

**SHEFFIELD HALLAM UNIVERSITY**

**BSc (Hons) ODP**

**YEAR 2 (LEVEL 5)**

**CLINICAL PLACEMENT DOCUMENTATION**

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# INTRODUCTION TO CLINICAL DOCUMENTATION

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This document covers the required clinical competencies for our second year ODP students on placement and is part of the **ODP Developing Clinical Practice** module within our curriculum at Sheffield Hallam University. Students must complete all sections and act professionally at all times to be able to complete year 2 of our programme. The documentation is there to support both the student and the Practice Educator, and clearly states the requirements within each section of the paperwork. Sheffield Hallam University has a website for continual professional support which addresses all aspects of the student learning on clinical placement. This site is also available to Practice educators.

<https://www3.shu.ac.uk/HWB/placements/OperatingDepartmentPractitioners/>

Further support is accessible via the named Visiting Lecturer/Academic Advisor for each placement site can be found on page 7 & 8 of this document.

By the end of this year the student will be able to meet the following statements:

## **Anaesthetics**

"At Level 5 it is expected that students will experience increasing complexity in the cases they are exposed to, and that they should be developing their ability to plan care for patients undergoing procedures. Students should be working towards independently managing the anaesthetic environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus" (CODP, 2018, page 26).

## **Surgery**

"At Level 5 it is expected that students will experience increasing complexity in the cases they are exposed to, and that they should be developing their ability to plan and deliver care for patients undergoing diverse procedures. Students should be working towards independently managing the surgical environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus" (CODP, 2018, page 29).

## **PACU**

"At Level 5 it is expected that students will experience increasing complexity in the care of patients in the post anaesthetic case setting, and that they should be developing their ability to plan and deliver care for patients undergoing diverse procedures using a range of systematic assessment tools. Students should be working towards independently managing patient care, including appropriate prescribed drug administration and monitoring; requiring increasingly indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus" (CODP, 2018, page 31).

College of Operating Department Practitioners (2018), *Bachelor of Science (Hons) in Operating Department Practice; Curriculum Document*. London: CODP

## MODULE DESCRIPTOR

<b>TITLE</b>	ODP Developing Clinical Practice	<b>TOTAL NUMBER OF NOTIONAL STUDY HOURS FOR THIS MODULE</b>	200
<b>MODULE CODE</b>		Based on 10 notional study hours per credit	
<b>LEVEL</b>	5	<b>TOTAL NUMBER OF SCHEDULED LEARNING AND TEACHING ACTIVITIES</b>	20
<b>CREDITS</b>	20		
<b>ECTS CREDITS VALUE</b>	10	<b>TOTAL NUMBER OF INDEPENDENT LEARNING HOURS</b> Including time allowed for assessment activities	180
<b>FACULTY</b>	Health & Wellbeing		
<b>DEPARTMENT</b>	Allied Health Professions	<b>TYPICAL NUMBER OF SCHEDULED LEARNING AND TEACHING ACTIVITIES PER WEEK</b>	4
<b>SUBJECT GROUP</b>	Operating Department Practice		

## LEARNING OUTCOMES

By engaging successfully with this module, a student will be able to

LO Ref	Learning Outcome
1	Apply underpinning knowledge to clinically reason and deliver safe, appropriate interventions within your scope of practice related to anaesthesia and surgical practice.
2	Demonstrate ability to take increasing responsibility for the wellbeing of staff and patients as you safely and effectively manage patient caseloads.
3	Demonstrate professional behaviours as you develop and sustain appropriate contributions to MDT working. Ensure you demonstrate appropriate health care values and adherence to placement policy and procedures.
4	Reflect on feedback and learning experiences demonstrating your own professional development.

## MODULE SUMMARY (including indicative content)

The module is aims to provide you with the opportunity to develop and enhance your knowledge and skills within the clinical environment, increasing your autonomy as you begin to manage lists of patients.

Indicative content cover includes:

- Further development of a range of Communication skills
- Electronic patient records
- Anaesthetics
- Surgery
- Recovery
- Range of specialities inclusive of Paediatrics.
- E-portfolio development

## **LEARNING, TEACHING AND ASSESSMENT SUMMARY**

You will be supported in your learning, to achieve the above outcomes, in the following ways:

### **Support for learning:**

- Preparation for placement via face to face seminars, practical's, simulation activities.
- You will attend 3 placements within this module. Each placement learning experience will be different according to the practice area but all placements should allow you opportunities to engage in practice and demonstrate your capability and competence in the areas to be assessed. Your practice educator will guide and support you in gaining appropriate experience.
- These opportunities will be used to assess your knowledge and understanding and skill development, with an emphasis on ensuring that theory is integrated with and applied to practice. Placement learning will be an essential part of developing an understanding of your role and that of the wider health care team and the needs of the patient/service user.

You will receive feedback on your performance in 2 ways:

### **Formative feedback**

- Formative feedback will be provided by your placement educators and through your halfway review process. You will also be encouraged to seek feedback from service users, colleagues and peers to support your self-development.

### **Summative assessment & feedback**

- **Task 1-3:** Your learning on placement will be monitored and assessed via Clinical Placement Documentation.
- **Task 4:** A professional development e-portfolio throughout placement will enable you to reflect, self-assess and develop action plans thus exploring your own practice and the practice of others.
- You will reflect upon the development of your skills during clinical placement and develop an action plan to inform your learning objectives for your next placement learning.

**All tasks in this module must be passed.**

## **ASSESSMENT INFORMATION**

Task No.	LO Ref	Assessment Task Description (e.g. essay, artwork, journal etc)	Assessment Task Type Coursework (CW) Written Exam EX Practical (PR)	Word Count or Exam Duration	Task Weighting %
1	1-3	Placement	PR	Clinical Hours	P/F
2	4	Written reflection	CW	1500 words	100%

## **LEARNING RESOURCES FOR THIS MODULE**

**This is an indicative reading list and will be updated annually**

Resources include the clinical environment itself, Blackboard, Resource Lists online, learning centre resources and the clinical skills suite.

# HOW YOU PROGRESS THROUGH YEAR 2 CLINICALLY

Week No.	Date	Year 2	
		Notes	
9	20/09/21		
10	27/09/21		
11	04/10/21		
12	11/10/21		
13	18/10/21		
14	25/10/21		
15	01/11/21		
16	08/11/21	Friday in Uni	Placement 30hrs
17	15/11/21		
18	22/11/21		Placement 37hrs/week
19	29/11/21		
20	06/12/21		
21	13/12/21		
22	20/12/21		
23	27/12/21		
24	03/01/22		University
25	10/01/22		PEEP
26	17/01/22		
27	24/01/22		Placement 37hrs/week
28	31/01/22		
29	07/02/22		
30	14/02/22		
31	21/02/22		
32	28/02/22		
33	07/03/22		
34	14/03/22		
35	21/03/22		University
36	28/03/22		
37	04/04/22		
38	11/04/22		
39	18/04/22		
40	25/04/22		University
41	02/05/22		
42	09/05/22		
43	16/05/22		Placement 37hrs/week
44	23/05/22		
45	30/05/22		
46	06/06/22		
47	13/06/22		
48	20/06/22		
49	27/06/22		
50	04/07/22		
51	11/07/22		
52	18/07/22		
53	25/07/22		Refer placement

Year 2 is a continuation of assessment and covers Anaesthetics, Surgery and PACU. Upon successful completion of all clinical competencies including PEEP competencies you will be able to progress onto year 3.

You will be informed by your placement area the sequence you will follow through year 2. Whichever sequence you are completing it will not be the same sequence for all students within your placement, the reasoning for this is we cannot have every student completing PACU at the same time due to placement capacity.

Failure of clinical skills.

If you fail any aspect of placement you will have a second attempt after the transition week prior to the commencement of year 3. The refer period will be 6 weeks.

If you fail the referral placement you will have failed overall and will be unable to progress the ODP programme.

You can only progress to year 3 clinical placements by completing year 2 of the programme.

Please note that you will not be granted extensions for clinical placements. If you miss a significant amount of time you must contact the Academic Advisor and student support, to plan your continuation on the programme.

# ABSENCE REPORTING

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You must attend your allocated placement for the whole day/shift on all dates assigned to you by your placement provider.

Please report sickness absence as soon as possible when you know that you will be unable to attend your placement because of sickness.

Please note that you should report both 'Practice Placement Absence' and 'Taught Session Absence' by completing the [Student Absence Form](#). If you are not currently logged in to Google Drive, clicking on the link will require you to log in using your email address as per the below example (username@my.shu.ac.uk). This will then take you to the Sheffield Hallam University login page where you would login using your single sign on Sheffield Hallam University login details. The HWB Student Absence Google Form will then open for your completion.

New Google Form      [Student Absence Form](#)

Example Email Login      [username@my.shu.ac.uk](mailto:username@my.shu.ac.uk)

The image displays two side-by-side screenshots of web forms. The left screenshot is a Google sign-in page with a red circle around the email input field containing 'b2058763@my.shu.ac.uk'. The right screenshot is a Sheffield Hallam University login page with red circles around both the 'Username' field (containing 'b2058763') and the 'Password' field (containing masked text).

WE WILL CLOSELY MONITOR ATTENDANCE IN ACADEMIC AND CLINICAL PLACEMENT AS THIS IS A PROFESSIONAL REQUIREMENT. POOR ATTENDANCE IN PRACTICE CAN DIRECTLY AFFECT YOUR PROGRESS IN THE PRACTICE BASED LEARNING ENVIRONMENTS AND ON THE COURSE. IF YOU ARE GOING TO REQUIRE SIGNIFICANT TIME OUT OF PLACEMENT DUE TO SICKNESS YOU MUST TALK TO PLACEMENT PROVIDER, STUDENT SUPPORT OFFICERS AND YOUR ACADEMIC ADVISOR WHO WILL ADVISE AND SUPPORT YOU.

# ODP TEAM CONTACT INFORMATION

<p><b>Martin Reilly - Principal Lecturer/Professional Lead</b></p> <p>Direct Line: 0114 225 5612</p> <p>Mobile: 07919 696004</p> <p>Email: <a href="mailto:m.reilly@shu.ac.uk">m.reilly@shu.ac.uk</a></p> <p>Academic advisor for Barnsley and Leeds</p>	<p><b>Victoria Cadman - Senior Lecturer/Course Lead</b></p> <p>Direct Line: 0114 225 5781</p> <p>Mobile: 07879 803338</p> <p>Email: <a href="mailto:v.cadman@shu.ac.uk">v.cadman@shu.ac.uk</a></p>
<p><b>Frankie Milton - Senior Lecturer</b></p> <p>Direct Line: 0114 225 5431</p> <p>Mobile: 07919 696056</p> <p>Email: <a href="mailto:f.milton@shu.ac.uk">f.milton@shu.ac.uk</a></p> <p>Academic advisor for Nottingham</p>	<p><b>Jenny Ward Lecturer-Placement lead</b></p> <p>Direct Line: 0114 225 5686</p> <p>Mobile: 07385491129</p> <p>Email: <a href="mailto:jw4120@exchange.shu.ac.uk">jw4120@exchange.shu.ac.uk</a></p> <p>Academic Advisor for Sheffield</p>
<p><b>Marie Stanton - Senior Lecturer - Year 1 tutor</b></p> <p>Direct Line: 0114 225 2412</p> <p>Mobile: 07909873297</p> <p>Email: <a href="mailto:m.stanton@shu.ac.uk">m.stanton@shu.ac.uk</a></p> <p>Academic Advisor for Chesterfield and Rotherham</p>	<p><b>Katie McCallum - Senior Lecturer-Assessment lead</b></p> <p>Direct Line: 0114 225 5673</p> <p>Mobile: 07766774008</p> <p>Email: <a href="mailto:K.McCallum@shu.ac.uk">K.McCallum@shu.ac.uk</a></p> <p>Academic Advisor for Doncaster and Lincoln</p>

**Nicola Murdock- Lecturer- Admissions lead**

Direct line: 01142256572

Mobile 07867407224

Email [nm5487@exchange.shu.ac.uk](mailto:nm5487@exchange.shu.ac.uk)

Academic Advisor for SCH and Mansfield

**Mel Hogan - Senior Administrator**

Direct Line: 0114 225 5458

Email: [m.hogan@shu.ac.uk](mailto:m.hogan@shu.ac.uk)

**Student Support Advisor**

To contact you must go through Hallam Help on 01142252222

Email: [hallamhelp@shu.ac.uk](mailto:hallamhelp@shu.ac.uk)

Multi Faith advisor support

To contact you must email [LSSS-MultifaithChaplaincy-mb@exchange.shu.ac.uk](mailto:LSSS-MultifaithChaplaincy-mb@exchange.shu.ac.uk)

# CPC Contact Information

<p>Sheffield Teaching Hospitals NGH/RHH <b>Sinead Peckham/ Noella Wood</b> <a href="mailto:Sinead.peckham@nhs.net">Sinead.peckham@nhs.net</a> <a href="mailto:noella.wood@nhs.net">noella.wood@nhs.net</a> 0114 2715194 NGH 0114 2713247 RHH</p>	<p>Sheffield Children's Hospital <b>Chris Matthews</b> <a href="mailto:christopher.matthews3@nhs.net">christopher.matthews3@nhs.net</a> Direct Line 0114 2717793</p>
<p>Thornbury Hospital <b>Matthew Armstead – Theatre CSM</b> <a href="mailto:Matthew.armstead@bmihealthcare.co.uk">Matthew.armstead@bmihealthcare.co.uk</a>  Theatre Coordinator 01142674532</p>	<p>Claremont Hospital <b>Jessica Wale</b> <a href="mailto:Jessica.Wale@claremont-hospital.co.uk">Jessica.Wale@claremont-hospital.co.uk</a>  Reception 01142630330 ask to be put through to theatres.</p>
<p>Rotherham Trust Direct line 01709 427100</p>	<p>Doncaster Trust <b>Linda Walker</b> <a href="mailto:linda.walker15@nhs.net">linda.walker15@nhs.net</a> <b>Kirsty Stanley</b> <a href="mailto:Kirsty.stanley8@nhs.net">Kirsty.stanley8@nhs.net</a> direct line 01302644649</p>

<p>Barnsley Trust</p> <p><b>Caroline (Katy) North</b></p> <p><a href="mailto:cnorth@nhs.net">cnorth@nhs.net</a></p> <p>01226435473 Katy 07795181015</p>	<p>Mansfield Hospital (Kings Mill)</p> <p><b>Caroline Robinson CPC/clinical education lead</b></p> <p><a href="mailto:caroline.robinson3@nhs.net">caroline.robinson3@nhs.net</a></p> <p>01623622515 ext 2049/3717/3707</p>
<p>Lincoln Hospital</p> <p><b>Barton Sarah (ULHT)</b></p> <p><a href="mailto:Sarah.Barton@ULH.nhs.uk">Sarah.Barton@ULH.nhs.uk</a></p> <p>01522 573752</p>	<p>Nottingham Hospital</p> <p><b>Tess Smith and Gaz Dawe</b></p> <p><a href="mailto:Tendai.Smith@nuh.nhs.uk">Tendai.Smith@nuh.nhs.uk</a> <a href="mailto:garry.dawe@nuh.nhs.uk">garry.dawe@nuh.nhs.uk</a></p> <p>0115 9249924 ext 86425 QMC</p> <p>Ext 56957 City</p>
<p>Leeds Teaching Hospitals</p> <p><b>Stanimira Stoeva/Holly Cartwright and Michelle Hardcastle/ Megan smith</b></p> <p><a href="mailto:megan.smith41@nhs.net">megan.smith41@nhs.net</a></p> <p><a href="mailto:Stanimira.stoeva@nhs.net">Stanimira.stoeva@nhs.net</a></p> <p><a href="mailto:Michelle.hardcastle@nhs.net">Michelle.hardcastle@nhs.net</a></p> <p><a href="mailto:holly.cartwright@nhs.net">holly.cartwright@nhs.net</a></p> <p>Tel 011320 66106/66403 St James</p> <p>LGI 0113 3923673</p>	<p>Chesterfield Royal Hospital NHS Foundation Trust</p> <p><b>Leanne Stevens Melissa Price- Earnshaw</b></p> <p><a href="mailto:Melissaprice1@nhs.net">Melissaprice1@nhs.net</a></p> <p><a href="mailto:Leanne.stevens1@nhs.net">Leanne.stevens1@nhs.net</a></p> <p>Tel 01246512307</p>

SHEFFIELD HALLAM UNIVERSITY

BSC (Hons) ODP

YEAR 2 (LEVEL 5)

CLINICAL COMPETENCIES

Student Name

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Student Number

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Completion date

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Pass/Fail

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# INTRODUCTION TO THE CLINICAL AREA

This section should be completed by the Practice Educator/supervisor with the student, before or as soon as possible after, the student has commenced in the new work area and prior to completing their learning agreement. The purpose of this introduction is to ensure the student has been fully orientated to their new placement area and has been made aware of specific policies, procedures and protocols related to this work area. By completing the checklist, and signing and dating this declaration, the 'introducer' and the student confirm a thorough introduction was carried out to the satisfaction of both parties.

Content	Requirements	TICK
<b>Practice Educators</b>	Designated named Practice Educator and at least one other identified.	
<b>Security and safety</b>	Security badges and key codes. Fire procedure and incident reporting	
<b>Orientation</b>	Department geography / layout and facilities	
<b>Staff changing and recreation facilities</b>	Protocol and any specific requirements e.g. lockers, padlocks, personal items	
<b>Storage areas- equipment, instruments, consumables.</b>	Equipment and items used for Anaesthetics, Surgical and PACU. Stocking and storage protocols	
<b>Communication</b>	Work area contact numbers	
<b>Attendance</b>	Expected protocol for the work area and sickness reporting policy.	
<b>Shift Patterns</b>	Staff shift patterns	
<b>Sickness Policy</b>	Sickness policy discussed and telephone number for the department given	tel no.
<b>Emergency Protocol</b>	Discussion about emergency protocols and location of equipment	
<b>Previous experience</b>	Previous achievements and areas for improvements discussed	
<b>Comments-</b> please identify any specific issues discussed in the initial meeting i.e. shift pattern of Practice Educators, student requests for shift patterns e.g. cannot work on certain days, travelling distance or child care issues. <u>Any concerns / potential problems are required to be identified and documented at induction, otherwise they may not be considered later.</u>		
<b>Student name:</b>	<b>Practice Educator name:</b>	
<b>Student signature:</b>	<b>Practice Educator Signature:</b>	
<b>Date of agreement:</b>	<b>Placement:</b>	

# INTRODUCTION TO THE CLINICAL AREA

**PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA (ADDITIONAL COPIES AT THE REAR OF BOOKLET)**

This section should be completed by the Practice Educator/supervisor with the student, before or as soon as possible after, the student has commenced in the new work area and prior to completing their learning agreement. The purpose of this introduction is to ensure the student has been fully orientated to their new placement area and has been made aware of specific policies, procedures and protocols related to this work area. By completing the checklist, and signing and dating this declaration, the 'introducer' and the student confirm a thorough introduction was carried out to the satisfaction of both parties.

<b>Content</b>	<b>Requirements</b>	<b>TICK</b>
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<b>Student name:</b>	<b>Practice Educator name:</b>	
<b>Student signature:</b>	<b>Practice Educator Signature:</b>	
<b>Date of agreement:</b>	<b>Placement:</b>	

# LEARNING AGREEMENT FOR YEAR 2

PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA

**This is identify learning opportunities available during this placement**

Initial interview

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator Signature:</b>
<b>Date of agreement:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process.

# REVIEW OF LEARNING FOR YEAR 2

PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA (ADDITIONAL COPIES AT THE REAR OF BOOKLET)

**This is identify learning opportunities available during this placement**

Midterm interview

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator Signature:</b>
<b>Date of agreement:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process.

# PROFESSIONAL BEHAVIOURS (CLINICAL REQUIREMENTS)

<b>COMPETENCE</b>	<b>PASS</b>	<b>FAIL</b>
<b>Communication</b>	Uses appropriate language and communication skills as required for their developmental level on the programme. Works effectively within professional boundaries	Unable to communicate with staff to effectively work as part of the team. Uses inappropriate language and displays a disregard for professional boundaries. They are unable to communicate with patients effectively.
<b>Team working</b>	Understands the roles within the MDT and embraces a team ethic towards patient care.	The student does not understand the various roles of the operating team and show no understanding of what it is to be a 'professional' within the MDT team
<b>Commitment &amp; Motivation</b>	Motivated towards learning and working within the various roles within the theatre environment. All aspects of theatre practice should be considered. Students should display a commitment to develop and learn.	The student has not studied materials to support learning or developed skills to achieve a pass. They are reluctant to do roles within their scope of practice due to personal preference. There is no commitment to learning being displayed.
<b>Application of theory to practice</b>	Able to demonstrate clinical reasoning for their actions and is able to discuss their understanding of activities within the clinical environment in relation to clinical and theoretical concepts.	Cannot demonstrate clinical reasoning for their actions, nor demonstrate understanding of why activities occur at a particular time in relation to the working environment.
<b>Care &amp; Compassion</b>	Is aware of patient care pathways and is able to contribute where possible towards the continuity of care within a department to ensure patient, personal and staff safety using compassion where appropriate.	Does not display care and compassion where appropriate for patient care.
<b>Punctuality and attendance</b>	Understands the importance of being on time and adhering to the work schedule. If they are absent they use the appropriate lines of communication and process to report this and ensure that the work area and/or University are informed of their situation e.g. return to work dates.	Is frequently absent without authorisation, is late for shifts, has extended coffee or dinner breaks and/or does not use effective communications to keep the Practice Educator or workplace informed as to where they are. Is unaware or repeatedly does not use the absence policy and procedures to inform placement or University of their absence.
<b>Courage</b>	The student displays an ability 'to do the right thing' in relation to all of the above sections. Shows an understanding of the importance to speak up and can explain the term advocacy.	Clearly does not understand the concept of advocacy and cannot discuss what this means in terms of their patients. They fail to speak up when required for patient or staff safety issues.

# PROFESSIONAL BEHAVIOURS (CLINICAL REQUIREMENTS)

PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA

During the Operating Department Practitioner programme students will be expected to uphold key professional behaviours in order to be able to progress forward on the programme. The student should achieve a pass in all of the sections below.

**A FAIL IN ANY SECTION MEANS THEY FAIL THIS PATHWAY**

Competence	Pass	Fail	Practice Educator Comments: Sign and Date
Communication			
Team working			
Commitment & Motivation			
Application of theory to practice			
Care & Compassion			
Punctuality and attendance + Timesheet (Signed Daily)			
Courage			
<b>Student Name:</b>	<b>Placement:</b>		
<b>Student &amp; CPC/Practice Educator declaration</b>			
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.			
<b>Student signature and date</b>		<b>CPC/Practice Educator signature and date</b>	

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process.

# PATIENT CARE (REQUIREMENTS)

COMPETENCE	PASS	FAIL
<b>A student demonstrates an awareness of the risks with practice to the patient and staff alike.</b>	Student demonstrates understanding and can clearly explain the consequence of actions with regard to risks. This includes checks, safe use of equipment, assisting other members of staff or the patient. The student can demonstrate ability in aspects such as safe moving and handling, reducing risk and being observant to theatre layout (trip/slip hazards), patient positioning and cleaning of the theatre environment (blood and body fluids). The student demonstrates knowledge and understanding of the importance of infection control.	The student is unable to demonstrate their understanding of how actions can adversely impact on risk. They are unable to effectively assist other members of staff when considering safe usage of equipment. They are unable to neither demonstrate and undertake safe moving and handling, nor display a clear understanding of the hazards within the theatre environment. Infection control procedures are bypassed and the student is unaware of the importance of this area in practice.
<b>Is able to send for and check in patients; for correct site surgery, consent and identity, utilising local protocols. Is confident and able to participate within team briefs, WHO led protocols, and demonstrates confidence in patient care.</b>	The student can interact effectively with the MDT within team briefs and when necessary take the lead in checking protocols. They are able to take the lead when checking patients.	The student does not interact with the team unless prompted. They do not take the lead in patient communications and lack confidence in managing patient care.
<b>Demonstrate understanding and is able to recognise potential hazards and dangers for staff, patient and personal wellbeing.</b>	The student works as part of the team in looking after the patient, and displays knowledge and understanding of how to practice correctly in order to keep the patient safe.	The student demonstrates a lack of understanding related to patients' safety and is unsafe in their practice.

# PATIENT CARE

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This competence pertains to the students' understanding of patient care within the operating department. The student should display a professional manner which incorporates good communication, anti-discriminatory practice and a holistic approach to individualised patient care.

	<b>Competence description</b>	Practice Educator Comments: Sign and Date
<b>A</b>	A student demonstrates an understanding of the importance of risk assessment within the practice setting.	
<b>B</b>	Is able to send for and check in patients; for correct site surgery, consent and identity, utilising local protocols. Is confident and able to participate within team briefs, WHO led protocols, and demonstrates confidence in patient care.	
<b>C</b>	Demonstrate understanding and is able to recognise potential hazards and dangers for staff, patient and personal wellbeing.	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# ANAESTHETICS COMPETENCIES INTRODUCTION

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These are the Anaesthetics competencies within Year 2. The student is expected to manage cases with increasing complexity and be able to manage a list. To complete these competencies students, need to complete the following areas;

Anaesthetics - Routine Skills

Anaesthetics- Core skills

Pharmacology

**Practice Educators** must ensure that the student is effectively supported during their time on placement by:

- Allocating a named Practice Educator to complete all aspects of the paperwork
- Ensuring there is an effective introduction to the clinical area
- Completing all aspects of the paperwork including the introduction and learning agreement, mid-term review and progression statement with the student.

# ANAESTHETICS (ROUTINE SKILLS) (REQUIREMENTS)

COMPETENCY	PASS	FAIL
<b>Correct checking of Anaesthetic machines</b>	Uses AAGBI guidelines to check and anaesthetic machine.	Does not use correct guidelines nor understand how to use when an error has occurred.
<b>Other Anaesthetic Equipment</b>	Can help prepare other equipment and recognise what may be required for each list.	Displays no concepts of what is required and cannot assist the anaesthetist or other team members to prepare for the case.
<b>Drugs &amp; Fluids</b>	Knows where the storage facilities are why items are stored where they are. Understands the importance of maintaining correct stock levels and also the need for rotation.	Does not understand the reasoning for differences in storage and the importance of stock levels.
<b>Regional Anaesthesia specific to the speciality</b>	The student demonstrates understanding of regional anaesthesia that is specific to the present speciality. They can demonstrate understanding of why these techniques are prevalent and using clinical reasoning can justify their application into patient care.	The student is unable to demonstrate an understanding of the regional anaesthesia used in that clinical area, and lacks clinical reasoning skills in justifying the application in patient care.
<b>Consumables &amp; Equipment stores</b>	Knows where the storage facilities are and demonstrates understanding of why items are stored in this way. Understands the importance of maintaining correct stock levels and also the need for rotation of stock.	Does not demonstrate understanding of the reasoning of the requirement for safe storage and the importance of maintaining stock levels.
<b>Defibrillator and emergency drugs for resuscitation</b>	The student is able to locate the defibrillator and demonstrates basic knowledge of drugs and their application.	The student is unable to locate the defibrillator and demonstrates lack of understanding of drugs application within resuscitation.
<b>Infection control for Anaesthesia</b>	The student demonstrates safe practice to prevent infections and understands when and where to utilise it. They are able to clinically reason why they practice infection control.	The student frequently displays a lack of understanding of how to practice infection control and also cannot explain the importance of its use within anaesthesia.
<b>Faulty equipment protocols</b>	The student can clearly identify a problem and then follow local protocols to rectify the issue.	The student fails to recognise faulty equipment and does not follow protocols to rectify the issue.
<b>Patient information systems</b>	They are able to effectively use the theatre system for patient information either input data or extract patient information.	They are unable to use the patient system, nor extract important information when asked.

# **ANAESTHETICS (ROUTINE SKILLS)**

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Student's ability to restock or gather equipment and supplies efficiently is of vital importance during anaesthesia. The student should be aware of where to find stock, what stock levels are required, effective stock rotation, and how to open for use the following items. This section is repeated in all the areas of practice to encompass variation between the specialities and their environment.

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
A	Correct checking of Anaesthetic machines	
B	Other Anaesthetic Equipment	
C	Drugs & Fluids	
D	Regional Anaesthesia specific to the speciality	
E	Consumables & Equipment stores	
F	Defibrillator and emergency drugs for resuscitation	
G	Infection control for Anaesthesia	
H	Faulty equipment protocols	
I	Patient information systems	
<b>Student Name:</b>		<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>		
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.		
<b>Student signature and date</b>		<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# ANAESTHETICS (CORE SKILLS REQUIREMENTS)

COMPETENCY	PASS	FAIL
<b>Help manage a patient's airway throughout the procedure, demonstrating knowledge of the variation in anatomy from a child to an adult.</b>	The student can manage a patient's airway and understand the difference between a child and adult + variations they may encounter. They can demonstrate knowledge of the breathing circuits utilised in that area and why they are used.	They do not know how to maintain an airway nor understand the airway variations they may encounter. Lack of knowledge of the anaesthetic circuits used in that speciality.
<b>Demonstrates an ability to prepare IV giving sets observing local policies and procedures, inclusive of infusion devices utilised within the practice environment.</b>	The student can setup an IV giving set and any other sets used in that speciality under supervision. They can also clinically reason safety and infection control in relation to what is being used.	The student cannot correctly set up giving sets and does not show knowledge of the dangers associated with incorrect construction.
<b>Assist with IV cannulation, and demonstrate they understand the optimum sites for practice and follows guidelines for infection control.</b>	Demonstrates understanding and an ability to assist the anaesthetist with cannulation considering infection control and patient and user safety.	The student cannot effectively assist the anaesthetist in IV cannulation and whose practice is poor not promoting infection control or preventing safe practice.
<b>Able to apply monitoring correctly and understands the normal patient parameters and the data being supplied. Is able to interpret data with clear awareness of adversity.</b>	Is able to read monitors and demonstrate an understanding the data supplied, in terms of depth of anaesthesia and the potential for an adverse or critical incident.	Does not demonstrate understanding of normal patient parameters and is unable to recognise and reason what is required if they witness an alteration outside the patient norm.
<b>Demonstrate safe patient positioning prior to the commencement of surgery</b>	Is able to position the patient correctly related to the speciality and demonstrate understanding of impact of positioning on patient status.	The student is unable to demonstrate understanding and competency in correct patient positioning and the implications of patient positioning on anaesthesia.
<b>Is able to assist, in a supervised role, the anaesthetist through an operating list, with guidance when required by the Practice Educator.</b>	The student is able to demonstrate that they are able to assist under supervision the anaesthetist throughout the operating list with minimal guidance as required from their practice educator.	The student requires constant guidance and prompting from the Practice Educator to complete required tasks and are unable to act on their own in a supervised capacity.

# ANAESTHETICS (CORE SKILLS)

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
<b>A</b>	Help manage a patient's airway throughout the procedure, demonstrating knowledge of the variation in anatomy between children and adults.	
<b>B</b>	Demonstrates an ability to prepare IV giving sets observing local policies and procedures, inclusive of infusion devices utilised within the practice environment.	
<b>C</b>	Assist with IV cannulation, and demonstrates they understand the optimum sites for practice and follows guidelines for infection control	
<b>D</b>	Able to apply monitoring correctly and understands the normal patient parameters and the data being supplied. Is able to interpret data with clear awareness of adversity.	
<b>E</b>	Demonstrate safe patient positioning prior to the commencement of surgery	
<b>F</b>	Is able to assist, in a supervised role, the anaesthetist through an operating list, with guidance when required by the Practice Educator.	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# PHARMACOLOGY (REQUIREMENTS)

Throughout this section the student should be able to name, discuss dosage, specific storage requirements, reason for their use/ preference, known side effects, contraindications and know antidotes should the need be required (when appropriate). If possible, the student should be allowed to practice drawing up drugs, however these drugs **should not be utilised for a case**, but be 'spare' drugs, vials or simulated drugs, and only with permission from the anaesthetist.

COMPETENCY	PASS	FAIL
<b>The student is able to formulate a possible list of drugs which might be considered for a surgical procedure, including an alternative drug regime.</b>	Students are able to formulate a drug chart for a given procedure, ranging from a minor surgical procedure to a major abdominal procedure. They will be able to list the drugs to be used and why for a specific case, identifying doses, therapeutic effects, side effects for the below.	The student is unable to formulate a drug chart for a case in theatre, and is unable to demonstrate understanding of the drugs used and the risks they impose on the patient.
<b>Induction agents</b>	Students are able to demonstrate knowledge and understanding of at least 2 induction agents	The student unable to name and demonstrate understanding of 2 induction agents.
<b>Inhalational agents</b>	Students are able to demonstrate knowledge and understanding of at least 3 inhalational agents.	The student unable to name or demonstrate understanding of 3 inhalation agents
<b>Muscle Relaxants</b>	The student is able to demonstrate an understanding of the difference between depolarising and non-depolarising muscle relaxants and the impact on the patient. The student is able to identify 1 depolarising and 3 non-depolarising muscle relaxants	The student cannot demonstrate knowledge and understanding of non-depolarising and depolarising muscle relaxants, and is unable to demonstrate understanding of the impact on the patient.
<b>Analgesics</b>	Students are able to demonstrate knowledge and understanding of at least 5 pain medications used in theatre	The student is unable to name and demonstrate understanding of 5 pain medications
<b>Anti-Emetics</b>	Students are able to demonstrate knowledge and understanding of least 2 anti-emetics	The student is unable to name and demonstrate understanding of 2 anti-emetics
<b>Reversals</b>	Students are able to demonstrate knowledge and understanding of 1 reversal drug used in theatre, and participate in clinical discussions around the use of combination drugs	The student is unable to name and demonstrate understanding of a reversal agent
<b>Local anaesthetics</b>	Students are able to demonstrate knowledge and understanding of at least 4 local anaesthetics	The student is unable to name and demonstrate understanding of 4 local anaesthetics
<b>Knowledge of any speciality drugs</b>	Students are able to demonstrate knowledge and understanding of specialist drugs utilised within a speciality.	The student is unable to name and demonstrate understanding of a speciality drug
<b>Antibiotics</b>	Students are able to demonstrate knowledge and understanding of least 3 antibiotics	The student is unable to name and demonstrate understanding of 3 antibiotics used in theatre
<b>Blood Pressure</b>	The student is able to identify drugs that can increase or decrease BP in stable and unstable patients. They are able to clinically reason why a low BP is required for certain surgical procedures.	The student is unable to identify drugs that can increase or decrease BP in stable and unstable patients. They are unable to clinically reason why a low BP is required for certain surgical procedures.
<b>Heart Rate</b>	Students are able to demonstrate an understanding of drugs that are used to increase and decrease heart rate.	The student is unable to demonstrate an understanding of drugs that are used to increase and decrease heart rate.
<b>Respiratory rate</b>	Students are able to demonstrate understanding drugs which can stimulate changes in respiration rate.	The student is unable to demonstrate an understanding of drugs that are used to stimulate changes in respiration rate.

# PHARMACOLOGY

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It is expected for the student to have knowledge of the following

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
<b>A</b>	Prior to list should formulate a possible list of drugs which might be considered for a surgical procedure, including an alternative drug regime.	
<b>B</b>	Induction agents	
<b>C</b>	Inhalation Agents	
<b>D</b>	Muscle Relaxants	
<b>E</b>	Analgesia	
<b>F</b>	Anti-emetics	
<b>G</b>	Reversals	
<b>H</b>	Local anaesthetics	
<b>I</b>	Antibiotics	
<b>J</b>	Blood Pressure	
<b>K</b>	Heart Rate	
<b>L</b>	Respiratory rate	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student believes they can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# SURGICAL COMPETENCIES INTRODUCTION

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These are the surgical competencies for Year 2. The student should be working with increased complexity. This is about the student's management and background knowledge for routine working within the operating department. To complete these competencies students, need to complete the following areas;

Surgery - Routine Skills

Surgery- Core skills

Surgical Assessment

**Practice Educators** must ensure that the student is effectively supported during their time on placement by:

- Allocating a named Practice Educator to complete all aspects of the paperwork
- Ensuring there is an effective introduction to the clinical area
- Completing all aspects of the paperwork including the introduction and learning agreement, mid-term review and progression statement with the student.

# SURGERY (ROUTINE SKILLS REQUIREMENTS)

COMPETENCY	PASS	FAIL
<b>Surgical instrument packs</b>	Demonstrates understanding of how to check packs for integrity and open correctly as required.	Is unable to demonstrate understanding of how to check surgical instrument packs and cannot open packs correctly.
<b>Surgical extras</b>	Demonstrates understanding of how to record surgical extras when opened and the importance of keeping correct and accurate records.	.Demonstrates a lack understanding of how to record surgical extras and the importance of keeping correct and accurate records.
<b>Swabs, needles and blades.</b>	Demonstrates an understanding of the need for sterility throughout procedures. They are able to complete a correct count and demonstrate correct usage.	Demonstrates lack of understanding of the need for sterility throughout procedures. Unable to complete a correct count and fail to carry out correct usage of equipment.
<b>Fluids for the surgical procedure.</b>	Demonstrates an understanding of the need for sterility throughout procedures. They can correctly record usage and are starting to display initiative in anticipating what may be required prior to surgery and display clinical reasoning	Demonstrates lack of understanding and they do not maintain sterility and display a lack of understanding of when or why the fluids are used.
<b>Any drains required in that area. How they work and their application requirements.</b>	Able to identify and demonstrate understanding of the various drains utilised by the speciality, considering surgical requirements, dressing requirements, including safety issues.	They are unable to demonstrate understand of what drains are required nor what the safety issues are regarding usage.
<b>Prep solutions.</b>	Are able to demonstrate understanding of the use of prep solutions, explain how they work and discuss the required procedure for application.	They are unable to demonstrate understanding of the use of prep solutions, nor explain how they work and fail to provide adequate reasoning of the required procedure for application.
<b>Drapes required for the surgical procedures in that area.</b>	The student is able to identify the types of drapes per speciality.	They are unable to identify what drapes are required and why they alter for speciality.
<b>Implants (if relevant to the area).</b>	The student demonstrates an understanding of the types of different implants and why they are used, how they are selected and recorded.	The student unable understanding of the types of different implants and why they are used, how they are selected and recorded.
<b>Dressings prevalent to that speciality.</b>	The student is able to identify and discuss what dressings are used and demonstrate knowledge of specialist dressings that may be required e.g. pressure dressings.	The student demonstrates a lack of necessary knowledge regarding dressings in the area.
<b>Specimen management procedures</b>	The student demonstrates understanding of the collection, documentation and labelling procedures for specimens	The student does not demonstrate understanding of how to label, record, or collection procedures regarding specimens

# **SURGERY ( ROUTINE SKILLS)**

Being able to restock or gather equipment and supplies efficiently is of vital importance during surgery. The student should be aware of where to find, what stock levels are required, how to open for use the following items.

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
<b>A</b>	Surgical instrument packs.	
<b>B</b>	Surgical extras	
<b>C</b>	Swabs, needles and blades.	
<b>D</b>	Fluids for the surgical procedure.	
<b>E</b>	Any drains required in that area. How they work and their application requirements.	
<b>F</b>	Prep solutions.	
<b>G</b>	Drapes required for the surgical procedures in that area.	
<b>H</b>	Implants (if applicable).	
<b>I</b>	Dressings prevalent to that speciality.	
<b>J</b>	Specimen management procedures	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# SURGERY (CORE SKILL REQUIREMENTS)

COMPETENCY	PASS	FAIL
<b>To be able to scrub competently under supervision.</b>	The student can utilise local protocols and guidance, demonstrate understanding of the procedure, acknowledging the risks of performing it incorrectly.	The student cannot perform actions meeting local protocols, nor understand the procedure being undertaken, and does not understand the risks associated with poor practice.
<b>Use good communication skills when considering safe practice as part of the scrub team.</b>	Student demonstrates good communication and an understanding of the team roles.	The student has poor communication skills that may endanger safe practice
<b>Be able to set up and maintain a sterile field and what to do should it be fouled.</b>	Student demonstrates that they can position equipment to work safely and efficiently and prevent contamination and also knows what to do should something go wrong.	The student does not work safely and does not understand or practice what should happen if they or a member of the team damage the integrity of the sterile field.
<b>Understand the functionality of surgical instruments, inclusive of any specialist items as part of the surgical speciality. This should include endoscopic and open surgeries.</b>	The student demonstrates understanding of key instrument packs used in this speciality. They know what the instruments are used and be able to safely pass and receive instruments to others in the scrub team.	The student does not understand the use of the instrument trays in the clinical area and does not pass instruments correctly.
<b>Issues related to skin prep prior to scrub.</b>	The student is able to prepare and pass appropriate prep for the surgical speciality and is aware of the dangers of incorrect use. Students demonstrate knowledge and clinical reasoning concerning the impact of correct skin prep on wound healing and PACU.	The student is unable to prepare and pass appropriate prep for the surgical speciality and is unaware of the dangers of incorrect use. Student lacks knowledge and clinical reasoning concerning the impact of correct skin prep on wound healing and PACU.
<b>Draping</b>  <b>Students are not allowed to drape a patient.</b>	Students demonstrate an understanding of the draping procedure so that they can anticipate what draping is required and can pass drapes to scrub personnel in a timely manner.	They do not practice within their scope of practice and/or does not understand or anticipate what is required when draping.
<b>Wound dressings, various types, inclusive of pressure and absorbent dressings. This also includes the use of drains.</b>	Students have an awareness of the various wound dressings used in a particular speciality. Including what drains may be used, preparation and passing of these and how to prevent infection.	The student has no awareness of what dressings are required nor do they understand how they are applied to promote healing and reduce infection.
<b>Effective care hand over to the PACU area.</b>	The student demonstrates good communication skills, displaying effective handovers considering requirements for individual patients in order to ensure an effective care pathway during the patients' post-operative journey.	The student displays poor hand over communication skills and misses vital information required for patient safety.

# SURGERY (CORE SKILLS)

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
<b>A</b>	To be able to scrub competently under supervision.	
<b>B</b>	Use good communication skills when considering safe practice as part of the scrub team. This is inclusive of communication with the circulating team and surgeons	
<b>C</b>	Be able to set up and maintain a sterile field and what to do should it be fouled.	
<b>D</b>	Understand the functionality of surgical instruments, inclusive of any specialist items as part of the surgical speciality. This should include endoscopic and open surgeries.	
<b>E</b>	Issues related to skin prep prior to scrub.	
<b>F</b>	Draping	
<b>G</b>	Wound dressings, various types, inclusive of pressure and absorbent dressings. This also includes the use of drains.	
<b>H</b>	Effective care hand over to the PACU area.	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# POST ANAESTHETIC CARE UNIT INTRODUCTION

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The aim of the post anaesthetic care competencies is to establish the student as a safe PACU practitioner. To bring together learned knowledge from anaesthetics and surgery to maintain a safe environment for the patient to recover to a position ready to be discharged to the next part of the patient pathway. Students are expected to acquire knowledge regarding the environment, assess the patient, adjust and monitor the patient condition, but above all else uphold the 6 C's of care. By the end of this placement a student should be able to manage patients with differing degrees of complexity. To be successful within this period the student must complete the following competence statements;

PACU Environment

Patient Assessment

Patient Stabilisation

**Practice Educators** must ensure that the student is effectively supported during their time on placement by:

- Allocating a named Practice Educator to complete all aspects of the paperwork
- Ensuring there is an effective introduction to the clinical area
- Completing all aspects of the paperwork including the introduction and learning agreement, mid-term review and progression statement with the student.

# PACU ENVIRONMENT (REQUIREMENTS)

COMPETENCE	PASS	FAIL
<b>PACU orientation</b>	Students demonstrate awareness of bay usage and for which type of patients, which theatres serve the area they are based in and where and how to summon help.	The student does not understand the importance of utilising the correct bay for the right patient and has no conception of where all the emergency equipment is or how to seek help if required.
<b>Difficult intubation equipment</b>	Students demonstrate an understanding of where the difficult airway management equipment and RSI drugs are located and how to check correctly.	They do not know where the equipment or RSI drugs are kept and/or do not know how to check it correctly.
<b>Defibrillator and emergency drugs for resuscitation</b>	Students demonstrate that they know where the defibrillator is situated and have an understanding of the resuscitation protocol for that area. Students are able to discuss the use and requirement of first line resuscitation drugs.	They do not know where the equipment located and/or cannot discuss the basic function of first line emergency drugs.
<b>Drugs &amp; Fluids</b>	Students demonstrate that they know where the drugs are stored and understand required protocols regarding their usage. The students should have awareness of Controlled drugs although students are not directly responsible to hold the keys. They should go through checking procedures but as an additional person as well as the current protocol requires. They should also demonstrate awareness of stock levels and the importance of maintaining and stock rotation.	Students lack understanding of drug storage and protocols which makes them unsafe in their practice
<b>Consumables stores</b>	They know the location of and demonstrate understanding of the usage of products with regards patient safety.	Students are unable to demonstrate understanding of the usage of products in regards to patient safety.
<b>Equipment stores</b>	They know the location of and demonstrate understanding of the usage of products with regards patient safety.	Students are unable to demonstrate understanding of the usage of products in regards to patient safety.
<b>Infection control protocols</b>	They can demonstrate knowledge of protocols for cleaning of area in preparation for patients and patient isolation procedures.	They show no understanding of infection control practice in the recovery environment.
<b>Anaesthetic Equipment</b>	Students are able to demonstrate knowledge and understanding of Protocols for ventilating patients if required, i.e. to use PACU as an Intensive/High dependency bay.	They are unable to demonstrate understanding of the issues around converting PACU into a high dependency/ICU bed.
<b>Patient information systems</b>	Students can demonstrate effectively that they can utilise the patient information system to gain patient information and is able to maintain accurate records.	Students can demonstrate effectively that they can utilise the patient information system to gain patient information and is able to maintain accurate records.
<b>Communication procedures</b>	Students can demonstrate their understanding of the communication networks within the PACU department. They display confidence when working with Wards, Theatres and MDT members.	Students are ineffective within the communication networks of the PACU department. They display lack of confidence when working with Wards, Theatres and MDT members

# PACU ENVIRONMENT

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Being able to restock or gather equipment and supplies efficiently prepare for the day ahead is extremely important in the PACU. The student should be aware of where to find, what stock levels are required and how to establish a safe working environment.

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
A	PACUPACU orientation	
B	Difficult intubation equipment	
C	Defibrillator and emergency drugs for resuscitation	
D	Drugs & Fluids	
E	Consumables stores	
F	Equipment stores	
G	Infection control protocols	
H	Anaesthetic Equipment	
I	Patient information systems	
J	Communication procedures	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# PATIENT ASSESSMENT (REQUIREMENTS)

COMPETENCE	PASS	FAIL
<b>Welcome and patient Handover</b>	The student is able to receive and present a patient during handover and retain, understand and evaluate important information for continued care. Also utilises a holistic approach to patient care incorporating the 6 C's.	Cannot adequately receive a patient and process all the information to warrant a safe handover. Is also unable to practice holistically whilst following a set of actions to keep the patient safe.
<b>Airway Assessment</b>	The student demonstrates understanding of the importance of airway assessment, and can discuss variations with age from the child to the adult. They are able to use equipment to maintain a patient's airway utilising basic manoeuvres.	Cannot practice safe airway management unable to discuss the variation in airways or equipment needed.
<b>ABCDE approach</b>	Can demonstrate an effective head to toe assessment following an ABCDE approach, ensuring patient safety and dignity is upheld throughout. They are able to address any issues found during the assessment in a safe and timely manner.	Cannot follow a head to toe assessment and are unable to manage patient safety issues whilst performing checks.
<b>Oxygen Therapy</b>	Can anticipate a patient's O <sub>2</sub> requirements and understand the requirement of prescription prior to administration. The student is aware of various methods for administering O <sub>2</sub> .	Does not recognise the O <sub>2</sub> requirements for patients and does not follow the correct procedure for the application of oxygen prior to use.
<b>Monitoring</b>	Able to use both non invasive and invasive monitoring where required. Students show understanding of normal parameters, recognising patient differences, and are therefore able to interpret data based on the patient. Students are able to demonstrate their understanding of the importance of visual clues to the patient's state.	They do not understand patient parameters and do not display knowledge of adjustment based in individual patient characteristics. The student displays a lack of knowledge regarding visual cues regarding patient status.
<b>Patient information</b>	The student is able to demonstrate understanding of documentation and incorporate information into their care.	Cannot demonstrate understanding of documentation and fails to incorporate information provided into their care
<b>Anaesthetic &amp; Surgical Awareness</b>	Be aware of the impact the anaesthetic or surgical procedure will have on the patient's PACU. Students will demonstrate vigilance towards the dangers inherent with the procedure.	Does not understand the impact of the anaesthetic or the surgical procedure on the patient's wellbeing during the PACU period.
<b>Awareness and if present recognition of patient adverse state</b>	Demonstrates awareness of potential adverse states during PACU and have clear understanding of action to be undertaken if this occurs.	Does not have awareness of any patient adverse states that might impact PACU, nor how to treat them.
<b>Reassessment</b>	Demonstrate an appreciation of the importance of reassessing constantly until the patient is handed over, with an insight to duration of drugs and possibility of relapses.	Does not demonstrate good practice by reassessing throughout the patient stay and has no concept of drug durations and their potential impact on the recovering patient.
<b>Communication throughout</b>	Demonstrates good and effective informative communication, to the patient and the team. Demonstrate effective and accurate documentation of care provided.	Does not display effective communication throughout the period they are looking after the patient does not document patient details accurately as they occur.
<b>Patient Comfort</b>	Providing a holistic approach to patient care, considering comfort, pressure sore management demonstrating the qualities of a caring compassionate practitioner.	Does not display a caring attitude or utilise a holistic approach to their patients. Does not have knowledge of pressure care management.

# PATIENT ASSESSMENT

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Skills required to complete the PACU placement include;

	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
A	Welcome and patient Handover	
B	Airway Assessment	
C	ABCDE approach	
D	Oxygen Therapy	
E	Monitoring	
F	Patient information	
G	Anaesthetic & Surgical Awareness	
H	Awareness and if present recognition of patient adverse state	
I	Reassessment	
J	Communication throughout	
K	Patient comfort	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# PATIENT STABILISATION (REQUIREMENTS)

COMPETENCE	PASS	FAIL
<b>Assesses the patient pain score</b>	Demonstrates an understanding of the pain scoring system utilised within the PACU area and highlights actions in order to make the patient comfortable.	Does not display knowledge of how to pain score a patient nor put action in place to help make the patient comfortable.
<b>Assesses regional anaesthetic / spinal/ epidural integrity</b>	The student considers the dangers of regional anaesthesia and the signs of critical incidents. They understand how to manage and carry out observations of patients who have received a spinal/epidural.	The student shows no consideration or knowledge of the impact of regional or spinal/epidural anaesthesia during their treatment of the patient.
<b>Nausea and Vomiting assessment</b>	They demonstrate the knowledge of the impact of nausea and vomiting on patient PACU also the psychological impact on future patient care. Understand solutions to aid the patient, but also the adversities that are associated with each action. Cares for patient's personal needs in cases of vomiting.	Does not have knowledge of the impact of nausea and vomiting and does not incorporate the correct actions to rectify without prompting to care for their patient.
<b>Patient Parameters to assess sedation and comfort</b>	Demonstrate an understanding of the impact on the respiratory, renal, nervous and vascular systems following administration of drugs within the theatre department. Particularly pain relief and reversal drugs.	Has no understanding of what might occur if treatments are required in PACU area with regards drugs administration.
<b>PACU Pharmacology</b>	Have demonstrated knowledge of a range of drugs utilised in PACU to counteract pain, vomiting, low/high blood pressure, slow/fast heart rate, anaesthetic paralysis, over sedation, and also recognise when alternative treatments are more appropriate.	The student is unable to demonstrate knowledge regarding drug therapies in the PACU area and the possible impact of their treatments. Has no understanding of utilising less invasive therapies when appropriate.
<b>Wound Dressings and Drains</b>	Are able to demonstrate understanding of the importance of good wound dressings and monitoring patient movement, or where there is a risk of further bleeding. Demonstrate care of drains, whilst minimising infection control issues.	Displays poor practice in respect to wound management in PACU and does not possess knowledge of how their care may impact on the overall care of the patient.
<b>Urinary Output</b>	Be able to monitor effectively urinary output and read warning signs that patient may need medical interventions.	Cannot read urinary output and does not recognise the warning signs that the patient may need medical intervention.
<b>Adverse conditions</b>	Have knowledge of Anaphylaxis, Laryngeal Spasm, MH, Hypovolemia, and other conditions common place within the PACU environment.	The student has no knowledge of any adverse incidents specific to the PACU environment.

# PATIENT STABILISATION

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	<b>Competence description</b>	<b>Practice Educator Comments: Sign and Date</b>
<b>A</b>	Assesses the patient pain score	
<b>B</b>	Assesses regional anaesthetic / spinal/ epidural integrity	
<b>C</b>	Nausea and Vomiting assessment	
<b>D</b>	Patient Parameters to assess sedation and comfort	
<b>E</b>	PACU Pharmacology	
<b>F</b>	Wound Dressings and Drains	
<b>G</b>	Urinary Output	
<b>H</b>	Adverse conditions	

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# ANAESTHETIC ASSESSMENT

<u>Activity</u>	<u>Comments</u>	<u>Pass/safe</u>	<u>Fail/unsafe</u>
Pre anaesthetic checks are carried out in line with local and national policy			
Prepare appropriate equipment in line with the requirements of the case			
Patient received and identified into the operating department following local and national guidelines Communication with the patient is appropriate to the patients' needs			
Monitoring of patient is undertaken and maintained throughout the procedure			
Assistance is provided for the Anaesthetist to effectively manage the airway			
Moving and handling and positioning of the patient is undertaken with care for the needs of the patient and the procedure being undertaken			
The dignity and rights of the patient are upheld at all times.			
The use of equipment in the theatre is undertaken with regard for Health and Safety and the requirements of the procedure			
Homeostasis is maintained throughout the procedure			
Working within the peri operative team continuous care is provided to the patient			
Post-operative care of the patient is appropriately carried out in the form of positioning and airway management			
The theatre is prepared for the next case appropriately			
Communication between the whole multi-disciplinary/ professional team is maintained to ensure the list is run effectively			
All paperwork is completed accurately			
Any alteration in the list or patients' needs are acted on effectively			

**Overall comments**

STUDENT NAME:	PLACEMENT:	TIME AND DATE:
CPC/PRACTICE EDUCATOR NAME		
STUDENT SIGNATURE	CPC/PRACTICE EDUCATOR SIGNATURE	

# SURGERY ASSESSMENT

<b>Activity</b>	<b>Comments</b>	<b>Pass/safe</b>	<b>fail/unsafe</b>
The operating list is assessed for specific patient and instrumental requirements and all required items of equipment are obtained			
Pre surgical preparation of equipment is undertaken with consideration of the requirements of the surgery and local guidelines			
Scrubbing and gowning is undertaken within guidelines			
The opening and positioning of instruments and equipment is undertaken to complement the surgery and maintain the sterile field			
Pre-operative patient checks are carried out within local and national policies to ensure consent and other procedures have been followed			
The sterile field is created and maintained throughout each procedure.			
The student shows understanding of the surgical procedure by being able to anticipate the requests of the surgical team- to an acceptable level			
Equipment and instruments are passed to the surgical team timely and safely			
Any. instruments, sharps or items that are deemed contaminated/unsterile are dealt with appropriately			
Checks are undertaken at appropriate times for instruments, swabs and sharps and recorded as per policy			
Communication is at all-times appropriate and effective			
Dressings/ drains are applied appropriately and in the correct manner			
Post-operative checks are undertaken and all instruments, waste and sharps are disposed of appropriately			

The continuity of the list is not compromised to ensure there is no delay between patients due to lack of preparation- the student is able to practice in a way in which does not contribute to delays as they are suitably prepared?			
All records/documentation, paper or electronic are completed accurately			
<b><u>Overall comments</u></b>			
STUDENT NAME:	PLACEMENT:	TIME AND DATE:	
CPC/PRACTICE EDUCATOR NAME			
STUDENT SIGNATURE	CPC/PRACTICE EDUCATOR SIGNATURE		

# PACU ASSESSMENT

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<b>Activity</b>	<b>Comments</b>	<b>Pass/safe</b>	<b>fail/unsafe</b>
Utilises an evidence based approach to the post anaesthetic care of the patient			
Prepares and maintains a safe environment, acknowledging and implementing risk assessment strategies specific to post anaesthetic care			
Prepares and utilises post anaesthetic care equipment in accordance with national and local guidelines			
Receives, positions and undertakes initial post anaesthetic assessment of patients			
Promotes the wellbeing of the patient throughout the post anaesthetic phase - dignity, compassion, personal care			
Demonstrates competence in managing patients O2 therapy			
Demonstrates competence in airway management of the post anaesthetic patient			
Monitors and assesses the patient's vital signs, using both invasive and non-invasive techniques - where appropriate.			
Monitors and assesses the patient's fluid balance, in accordance with national and local guidelines			
Monitors and assesses the patient's pain status, administering pain relief, as appropriate, in accordance with national and local guidelines			
Monitors the effects of prescribed medication and take appropriate action where necessary, in accordance with national and local guidelines			
Monitors and assesses the patient's wound management.			
Recognises and responds appropriately to the development of specific adverse post anaesthetic conditions or emergencies			
Understands and implements local and national guidelines for post anaesthetic care			
Demonstrates an understanding of critical illness assessment			

Applies specified discharge criteria prior to discharging the patient to the care of an appropriate healthcare professional			
Manages and records information relating to the care of the patient in a timely and accurate manner.			

**Overall comments**

<b>Student Name:</b>	<b>Placement:</b>
<b>Student &amp; CPC/Practice Educator declaration</b>	
The student can demonstrate practical competence and supporting knowledge regarding the above elements and this is supported by the CPC.	
<b>Student signature and date</b>	<b>CPC/Practice Educator signature and date</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

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# PRACTICE EDUCATOR SIGNATURES

Date	Signature (+ initials if used)	Name	Profession	Speciality	Date of last update

SHEFFIELD HALLAM UNIVERSITY

BSC (Hons) ODP

YEAR 2 (LEVEL 5)

PEEP

CLINICAL COMPETENCIES

Student Name

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Student Number

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Completion date

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Pass/Fail

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# PEER ENHANCED E-PLACEMENT (COMPLETED AT UNIVERSITY)

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AS PART OF YOUR CLINICAL PRACTICE MODULE YOU WILL UNDERTAKE CLINICAL COMPETENCIES IN THE PRACTICE PLACEMENT SETTING AND ALSO UNDERTAKE CLINICAL SKILLS IN THE FORM OF A PEEP (PEER ENHANCED E PLACEMENT) WHICH IS UNDERTAKEN THROUGH THE UNIVERSITY BOTH ASPECTS ALLOW YOU TO GAIN INSIGHT/ KNOWLEDGE AND SKILLS APPLICABLE TO LEVEL 5 LEARNING FOR YOUR ODP PROGRAMME.

## **WHAT PEEP IS ALL ABOUT**

SUCCESSFUL VIRTUAL PLACEMENTS OFFER INSURANCE AGAINST PLACEMENT DISRUPTIONS AND SHORTAGES OF AVAILABLE LOCATIONS. WELL-DESIGNED AND DELIVERED, THEY ALSO OFFER SPECIAL BENEFITS INCLUDING HIGHLY PURPOSEFUL STUDENT EXPERIENCES, INCREASED LEARNING GROUP FORMATION, WIDE IN-DEPTH DISCUSSIONS, STRONG THEORY TO PRACTICE, SHARED REVIEWS, REFLECTIONS AND COLLABORATION BETWEEN STUDENT PEERS, PRACTICE IN DIGITAL WORKING AND LEARNING, AND OPPORTUNITIES FOR CROSS-PROFESSIONAL CO-OPERATION. CLEARLY, ALL OF THESE CONTRIBUTE TO STUDENTS' SUCCESS BOTH DURING THEIR EDUCATION AND AS EMPLOYEES IN THEIR PROFESSIONS.

THE INITIAL PEER ENHANCED E-PLACEMENT (PEEP) PROJECT TOOK PLACE AT THE UNIVERSITY OF EAST ANGLIA, UK, IN APRIL TO MAY 2020 DURING PANDEMIC LOCK-DOWN. AN ACTION-RESEARCH APPROACH ADDRESSED LEARNING DESIGN AND EVIDENCE-BASED PEDAGOGICAL FUNDAMENTALS, RESULTING IN EXCEPTIONAL OUTCOMES FOR STUDENTS, AND SOME EMERGENT BENEFITS IN TERMS OF MORE IN DEPTH CLINICAL KNOWLEDGE WHICH ENHANCED PLACEMENTS.

YOU HAVE CLINICAL SKILLS LINKED TO YOUR PEEP PLACEMENT WHICH NEED TO BE COMPLETED IN CONJUNCTION WITH YOUR PRACTICE PLACEMENT LEARNING IN ORDER TO PROGRESS TO YEAR 3, THESE ARE ASSESSED CLINICAL SKILLS UNDERTAKEN ON A DIGITAL PLATFORM WITHIN UNIVERSITY TIME.

# LEARNING AGREEMENT FOR PEEP PLACEMENT

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This is identify learning opportunities available during this PEEP placement

Initial interview

Student name:	Academic Educator name:
Student signature:	Academic Educator Signature:
Date of agreement:	

# MID TERM AGREEMENT FOR PEEP PLACEMENT

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This is identify learning opportunities available during this PEEP placement

## MID TERM AGREEMENT

Student name:	Academic Educator name:
Student signature:	Academic Educator Signature:
Date of agreement:	

# PROFESSIONAL BEHAVIOURS ( PEEP REQUIREMENTS)

<b>COMPETENCE</b>	<b>PASS</b>	<b>FAIL</b>
<b>Communication and Engagement.</b>	Uses appropriate language and communication skills as required for their developmental level on the programme. Works effectively within professional boundaries and engages with activities and group work collaborating effectively with peers.	Unable to communicate with peers to effectively work as part of the team. Uses inappropriate language and displays a disregard for professional boundaries. They are unable to communicate with patients effectively. Does not work effectively within professional boundaries and is dis engaged with activities and group work not collaborating effectively with peers.
<b>Team working</b>	Understands the roles within the MDT and embraces a team ethic towards patient care.	The student does not understand the various roles of the operating team and show no understanding of what it is to be a 'professional' within the MDT team
<b>Commitment &amp; Motivation</b>	Motivated towards learning and working within the various roles within the theatre environment. All aspects of theatre practice should be considered. Students should display a commitment to develop and learn.	The student has not studied materials to support learning or developed skills to achieve a pass. They are reluctant to do roles within their scope of practice due to personal preference. There is no commitment to learning being displayed.
<b>Application of theory to practice</b>	Able to demonstrate clinical reasoning for their actions and is able to discuss their understanding of activities within the clinical environment in relation to clinical and theoretical concepts.	Cannot demonstrate clinical reasoning for their actions, nor demonstrate understanding of why activities occur at a particular time in relation to the working environment.
<b>Care &amp; Compassion</b>	Is aware of patient care pathways and is able to contribute where possible towards the continuity of care within a department to ensure patient, personal and staff safety using compassion where appropriate.	Does not display care and compassion where appropriate for patient care.
<b>Punctuality and attendance</b>	Understands the importance of being on time and adhering to the work schedule. If they are absent they use the appropriate lines of communication and process to report this and ensure that the work area peers and/or University are informed of their situation e.g. return to work dates.	Is frequently absent and/or late for sessions, has extended coffee or dinner breaks and/or does not use effective communications to keep the academic or peer group informed. Is unaware or repeatedly does not use the absence polity and procedures to inform University of their absence.
<b>Courage</b>	The student displays an ability 'to do the right thing' in relation to all of the above sections. Shows an understanding of the importance to speak up and can explain the term advocacy.	Clearly does not understand the concept of advocacy and cannot discuss what this means in terms of their patients. They fail to speak up when required for patient or staff safety issues.

# PROFESSIONAL BEHAVIOURS PEEP

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During the Operating Department Practitioner programme students will be expected to uphold key professional behaviours in order to be able to progress forward on the programme. The student should achieve a pass in all of the sections below.

**A FAIL IN ANY SECTION MEANS THEY FAIL THIS PEEP PLACEMENT**

<b>Competence</b>	<b>Pass</b>	<b>Fail</b>	<b>Academic Educator Comments: Sign and Date</b>
Communication			
Team working			
Commitment & Motivation			
Application of theory to practice			
Care & Compassion			
Punctuality and attendance			
Courage			
<b>Student Name:</b>			
<b>Academic Educator declaration</b>			
<b>Student signature and date</b>		<b>Academic Educator signature and date</b>	

# PEEP COMPETENCIES

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	<b>Competence description</b>	Practice Educator Comments: Sign and Date
<b>A</b>	Demonstrates skills and abilities in supporting and welcoming patients taking into consideration their individual needs and concerns.	
<b>B</b>	Can Identify and explain the justification for the airway equipment selected.	
<b>C</b>	Demonstrates understanding of the impact of patient positioning on anaesthesia.	
<b>D</b>	Clearly demonstrates knowledge related to drugs used for the case.	
<b>E</b>	Has Knowledge for the utilisation and reasons for difficult intubation equipment.	
<b>F</b>	Understand the functionality of surgical instruments, inclusive of any specialist items as part of the surgical speciality for their case.	
<b>G</b>	Correctly selects any drains required for the speciality and can clearly discuss how they work and their implicative requirements.	
<b>H</b>	Demonstrates knowledge for the utilisation of fluids and blood products within patient care. Also understands the alternative therapies when discussing blood products and reasons for their use.	
<b>I</b>	Correctly selects any dressings required for the case and can discuss how they work and their implicative requirements.	
<b>J</b>	Demonstrates understanding in relation to effective hand over of the patient and relays necessary information relevant to the case.	

<b>COMPETENCE</b>	<b>PASS</b>	<b>FAIL</b>
<b>Demonstrates skills and abilities in supporting and welcoming patients taking into consideration their individual needs and concerns.</b>	The student can effectively communicate with patients in their care using a holistic approach, taking into account the individual needs of each patient.	The student displays no ability to communicate or interact with patients, nor do they recognise that patients require different approaches to develop an effective communication strategy.
<b>Can Identify and explain the justification for the airway equipment selected.</b>	The student can effectively communicate their justification for airway equipment selected and explain how this equipment impacts the patient airway.	The incorrect equipment is selected and the student cannot offer explanation as to how it impacts the patient airway.
<b>Demonstrates understanding of the impact of patient positioning on anaesthesia.</b>	Can show understanding of impact of positioning on patient status. Is able to clinically reason why the patient position might impact the anaesthetic given	The student is unable to demonstrate understanding and competency in correct patient positioning and the implications of patient positioning on anaesthesia.
<b>Clearly demonstrates knowledge related to drugs used for the case.</b>	Clearly demonstrates knowledge related to all drugs used for the case.	Clearly demonstrates knowledge related to drugs used for the case.
<b>Has Knowledge for the utilisation and reasons for difficult intubation equipment.</b>	They can demonstrate knowledge of when to utilise the difficult intubation equipment and can follow the protocol.	Does not know where the equipment is or have any knowledge of what should be on the trolley.
<b>Understand the functionality of surgical instruments, inclusive of any specialist items as part of the surgical speciality for their case.</b>	The student demonstrates understanding of key instrument packs used in this speciality. They know what the instruments are used for including safety issues.	The student does not understand the use of the key instrument packs to be used nor can they adequately identify relevant instrumentation.
<b>Correctly selects any drains required for the speciality and can clearly discuss how they work and their implicational requirements.</b>	Identifies and explains the reasons behind drain/s required for their patient and explains the functionality of the drain chosen including safety issues.	The student fails to select the correct drain/s relevant for the procedure. Cannot explain the functional working of the drain chosen.
<b>Demonstrates knowledge for the utilisation of fluids and blood products within patient care and explains the implications that these have on patient physical status. Also understands the alternative therapies when discussing blood products and reasons for their use.</b>	Correctly explains the reasons for selecting fluids/blood products relevant to the case and can clearly identify how these products impact on the patient.	Cannot adequately explain or choose the appropriate fluids/blood products related to the case nor can they show understanding of how these products effect the patients physical parameters.
<b>Correctly selects any dressings required for the case and can discuss how they work and their implicational requirements.</b>	Show knowledge of which dressing/s to use relevant to the case and can explain the functionality of them.	In correctly selects relevant dressing/s for the case and does not understand the functionality of them.
<b>Demonstrates understanding in relation to effective hand over of the patient and relays necessary information relevant to the case.</b>	Communicates well in terms of relaying information relevant to the case and understands the importance of clinical handovers.	Does not include all information relevant to the case and does not demonstrate an understanding as to the importance of clinical handovers.

## STUDENT COMMENTS OF PLACEMENT LEARNING FOR YEAR 2

**Comment on learning opportunities achieved within year 2 and action plan for progression into year 3.**

**Student name:**

**Student signature:**

**Placement:**

# PROGRESSION STATEMENT

TO BE COMPLETED BY THE CPC/NOMINATED PRACTICE EDUCATOR WITH THE STUDENT - PLEASE REVIEW ALL COMPETENCIES AND ENSURE THESE ARE CORRECTLY COMPLETED

	Tick	Student <b>strengths</b> recognised on placement
Title page signed and dated by the student		
Skills Passport format		
Learning agreement completed		
Competence contents checked and correct		Any student <b>weaknesses / areas for improvements</b> that require attention for future career learning
Practice Educators / Associate Practice Educators Signatures		
Case Logs		
Placement evaluations		

*Please cross out which ever statement does not apply.*

I the CPC/Practice Educator have checked the paperwork and agreed that this student has successfully completed this section and are able to progress.

Or

I the CPC/Practice Educator have checked the paperwork and in conjunction with other Practice Educators have agreed that this student has FAILED this section (reasons are outlined in the 'Cause for Concern' form).

Student name:	CPC/Nominated Practice Educator name:
Student signature:	CPC/Nominated Practice Educator Signature:
Date:	Placement:

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# **ADDITIONAL TESTIMONY SHEET (USE WHEN REQUIRED)**

**(ADDITIONAL INFORMATION / WRITTEN TESTIMONY OR EVIDENCE OF COMPETENCE)**

**This additional information and testimony further supports the student's progression through**

**Competency..... (Please complete)**

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator signature:</b>
<b>Date:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

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**(ADDITIONAL INFORMATION / WRITTEN TESTIMONY OR EVIDENCE OF COMPETENCE)**

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**Competency..... (Please complete)**

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator signature:</b>
<b>Date:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

# **ADDITIONAL TESTIMONY SHEET (USE WHEN REQUIRED)**

**(ADDITIONAL INFORMATION / WRITTEN TESTIMONY OR EVIDENCE OF COMPETENCE)**

**This additional information and testimony further supports the student's progression through**

**Competency ..... (Please complete)**

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator signature:</b>
<b>Date:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process

## REVIEW OF LEARNING FOR YEAR 2

**PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA (ADDITIONAL COPIES AT THE REAR OF BOOKLET)**

**This is identify learning opportunities available during this placement**

Midterm interview

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator Signature:</b>
<b>Date of agreement:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process.

# REVIEW OF LEARNING FOR YEAR 2

PLEASE COMPLETE THIS FORM FOR EACH NEW PLACEMENT AREA (ADDITIONAL COPIES AT THE REAR OF BOOKLET)

**This is identify learning opportunities available during this placement**

Midterm interview

<b>Student name:</b>	<b>Practice Educator name:</b>
<b>Student signature:</b>	<b>Practice Educator Signature:</b>
<b>Date of agreement:</b>	<b>Placement:</b>

If there is a cause for concern or a lack of progression, then please consult the 'Cause for Concern' Process.