

Fundamentals of District Nursing Module  
Practice Assessment Document

## Specialist Practice District Nursing

<b>Student Name</b>		
<b>Student Number</b>		
<b>Placement Details / Address</b>		
<b>Practice Teacher / Mentor</b>		
<b>Contact details</b>		
<b>Manager</b>		
<b>Contact details</b>		
<b>Link Lecturer</b>		
<b>Contact details</b>		
<b>Dates</b>	From	To

### **Purpose of the Module Handbook:**

This module handbook will be permanently available via 'shuspace' in downloadable online format. Alternative formats may be requested e.g. large print, from the Course leader.

Further information regarding the Course is available in the Course Handbook, e.g.

- course structure, course management and quality mechanisms
- scheduling of University-based (academic) and practice learning
- the management, support and organisation of practice learning
- the role of student, Community Practice Educator (CPE)/Practice Teacher, academic and administrative staff
- student support and guidance
- the learning, teaching and assessment strategies
- procedure for handing in and returning work, summary points of the assessment regulations
- academic misconduct, attendance requirements, absence reporting and recovering time following absence
- further links to supplement the information as mentioned above or additional topics as appropriate

### **Our student Charter:**

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

A copy of our current University Student Charter can be found at; [Our Student Charter](#)

### **Attendance Statement:**

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum students should:

- Attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
- Students are required to sign the register of attendance for each session.
- Engage with and participate in all learning activities;
- Submit all assessments by scheduled hand in dates;

- Attend all scheduled assessments (for example, action learning sets, presentations, exams);
- Reflect on and act on feedback on assessed work;
- Undertake independent learning in support of teaching delivery as directed by academic staff.
- The process for reporting both campus and practice absences; please see the link below.
- [Student Guidance Regarding Absences.docx](#)

This is a direct link to the new Absence form: [Student Absence Form](#)

### **University Regulations:**

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on SHUSpace under Rules and Regulations, you should therefore read this handbook in conjunction with these Academic Regulations and Student Policies. Full details can be found at [Terms and Conditions and Student Regulations](#)

### **Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

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## THE MODULE TEAM

<b>Faculty:</b>	Faculty of Health and Well-being
<b>Postal Address:</b>	Collegiate Crescent Campus, Sheffield, S10 2BP
<b>RWB Helpdesk</b> (Reception / Assignment submission)	Robert Winston Building (RWB) 13-15 Broomhall Rd Collegiate Campus Sheffield, S10 2BP 0114 225 5564
<b>Course Leader</b>	<b>Abi White</b> PgDip Health Care Ed, BA (Hons) CSP, RN Nurse Prescriber Room: Q301 Parkholme Direct Line: (0114) 225 5465 e-mail: <a href="mailto:a.white@shu.ac.uk">a.white@shu.ac.uk</a>
<b>Course Leader</b>	<b>Angela Thompson</b> PgDip Health Care Education BA(Hons) CSP, RGN, Independent Nurse Prescriber Room: 301 Parkholme Direct Line: (0114) 225 6505 e-mail: <a href="mailto:A.Thompson@shu.ac.uk">A.Thompson@shu.ac.uk</a>
<b>Lecturer</b>	Julie Marshall College House 36 Collegiate Crescent (0114) 225 <a href="mailto:Julie.Marshall@shu.ac.uk">Julie.Marshall@shu.ac.uk</a>
<b><u>Senior Lecturer (SCPHN)</u></b>	<b><u>Lisa Paduch</u></b> RGN; RSN (BA Hons) PgDip Health Care Ed; Community Nurse Prescriber Room 207, Mundella House (0114) 225 2228 e-mail: <a href="mailto:l.paduch@shu.ac.uk">l.paduch@shu.ac.uk</a>
<b><u>Senior Lecturer (SCPHN)</u></b>	Sharon Frankland RGN RSN (BA Hons) PgDip Health Care Ed; Community Nurse Prescriber College House

36 Collegiate Crescent  
(0114) 2252570  
[s.frankland@shu.ac.uk](mailto:s.frankland@shu.ac.uk)

**Senior Lecturer Leadership & Management**

Mark Gallagher-Read  
[mr3413@exchange.shu.ac.uk](mailto:mr3413@exchange.shu.ac.uk)

**Course Administrators**

Andy Kitson  
Tel: 0114 225 3402  
Email: [a.kitson@shu.ac.uk](mailto:a.kitson@shu.ac.uk)  
E-mail: [NursingandMidwifery@shu.ac.uk](mailto:NursingandMidwifery@shu.ac.uk)

- *Please note, your Course administrators are the first point of contact to request extensions and extenuating circumstances for assignments/assessments.*

**Disability student support –roles and contact details**

Sheffield Hallam University 'Disability Student Support Services' provide information, advice and support for all students with disabilities and long term health conditions. Information about this service is available via the universities disability home page. <https://students.shu.ac.uk/shuspacecontent/disabled-students>

Students undertaking SPDN Course spend 50% of their time in practice area: Should placement staff require advice or information to help facilitate the placement learning experience for a student with a disability they should contact their Link Lecturer or Lead Link Lecturer in the first instance. Further guidance and support may then be sought from the Disability Co-ordinators. The Disability Co-ordinators are:

**Sara Morris Docker**  
Senior Lecturer (Nursing)  
Tel: 01142252257  
[s.morris-docker@shu.ac.uk](mailto:s.morris-docker@shu.ac.uk)

**Dawn Reasbeck**  
Senior Lecturer (Nursing)  
Tel: 01142252470  
[d.a.reasbeck@shu.ac.uk](mailto:d.a.reasbeck@shu.ac.uk)

**Disclosing a disability or long term health condition**

In order for the university and placement partners to provide appropriate support we vigorously encourage the student to disclose and give the student written guidelines about this. The decision to disclose or not is a personal decision made by the student; however disclosure allows adjustments to be made enabling the student to fulfil their potential.

### **Useful information**

One of the most common disabilities is dyslexia and the Disability Co-ordinators use the Royal College of Nursing (RCN) toolkit for dyslexia, dyspraxia and dyscalculia to assist in identifying practical strategies and tips to help whilst in clinical practice. This useful document can be accessed via the [RCN website](#)

Disability student support team are dedicated to giving students the support needed to ensure you have a positive experience at Sheffield Hallam

Services on offer

- Disability advice, guidance appointments
- specialist induction events
- support with applications for Disabled Students' Allowances and carry out study needs assessments at the Sheffield Regional Assessment Centre
- individual packages of support through learning contracts
- psychological assessments and support for students with specific learning difficulties
- information and training on assistive technology
- in-house support worker services

### **Disabled Student Support**

Student and Learning Services

Level 5, Owen Building

City Campus

Sheffield Hallam University

Sheffield, S1 1WB

Telephone: 0114 225 3964

Fax: 0114 225 2161

E-mail: [disability-support@shu.ac.uk](mailto:disability-support@shu.ac.uk)

Maintaining supernumerary status for district nurse students whilst on practice placement, is considered to be best practice. This means that they are additional to the workforce requirement and staffing figures. The student is present in the placement setting as a learner and not as a member of staff. However, they must make an active contribution to the work of the practice area to enable them to learn. (RCN, 2007a).

## How do I contact members of staff?



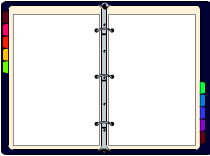
### E-Mail

All members of staff are contactable via e-mail. *Please email you're your student email account.* Details of addresses are found on the module sites (Shuspace) and in the **Introducing the Course Team** section. There is also an email directory on shuspace on the IT Services site. Team members aim to respond within 5 working days, unless a longer period is indicated by an 'out-of-office' message.

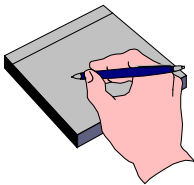
### Phone

All members of staff are available via telephone and have voice mail for messages. Please refer to the **Introducing the Course Team** for a list of telephone extensions.

### Main Reception Robert Winston Building



The main reception is in the Robert Winston Building (RWB), 11 15 Broomhall Road, Sheffield, S10 2BP. RWB Reception Telephone: (0114) 225 5564 (fax 2394)



### Reporting Absence

If you are reporting an absence (authorised / unauthorised / sick)

This is a direct link to the new Absence form: [Student Absence Form](#)

### Submitting Course work or General enquiries

Course work will be submitted online via shuspace.

**RWB Helpdesk** details for general enquiries: Tel: (0114) 225 5564

## How will staff contact me?



### Shuspace Announcement

Shuspace is used to communicate information of pertinence to your modules or the course. There is a module site for each of the modules in addition to a course site. Changes to lecture times or rooms are most likely to be posted on Shuspace, so it is **your responsibility** to check the site regularly.





## PRACTICE ASSESSMENT PROCESS

This Practice Assessment Document is a tool to assess practical ability and forms part of the Specialist Practice District Nursing assessment. This document is your record of the journey through semester 1 of the course, providing evidence that the practice proficiencies have been attained. The overall aim of the practical assessment process is to ensure that students can demonstrate that they are fit to practice. In order to do this, you must develop, enhance and demonstrate skills in:

- Critical awareness
- Reflective practice
- Rational decision making
- Clinical judgement

Practice Assessment Documents are designed to help practice teachers/mentors make and record judgements about your developing competency as a District Nurse. This document is considered as part of the practice portfolio along with the Nurse Prescribing workbook.

The Practice Assessment Document consists of:

- Learning Contracts, Interview and Sign-off sheets
- District Nursing proficiencies, skills and professional values / attitudes
- Prescribing proficiencies and numeracy assessment (separate module)

### **Interview and Sign-off Sheets**

You and your identified Practice Teacher/Mentor should meet formally during Semester 1 to review progress at the following points:

<b>1. Initial Assessments</b> (Start point)	To identify learning needs To identify learning opportunities that the placement offers To agree Learning Contracts as to how learning outcomes will be achieved and how this will be evidenced
<b>2. Interim Assessment</b> (Mid point)	To review progress; to identify areas where you have achieved and where support is needed; to outline an Action Plan if needed
<b>3. Final Assessment</b>	To discuss and verify overall performance, the grades, achieved and attendance

**The University expects electronic submission of work, all sheets highlighted in **YELLOW** should be submitted both electronically and as a hard copy**

**Self-assessment** is an important part of this process; you should complete the relevant self-assessment sections in this document and the portfolio before each interview with the practice teacher/mentor.

## Nursing Competencies and Skills

### Competencies

In order to qualify as a district nurse, students must achieve a set of competencies, which are specified in the NMC Standards for Specialist Education and Practice (2001).

### Skills

In order to achieve competence the student must demonstrate a range of essential District Nurse skills. The Practice Teacher / Mentor and student should agree Learning Contracts to meet the identified outcomes. The student's performance should then be assessed for those outcomes.

**When negotiating nursing skills / techniques with the student, the Practice Teacher / Mentor should be aware that they remain accountable for delegating tasks to the student and must be able to justify the decision to allow the student to carry out the practice.**

### Assessing Competence – Triangulation of Evidence

You are required to plan how you will achieve each learning outcome to be signed off in the practice assessment document. Your Practice Teacher / Mentor will use a range of techniques to assess practice including; observation; critical discussion, reflection, inquiry; where appropriate, written work on a particular topic; and other methods as identified and agreed through learning contracts. Practice Teachers / Mentors should use a team approach to assessment by gathering views from colleagues about your performance.

**Please Note:** Throughout this document the terms "Practice Teacher / Mentor" are used. In accordance with NMC Standards Learning and Assessing in Practice (2008), this refers to the sign-off of students by a Practice Teacher OR (by local arrangement) sign-off by a Sign-off Mentor.

## Guidance Notes

**Progression points:** There are many opportunities to progress towards your learning outcomes on this course.

Progression in relation to achieving the learning outcomes can be measured at specific points within the programme. For example, for the full-time programme successful completion of the Semester 1 modules and sign-off of the Semester 1 Practice outcomes (in the Practice Assessment Document) enables you to progress to Semester 2. In the instance of referral (either in course work or practice learning outcomes), you will have one opportunity to reattempt failed outcomes.

In summary, the Specialist Practice District Nursing Course is a post registration programme in which;

- Students are engaged in a combination of University-based and practice based learning for a total of 40 weeks full time or part-time over 2 years or through a ‘modular’ approach.
- The balance between practice and theory in the programme is 50% practice and 50% theory across the whole programme.

In achieving the skills in a safe and effective manner the student must:

- Adhere to appropriate policies, procedures and legislation
- Prepare and maintain a safe environment
- Use equipment and aids appropriately and safely
- Seek assistance where this is required
- Emotionally and physically support the patient/client

### Grading Criteria

<b>A</b>	Absent/Sick	The student has been absent and / or sick
<b>R</b>	Referred	The student has had an adequate opportunity to practice but has not reached an acceptable level in executing some or all of the required elements of the competency /skill
<b>P</b>	Progressing	The student is developing the skill/competency but has not as yet mastered it to be deemed safe and effective due to a lack of opportunity. At the intermediate point students <b>must</b> be seen to be progressing in their PV & A
<b>SE</b>	Safe and Effective	The student must meet the criteria for both <b>safe</b> and <b>effective</b> . If a student reaches the standard of safe ( <b>S</b> ) but not effective in any competency the student should be awarded an <b>R</b> grade.
	PV & A	Professional values and attitudes <b>must</b> be met at the end of each semester

## **Safe**

### ***Demonstration of Practice***

The student consistently performs the competency in the following way:

- With awareness of limitations
- Without undue risk
- Carefully, Honestly and Lawfully

### ***Demonstration of Knowledge***

The student is able to cite appropriate relevant knowledge, interpret it and apply it to the competency being assessed.

## **Effective**

### **Demonstration of Practice**

Perform the competency correctly, precisely, accurately, decisively, reasonably, skilfully and dexterously

### ***Demonstration of Knowledge***

Reach logical conclusions from given knowledge and information and act accordingly. Consider the suitability of applying nursing knowledge in given situations.

The student must be able to demonstrate safety and effectiveness by:

- performing the skill to the required standard set out in the grading criteria
- articulating the underpinning knowledge relating to the skill by drawing on theoretical evidence

*Please Note: Learning Outcomes must be signed off in the appropriate place to authenticate the assessment of each outcome.*

## **Practice Assessment Summary**

The Practice Teacher / Mentor must clearly identify the grade awarded for each competency in ink and sign in the places indicated. The student must also sign this document to indicate that the grades awarded have been discussed.

## **Professional Values and Attitudes**

Specialist Community Practice is recognised as involving higher level skills (NMC 2001). While these are primarily assessed through the practice competency statements, aspects of specialist practice can be seen as being value based. These important attributes enabling students to practice at a 'specialist level' are

integral to the assessment of practice competency. You will have the opportunity to self-assess your own values and attitudes at the start of the course, at the intermediate interview stages (Semester 1, Semester 2 and Consolidated Practice) and at each of the three progression points (end of Semester 1, Semester 2 and Consolidated Practice). Your Practice Teacher / Mentor will use the same tool to also assess these and where indicated, highlight aspects of professional practice, attitude or behaviour that may need further support and development. If aspects of these are not evident to the Practice Teacher/Mentor, an Action Plan will be agreed between you and your Practice Teacher/Mentor. All aspects of professional attributes and values will need to be passed by the end of the Module / Course.

### **Record of Attendance**

It is a requirement of the NMC that all absences / sickness (authorised and unauthorised) are made up, this includes academic and practice hours. It is your responsibility to contact the University for both academic **and** practice hours and your employer/Practice Teacher when in placement.

*If the student has been absent / sick this has to be clearly noted on the final sign off page of the placement assessment document.*

*Hours are made up following negotiation and the setting of clear action plans between student / employer / practice teacher /academic course team (Please use appendix)*

### **Failure to Achieve in Practice**

If it is identified that you are experiencing difficulty in achieving the required standard, the Practice Teacher / Mentor must inform the Link Lecturer as soon as possible (**and no later than the intermediate interview for each stage**) so appropriate action can be taken. At this point you will be offered help, support and advice. An Action Plan will be documented and agreed between you and your Practice Teacher / Mentor, with support of your Link Lecturer. This must be documented in the relevant section of the Practice Assessment Document (e.g. link lecturer record sheet, Record of outcomes referred, action plan template). A copy will be kept by the Practice Teacher / Mentor / link lecturer.

**The final interview and grading must take place in each of the identified practice stages (Semester 1, Semester 2; Alternative and Consolidated Practice). The following guidance applies to outcomes that have been Referred or Not met due to lack of opportunity:**

- Semester 1 **outcomes that haven't been met need to be carried over to Semester 2** and completed by date as agreed at interim progression meeting (Usually 4 weeks)

**All learning outcomes must have been achieved by the end of Consolidated Practice and documented in the Final sign-off of the Practice Assessment Document to meet NMC professional registration requirements.**

*You will be given **ONE** opportunity during the course to reattempt failed outcomes.*

**The Practice Teacher/Mentor should retain a copy of the 'Final interview' page, inform the Link Lecturer and send a copy of the final interview.**

**The Link Lecturer will sign off the final interview page and present these documents at the relevant Assessment Board at SHU. The purpose of this panel is to ratify the grade awarded.**

All grades relating to professional practice will be considered at the Departmental Assessment board. Matters relating to professional conduct will be referred to the appropriate panel.

### **NMC STANDARDS OF COMPETENCE / LEARNING OUTCOMES**

The required NMC Standards are listed below. **THESE ARE TO BE ACHIEVED OVER THE DURATION OF THE COURSE.** In addition to the outcomes as defined, you are required to demonstrate a range of 'professional values'. Like the learning outcomes, your progress in relation to these is assessed in each of the practice Learning stages.

The Fundamentals of District Nursing module has been built upon the NMC standards of competence. When you fulfil the learning outcomes on the following pages, you meet all NMC standards of competence and Sheffield Hallam University's requirements for learning in practice. This is recorded on the **final interview** form that is submitted electronically via grade centre and to the Robert Winston Help Desk. This is reviewed by the Link Lecturer at the end of the placement and forms the summative assessment by the practice teacher / mentor for the practice learning outcomes.

Aiming for progression to higher level specialist practice, these NMC (2001) Standards of competence on the following page are distributed throughout the four stages of your course (Semester 1, Semester 2, Alternative and Consolidated Practice).

## NMC STANDARDS OF COMPETENCY

Domain	Outcomes to be achieved
<b>Clinical Practice</b>	<b>13.1 / 11.1 / 28.1</b> Assess the health and health related needs of patients, clients, and their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities
	<b>13.2</b> Plan, provide and evaluate skilled nursing care in differing environments with varied resources.
	<b>13.3</b> Support informal carers in a partnership for the giving of care
	<b>13.4</b> Assess and manage care needs in a range of settings. These are complex activities, which call for, informed judgment to distinguish between health and social needs
	<b>13.5 / 11.16</b> Provide counseling and psychological support for individuals and their carers
	<b>13.6 / 11.5</b> Facilitate learning in relation to identified health needs for patients, clients and their carers
	<b>13.7</b> Prescribe from a nursing formulary, where the legislation permits
	<b>13.8 / 11.7</b> Act independently within a multi-disciplinary/multi-agency context
	<b>13.9 / 11.4</b> Support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.
	<b>11.2</b> set, implement and evaluate standards and criteria of nursing intervention by planning and providing and evaluating specialist clinical nursing care across a range of care provision to meet the health needs of individuals and groups requiring specialist nursing;
	<b>11.3</b> assess and manage critical and clinical events to ensure safe and effective care
	<b>28.2</b> Assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols.
	<b>28.3</b> Assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes.
	<b>Care and programme management</b>
<b>13.11/11.11</b> Recognize ethical and legal issues, which have implications for nursing practice and take appropriate action.	
<b>13.12</b> Identify the social, political and economic factors, which influence patient/client care and impact on health.	
<b>13.13</b> Stimulate an awareness of health and care needs at both individual and structural levels.	
<b>13.14</b> Identify and select from a range of health and social agencies, those which will assist and improve the care of individuals, groups and communities.	
<b>13.15</b> Search out and identify evolving health care needs and situations hazardous to health and take appropriate action.	
<b>13.16/11.10</b> Initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups and communities.	
<b>13.17</b> Empower people to take appropriate action to influence health policies.	
<b>13.18</b> Provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies.	
<b>11.9</b> supervise and manage clinical practice to ensure safe and effective holistic research-based care	
<b>28.4</b> Contribute to strategies designed to promote and improve health and prevent disease in individuals and groups	
<b>28.5</b> Manage programmes of care for patients with chronic disease.	



	<b>28.6</b> Play a key role in care management as appropriate.
<b>Clinical practice development</b>	<b>11.16</b> identify specialist learning activities in a clinical setting that contribute to clinical teaching and assessment of learning in a multi-disciplinary environment within scope of expertise and knowledge base;
	<b>11.18</b> explore and implement strategies for quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success.
	<b>11.16 / 13.23</b> Initiate and lead practice developments to enhance the nursing contribution and quality of care.
	<b>11.17 / 13.24</b> Identify, apply and disseminate research findings relating to specialist nursing practice.
	<b>13.25</b> Undertake audit review and appropriate quality assurance activities.
	<b>11.15/13.26</b> Create an environment, in which clinical practice development is fostered, evaluated and disseminated.
	<b>13.27</b> Explore and implement strategies for staff appraisal, quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success.
<b>Clinical practice leadership</b>	<b>13.19</b> Act as a source of expert advice in clinical nursing practice to the primary health care team and others
	<b>11.12 / 13.20</b> Lead and clinically direct the professional team to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources
	<b>11.13 / 13.21</b> Identify individual potential in registered nurses and specialist practitioners, through effective appraisal systems.
	<b>11.14 / 13.22</b> Ensure effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counseling, clinical supervision and provision of an educational environment.

## SEMESTER 1 - INTRODUCTORY PROFESSIONAL VALUES / ATTITUDES

### STUDENT SELF-ASSESSMENT

The following professional values, attributes and attitudes are *essential* components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher/Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - Initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development.

<b>INTRODUCTORY STUDENT SELF-ASSESSMENT</b>					PT sign / date
1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree					
<i><b>This is your opportunity to showcase the skills and knowledge that you bring.</b></i>					
		1	2	3	4
<b>Motivation / Enthusiasm</b>	<ul style="list-style-type: none"> <li>I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.</li> </ul>				
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.</li> </ul>				
<b>Initiative</b>	<ul style="list-style-type: none"> <li>I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.</li> </ul>				
<b>Innovation / Creativity</b>	<ul style="list-style-type: none"> <li>I actively seek out new experiences; responding creatively to identified needs of individuals and the service</li> </ul>				
<b>Reflection</b>	<ul style="list-style-type: none"> <li>I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.</li> </ul>				
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.</li> </ul>				
<b>Autonomy / Independence</b>	<ul style="list-style-type: none"> <li>I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.</li> </ul>				
<b>Research-based</b>	<ul style="list-style-type: none"> <li>I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.</li> </ul>				

Student signature:

Date:

## SEMESTER 1- INITIAL INTERVIEW

<ul style="list-style-type: none"><li>• Assess the health and health related needs of patients, clients, and their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities</li></ul>
<ul style="list-style-type: none"><li>• Plan, provide and evaluate skilled nursing care in differing environments with varied resources.</li></ul>
<ul style="list-style-type: none"><li>• Support informal carers in a partnership for the giving of care</li></ul>
<ul style="list-style-type: none"><li>• Assess and manage care needs in a range of settings. These are complex activities, which call for, informed judgment to distinguish between health and social needs</li></ul>
<ul style="list-style-type: none"><li>• Provide counseling and psychological support for individuals and their carers</li></ul>
<ul style="list-style-type: none"><li>• Support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.</li></ul>
<ul style="list-style-type: none"><li>• Assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes.</li></ul>
<ul style="list-style-type: none"><li>• Recognize ethical and legal issues, which have implications for nursing practice and take appropriate action.</li></ul>
<ul style="list-style-type: none"><li>• Identify the social, political and economic factors, which influence patient/client care and impact on health.</li></ul>
<ul style="list-style-type: none"><li>• Stimulate an awareness of health and care needs at both individual and structural levels.</li></ul>

Student Objectives (to be written by the student)

--

Practice Teacher / Mentor comments (including discussion of opportunities to achieve core skills in this placement)

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PT Signature	Student Signature	Date
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**Learning Contract Template (duplicate as necessary)**

**Learning Contracts** are to be completed by the student and Practice Teacher / Mentor for each learning outcome. Where appropriate, learning outcomes can be combined and documented on a single contract.

Learning Outcome(s):	
Evidence / Action Plan (How will you achieve this):	
Assessment by Practice Teacher / Mentor:	
Signature of Student	Signature of Practice Teacher / Mentor
Date	Date

## SEMESTER 1 - (INTERMEDIATE) PROFESSIONAL VALUES / ATTITUDES

### STUDENT SELF-ASSESSMENT

The following professional values, attributes and attitudes are *essential* components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher/Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - Initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your intermediate interview. A plan of action should be agreed in order to facilitate your development.

<b>INTERMEDIATE STUDENT SELF-ASSESSMENT</b>						<b>PT sign / date</b>
<b>1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Motivation / Enthusiasm</b>	<ul style="list-style-type: none"> <li>I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.</li> </ul>					
<b>Self- awareness</b>	<ul style="list-style-type: none"> <li>I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.</li> </ul>					
<b>Initiative</b>	<ul style="list-style-type: none"> <li>I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.</li> </ul>					
<b>Innovation / Creativity</b>	<ul style="list-style-type: none"> <li>I actively seek out new experiences; responding creatively to identified needs of individuals and the service</li> </ul>					
<b>Reflection</b>	<ul style="list-style-type: none"> <li>I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.</li> </ul>					
<b>Empowermen t</b>	<ul style="list-style-type: none"> <li>I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.</li> </ul>					
<b>Autonomy / Independence</b>	<ul style="list-style-type: none"> <li>I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.</li> </ul>					
<b>Research- based</b>	<ul style="list-style-type: none"> <li>I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.</li> </ul>					

Student signature:

Date:

## SEMESTER 1 - (INTERMEDIATE) PROFESSIONAL VALUES / ATTITUDES

### PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your self-assessment and that of your PT / Mentor, these should be discussed and if required, an Action Plan agreed and the link lecturer informed.*

<b>PRACTICE TEACHER / MENTOR ASSESSMENT</b>					
<b>1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree</b>					
<i>The student:</i>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Motivation / Enthusiasm</b>	<ul style="list-style-type: none"> <li>• Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.</li> </ul>				
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.</li> </ul>				
<b>Innovation / Creativity</b>	<ul style="list-style-type: none"> <li>• Actively seeks out new experiences; responds creatively to identified needs of individuals and the service</li> </ul>				
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.</li> </ul>				
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.</li> </ul>				
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>• Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.</li> </ul>				
<b>Autonomy / Independence</b>	<ul style="list-style-type: none"> <li>• Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.</li> </ul>				
<b>Research-based</b>	<ul style="list-style-type: none"> <li>• Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.</li> </ul>				

Practice Teacher signature:

Date:

## INTERMEDIATE INTERVIEW

Please record your Intermediate meeting with the student, identifying the student's strengths and limitations. The initial action plan and Learning Contracts should be carefully reviewed and revised as needed.

Student review of own progress and achievement of learning objectives

Practice Teacher / Mentor's review of student's progress and achievement of learning objectives. *Please sign off Intermediate Learning Outcomes*

Learning objectives for student from this point forward

*In the event that the student is assessed as not progressing an action plan must be written by the Practice Teacher / Mentor to guide the student and **the Link Lecturer must be informed.***



## SEMESTER 1- OUTCOMES FOR LEARNING IN PRACTICE

Outcomes to be achieved under the supervision of a Practice Teacher / Mentor	Intermediate		Final	
	Student  P= Progressing NP= Not progressing	Practice Teacher / Mentor P= Progressing NP= Not progressing	Final Grade (PT / Mentor) R= Referred P= Progressing SE=Safe/Effective	Initials of Practice Teacher / Mentor
<b>Semester 1</b>				
<b>The student will be able to:</b>				
<b>13.1 / 11.1 / 28.1</b> Assess the health and health related needs of patients, clients, and their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities				
<b>13.2</b> Plan, provide and evaluate skilled nursing care in differing environments with varied resources.				
<b>13.3</b> Support informal carers in a partnership for the giving of care				
<b>13.4</b> Assess and manage care needs in a range of settings. These are complex activities, which call for, informed judgment to distinguish between health and social needs				
<b>13.5 / 11.16</b> Provide counselling and psychological support for individuals and their carers				
<b>13.9 / 11.4</b> Support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.				
<b>28.3</b> Assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes.				
<b>13.11/11.11</b> Recognize ethical and legal issues, which have implications for nursing practice and take appropriate action.				
<b>13.12</b> Identify the social, political and economic factors, which influence patient/client care and impact on health.				
<b>13.13</b> Stimulate an awareness of health and care needs at both individual and structural levels.				
<b><u>Comments</u></b>				

Signature of Practice Teacher / Mentor	Date
Signature of Student	Date

## **SEMESTER 1 - FINAL PROFESSIONAL VALUES / ATTITUDES**

### **STUDENT SELF-ASSESSMENT**

The following professional values, attributes and attitudes are *essential* components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher/Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - Initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your intermediate interview. A plan of action should be agreed in order to facilitate your development.

<b>FINAL STUDENT SELF-ASSESSMENT</b>					<b>PT sign / date</b>
<b>1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Motivation / Enthusiasm</b>	<ul style="list-style-type: none"> <li>I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.</li> </ul>				
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.</li> </ul>				
<b>Initiative</b>	<ul style="list-style-type: none"> <li>I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.</li> </ul>				
<b>Innovation / Creativity</b>	<ul style="list-style-type: none"> <li>I actively seek out new experiences; responding creatively to identified needs of individuals and the service</li> </ul>				
<b>Reflection</b>	<ul style="list-style-type: none"> <li>I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.</li> </ul>				
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.</li> </ul>				
<b>Autonomy / Independence</b>	<ul style="list-style-type: none"> <li>I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.</li> </ul>				
<b>Research-based</b>	<ul style="list-style-type: none"> <li>I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.</li> </ul>				

Student signature:

Date:

## SEMESTER 1 - (FINAL) PROFESSIONAL VALUES / ATTITUDES

### PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your self-assessment and that of your PT / Mentor, these should be discussed and if required, an Action Plan agreed and the link lecturer informed.*

<b>PRACTICE TEACHER / MENTOR ASSESSMENT</b>					
<b>1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree</b>					
<i>The student:</i>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Motivation / Enthusiasm</b>	<ul style="list-style-type: none"> <li>• Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.</li> </ul>				
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.</li> </ul>				
<b>Innovation / Creativity</b>	<ul style="list-style-type: none"> <li>• Actively seeks out new experiences; responds creatively to identified needs of individuals and the service</li> </ul>				
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.</li> </ul>				
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.</li> </ul>				
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>• Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.</li> </ul>				
<b>Autonomy / Independence</b>	<ul style="list-style-type: none"> <li>• Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.</li> </ul>				
<b>Research-based</b>	<ul style="list-style-type: none"> <li>• Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.</li> </ul>				

Practice Teacher signature:

Date:

**SEMESTER 1- FINAL INTERVIEW WITH PRACTICE TEACHER / MENTOR**

All outcomes achieved:

**YES (Safe & Effective)**

**PROGRESSING**  
If the student has not been able to achieve all the outcomes, due to illness or lack of opportunity, please complete the ‘**Record of outcomes not achieved due to lack of opportunity**’, complete an Action Plan and inform the Link Lecturer.

**NO (Referred)**  
If the student has been referred please complete the ‘**Record of outcomes referred**’, complete an Action Plan and inform the Link Lecturer.

Professional Values	Examples of Good Practice	Consistently demonstrated good practice?	Practice Teacher Mentor Signature
<b>Core Professional Practice Values (linked to the NMC Code of Professional conduct 2008).</b>	<ul style="list-style-type: none"> <li>• Respect for patients, carers and other team members</li> <li>• Acting in the best interest of clients, families, carers</li> <li>• Promotion of the individual's right to exercise choice.</li> <li>• Maintenance of dignity, privacy and confidentiality</li> <li>• Recognising and respecting the uniqueness of individuals, e.g. differences of race, culture, religion, disability and age.</li> <li>• Honesty, integrity, flexibility, reliability, working within own abilities and professional boundaries</li> </ul>	<b>Yes / No</b>	

The student has had \_\_\_\_\_ days Sickness / Absence during this placement

Dates of Absence: \_\_\_\_\_

I certify that the student **has / has not** (*please delete as appropriate*) demonstrated the required knowledge, skills, attitudes and professional behaviours to warrant a pass grade as a Community Specialist Practice Primary Care Nursing- District Nurse based on the evidence herein for **Semester 1** practice.

Signature of PT / Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Sign-off PT (if required): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Link Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_

**Link Lecturer Comments**

**SEMESTER 1 - RECORD OF OUTCOMES THAT HAVE BEEN REFERRED**

Outcome Number	Please state why the student has been Referred ( <i>please continue on a separate page if required</i> )

**RECORD OF OUTCOMES NOT ACHIEVED DUE TO THE LACK OF OPPORTUNITY (and where simulation is inappropriate) - "Progressing"**

Outcome number	Outcome not achieved	Practice Teachers /Mentors signature
<b>Action Plan</b>		
<i>Please record the revised Learning Contract for each outcome that has been referred at the start of the next Semester.</i>		

**RECORD OF OUTCOMES ACHIEVED THROUGH SIMULATION**

<b>Outcome number</b>	<b>Outcome</b>	<b>Practice Teacher / Mentor signature</b>



## SERVICE USER TESTIMONIES

This provides an opportunity for service users and carers with whom the student has worked to comment on their progress. Permission **MUST** be sought from Practice Teacher / Mentor / qualified member of staff before seeking testimony from any service user or carer. Service users and carers should **NOT** sign their entries (for reasons of confidentiality). Practice teachers / Mentors should countersign these entries. Entries may be dictated (by the student or PT / Mentor) if appropriate.

1. Was the student courteous and helpful?	
2. Did the student respect your privacy and dignity?	
3. Was the student responsive to your requests?	
4. Was the student caring and compassionate?	
5. Was the student good at delivering care?	
<i>Please use this space for any further comments:</i>	
<b>Date</b>	<b>Practice Teacher / Mentor Signature</b>

***Please ensure Practice Teachers / Mentors sign off these testimonies and that confidentiality is maintained.***

RECORD OF LINK LECTURER PLACEMENT MEETINGS

<b>Key points summary of visit:</b>	
<b>Action Plan?</b>	
<b>DATE OF PLANNED FOLLOW-UP:</b>	
Signature of Practice Teacher / Mentor	Date
Signature of Student	Date
Signature of Link Lecturer	Date

<b>Key points summary of visit:</b>	
<b>Action Plan?</b>	
<b>DATE OF PLANNED FOLLOW-UP:</b>	
Signature of Practice Teacher / Mentor	Date
Signature of Student	Date
Signature of Link Lecturer	Date

## **PRESCRIBING PLACEMENT ASSESSMENT**

The prescribing aspect of the programme is mainly assessed in the Nurse Prescribing (V100) module. However, application of these principles to specialist practice needs to be demonstrated as part of the SPDN Standards for Specialist Education and Practice (NMC 2001).

These are the learning outcomes, as identified by the NMC Standards of competence for nurse and midwife prescribers (NMC 2006, Standard 9):

The student will be able to:

1. assess and consult with patient/clients, clients, parents and carers
2. undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform diagnosis
3. understand and apply the relevant legislation to the practice of nurse / midwife prescribing
4. critically appraise, use sources of information/advice and decision support systems in prescribing practice
5. understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing practice in an ethical way
6. understand and apply knowledge of drug actions in prescribing practice
7. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines
8. prescribe safely, appropriately and cost effectively
9. practise within a framework of professional accountability and responsibility

The theoretical aspects of these learning outcomes are addressed in the Workbook, and assessed by the prescribing scenario and pharmacology exam in the V100 (Nurse Prescribing) module. The purpose of the sign-off / testimony is to confirm the placement learning experience has occurred and verify competence in application to practice.

### **Students undertaking the Nurse Prescribing (V100) module as part of their SPDN programme:**

Please use the prescribing learning outcome contracts on the pages to follow to either verify critical application / discussion of the prescribing workbook or other evidence of your choice to demonstrate application to practice of prescribing principles.

### **PRESCRIBING REFLECTION ON PRACTICE (Current NMC Nurse Prescribers)**

#### **Students with a pre-existing Nurse Prescribing qualification (V150 or V300):**

Students with an NMC recognised prescribing qualification will not be required to do the prescribing workbook / scenario, numeracy assessment or prescribing exam. However, as they need to meet the above outcomes, they are required to apply the prescribing principles to specialist practice. This can be demonstrated through observation by, and discussion with the Mentor / Practice Teacher to enable sign-off of the prescribing principles:

- **PGDip:** Additionally PgDip students are required to write a reflective account relating to the critical application of the principles and practice of prescribing and / or supply and administration of medication and medicines management. This must demonstrate the application of the prescribing principles to Specialist Practice District Nursing with due regard for the law, codes of ethics and professional conduct, safety and risk factors. **Reflective Piece: 1500 words**

## PRESCRIBING PROFICIENCIES LEARNING CONTRACTS

Please use these if the student is undertaking the V100 (Nurse Prescribing) module within the duration of this programme.

Learning Outcome	Evidence (How will you achieve this)	Assessment by Practice Teacher / Mentor
1. Assess and consult with patient/clients, clients, parents and carers 2. Undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform diagnosis	<input type="checkbox"/> Prescribing workbook / scenario <input type="checkbox"/> Other:	<input type="checkbox"/> Critical discussion of prescribing workbook / scenario <input type="checkbox"/> Other:
Signature of Student		Date
Signature of Practice Teacher / Mentor		Date

Learning Outcome	Evidence (How will you achieve this)	Assessment by Practice Teacher / Mentor
3. Understand and apply the relevant legislation to the practice of nurse / midwife prescribing 4. Critically appraise, use sources of information/advice and decision support systems in prescribing practice 5. Understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing practice in an ethical way	<input type="checkbox"/> Prescribing workbook / scenario <input type="checkbox"/> Other:	<input type="checkbox"/> Critical discussion of prescribing workbook / scenario <input type="checkbox"/> Other:
Signature of Student		Date
Signature of Practice Teacher / Mentor		Date

## PRESCRIBING PROFICIENCIES LEARNING CONTRACTS

Learning Outcome	Evidence (How will you achieve this)	Assessment by Practice Teacher / Mentor
6. Understand and apply knowledge of drug actions in prescribing practice  7. Demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines	<input type="checkbox"/> Prescribing workbook / scenario  <input type="checkbox"/> Other:	<input type="checkbox"/> Critical discussion of prescribing workbook / scenario  <input type="checkbox"/> Other:
Signature of Student		Date
Signature of Practice Teacher / Mentor		Date

Learning Outcome	Evidence (How will you achieve this)	Assessment by Practice Teacher / Mentor
8. prescribe safely, appropriately and cost effectively  9. practise within a framework of professional accountability and responsibility	<input type="checkbox"/> Prescribing workbook / scenario  <input type="checkbox"/> Other:	<input type="checkbox"/> Critical discussion of prescribing workbook / scenario  <input type="checkbox"/> Other:
Signature of Student		Date
Signature of Practice Teacher / Mentor		Date

## Outcomes for Learning in Prescribing Practice Intermediate and Final Sign-off

Outcomes to be achieved under the supervision of Practice Teacher/Sign-off Mentor	Intermediate		Final	
<b>Prescribing Practice</b>	Student P= Progressing NP= Not progressing	Practice Teacher / Sign-off Mentor P= Progressing NP= Not progressing	Final Grade (PT / Mentor) R= Referred SE=Safe / Effective	Initials of Practice Teacher / Sign-off Mentor
<b>The student is able to:</b>				
1. assess and consult with clients, parents and carers				
2. undertake a thorough history, including medication history and current medication to inform diagnosis				
3. understand and apply the relevant legislation to the practice of nurse / midwife prescribing				
4. critically appraise, use sources of information /advice and decision support systems in prescribing practice				
5. understand the influences that can affect prescribing practice and demonstrate understanding by managing prescribing practice in an ethical way				
6. understand and apply knowledge of drug actions in prescribing practice				
7. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines				
8. prescribe safely, appropriately and cost effectively				
9. practise within a framework of professional accountability and responsibility				
<b>COMMENTS:</b>				
<b>Signature of Practice Teacher</b>			Date:	
<b>Signature of Student</b>			Date:	

**PRESCRIBING OUTCOMES FINAL INTERVIEW WITH PRACTICE TEACHER**

**All prescribing related outcomes have been achieved and the student is able to:**

“Articulate the key principles needed to prescribe safely, appropriately and cost-effectively from the community practitioner formulary for nurse prescribers in accordance with the NMC Standards”

**All outcomes achieved:**

**YES (Safe & Effective)**

**NO (Referred)**

If the student has been referred please complete the ‘**Record of outcomes referred**’ and inform the Link Lecturer.

I certify that \_\_\_\_\_ **has / has not** demonstrated the required knowledge, skills, attitudes and professional behaviours to warrant a pass as a Community Practitioner Nurse Prescriber.

Signature of Practice Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

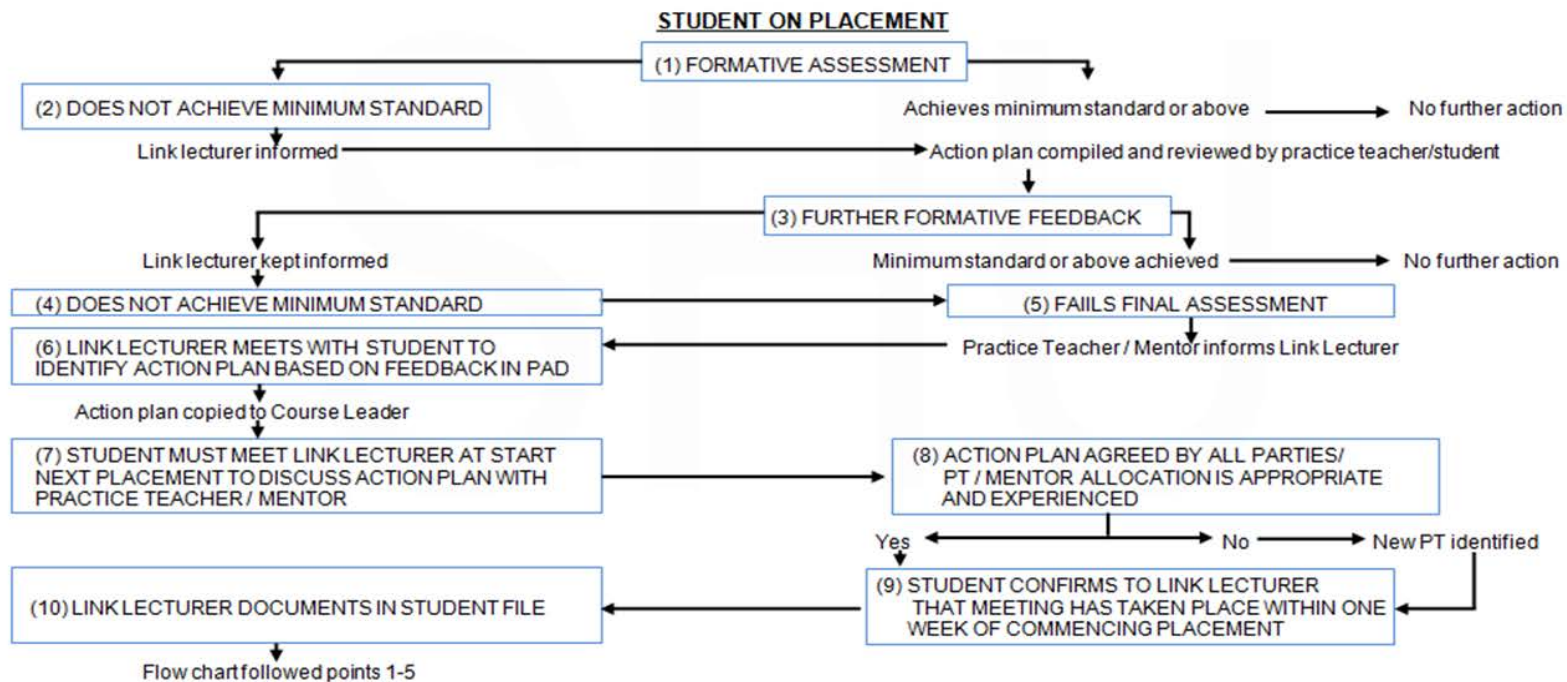
Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_










**FLOW DIAGRAM OF PROCEDURE TO FOLLOW WHEN STUDENT DOES NOT MEET REQUIRED MINIMUM STANDARDS IN PRACTICE SETTING**



If a placement is failed the student will be subjected to discontinuation in accordance with the programme regulations. If a student is reinstated following appeal steps 6 onwards will apply.

**GUIDELINES FOR RETURN OF PRACTICE LEARNING ENVIRONMENT EVALUATION FORMS**

<p><b>STEP 1</b> </p> <p>ON COMPLETION OF EACH PLACEMENT STAGE</p> <p>Student completes an online evaluation form at the end of each stage of placement (Sem 1, Sem 2 and Consolidated Practice)</p> <p><i>On Final Placement:</i>              Student submits PAD to PEP office at the end the placement (on published due date)</p>	<p><b>STEP 2</b> </p> <p>Evaluation Forms reviewed and a copy is retained by Link Lecturer</p>	<p><b>STEP 3</b></p> <p>Link Lecturer identifies Action Points and liaises with placement area as needed</p> <p style="text-align: center;"></p>
<p><b>STEP 6</b></p> <ul style="list-style-type: none"> <li>• Link Lecturer forwards evaluation forms to Course Administrator who retains a copy</li> <li>• Course Leader summarises key points for Annual Report</li> </ul>	<p style="text-align: center;"><b>STEP 5</b></p> <p>Key Issues addressed using existing quality mechanisms:</p> <ul style="list-style-type: none"> <li>• ‘Educational Links’ meeting held twice per annum</li> <li>• Managers / Practice Teachers’ Education Lead</li> <li>• Course Team Sheffield Hallam University</li> </ul> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>STEP 4</b></p> <p>Link Lecturer forwards evaluation forms to Line Manager where key issues are identified</p> <p style="text-align: center;"></p>

- **Practice Placement Documentation (PAD) Final Hand in**

It is your responsibility to keep copies of Practice Assessment documents, provide them for inspection when requested by the CPE /Mentor /Link lecturer. They remain the property of the university. You may keep a copy for your own professional development upon completion of the course.

**You must ensure the university has an electronic copy and a hard copy of your PAD, upon completion of the course.**

When **handing in the final hard copy of the PAD to RWB Help Desk** you need to attach a barcoded cover sheet. To obtain this follow the link on the Fundamentals of District Nursing module site under 'Assessment Tab'

You will need to log in and you will see all of your modules listed. Go into the individual module, and select the correct assignment from that module. You will then have the option to print off a barcoded cover sheet for that piece of work.

**The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC.**



