

## Guidance Document

### ASSESSING AND SUPERVISING NMC STANDARDS OF PROFICIENCY (2018)

Pre-Registration Nursing Students in Placements – Student Wellbeing Hubs – Schools , Colleges, Further and Higher Education

Year 1 student proficiencies.



UNIVERSITY OF  
PLYMOUTH

PROFICIENCY	SUGGESTIONS FOR SKILL/ACTIVITY	SUGGESTED EVIDENCE
Demonstrate and apply knowledge of commonly encountered presentations to inform a holistic assessment including physical, psychological and socio-cultural needs	<ul style="list-style-type: none"><li>• Continual use of assessment documentation and risk assessment in student appointments</li><li>• MDT, multi-agency and professional meetings</li><li>• Understanding of assessment tools including specialist assessments.</li><li>• Observe a range of assessments, care planning and reviews</li><li>• Understanding of individualised goal planning and aims of treatment</li><li>• Observe offer elements of student services E.g. Pastoral and spiritual support, Disability Services.</li></ul>	<ul style="list-style-type: none"><li>• Assessment Documentation.</li><li>• Service user notes.</li><li>• Staff/Service User Feedback.</li><li>• Q&amp;A.</li></ul>
Demonstrates understanding of a person's age and development in undertaking an accurate nursing assessment.	<ul style="list-style-type: none"><li>• Service user Documentation.</li><li>• Obtaining informed valid consent.</li><li>• Single point assessment</li><li>• Capacity</li><li>• Person centred/adjustments</li><li>• Communication difficulties</li><li>• Age appropriate information</li><li>• Work with other professionals (e.g Disability services)</li></ul>	<ul style="list-style-type: none"><li>• Documentation.</li><li>• Patient notes.</li><li>• Relevant Assessment documentation.</li><li>• Staff/Service User Feedback.</li><li>• Reflective accounts</li><li>• Q&amp;A.</li></ul>

	<ul style="list-style-type: none"> <li>• In Further Education working with young people (16 – 19)</li> </ul>	
Accurately processes all information gathered during the assessment process to identify needs for fundamental nursing care and develop and document person-centred care plans	<ul style="list-style-type: none"> <li>• Referral to other services and members of the MDT linked to completed assessments</li> <li>• Advising teachers and academics on mental health support.</li> <li>• MDT meetings</li> <li>• Professionals and Multi-agency meetings</li> <li>• Telephone consultations and referrals with appropriate services</li> <li>• Create accurate formulation with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral Documentation.</li> <li>• Staff/Service User Feedback.</li> <li>• Reflection.</li> <li>• Q&amp;A.</li> </ul>
<b>Participates in providing and evaluating person-centred care</b>		
Work in partnership with people, families and carers to encourage shared decision- making to manage their own care when appropriate	<ul style="list-style-type: none"> <li>• Working with people across age span to manage and support mental health within education environment.</li> <li>• In FE working with teachers and teaching assistants to support students with additional needs.</li> <li>• Communication with families and carers</li> <li>• Professionals, MDT and multi-agency meetings</li> <li>• Record of consent to share information.</li> <li>• Accurate documentation of clinical care</li> <li>• Accurate documentation of telephone discussions.</li> <li>• Documentation of referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Client/Patient notes.</li> <li>• Minutes.</li> <li>• Staff feedback.</li> <li>• Q&amp;A.</li> </ul>
Demonstrates an understanding of the importance of therapeutic relationships in providing an appropriate level of care to support people with mental health,	<ul style="list-style-type: none"> <li>• Understanding of person centred, non-judgmental approach</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/Service User Feedback.</li> <li>• Patient Notes.</li> <li>• Reflective accounts</li> <li>• Q&amp;A.</li> </ul>

behavioural, cognitive and learning challenges	<ul style="list-style-type: none"> <li>• Understanding of individualised care plans</li> <li>• Therapeutic observations</li> <li>• Therapeutic activities</li> <li>• Psychosocial interventions</li> <li>• Working with students with complex needs.</li> </ul>	
Provides person centred care to people experiencing symptoms: such as anxiety, confusion, pain and breathlessness using verbal and non-verbal communication and appropriate use of open and closed questioning	<ul style="list-style-type: none"> <li>• Individualised care plans and person centred approach</li> <li>• Relaxation and grounding techniques, mindfulness if appropriate</li> <li>• Psychosocial interventions</li> <li>• Management of distress and crisis.</li> <li>• Referral to appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Documentation.</li> <li>• Patient Notes.</li> <li>• Referral Process.</li> <li>• Staff/Service User Feedback.</li> <li>• Reflection. Q&amp;A.</li> </ul>
Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health	<ul style="list-style-type: none"> <li>• Complete appropriate assessments</li> <li>• De-escalation techniques</li> <li>• Individualised Care plans</li> <li>• Person centred approach</li> <li>• Grounding techniques</li> <li>• Conflict resolution skills</li> <li>• Referral to appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/Service User Feedback.</li> <li>• Reflection.</li> <li>• Q&amp;A.</li> </ul>
Assesses comfort levels, rest and sleep patterns demonstrating understanding of the specific needs of the person being cared for	<ul style="list-style-type: none"> <li>• Assessment of sleep and links to poor mental health outcomes.</li> <li>• Documentation of appropriate care plans and risk assessments</li> <li>• Referral to other services</li> <li>• Sleep hygiene and psychoeducation</li> <li>• Relaxation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Patient notes.</li> <li>• Staff Feedback</li> <li>• Practice Assessor Feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of mental state exam</li> <li>• Demonstrate understanding of stress reduction</li> <li>• Facilitate psycho educational groupwork.</li> </ul>	
Maintains privacy and dignity in implementing care to promote rest, sleep and comfort and encourages independence where appropriate	<ul style="list-style-type: none"> <li>• Understanding of capacity and consent</li> <li>• Understanding of social factors experienced by service user group and provide advice and person-centred care.</li> <li>• Sleep hygiene</li> <li>• Relaxation techniques and groups</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Assessor Feedback.</li> <li>• Reflection.</li> </ul>
Supports people with their diet and nutritional needs, taking cultural practices into account and uses appropriate aids to assist when needed	<ul style="list-style-type: none"> <li>• Regular Nutritional assessments and understanding of nutrition impact on mental health outcomes.</li> <li>• Making appropriate referrals to MDT members (disability, dietician),</li> <li>• Refer to GP or local EDS.</li> <li>• Health Promotion</li> <li>• Educating clients and carers</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• Q+A</li> <li>• Assessor and/or supervisor feedback</li> <li>• Direct observation</li> <li>• Patient feedback</li> </ul>
Assists with toileting, maintaining dignity and privacy and managing the use of appropriate aids	<ul style="list-style-type: none"> <li>• Complete appropriate assessments to determine need and refer to appropriate service</li> <li>• Link with disability service</li> <li>• Advocate for students with additional bathroom needs to promote dignity and privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral Documentation.</li> <li>• Local Policy/Protocol.</li> <li>• Reflection.</li> <li>• Q&amp;A.</li> </ul>
Selects and uses continence and feminine hygiene products,	<ul style="list-style-type: none"> <li>• Provide information and support on a person centred, individual need.</li> <li>• Health promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Q+A</li> <li>• Documentation</li> <li>• Direct observation</li> <li>• E learning or additional training</li> </ul>

	<ul style="list-style-type: none"> <li>• Advocate for students to promote dignity and privacy.</li> </ul>	
Assesses the need for support in caring for people with reduced mobility and demonstrates understanding of the level of intervention needed to maintain safety and promote independence	<ul style="list-style-type: none"> <li>• Understanding or IR assessments and observations</li> <li>• Referral to GP and appropriate services</li> <li>• Spend time Disability Advisors, make reasonable adjustments for students.</li> </ul>	<p>Student Presentation/Project Work</p> <p>Staff Feedback. Q+A Documentation Direct observation</p>
Uses a range of appropriate moving and handling techniques and equipment to support people with impaired mobility.	<ul style="list-style-type: none"> <li>• Understand local policy for moving and handling.</li> <li>• Provide reasonable adjustments</li> <li>• Offer advice to members of the MDT on appropriate moving and handling.</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Full Understanding Of Relevant MDT roles.</li> <li>• Staff Feedback.</li> </ul>
Consistently utilises evidence based hand washing techniques	<ul style="list-style-type: none"> <li>• Understand local policy</li> <li>• Educating others</li> <li>• Following local infection control advice and acting as a role model to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/Service User Feedback.</li> <li>• Reflection.</li> <li>• Q&amp;A.</li> <li>• Direct observation</li> </ul>
Identifies potential infection risks and responds appropriately using best practice guidelines and utilises personal protection equipment appropriately.	<ul style="list-style-type: none"> <li>• Use of handwashing</li> <li>• Understanding Appropriate use of PPE</li> <li>• Advising and advocating for members of the MDT, service user group and carers.</li> <li>• Provide health promotion and education of infection control.</li> </ul>	<p>Documentation. Q&amp;A. Staff Feedback. Direct observations Practice Assessor/supervisor feedback Local Policy</p>
Demonstrates understanding of safe decontamination and safe disposal of waste, laundry and sharps	<ul style="list-style-type: none"> <li>• Management of different types of waste, correct removal of waste products</li> <li>• COVID protocols as evidence of safe decontamination.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and protocols</li> <li>• Direct observation</li> <li>• Q+A</li> <li>• Feedback</li> </ul>
Accurately undertakes person centred risk assessments proactively using a range of evidence based assessment and improvement tools	<ul style="list-style-type: none"> <li>• Risk assessments on clients across age range</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and documentation.</li> <li>• Staff Feedback.</li> <li>• Q&amp;A.</li> </ul>

	<ul style="list-style-type: none"> <li>• Risk of harm and suicide assessments</li> <li>• Sexual safety</li> <li>• MH Risk assessment</li> <li>• Understanding of I cared and shared</li> <li>• Safeguarding referrals</li> </ul>	
Applies the principles of health and safety regulations to maintain safe work and care environments and proactively responds to potential hazards	<ul style="list-style-type: none"> <li>• Significant event reporting and process.</li> <li>• Understand incident reporting procedure</li> <li>• First visit assessments</li> <li>• Consider hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Documentation.</li> <li>• Q&amp;A.</li> <li>• Staff Feedback.</li> <li>• Health and safety policy</li> </ul>
Demonstrate an understanding of the principles of partnership, collaboration and multi-agency working across all sectors of health and social care.	<ul style="list-style-type: none"> <li>• Escalating concerns protocol.</li> <li>• Whistleblowing.</li> <li>• Safeguarding.</li> <li>• Spend time with other professionals linked to placement</li> <li>• Opportunity to attend multi-agency meetings such as MARAC and CHANNEL</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A.</li> <li>• Staff Feedback.</li> <li>• Reflection</li> </ul>
Demonstrate an understanding of the challenges of providing safe nursing care for people with co- morbidities including physical, psychological and socio-cultural needs misses, critical incidents or major incidents.	<ul style="list-style-type: none"> <li>• Significant event reporting and protocol.</li> <li>• Safeguarding</li> <li>• Consent</li> <li>• MH Capacity Act</li> <li>• Best interests</li> <li>• Self help</li> <li>• Informed choices</li> <li>• MH act</li> <li>• MDT professionals meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation.</li> <li>• Staff Feedback.</li> <li>• Q&amp;A.</li> <li>• Policies and Protocol</li> <li>• Reflection</li> </ul>
Understand the principles and processes involved in supporting people and families so that they can maintain their independence as much as possible	<ul style="list-style-type: none"> <li>• Relevant referrals.</li> <li>• Understanding of positive risk taking</li> <li>• Informed choice</li> <li>• Facilitating Self help groups</li> <li>• Health promotion and prevention</li> <li>• Social inclusion</li> <li>• Activity coordinators, student support groups and community projects</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from practice Assessors.</li> <li>• Reflection.</li> <li>• Q&amp;A.</li> </ul>
Provides accurate, clear, verbal, digital or written information when handing over care responsibilities to others.	<ul style="list-style-type: none"> <li>• Take part in handover verbal/written</li> <li>• Document accurately</li> <li>• Telephone referrals</li> </ul>	Documentation. Q&A. Staff/Service User Feedback.

If a student has been assessed as proficient but does not maintain proficiency in subsequent years, relevant plans can be drawn up and they can be reassessed. A Proficiency can be assessed by Practice Supervisors or Assessors, or anyone occupationally competent (such as phlebotomists).

Practice Assessors will be verifying Proficiencies at the end of placement assessment.