



Undergraduate Diploma in Nursing/BSc (Hons)

Assessment of Practice

Mapping of Learning Opportunities

Child Branch Programme Year 2

Level: Supervised Participant

**Placement with:
Specialist Community Public
Health Practitioner
(Health Visitor/School Nurse)**

**For courses commencing after
October 2005**

Acknowledgements

This booklet contains the NMC Standards for Proficiency for Pre-Registration Nursing Education¹

The School of Nursing would like to thank all mentors and practitioners who assisted in the development of this resource.

It has been developed predominantly by mentors, for use by mentors, and we hope it will be a useful document in practice, providing practical examples of how students can be supported in placements. The examples can provide suggestions of a few activities that students might have the opportunity to experience whilst on placement with the School Nurse or Health visitor in a community setting.

Contact Numbers

School of Nursing and Academic Division of Midwifery
The University of Nottingham

Nottingham Education Centre

Queens Medical Centre
Nottingham
NG7 2HA
Tel: (0115) 8230850
Boston Education Centre
Pilgrim Hospital
Sibsey Road
Boston
PE21 9QS
Tel: (01205) 364801

Mansfield Education Centre

King's Mill Hospital
Dukeries Centre
Mansfield Road
Sutton-in-Ashfield
Nottinghamshire
NG17 4JL
Tel: (01623) 465600

Lincoln Educational Centre

County Hospital
Greetwell Road
Lincoln
LN2 5QY
Tel: (01522) 512512

Derby Education Centre

Derbyshire Royal Infirmary
London Road
Derby
DE1 2QY
Tel: (01332) 347141 ext 2459 / 2460

¹ UKCC 2000 - Requirements for pre-registration nursing programmes, Registrars Letter 17/2000 25th May 2000, United Kingdom Central Council for Nursing, Midwifery and Health Visiting, London. Outcomes adopted by Nursing and Midwifery Council (2002), updated by Standards of Proficiency for Pre-registration nursing education Nursing & Midwifery Council (2004), updated by Standards of Proficiency for Pre-Registration Nursing Education, Nursing and Midwifery Council (2004)

Learning Opportunities

This mapping document is designed to help the mentor to understand how the proficiency may be achieved in practical terms.

The learning opportunities described are practical and link with the theoretical aspects of the Specialist Community Public Health Practitioners role. All learning opportunities are directly linked to the NMC proficiencies.

The suggested evidence gives an example of the level of academic work needed to be presented as evidence of achievement.

All Diploma supervised participant students are required to complete a workbook, which if completed properly, will provide the content and level of evidence required to achieve the proficiencies.

All work completed can form part of the ongoing portfolio of evidence developed by the student.

Evidence

Evidence of achievement of proficiency may be obtained through:

Direct observation (DO) of the student whilst they are working under supervision. More than one observation of the activity/skill may be appropriate for the mentor to satisfy himself or herself that the student is able to sustain an acceptable level of performance. These observations should take place as part of the normal working role of the student, rather than being contrived for the purpose of the assessment.

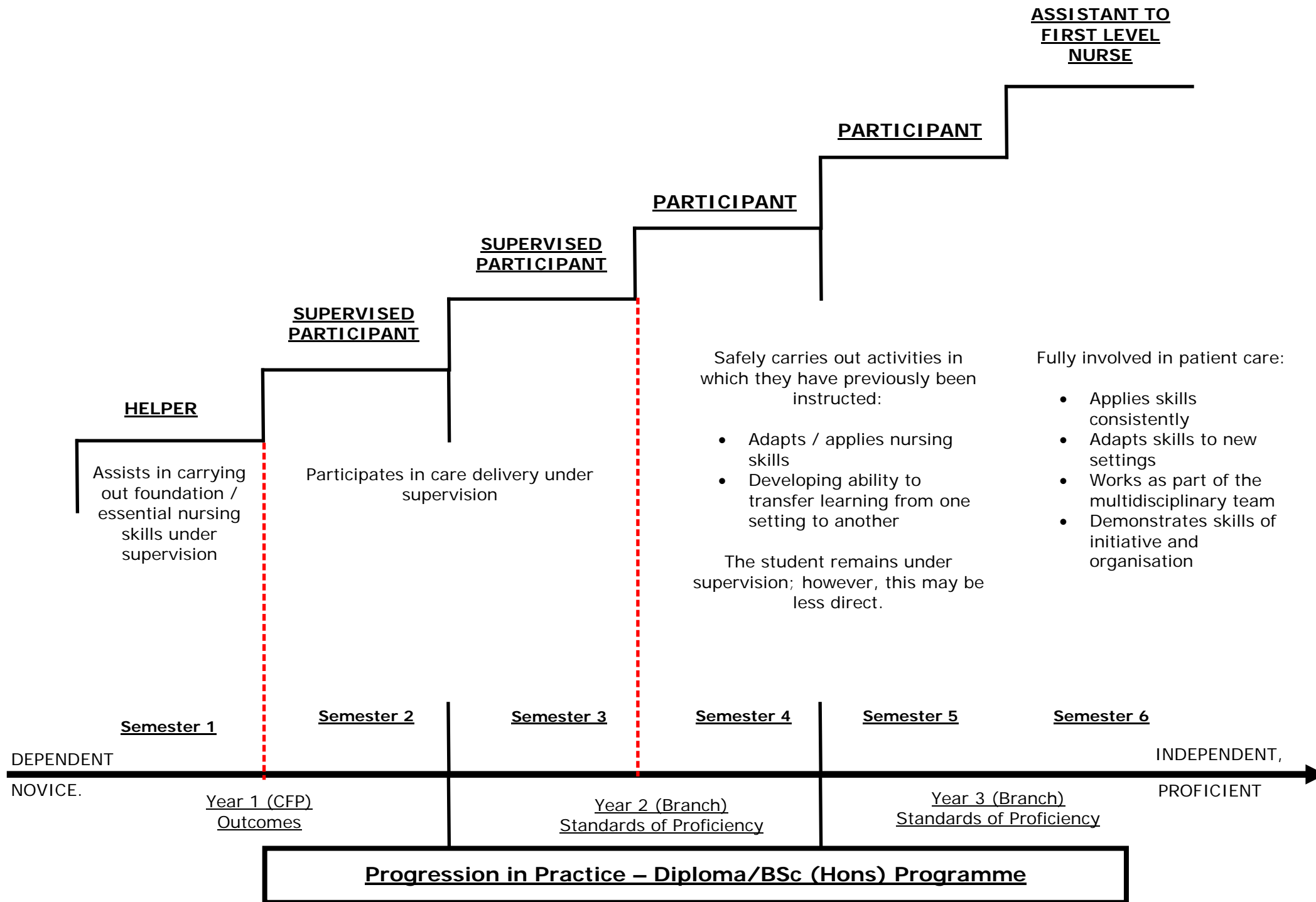
Question and answer session (QA) to assess underpinning knowledge.

Reflective discussion (RD) between the mentor and the student regarding their progress.

Student's Portfolio (P)

Testimonials/witness statements (WS) from other nursing practice staff, other health care professionals, patients and their families.

Mentors and/or students should contact the Mentor support Practitioner, the student's personal tutor, or a member of the Practice Learning Team, if they require any advice or support.



Standards of Proficiency to be Achieved for Entry to the Register

Domain 1. Professional and Ethical Practice

1.1 Manage oneself, one's practice, and that of others, in accordance with the NMC Code of Professional Conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
1.1.1	Practice in accordance with The NMC code of professional conduct; standards for conduct, performance and ethics	Access to/awareness of NMC code.	Discussion of Code of Conduct in relation to placement. Demonstrate understanding of code DO/ QA
1.1.2	Use professional standards of practice to self-assess performance	Opportunity to demonstrate time management /organisational skills	Demonstrating punctuality, correct dress code, relevant paperwork DO
1.1.3	Consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence	Availability of mentor for student support. Learner recognising own level of competence	Observing HV/SN Appropriate student/client interaction. Discuss previous knowledge/experience in relation to placement RD/DO
1.1.4	Consult other health care professionals when individual or group needs fall outside the scope of nursing practice	Observing multi-agency working in relation to client need	Participating in multi-agency practice. Attending planning meetings DO/RD
1.1.5	Identify unsafe practice and respond appropriately to ensure a safe outcome	Availability of policies. Eg: Child Protection, Health & Safety, record keeping, Confidentiality	Discuss child protection referral/issues. Reflect on observed practice. RD
1.1.6	Manage the delivery of care services within the sphere of one's own accountability	Supervised delivery of planned programmes of care. Engaging with client group: 1:1, group work.	Assisting in delivery of teaching/parenting sessions. Group work. WS/DO/RD

1.2 Practise in accordance with an ethical and legal framework, which ensures the privacy of patient and client interest and well-being and respects confidentiality.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
1.2.1	Demonstrate knowledge of legislation and health and social policy relevant to nursing practice	Availability of policies. Eg: Child Protection, Health & Safety. National policy docs to hand.	Discuss how national policy relates to community child/family health. Eg: Every Child Matters QA/RD
1.2.2	Ensure the confidentiality and security of written and verbal information acquired in a professional capacity	Record keeping/data protection standards available. Discussion with Caldicott guardian	Written account of discussions. Interaction with parents/children/young people. Appropriate message taking/delivery. DO/P/WS/RD
1.2.3	Demonstrate a knowledge of	Case conference/review School based health	Personal interaction and professionalism

	contemporary ethical issues and their impact on nursing and health care	services Interaction with nuclear/extended families	Understanding of Frazer Competency Explore own attitudes and values QA/DO/RD
1.2.4	Manage the complexities arising from ethical and legal dilemmas	Case conference/review Consent for adolescent health care	Referral discussion with mentor Discuss role of School based sexual health clinics RD/QA/RD
1.2.5	Act appropriately when seeking access to caring for patients and clients in their own homes	Supervised home visits	Appropriate interaction Demonstrate dress code/punctuality/communication DO

1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
1.3.1	Maintain, support and acknowledge the rights of individuals or groups in the health care setting	Interaction with families/children from different cultural backgrounds	Discuss potential issues eg. communication difficulties. Case study, identifying how social, ethnic, cultural and religious issues impact on a child/young persons health P/RD/QA
1.3.2	Act to ensure that the rights of individuals and groups are not compromised	Observations of developmental reviews/vision tests/school entry screening	Compare developmental reviews etc with English speaking and non English speaking clients. RD/DO/QA/P
1.3.3	Respect the values, customs and beliefs of individuals and groups	Access to IT equipment to seek census information Visits to outside agencies	Knowledge of ethnic or class mix in locality Evidence of achievements from visits RD/WS/P/QA
1.3.4	Provide care which demonstrates sensitivity to the diversity of patients and clients	Observing client/service use of interpreter Observe PSHE in relation to cultural restrictions	Discuss issues/implications of using interpreter Assist in development/delivery of teaching sessions, being mindful of cultural issues RD/DO/P/QA

Standards of Proficiency to be Achieved for Entry to the Register

Domain 2. Care Delivery

2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.1.1	Utilise a range of effective and appropriate communication and engagement skills	Participation in letter writing, telephone contacts, appointment slips. School entrant health checks Developmental assessments	Demonstrating effective non-verbal/verbal communication Using age appropriate language Use a range of communication methods DO/WS/QA
2.1.2	Maintain and, where appropriate disengage from professional caring relationships that focus on meeting the patient's or client's needs within professional therapeutic boundaries	Observation of disengagement skills of mentor Gaining consent from parents/adolescents Assist in care delivery to clients needing high intervention e.g. post-natal depression/teenage pregnancy	Demonstrate appropriate ways to start/end consultation Reflective account of consultation Show an awareness of problems with families not wanting to disengage/are dependant DO/WS/QA/P

2.2 Create and utilise opportunities to promote the health and well-being of patients clients and groups.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.2.1	Consult with patients, clients and groups to identify their need and desire for health promotion advice	School council groups Health promotion activities Visits to community groups e.g. SureStart Availability of School health plan 1:1 or group discussions	Discuss HP theory and its application to child/family Reflective account of school council meeting/1:1 discussions Investigation of local community profile (local data/census) P/DO/QA/WS
2.2.2	Provide relevant and current health information to patients, clients and groups in a form which facilitates their understanding and acknowledges choice/individual preference	Assist in planning PSHE sessions Visit to PCT health promotion department/resource centre	Create health promotion displays Participate in PSHE sessions Awareness of HP topics (breast feeding, immunisation, contraception, smoking, dental hygiene, exercise etc) DO/WS/P/QA

2.2.3	Provide support and education in the development and/or maintenance of independent living skills	Availability of/access to literature for clients Local 'signposting' info Participation in HP activity e.g. baby clinic, PSHE sessions	Year 7 'healthy choices' discussion group participation Discuss barriers to uptake of HP in community Access resources for client group RD/DO/QA
2.2.4	Seek specialist/expert advice as appropriate	Visit to specialist centre e.g. teenage sexual health clinic/SureStart	Reflective account of visits Know how to access specialist service Signpost family/child to appropriate service DO/WS/RD/QA

2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of patients, clients and communities.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.3.1	Select valid and reliable assessment tools for the required purpose	Common Assessment Framework Individual health care plan (e.g. anaphylaxis)	Completed health care plan Assessment documentation Understanding of frameworks Used P/DO/QA
2.3.2	Systematically collect data regarding the health and functional status of individuals, clients and communities through appropriate interaction, observation and measurement	Assessment during home visit Growth measurement Face to face client contact Vision/hearing assessment School entry health appraisal Continence assessment TB risk assessment forms	Knowledge of growth and development theory Plot height and weight on centile charts (supervised) Reflective account of continence clinic attendance Correct interpretation of TB risk assessment flowchart QA/DO/RA/P
2.3.3	Analyse and interpret data accurately to inform nursing care and take appropriate action	Record keeping Supervised referral to services e.g. school eye clinic, community paediatrician, speech therapy	Completed referral forms Understanding of centile/BMI information QA/DO/P

2.4 Formulate and document a plan of nursing care, where possible, in partnership with patients, clients, their carers and family and friends, within a framework of informed consent

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.4.1	Establish priorities for care based on individual or group needs	Review of health records Access to relevant government documentation e.g. choosing health Discuss who might need a plan of care	Knowledge of why individuals need a health care plan Discussion following notes review Understanding of Frazer competency/consent Observation of working in partnership with client/family/other agencies QA/RA/DO
2.4.2	Develop and document a care plan to achieve optimal health, habilitation, and rehabilitation based on assessment and current nursing knowledge	Observe HV/SN formulating plan with family 1:1 discussion with client Access to documentation	Write a fictitious care plan Discuss priorities in plan Participation in training schedule (e.g. Epipen training for nursery/school staff) P/RD/DO
2.4.3	Identify expected outcomes, including a time frame for achievement and/or review in consultation with patients, clients, their carers and family friends and with members of the health and social care team	Access to plan of care in use Attendance at multi-agency meetings e.g. case conference Assist with necessary training	Understanding of evaluation process Reflective account of case conference Participation in training schedule (e.g. Epipen training for nursery/school staff) QA/RA/P/DO

2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.5.1	Ensure that current research findings and other evidence are incorporated in practice	Discuss practice/theory link with mentor. Access to journals. Discuss current protocols.	Understanding of link between practice/theory. Identify evidence informing practice. QA/DO
2.5.2	Identify relevant changes in practice or new information and disseminate it to colleagues	Discuss recent changes to practice, and assist in care delivery. Attend policy development meetings.	Participate in obesity data collection, TB risk questionnaires. Understand rationale behind changes. QA/P/DO
2.5.3	Contribute to the application of a range of interventions which	Assist with health promotion, baby massage, growth	Understand how interventions impact on health and well-being.

	support and optimise the health and well-being of patients and clients	measurement, entrant health checks, child protection etc.	Reflective account of practical experience. RD/DO/QA/P
2.5.4	Demonstrate the safe application of the skills required to meet the needs of patients and clients within the current sphere of practice	Opportunity to observe mentor/specialist practitioner and assist.	Demonstrate the skills required for community child health care. Understand the rationale for the skills required in practical setting. QA/DO
2.5.5	Identify and respond to patients and client's continuing learning and care needs	Access to resource centre. Discuss individual cases. Opportunity to promote health	Providing information to clients. Develop fictitious plan of care. Understand variety of media whereby client learning needs can be met. Develop health promotion display. P/QA/DO
2.5.6	Engage within, and evaluate, the evidence base that underpins safe nursing practice	Access to Internet. Access to medical records.	Understand potential barriers to care delivery. Evaluate a plan of care P/DO/QA

2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.6.1	Identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care	Assist in assessment: CAF, child protection, health appraisal. Access to public health documents e.g.: choosing health, making a difference, tackling health inequalities. Visits e.g.: SureStart, public health	Read and discuss documents. Understand how documents influence practice. Define rationale for a specific case (case study). Recognise link between local practice and local public health data. Observe link between NSF's and practice. DO/P/QA/RD

2.7 Evaluate and document the outcomes of nursing and other interventions.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.7.1	Collaborate with patients and clients and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes	Assist with: health assessment, PSHE/health promotion, vision testing, immunisation sessions. Visits to New Leaf sessions	Demonstrate effective communication with parents/carers/teenagers/child. Develop an individual health care plan with client participation e.g.: school/nursery based anaphylaxis management. Reflection on visits. RD/DO/QA/P
2.7.2	Analyse and revise expected outcomes, nursing interventions and priorities in accordance with changes in the individual's condition, needs or circumstances	Attend case conferences. Discuss impact of refused parental consent.	Discuss case conference outcomes. Understand Frazer competency. Discuss the evaluation of individual care. Observe evaluation documentation RD/DO/QA

2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
2.8.1	Use evidence based knowledge from nursing and related disciplines to select and individualise nursing interventions	Access to policies specific to HV/SN.	Use evidence to develop individual care plan. P
2.8.2	Demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings	Home visits v. clinic visit School based immunisation sessions Teaching to new parents/pupils in school	Discuss different approach in relation to setting Discuss specific skills required Identify health promotion strategies that are effective RD/DO/QA
2.8.3	Recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances	Childhood illness, acute and chronic Attend school immunisation session	Communication/management of ill health in school Discuss management of ill child presenting at baby clinic Understanding of adaptation of clinical practice in non-clinical setting RD/P/QA/RA
2.8.4	Ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public	Attend baby clinic/baby massage groups School based imms/ sexual health clinic	Discuss 'safe' environment/risk assessment Consider confidentiality/safety/sharps policy QA/RD/P

Standards of Proficiency to be Achieved for Entry to the Register

Domain 3. Care Management

3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
3.1.1	Apply relevant principles to ensure the safe administration of therapeutic substances	Observe infection control procedures in a variety of settings e.g. school, home, clinic Observe disposal/management of sharps/spills	Reflective account of home visit/immunisation session in relation to risk Discuss risks with mentor Observation of setting up clinic/session RA/RD/DO
3.1.2	Use appropriate risk assessment tools to identify actual and potential risks	Discussion re risk assessment with HV/SN Access to policy documents Discuss personal safety	Mock risk assessment of environments e.g.: home, driving, clinic Understands and follows tracking system/procedures P/QA/DO
3.1.3	Identify environmental hazards and eliminate and/or prevent where possible	Access to spills pack Discuss health/safety in baby clinic Observe room set up for school based interventions	Discuss actions needed to minimise risk Assist with preparation of clinic room/classroom Safely dispose of used sharps bins/knows procedure RD/DO/QA
3.1.4	Communicate safety concerns to a relevant authority	Access to incident forms Discuss reporting procedure/who is correct authority	Identification of area of concern Correct procedure followed Completion of mock incident form P/DO/RD/QA
3.1.5	Manage risk to provide care which best meets the needs and interests of patients, clients and the public	Access to PALS literature Attend child protection conference Moving and handling training	Ability to complete CP referral forms Reflective piece on risk factors Correct use of equipment Moves equipment correctly P/RA/DO

3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
3.2.1	Establish and maintain collaborative working relationships with members of the health and social care team and others	Introduction to other teams in mentors base Visits to specialist services e.g. SureStart, social services, community dentist, connexions	Discuss theoretical partnerships Understand significance of 'Every Child Matters' Participate in multi-agency initiatives e.g. school based clinics Discuss HV/SN role within multi-agency team RD/P/DO/QA
3.2.2	Participate with members of the health and social care team in decision-making concerning patients and clients	Attend case conference, multi-agency planning meetings, school councils	Assist in completion documentation e.g. core assessment Discuss confidentiality/information sharing P/RD
3.2.3	Review and evaluate care with members of the health and social care team and others	Attend core group meetings Observe referral to other agencies Observe changing team structure	Follow one specific family through system Assist with report writing Discuss evaluation of care P/RD/QA

3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
3.3.1	Take into account the role and competence of staff when delegating work	Observe mentor working with team Attend session involving peer participation/mentorship in schools	Discuss levels of competence/skill mix in team structure Discuss expectations of team leader Delegate tasks as appropriate e.g. demonstrating self weighing in clinic RD/DO
3.3.2	Maintain one's own accountability and responsibility when delegating aspects of care to others	Discuss delegation, accountability and responsibility with different clinical Bands within team	Discuss when/where appropriate to delegate. Report observations to team e.g. Gait, speech, behaviour. Knowledge of NMC code of conduct. DO/RD
3.3.3	Demonstrate the ability to co-ordinate the delivery of nursing and health care	Attend clinic, health promotion or PSHE session. Discuss caseload management with mentor	Plan a clinic session Under supervision, plan HV/SN visits for the day Write a lesson plan for PSHE session, involving other team members P/DO/RA

3.4 Demonstrate Key Skills

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
3.4.1	Literacy – interpret and present information in a comprehensible manner	Record keeping and Caldicott guidelines NMC record keeping guidelines	Observation of written documentation List basic record keeping principles Discuss access to child health records DO/QA/RD
3.4.2	Numeracy – accurately interpret numerical data and their significance for the safe delivery of care	Access to Centile charts Access numerical public health data/census information Access to immunisation take-up info	Understanding centiles Plotting height and weight Calculate feeds Discuss how deprivation scores/data might affect care delivery/resource availability Discuss data in relation to herd immunity and consequences P/QA/RD
3.4.3	Information technology and management – interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care	Access to CIS system Discuss internet restrictions re patient specific info Access to PCT intranet	Discuss use of CIS Observe recording on CIS Discuss and understand why internet cannot always be used Use IT system to complete reports for meetings DO/RD/QA
3.4.4	Problem-solving – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information	Observe Child protection referral Attend case conference Observe use of TB risk questionnaire Observe use of school entry health questionnaire	Understand what kind of info would lead to referral Discuss confidentiality Correctly use TB flowchart with SN Discuss clinical decisions based on parent response to specific questions RD/P/DO/QA

Standard of Proficiency to be Achieved for Entry to the Register

Domain 4. Personal and Professional Development

4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
4.1.1	Identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning	Initial/mid term and final interviews Clinical skills booklet discussion Reflective accounts based on previous DO/RD	Written action plan Examples of reflection in written portfolio P/RD/RA
4.1.2	Develop a personal development plan which takes into account personal, professional and organisational needs	Discuss portfolio evidence with mentor SWAT analysis with mentor Discuss personal development plan	Action plan following discussions P
4.1.3	Share experiences with colleagues, patients and clients in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations	Reflecting on visits, clinics, teaching sessions Participation in health promotion events Presentation of portfolio evidence to team	Written lesson plans Photographic evidence of events/displays Client evaluations of sessions RA/DO/P
4.1.4	Take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice	Explore controversial issues in practice: Sex education, vaccination, child protection, contraception. Explore local/national public health issues: teenage pregnancy, fluoridisation.	University assignment Reflective accounts of discussion in portfolio RA/RD/P

4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching.

	Standards of Proficiency	Learning Opportunity	Suggested Evidence
4.2.1	Contribute to creating a climate conducive to learning	Observe mentor in teaching role Planning of teaching sessions/parent groups/classroom sessions Discuss requirements for learning	Reflective account of observations Peer support for other learners Lesson plans Understand what constitutes a good/poor learning environment RA/DO/QA/P
4.2.2	Contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience	Opportunity to present portfolio evidence to team Delivery of information sessions to peers/team/clients/children	Witness statement from mentor Evaluation of presentation from learners P/RA/DO
4.2.3	Demonstrate effective leadership in the establishment and maintenance of safe nursing practice.	Access to Trust policy documentation Discuss NMC Standards with mentor	Student practicing in accordance with Trust policy and procedures Works within NMC Code of Conduct DO/QA