</li> <li>• Ensures that equipment is appropriately decontaminated before and after use</li> <li>• Safely operates equipment adhering to manufacturer's instructions</li> <li>• Records accurately the use and maintenance of equipment</li> <li>• Supports adult / child / young person parent(s) and or carer(s) to participate in the confident and competent use of medical devices</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
<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 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.</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	Principle of Asepsis Consistent, reliable and competent application of asepsis when performing invasive nursing procedures	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> <li>Applies universal precautions in relation to infection control</li> <li>Uses appropriate communication skills to greet, explain procedure, and gain consent of adult/ child / young person</li> <li>Works in collaboration with adult/ child / young person</li> <li>If adult/ child / young person is involved in a procedure then ensures appropriate positioning to ensure comfort, privacy and dignity</li> <li>Appropriately selects equipment, if required, and ensures it is sterile, in date, intact, undamaged and dry</li> </ul>	<ul style="list-style-type: none"> <li>Uses sterile gloves where appropriate</li> <li>Carries out procedures in a safe and effective manner, under appropriate supervision</li> <li>Appropriately disposes of waste applying universal precautions</li> <li>Provides adult/ child / young person with appropriate information on the management of the device, site or wound to minimise infection risk and promote healing</li> <li>Accurately documents 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 the prevention of infection 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
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 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.</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	<b>Applying Principles of Asepsis to Wound Care</b> Consistent, reliable and competent assistance in the management of Wound Care	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> <li>Applies universal precautions in relation to infection control</li> <li>Uses appropriate communication skills to greet, explain procedure, and gain consent of adult / child / young person</li> <li>Works in collaboration with adult / child / young person / family</li> <li>If s adult / child / young person is involved in a procedure then ensures appropriate positioning to ensure comfort, privacy and dignity</li> <li>Uses evidence of best practice to select appropriate dressing to meet individual needs</li> <li>Uses sterile gloves where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately selects equipment, if required, and ensures it is sterile, in date, intact, undamaged and dry</li> <li>Appropriately disposes of waste applying universal precautions</li> <li>Provides adult / child / young person with appropriate information on the management of the device, site or wound to minimise infection risk and promote healing</li> <li>Accurately documents findings-noting any deviations and reporting appropriately</li> <li>Demonstrates awareness of the role of the tissue viability nurse</li> <li>Seeks appropriate advice and refers when necessary</li> <li>Applies principles in a logical sequence</li> <li>Supports parent(s) and or carer(s) to participate in meeting the wound care needs of the adult / 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
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 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.</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 22	<b>Assists in the administration of Oral Medicines Year 2</b> Consistent, reliable and competent assistance in the administration of medications (under direct supervision & in accordance with local policies at all times)	
<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 adult / child / young person / family</li> <li>• Works in collaboration with adult / child / young person</li> <li>• Consults prescription chart</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>• Chooses appropriate strength of medication and checks expiry date</li> <li>• Confirms the adult / child / young person identity</li> </ul>	<ul style="list-style-type: none"> <li>• Assists adult / child / young person to take medication, offering a drink if appropriate</li> <li>• Assesses adult / child / young person knowledge of medication and provides additional information as appropriate</li> <li>• Accurately records dose of medication given</li> <li>• Applies hospital policy if medication is refused including documentation of refusal</li> <li>• Monitors the therapeutic effect/side effects of the medication (for example pain relief from analgesia)</li> <li>• Applies principles in a logical sequence</li> <li>• Supports parent(s) and or carer(s) to participate in the safe administration of medicines to the adult / 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
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 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.</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 23	<b>Intra-Muscular Injection</b> Consistent, reliable and competent administration of prescribed intra-muscular injection (under direct supervision & in accordance with local policies at all times)	
<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 adult / child / young person</li> <li>• Consults prescription sheet</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route</li> <li>• Selects the required medication, checking expiry date</li> <li>• Records Controlled Drugs in Controlled Drug Book</li> <li>• Correctly calculates the required dosage, volume and dilution</li> <li>• Collects and checks all equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Uses protective clothing if appropriate</li> <li>• Selects appropriate site and administers medication using 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>	
	<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
<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 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.</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 24</b>	<b>Numeracy</b> The demonstration of baseline assessment and calculations associated with components set out below (under direct supervision & in accordance with local policies at all times)		
<b>Components of Skill</b>	<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	<b>Competent</b> Student can <u>consistently</u> undertake the skill, under supervision, in a safe effective manner
<b>24.1</b> Accurately calculates medicines frequently encountered within Mental Health nursing	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date
<b>24.2</b> Safely manages drug administration and monitors effects	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date	Placement Registered Practitioners Signature  Date
<b>24.3</b> Safely and effectively administers medicines via routes and methods commonly used within Mental Health Year 2 and maintain accurate records	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 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.</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

Skill 25	Pressure Area Care Consistent, reliable and competent care of pressure areas of an adult / child / young person	
<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 an adult / child / young person</li> <li>Educates adult / child / young person in methods to prevent complications of immobility</li> <li>Within current sphere of knowledge and proficiency assess and identifies potential risks and chooses appropriate equipment that meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Works in collaboration with adult / child / young person</li> <li>Encourages adult / child / young person to participate as much as possible</li> <li>Correctly uses and documentations a pressure area risk assessment tool</li> <li>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 adult / 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
<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 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.</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	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>• Uses appropriate communication skills to greet, explain procedure and gain consent of adult / child / young person / family</li> <li>• Ensures comfort of the adult / child / young person during procedure</li> <li>• Within current sphere of knowledge and proficiency assess and identifies potential risks and chooses appropriate equipment that meets individual needs</li> <li>• Seeks appropriate support/assistance to perform transfer</li> <li>• Ensuring that when using equipment, manufacturer's guidelines are adhered to and safety checks performed</li> </ul>	<ul style="list-style-type: none"> <li>• Safely transfers adult / child / young person from bed to chair/trolley using appropriate equipment</li> <li>• Safely uses mechanical hoist (where appropriate)</li> <li>• Safely and appropriately assists adult / child / young person who requires assistance with walking/standing</li> <li>• Safely and appropriately positions/repositions adult / child / young person in 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 adult / 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
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 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.</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 27</b>	<u>If local policy allows continue with the below</u>	
<b>Assisting in the Administration of Intravenous Therapy</b>		
Consistent, reliable and Competent Administration of Intravenous Therapy <b>(under direct supervision &amp; in accordance with local policies at all times)</b>		
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> <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>• Consults prescription sheet and observes the 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates</li> <li>• Collects appropriate equipment and checks that it is safe for use e.g. package intact/expiry date</li> <li>• Accurately selects correct fluid and checks expiry date</li> <li>• Accurately calculates the volume for administration and correct flow rate</li> <li>• Identifies appropriate site for administration</li> <li>• Assesses cannula site for any signs of infiltration/extravasation prior to commencing fluid</li> </ul>		<ul style="list-style-type: none"> <li>• Safely attaches administration set to intravenous fluid and primes the set with the prescribed fluid</li> <li>• Attaches Intravenous infusion to cannula site and ensures administration set and cannula are secured appropriately to reduce risk of disconnection</li> <li>• 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 21:Use of medical devices</li> <li>• Adjusts flow rates of intravenous fluids as prescribed</li> <li>• Accurately and clearly records administration of fluid</li> <li>• 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</li> <li>• Applies principles in a logical sequence</li> <li>• Supports carer (s) and or parent (s) to participate in safe and competent administration of intra-venous therapy 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
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 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.</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 28	<b>Subcutaneous Injection</b> Consistent, reliable and competent administration of prescribed subcutaneous injection (under direct supervision & in accordance with local policies at all times)	
<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 adult/child/young person</li> <li>• Consults prescription sheet</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route</li> <li>• Selects the required medication, checking expiry date</li> <li>• Records Controlled Drugs in Controlled Drug Book</li> <li>• Correctly calculates the required dosage, volume and dilution</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and checks all equipment</li> <li>• Uses protective clothing if appropriate</li> <li>• Selects appropriate site and administers medication using 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>	
	<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
<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 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.</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 29	Catheter Care Consistent, reliable and competent care of an adult/child/young person with a catheter	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Is aware of the code of practice for prevention and control of healthcare associated infections and adheres to the relevant DH guidance</li> <li>• Applies universal precautions in relation to infection control</li> <li>• Uses appropriate communication skills to greet, explain procedure and gain consent of adult/child/young person</li> <li>• Works in collaboration with adult/child/young person</li> <li>• Encourages adult to participate as much as possible</li> <li>• Ensures dignity, privacy and comfort of adult/child/young person throughout the procedure</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Appropriately cleanses</li> <li>• Appropriately disposes of waste, applying universal precautions</li> <li>• Under direct supervision, provides adult with appropriate accurate information on the management of catheter</li> <li>• Accurately and clearly records findings, noting any deviations and reports appropriately</li> <li>• Applies principles in a logical sequence</li> <li>• Supports carer (s) and parent (s) to participate in meeting the catheter care needs of the adult/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
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 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.</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 30	Urine Tests 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 adult/child/young person</li> <li>• Correctly collects sample whilst providing a conducive environment that ensures dignity, privacy and comfort of adult/child/young person</li> <li>• Selects appropriate test equipment and utilises it correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately disposes of waste, applying universal precautions</li> <li>• Accurately and clearly records findings, noting any deviations and reports appropriately</li> <li>• Informs adult/child/young person 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 adult/child/ young people / parent(s) and or carer(s) to participate in the safe and competent testing of urine 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
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 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.</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 31	<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	
<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 the procedure and gain consent of adult/child/young person</li> <li>• Works in collaboration with the adult/child/young person</li> <li>• Consults prescription sheet to determine percentage, mode of delivery, duration of oxygen therapy and humidification</li> <li>• Identifies potential risks and chooses appropriate equipment (mask/nasal cannula)</li> <li>• Ensures comfort of adult/child/young person during procedure including oral hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates</li> <li>• Assists adult/child/young person in positioning mask/ nasal 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 effects of oxygen therapy and reports findings appropriately and promptly</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
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 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.</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 32	Monitoring of Blood Glucose levels - Consistent and reliable demonstration of Blood Glucose Monitoring (under direct supervision & in accordance with local policies at all times)	
<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/child/young person</li> <li>• Encourages adult/child/young person to participate as much as possible</li> <li>• Within current sphere of knowledge and proficiency assess and identifies potential risks</li> <li>• Appropriately selects correct test equipment and completes checks to ensure products are sterile in date, intact undamaged and dry</li> <li>• Correctly collects sample whilst providing a conducive environment that ensures dignity, privacy and comfort of adult/child/young person</li> </ul>		<ul style="list-style-type: none"> <li>• Uses sample to measure blood glucose level using appropriate device correctly and in accordance with manufacturer's instructions</li> <li>• Appropriately disposes of waste, applying universal precautions including safe disposal of sharps</li> <li>• Makes adult/child/young person comfortable and observes site of test for bleeding</li> <li>• Accurately and clearly records findings, noting any deviations and responds appropriately to findings outside the normal range</li> <li>• Informs adult/child/young person of recording where appropriate</li> <li>• Applies principles in a logical sequence</li> <li>• Supports adult/children/ young people/carer(s) and or parent(s) to participate in the safe and competent monitoring of blood glucose levels 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
Placement Details	Practitioner Signature Date	Practitioner Signature Date
<p><b>Competent</b> 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"> <li>• 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.</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 33	Assessment and Management of Airway Reliable and competent assistance of assessment and management of an adult/child/young person's airway	
<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>• Assesses the patency of the airway by observing for signs of airway compromise e.g. no movement of chest, cyanosis, noisy breathing</li> <li>• If adult is unresponsive, correctly positions head using head tilt/chin lift or jaw thrust manoeuvre as appropriate Promptly alerts other members of the multidisciplinary team, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Safely inserts an oropharyngeal airway, ensuring the correct size is used</li> <li>• Correctly applies suction to the upper airway if required</li> <li>• Commences 100% oxygen therapy via a non-rebreathe mask, if appropriate</li> <li>• Performs baseline observations, respirations, oxygen saturations, blood pressure and pulse</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
<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 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.</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 34	Artificial Feeding (under direct supervision & in accordance with local policies at all times)	
7To undertake artificial methods of feeding		
<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 adult/child/young person</li> <li>• Collaborates with the dietician, where appropriate, to choose the correct diet for the individual adult/child/young person needs</li> <li>• Liaises with the special feeds department where appropriate to ensure correct feed</li> <li>• Ensures comfort, appropriate positioning, prepares the adult and the environment specific to their feeding route</li> <li>• Observes 5 rights of administration: right patient, right drug, right dose, right time, right route and checks expiry dates</li> <li>• Ensures a clean environment</li> <li>• Uses appropriate equipment for delivery of feed ensuring necessary safety checks as per placement policy</li> <li>• Ensures the seal has not been broken on enteral feed</li> <li>• Consults placement policy regarding testing of the position of the feeding tube</li> <li>• Safely operates equipment adhering to manufacturer's instructions</li> <li>• Accurately records and documents the feed</li> <li>• Applies principles in a logical sequence</li> <li>• Supports carer (s) and parent (s) to participate in meeting the artificial feeding needs of the adult/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
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 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.</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 35	Monitoring of Vital Signs - Consistent, reliable and competent observation of the Vital Signs	
<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 adult/child/young person</li> <li>• Appropriately assesses the adult/child/young person, identifies potential risks and chooses appropriate equipment and site</li> <li>• Ensures comfort of adult/child/young person during procedure</li> <li>• Measures and records temperature</li> <li>• Assesses adult/child/young person and locates an appropriate pulse site</li> <li>• Uses correct finger position and applies sufficient pressure for accurate pulse measurement</li> <li>• Counts the pulse for one minute</li> <li>• Observes and monitors rate, rhythm and volume</li> <li>• Counts the respirations for one minute whilst observing and monitoring the rate, rhythm, depth and respiratory effort</li> <li>• Listens for any abnormal sounds associated with breathing (e.g. wheezing)</li> </ul>	<ul style="list-style-type: none"> <li>• Measures and records respirations accurately and clearly</li> <li>• Measures and records O2 saturations</li> <li>• Assess the adult/child/young person, identifies appropriate limb for B/P measurement and appropriately selects equipment, including cuff size</li> <li>• Uses correct finger position and applies sufficient pressure for accurate palpation of radial/brachial pulse</li> <li>• Measures and records blood pressure accurately</li> <li>• Compares findings with past recordings where appropriate</li> <li>• Informs adult/child/young person of recording where appropriate</li> <li>• Responds appropriately to findings outside the normal range</li> <li>• Measures Capillary refill time accurately</li> <li>• Demonstrates knowledge of how MEWS/PEWS works to trigger intervention if any vital signs are outside normal range</li> <li>• Supports carer (s) and or parent (s) to participate in monitoring the vital signs of the adult/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
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 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.</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 36	<b>Observation of Blood Transfusion</b> Observation in the Administration of a Blood Transfusion ( <b>Observation Only</b> )	
<b>Components of Skill (for guidance only)</b> <ul style="list-style-type: none"> <li>• Observes universal precautions in relation to infection control</li> <li>• Observes appropriate communication skills to greet, explain procedure and gain consent of adult/child/young person</li> <li>• Observes consultation of prescription sheet</li> <li>• Observes appropriate checks before administration including right patient, compatibility of product and expiry dates</li> <li>• Observes the inspection of the component for transfusion for signs of clumping, discolouration or damage.</li> <li>• Observes collection and checking of all equipment required for transfusion</li> <li>• Uses protective clothing if appropriate</li> <li>• Under direct supervision records adult/child/young people baseline vital observations, temperature, pulse, blood pressure and respirations</li> <li>• Observes the cannula prior to transfusion ensuring no signs of extravasation</li> </ul>	<ul style="list-style-type: none"> <li>• Observes the safe preparation of the blood transfusion including priming the Blood administration set with the prescribed product</li> <li>• Observes the attachment of the blood infusion to cannula site adhering to universal precautions in relation to infection control</li> <li>• Under direct supervision ensures administration set and cannula are secure to reduce risk of disconnection</li> <li>• Observes adjustment of the blood transfusion flow rates as prescribed</li> <li>• Observes the recording of the administration of blood product</li> <li>• 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</li> <li>• Under direct supervision monitors patient's temperature and pulse in accordance with local trust policies on commencing blood product and during transfusion.</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
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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**If found please return to PLSU, Liverpool John Moores University,  
79 Tithebarn Street, Liverpool, L2 2ER.**