

NMC Standards of Proficiency Mapping for Mentors of

First, Second and Third-year students

**Developed by the Surgical PLT:
City, Park & Nuffield Hospitals**

**To be used in conjunction with the students assessment
of practice record.**

DOMAIN 1	PROFESSIONAL AND ETHICAL PRACTICE
	Evidence expected from first-year students

1.1 Discuss in an informal manner the implications of professional regulation for nursing practice

1.1.1

- Student to have read NMC Codes of Professional Conduct.
- Discuss contents of Code.
- Show good time-keeping.
- Maintaining professional manner and behaviour.
- Participate in handover of patients under supervision, ward round and ward meetings.
- Show an awareness of the ward's speciality and how this impacts on the team's objective.

1.1.2

- Always asks if unsure or feels that expectations or requests are inappropriate to level of practice.
- Identifies areas for development of own knowledge base and discuss with Mentor ways of addressing these.

1.1.3

- Understands the importance of working as part of a multi-disciplinary team.
- Knows how to refer a patient to other members of the multi-disciplinary team and make referrals under supervision.
- Reports any practice which is considered to be unsafe or not in the patient's best interest.
- Be aware of how to deal with a patient/carers complaint.

1.2 Demonstrate an awareness of the NMC Code of Professional Conduct: Standard for Conduct, Performance and Ethics

1.2.1

- Demonstrate by discussion, awareness of the NMC Code of Conduct.
- Demonstrate protection of the patients' rights to privacy and dignity by ensuring they are not disturbed or exposed during care.
- Ensure NMC and placement policy for administration of medication is adhered to.
- Ensure all documentation is completed in accordance with NMC Standard for Record Keeping and Trust guidelines i.e. dated, timed, signed and countersigned by a registered nurse.
- Ensure all patients' records are returned to the correct place after use.
- Questions anybody entering the ward who is not wearing an identification badge.

1.2.2

- Able to manage the care of a group of patients under supervision and effectively plan their care for the shift.
- Demonstrate confidence to challenge those who have no identification.
- Ensure patient's consent is gained prior to any intervention.
- Participate in handover and ensure information given is factual and patient confidentiality is maintained.
- Confidence in questioning others' practice and seeking reasoned explanations.
- Participate in placing a patient's valuables in safekeeping.

1.3 Demonstrate an awareness of, and apply ethical principles to, nursing practice.

1.3.1

- Demonstrate patient confidentiality when passing information to others e.g. telephone enquiries.
- Safeguard handover sheet and dispose of in confidential waste bin when no longer required.
- Participate in handover and ensure information given is factual and patient confidentiality is maintained.

1.3.2

- Discuss with mentor ethical dilemmas which may arise during a patient's stay, e.g.
 - DNR discussion, to treat or not to treat
 - Patient's wishes vs. relative's wishes – 'living will'
 - Whether to investigate further and how much information to give
- Demonstrate an awareness of the patient's right to refuse care or interventions, and ensure this is documented.

1.4 Demonstrate an awareness of legislation relevant to nursing practice

1.4.1

- Ensure familiarisation with the ward layout including emergency equipment and fire fighting equipment/exits.
- Discuss with mentor what to do if the fire alarm sounds.
- Aware of placement's policies for manual handling, infection control, risk assessment, COSHH, and health and safety.
- Demonstrate safe manual handling techniques.
- Be aware of when to complete an accident form and, with supervision, complete one.

1.5 Demonstrate the importance of promoting equity in patient and client care by contributing to nursing care in a fair and anti-discriminatory way

1.5.1

- Demonstrate a non-judgmental attitude in which all patients are treated equally.
- Demonstrate an awareness of the concept of ageism and ensure all patients are treated with respect.
- Understands how different cultures deal with pain, illness, death and dying.
- Knows how to access the hospital chaplain and other religious ministers.
- As far as possible allow patients from other cultures the privacy to practice their faith i.e. time for prayers or meditation.

- Discuss with mentor how you would deal with a situation which compromises your own beliefs or values.
- Be aware of the ward's cultural information folder for information on needs of different faiths and cultures.
- Is aware of role of patient advocacy and liaison service.

1.5.2

- Shows sensitivity when dealing with patients self-inflicted medical problems.
- Allow patients to retain their independence as much as possible providing assistance where necessary or requested.
- Ensure all patients have the opportunity to give informed consent for their care by delivering information in a way which they understand.
- Be aware of how to access an interpreter if this will allow the patient to have greater understanding of the care and treatment they are receiving.
- Be aware of the range of patient information leaflets available and the role of the specialist nurses in providing patients with as much information as possible to enable informed decisions to be made.

DOMAIN 1	PROFESSIONAL AND ETHICAL PRACTICE
	Evidence expected from second- and third-year students

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.

1.1.1

- Demonstrate knowledge of contents of NMC Code of Conduct.
- Students to be aware that aggressive or violent acts, being drunk and disorderly, dangerous driving and drug-taking is also management of oneself.

1.1.2

- Can discuss with mentor what behaving in a professional manner – Code 7.1 – means etc.

1.1.3

- Demonstrate inter-personal skills in communication.
- Acknowledging lack in own knowledge base and seek methods of improvement with mentor's support.

1.1.4

- Student to know when it is appropriate to consult other members of the multi-disciplinary team i.e.:
 - Occupational therapist
 - Physiotherapist
 - Medical Staff
 - Social service team
 - Pharmacist
 - Specialist Link Nurses i.e. stoma care, breast care

1.1.5

- Demonstrate inter-personal skills in reporting unsafe practice to mentor, practitioner, nurse in charge and also to personal tutor i.e.:
 - Drug administration
 - Breach of confidentiality
 - Documentation
 - Wound care management
 - Health and Safety issues

1.1.6

- Student to be aware of NMC accountability of Code of Practice – Code 2.2:
 - Being trustworthy – Code 7
 - Minimise risk to patient, client, groups, visitors

- Demonstrate the importance of correct documentation of care delivery i.e. verbal, written, computerized

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

1.2.1

- Demonstrate awareness of local and national policies affecting care delivery and can discuss with mentor.

1.2.2

- Demonstrate the importance of maintaining confidentiality i.e.:
 - Safe keeping of patients' records – filing away
 - Care with information over the 'phone
 - Turn or log off computer when not in use
 - Only divulge information to appropriate members of care team
 - Disposing of patients' information in confidential waste bin.

1.2.3

- Can discuss with mentor contemporary issues that have impact on care delivery, i.e. financial implications of drug administration – post code lottery
- Treatment of smokers – transplants.

1.2.4

- Demonstrate knowledge of multi-cultural care delivery and can discuss with mentor and report issues arising.

1.2.5

- Discuss with mentor the importance of trust and confidence of patients, clients – Code 1.2.

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

1.3.1

- Demonstrate awareness of patients' rights i.e.:
 - Clients with learning difficulties
 - Mental Health Act
 - Patients with physical disabilities
- Demonstrate ability of how to access information i.e. web sites and publications.

1.3.2

- Can discuss with mentors the role of being a patient's advocate and when this role can be most appropriate.

1.3.3

- Demonstrate knowledge base of maintaining respect.

- Knowing local policies and procedures for individuals and groups i.e. customs and beliefs, how food is prepared.

1.3.4

- Student to be able to demonstrate sensitivity whilst delivering care.
- Maintaining privacy and dignity.
- Addressing patients/clients appropriately.

DOMAIN 2	CARE DELIVERY
	Evidence expected from first-year students

2.1 Discuss methods of barriers to, and the boundaries of, effective communication and interpersonal relationships

2.1.1

- Demonstrates the importance of being non-judgmental when interacting with patients, clients and their carers, families and friends.
- Discuss with mentor how to deal with situations which could compromise own values.
- Participate in ward rounds, liaising with doctors and members of the multi-disciplinary team regarding patient's progress.

2.1.2

- Able to communicate appropriately with patients who have additional communication needs e.g. hard of hearing, partially sighted etc.
- Passes on information regarding a patient's condition to the nursing staff.
- Demonstrates respectful communication with patient e.g. calling patient by surname or Mr, Mrs, Miss.
- Participates in handover relaying information from one shift to another.

2.1.3

- Demonstrates professional manner at all times.
- Respecting patient/client's dignity and privacy.
- Demonstrates obtaining consent before any procedures are carried out.
- Is able to answer the phone courteously and pass on information correctly.
- Maintains confidentiality, does not pass on confidential information over the phone.

2.2 Demonstrate sensitivity when interacting with and providing information to patients and clients.

2.2.1

- Spend time talking and listening to patients and can develop a professional relationship with patient.
- Treat each individual sensitively when they have been given a diagnosis/prognosis.

2.3 Contribute to enhancing the health and social well-being of patients and clients by understanding how, under the supervision of a registered practitioner.

2.3.1

- Identifies why health promotion is important in relation to specific illnesses, mobilisation and DVT, deep breathing exercises and chest infections.
- Is aware of the importance of alcohol consumption in relation to general health and regarding medication.
- Identifies issues regarding smoking and general health as part of the assessment process.

2.3.2

- Is aware of health/health promotion leaflets on the ward.
- With help from mentor access the hospital intranet for health promotion issues.
- Show awareness of national government policies on health promotion.
- Identifies issues regarding smoking and general health as part of the assessment process.

2.3.3

- Can discuss with mentor health and social care services i.e. New Leaf projects, nicotine patches promotion.
- Can discuss with mentor national / local fitness campaign – government lead.

2.4 Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, psychological, social and spiritual needs of patients and clients.

2.4.1

- Demonstrate capability to admit patients/clients, obtaining appropriate information to complete documentation accurately:

PHYSICAL

- Carries out the assessment alongside the patient if/when appropriate.
- Documents any physical needs of the patient and communicates these effectively to a mentor/trained member of staff.

PSYCHOLOGICAL

- Ensure the patient has a full and detailed explanation of the need for the assessment to help relieve any anxieties they may have regarding their admission to hospital and the need for medical interventions.
- To communicate effectively with the multi-disciplinary team to address any psychological issues e.g. anxieties regarding medical procedures.

SOCIAL

- Documents the patient's home circumstances so that appropriate measures can be taken for a safe discharge.
- Is able to identify which services the patient may require to alleviate the problems e.g. social worker, Age Concern discharge Scheme, occupational therapy, physiotherapy.

SPIRITUAL

- Documents accurately the patient's spiritual needs e.g. ethnic diets, needs for prayer.
- Able to identify how to meet these spiritual needs e.g. how to order an ethnic diet, identify places available for prayer/services, how to contact a priest/vicar.
- Effectively communicates these needs to a qualified nurse.

2.4.2

- Prioritisation of care needs such as: recording vital signs; personal hygiene; nutritional needs; pressure area care; mobilization.

2.4.3

- Student aware of the need to reassess nursing care e.g. deterioration or improvement of patients' condition.

2.5 Contribute to the planning of nursing care, involving patients and clients and, where possible, their carers; demonstrating an understanding of helping patients and clients to make informed decisions.

2.5.1

- Identifies priorities of care with individual patients.
- Participates in discussion with other members of the multi-disciplinary team.

2.5.2

- Demonstrates effective communication with patient and significant others in the planning of care.
- Provides legible concise plans of care.

2.5.3

- Considers alternative plans to suit individual patient needs and writes a realistic plan of care which acknowledges agreed and realistic outcomes.

2.6 Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners

2.6.1

- Demonstrates ability to assist patient with personal care, mobilization, prime and set up intravenous infusions, dietary needs.
- Discuss with mentor other appropriate activities that are consistent with care.

2.7 Demonstrate evidence of a developing knowledge base which underpins safe and effective nursing practice.

2.7.1

- Uses current research and evidence to substantiate practice, questions and challenges unsafe practice.
- Demonstrates knowledge of local policy and procedures.
- Actively seeks and gives information to patients.

2.7.2

- Participates in discussions with colleagues regarding care rationale e.g. rationale for wound dressings, the preventative treatment of pressure sores, recording of fluid balance and vital signs.

2.8 Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs, which include:

2.8.1

- Depending on placements areas, other examples could include:
- Recording pre and post procedure observations and activities;
- Document fluid balance and report any significant findings to mentor;
- Set up oxygen therapy;
- Set up humidified oxygen therapy;
- Undertake aseptic technique;
- Set up oral suction equipment;
- Prime and set up intravenous infusions;
- Catheterisation / care of indwelling catheter;
- Collect a variety of specimens and discuss the reason for investigation;
- Recording observations / care of patient receiving blood transfusion;
- Care and removal of wound drains;
- Care and removal of venflons.

2.9 Contribute to the evaluation of the appropriateness of nursing care delivered.

2.9.1

- Student aware of the importance to report any changes in patient condition i.e.:
 - Vital signs;
 - Wound management;
 - Airway management.

2.9.2

- Student able to discuss with mentor personal observations and actions taken whilst caring for patient / client.
- Aware of evidence based practice.

2.9.3

- Assisting with personal care.
- Wound care and management.
- Observation of pressure areas / tissue viability.

- Nutritional intake / output.
- Instructions for care from consultant.
- Patient / client anxieties.

2.10 Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner.

2.10.1

- Patient / client not mobilizing to plan.
- Reduced nutritional intake.
- The appearance of infection.
- Development of pressure area.
- Demonstrate understanding of a sound rationale for planning and care giving.

2.10.2

- Vital signs observation.
- Communicating any anxieties the patient may express.
- Reporting inadequate pain control.
- Patients' concerns about discharge plan i.e. social service support required.

DOMAIN 2	CARE DELIVERY
	Evidence expected from second & third year students

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

2.1.1

- Student should be able to demonstrate good communication and engagement skills i.e.:
 - Obtaining relevant information at pre-assessment, assessment, ward admission
 - Whilst delivering personal care
 - Engaging with patient after the breaking of bad news providing reassurance within their capability.
 - Able to manage communication, including conclusion and summarising information
 - Ensuring communication is effective and time managed

2.1.2

- Demonstrate maintaining a professional manner whilst delivering care.
- Student demonstrating non-judgemental attitude with patient and clients.
- Student able to discuss with mentor own ethical beliefs that could conflict with care delivery i.e. termination of pregnancy, euthanasia.

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

2.2.1

- Can discuss local and national policies of health promotion relevant to patient / clients needs i.e.:
 - Smoking
 - Obesity
 - Diabetes
 - National Service Frameworks

2.2.2

- Can discuss with mentor awareness of how to access information available i.e.:
 - Self help groups

- Charities
- Trust counselling services
- Spiritual services

2.2.3

- Student to be aware of the role of community services i.e.:
 - Home support
 - Respite care
 - Day centres

2.2.4

- Demonstrate knowledge on how to access specialist and expert advice i.e.:
 - Social services
 - Out reach team
 - Community nursing team – May Scheme, palliative care

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.

2.3.1

- Student to have knowledge of assessment tools **appropriate** for their placement area i.e.:
 - Pressure sore risk assessment tool
 - Nutritional
 - Manual handling
 - Early warning system

2.3.2

- Demonstrate appropriate communications and documentation skills.
- Demonstrate knowledge of research evidence based practice i.e. NICE – National Institute for Health and Clinical Excellence.

2.3.3

- Demonstrate knowledge on how to analyse and interpret data i.e.:
 - Fluid Balance assessment
 - Early warning system
- Can discuss the importance of accurate documentation, i.e.:
 - NMC Guidelines for Records and Record Keeping
 - Legal evidence in court of law – duty of care
 - NMC Professional Conduct Committee

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.

2.4.1

- Demonstrate knowledge of placement documentation based on individual patients, clients and groups.
- Can discuss with mentor how to prioritise workload.

2.4.2

- Student expected to work with mentor to develop documentation skills i.e. pathways, care plan etc.

2.4.3

- Demonstrate knowledge of how to assess, plan, implement and evaluate care.

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

2.5.1

- Demonstrate knowledge of evidence based practice i.e.:
 - Wearing of compression stockings
 - Wound care dressings
 - Stoma care products
 - Pressure relieving system/products

2.5.2

- Student to research new information relevant to placement area and discuss with mentor.
- Demonstrating good communication skills

2.5.3 / 2.5.4 / 2.5.5

- Student to discuss with mentor appropriate interventions that may be safely undertaken whilst in placements.

2.5.6

- Discuss with mentor appropriate evidence found.
- Evaluate and put into portfolio as reference.

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

2.6.1

- Demonstrate knowledge of current issues which influences the delivery of care i.e.:
 - Government policies
 - EEC directives
 - Trust, placements' policies and procedures

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

2.7.1

- Discuss evaluation of planned outcomes with mentor.
- Demonstrating good communication skills.

2.7.2

- Evaluate appropriately the changing conditions in patient care.
- Implement any necessary changes following evaluation and reassessment

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

2.8.1

- Can discuss with mentor evidence based knowledge of appropriate interventions within placement areas.

2.8.2

- Student able to demonstrate transference of skills and knowledge gained from other placement areas i.e.:
 - Recording of vital signs
 - Written documentation
 - Assisting with personal care
 - Prevention of pressure sores

2.8.3

- Evaluating changing circumstances.
- Adapting documentation to individual needs.
- Communication skills, reporting changes to mentor, practitioner, nurse in charge.

2.8.4

- Student to have knowledge of NMC Code 8, sections 8.2/8.3 and be able to discuss.

DOMAIN 3	CARE MANAGEMENT
	Evidence expected from first-year students

3.1 Contribute to the identification of actual and potential risks to patients, clients and their carers, to oneself and to others, and participate in measures to promote and ensure health and safety.

3.1.1

- Recognises the need to protect the patient from infection risks by following Trust / placement area Guidelines and Protocols and recognising and reporting potential infection sources.
- Considers available resources when planning and carrying out, safe patient handling.
- Identifies the need for nutritional review through initial admission assessment.
- Demonstrate effective use of appropriate tool(s) for the assessment of pressure area care.
- Participates in safe administration of medicines with qualified staff member.

3.1.2

- Is aware of the procedure for reporting faulty equipment to staff in charge.
- Effective disposal of sharps according to Trust / placement area policy.
- Adheres to the COSHH guidelines.
- Considers safety of the patient and experience of team members.

3.2 Demonstrate an understanding of the role of others by participating in interprofessional working practice.

3.2.1

- Aware of the role of Risk Assessment, Health and Safety link person and links to audits.
- Participates in care planning and with mentor initiates referrals to other health professionals.

- Gains awareness of team members' capabilities in conjunction with mentor.
- Acts in a pleasant and supportive manner in team working.

3.2.2

- Participates in planning for safe patient discharge within the multi-disciplinary team.
- Liaises with other professionals within the team to collaborate in care management, i.e.
 - Physiotherapists;
 - Occupational Therapists;
 - Social workers;
 - Nurse Specialists.

3.3 Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery.

3.3.1

- Recording vital signs - use of Datascope.
- Pain management – use of PCA, epidural pumps.
- Obtaining blood glucose – use of blood monitoring machine.
- Demonstrates an ability to calculate drug doses accurately.
- Participate with mentor obtaining patient's information from computer system used in placement area.

DOMAIN 3	CARE MANAGEMENT
	Evidence expected from second & third year students

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.

3.1.1

- Demonstrate knowledge of NMC Guidelines for the administration of medicines.
- Trust and placement policies.
- Clinical governance strategy

3.1.2

- Discuss with mentor appropriate incident tools used in placement areas i.e. accident forms, care pathways.

3.1.3

- Attending Health and Safety, Manual Handling training session within placement areas.
- Can identify and discuss with mentor environmental hazards, i.e.:
 - Wet floor
 - Broken equipment
 - Height of beds

3.1.4

- Demonstrating communication skill to appropriate health and safety team.
- Demonstrate correct documentation of incident forms.

3.1.5

- Discuss with mentor adherence to local policies and procedures.

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.

3.2.1

- Demonstrate good communication skills with the multi-disciplinary team i.e.:

- Consultants/Doctors
- Nursing colleagues
- Physiotherapists
- Social workers
- Other outside agencies

3.2.2 / 3.2.3

- Student to attend multi-disciplinary team meetings within placement areas. Then discuss with mentor how they could participate.

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

3.3.1 / 3.3.2

- Discuss with mentor knowledge of NMC accountability – Code 6.
- Discuss with mentor when delegating work the importance of knowing staff knowledge, capability and skills.

3.3.3

- Demonstrate abilities to communicate, organise and prioritise workload.

3.4 Demonstrate key skills.

3.4.1

- Student can discuss with mentor NMC Guidelines for records and record keeping.
- Student able to write clearly, factually and concisely and discuss with mentor the importance of good documentation.

3.4.2

- Demonstrate accurate drug administration i.e. dosage, time, calculation etc.
- Student aware of importance of identification of patient, client.

3.4.3

- Demonstrate good information technology skills.
- The importance of confidentiality when using computers at nursing station, written reports.

3.4.4

- Discuss with mentor and other members of the ward team at ward meetings and
- Members of the multi-disciplinary team.

DOMAIN 4	PERSONAL AND PROFESSIONAL DEVELOPMENT
	Evidence expected from first-year students

4.1 Demonstrate responsibility for one's own learning through the development of a portfolio of practice and recognise when further learning is required.

4.1.1

- Students can demonstrate knowledge of own strengths and weaknesses as identified in previous practice placements.
- Strengths and weaknesses to be discussed around the proficiency framework i.e.:
 - Communication and Team Working;
 - Patient Care;
 - Personal and Professional Conduct;
 - Resource / Change Management;
 - Education and Research.
- Discuss and allocate dates for follow up interviews at the primary interview.
- Creates and utilises an action plan in conjunction with mentor for length of placement.
- Objectives need to be S.M.A.R.T. (Specific, Measurable, Achievable, Realistic and Time-bound).
- Demonstrates knowledge and understanding of the need for a placement development profile.

4.1.2

- Demonstrates knowledge of policies and procedures, those relevant to learning area which can be used to develop Personal Development Plan (PDP).
- Arrange first interview with mentor to actively seek learning opportunities available i.e.:
 - Ward experiences;
 - Theatres;
 - Clinics;
 - Specialist Nurses.
- Second interview demonstrate that PDP is being utilised if not re-evaluate.

4.2 Acknowledge the importance of seeking supervision to develop safe and effective nursing practice.

4.2.1

- Demonstrate knowledge of NMC Code of Conduct and how this relates to their practice.
- Student aware of the importance of two way communication.
- Discussion between student and mentor to utilise constructive feedback regarding progress from other members of ward team.
- Actively discusses ward issues with fellow students and team members.
- Participates in informal teaching with fellow students in collaboration with mentors.
- Team members demonstrate and awareness of where in training the student is i.e.:
 - which year
 - which semester
 - which course
 - previous acquired theoretical knowledge from University.

DOMAIN 4	PERSONAL AND PROFESSIONAL DEVELOPMENT
	Evidence expected from second & third year students

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.

4.1.1

- Discuss with mentor own professional development.
- Student can demonstrate written reflection.
- Formulate plans for future actions.

4.1.2

- Student to be aware of the importance of maintaining personal portfolio.
- Awareness of the placement business plan / strategy and the effects of financial expenditures.

4.1.3

- Discuss with mentor ongoing learning following registration.

4.1.4

- Student to develop action plan for ongoing development and discuss this with mentor.

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

4.2.1 / 4.2.2

- Demonstrate knowledge of NMC Code of Professional Conduct section 6.4 and be able to discuss with mentor.
- Demonstrate skills in sharing of good practice and evidence based research.

4.2.3

- Demonstrate knowledge of Trust, placement policies and procedures i.e.:
 - Infection control
 - Fire procedures
 - Health and Safety
 - Manual Handling
 - Holistic patient care
- Discuss with mentor the importance of the:
 - Health Care Commission
 - NMC Standards
 - National Institute for Health and Clinical Excellence.
 - Clinical governance strategy