



King's College Hospital 
NHS Foundation Trust

Profile of Learning Opportunities (PoLO) *for nursing and midwifery students in practice*



Practice Placement: Oliver ward



**London South Bank
University**

Introduction to the Ward / Unit

Welcome to: Oliver ward, King's College Hospital, Denmark Hill, Kings College Hospital NHS Foundation Trust, and part of the Trauma, Emergency, and Acute Medicine Division.

The ward was named after Percy Lane Oliver OBE (1878-1944), who developed the system of voluntary blood donor panels. His system is now incorporated into our National Health Service through the National Blood Authority.

We are a thirty bedded ward, providing care and support for patients who have general medical, respiratory, gastroenterology and sexual health needs. This challenging environment provides a wide range of learning opportunities for students, supported by a friendly and motivated multidisciplinary team.

Location

We are located: on the Ground Floor Cheyne Wing, King's College Hospital, Denmark Hill, London

Ward / Unit telephone: 020 3299 4850

Welcome to the team

Ward / Unit Manager is: Juliet Ejiogu Juliet.ejiogu@nhs.net 020 3299 4850

Modern Matron is: Lisa De Jonge lisa.dejonge@nhs.net

Student co-ordinator is: Juliet Ejiogu Juliet.ejjou@nhs.net and Sr Josephine Manley Josephine.manley@nhs.net

Clinical Practice Facilitator is: Bethany Smith bethany.smith8@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Volunteers
- Chaplaincy
- Domestic / Housekeeper
- Consultants x 3 (rotate) – respiratory x 2 and gastro x 1
- F2 for respiratory
- Physiotherapists and physio assistant
- Occupational therapists
- Dieticians
- Pharmacist
- Social workers
- Speech and language therapists
- Clinical nurse specialists for example:

- Contenance
- Falls
- Discharge co-ordinator
- Tissue Viability
- Palliative care
- Heart failure
- Respiratory
- Gastro (upper GI)
- Nutrition
- DAD Delirium
- Kings Older Person Advice and Liaison (KOPAL)
- Psychiatric team (liaison) for substance / alcohol misuse
- Liver team

Ward / Unit Philosophy

I am a Compassionate Nurse

I am thoughtful and see a person not a condition or a bed number

I am kind and treat my patient gently when giving care

I talk to my patient about their discharge plans every day

I make my patient feel safe

I challenge poor care and report to senior staff

I listen to my patients and always find the answers to questions they have

I always tell my patient my name when I am with them

I make sure my patient is involved in decisions about their care

I am helpful and kind when my patient's family have questions or worries

I am always professional and strive to be knowledgeable about my patient's care

I never ignore my patient even when I'm busy

I always make my patient feel comfortable and cared for

I ask my patient every day if they have any concerns and address them quickly

I am thoughtful of my colleagues and treat them with care and respect

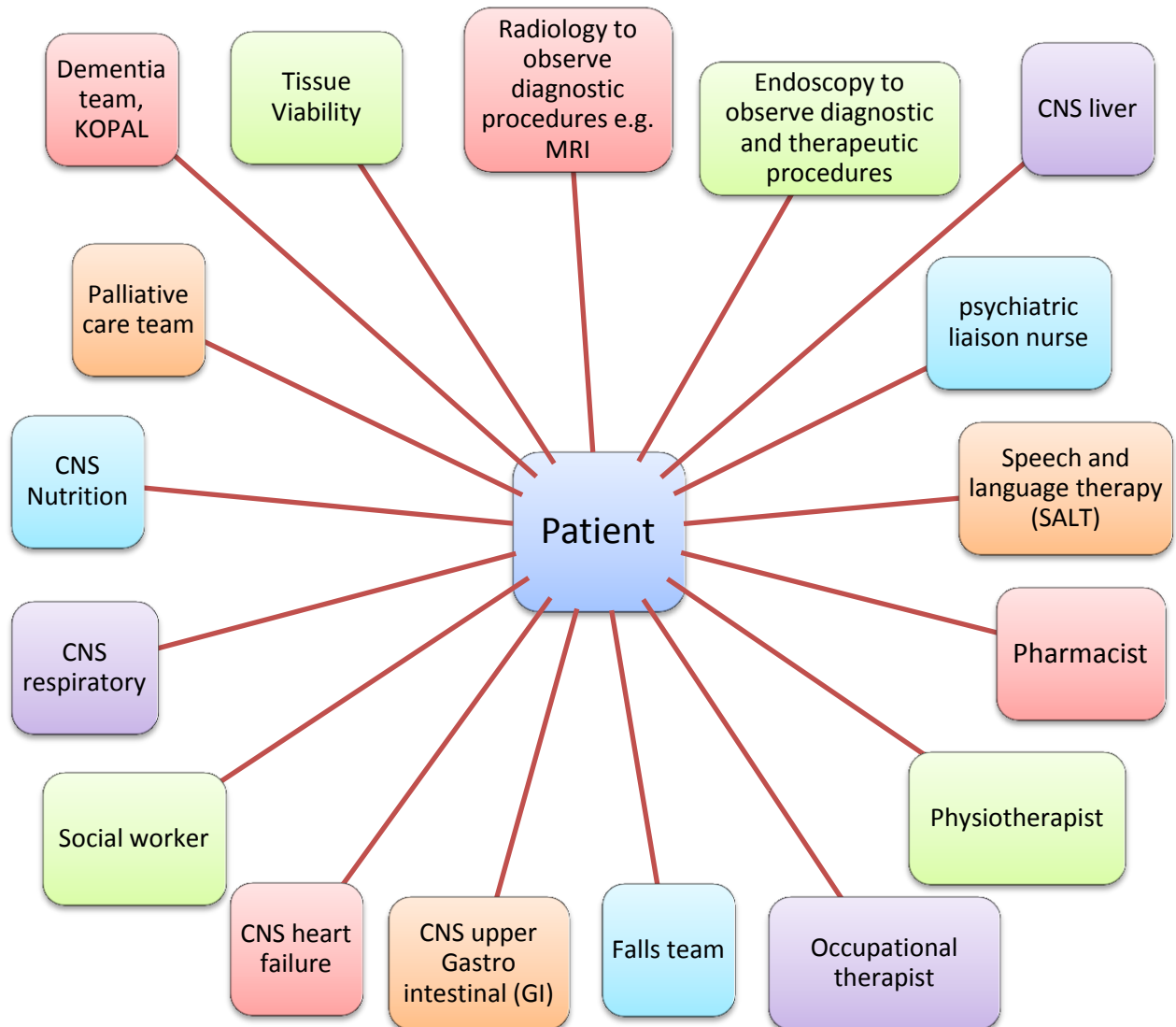
I always address my colleagues politely and professionally in front of our patients and behind closed doors

TEAM nurses practice with Compassion

Hub and Spokes for Oliver ward



Hub and Spokes following the patient journey



Core Learning Opportunities (Under Supervision): ward/other unit based

Participate in the assessment of individuals with a range of respiratory, gastrointestinal, and medical conditions for example:

- ❖ Gastrointestinal conditions e.g. ulcerative colitis, presenting with malaena
- ❖ Respiratory conditions e.g. emphysema, asthma, COPD
- ❖ Sexual health/genitourinary medicine

You may participate in/ observe /identify (with context related examples):

- Applying relevant knowledge / measuring & interpreting clinical observations e.g. peak flow
- Recognising the deteriorating patient e.g. NEWS
- Developing skills in the use of related equipment under supervision e.g. dynamap , bladder scan
- Pain assessment e.g. tool/ visual observations/ non-verbal cues
- Swallowing /nutritional needs e.g. dysphagia, malnutrition, MUST tool
- Observing diagnostic procedures e.g. MRI, X-ray, bronchoscopy, CT scan, endoscopy
- Communication e.g. challenging behaviour, dysphasia, non-verbal communication
- Psychological needs e.g. anxiety, mental health conditions
- Obtaining specific specimens as required e.g. urine (MSU & CSU), stool, sputum
- Documentation e.g. as communication tool for MDT working
- Risk Assessment e.g. falls or infection control
- Discharge planning
- Identifying the patient's health & social care needs
- Safeguarding
- Medication review

The learning opportunities above are mapped against the Professional Values, Essential Skills and Practice Assessments in your PLPAD and presented in the box below. This will assist you to identify and plan for what you could achieve.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome Number
BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1-4, 6-9, 12, 13, 19, 20, 21, 22, 25-27, 30 Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 7, 9, 10, 11, 18, 22, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 13, 16, 17, 18, 23, 24, 27, 29, 43, 49, 52, 53, 54, 55, 62, 66, 69 Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

Core Learning Opportunities (Under Supervision): ward/other unit based

Participate in the assessment of patients with complex needs for example:

- ❖ Patient with co-morbidities
- ❖ Alcohol-withdrawal syndrome

You may participate in/ observe /identify (with context related examples):

- Developing / enhancing observational skills e.g. visual skills, non-verbal cues
- Applying / measuring & interpreting clinical observations e.g. Glasgow Coma Score (GCS)
- Developing / enhancing communication skills e.g. active listening skills
- Analysing situations
- Prioritising patient need
- Decision making e.g. mental capacity, DOLS
- Risk assessment e.g. mobility / pressure ulcer
- Identifying the patient's health & social care needs
- Medication review e.g. ability to self-medicate, polypharmacy
- Complex discharge e.g. no fixed home address
- Safeguarding

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BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 7, 9, 10, 11, 18, 22, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 13, 16, 17, 18, 23, 24, 27, 29, 43, 49, 52, 53, 54, 55, 62, 66, 69 and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

Core learning Opportunities (Under Supervision): ward based

Participate in the planning of individualised patient centred care for example

- ❖ Acutely ill patient
- ❖ Patient requiring rehabilitation/assisted living
- ❖ Care of the patient during the end of life

You may participate in / observe/identify (with context related examples)

- Prioritisation of individual patient need
- Decision making e.g. MDT and patient involvement
- Patient inclusion e.g. informed consent / capacity, bedside handover
- Patient centred care e.g. determine patient's priorities / preferences, family
- Documentation e.g. confidentiality, developing a personalised care plan
- Multi-disciplinary working e.g. role boundaries
- Communication e.g. listening to patient / family, team strategies, board rounds, interpreters
- Discharge / care transfer planning e.g. patient/family, external agencies

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BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 4, 5, 16, 17, 18, 22, 43, and Part 2 practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	2, 8, 11, 13, 16, 17, 23, 24, 28, 41, 53, 67, 70 and Part 3 Practice Assessment 'Episode of Care'

Core learning Opportunities: (Under Supervision) – ward based

Participate in implementing patient centred care and nursing interventions, promoting identity & inclusion:

You may participate in /observe (with context related examples)

- Functional needs e.g. positioning, transfer, sitting and communication
- Meeting hygiene needs e.g. promoting independence, total personal care/mouth care, preventing pressure ulcer formation, maintaining privacy and dignity
- Meeting elimination needs e.g. stoma care, stoma care appliances, privacy and dignity
- Psychological needs e.g. referring to psychologist, listening/addressing patient concerns
- Meeting mobility needs e.g. passive exercises, VTE prevention
- Meeting nutritional needs e.g. total parenteral nutrition, assisting patient to eat
- Maintaining fluid balance e.g. managing electrolyte balance, fluid intake and output
- Care specific to identified risk e.g. falls, challenging behaviour
- Care evaluation, re-assessment and review e.g. acute/ rehabilitation with patient /family
- Communication e.g. 'one best way', board rounds, questioning skills
- Documentation and record keeping e.g. confidentiality
- End of life care e.g. symptom control
- Infection prevention and control e.g. handwashing, safe disposal of waste
- Health and safety e.g. working with 'specials team'/specializing one to one
- Wound care e.g. Aseptic Non Touch techniques (ANTT)
- Liaising with other professionals e.g. learning disability team, SALT
- Multidisciplinary team working e.g. discussing/evaluating patient progress
- Medicines administration e.g. '5 rights'

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BSc Part 1 and PGDip Part 1	1, 2, 4, 5, 6, 8-10, 12, 13	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 21, 22, 23, 25, 26-33, 35, 37, Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	1, 3, 5- 7, 9, 10, 12, 13, 16- 18, 22, 27, 28, 32-36, 38, 41, 42- 43, 49, 50, 51 and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	1, 2, 3, 7, 8, 13, 14, 16-18, 20-22, 24, 25, 27, 29, 43, 46, 47, 49, 52, 53, 56, 59, 60, 62, 67, 70, 71, 76-78, 84, 82, 84, 87-89 and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

Core Learning Opportunities (Under Supervision) – ward based:

Under supervision, participating in the administration of prescribed medication using a variety of routes.

You may participate in administering/ observing (with context related examples)

- Oral route e.g. tablets, liquids
- Rectal route
- Percutaneous endoscopic gastrostomy (PEG)
- Naso-gastric (NG) tube
- Patient with 'bridle' nasal loop
- Injections subcutaneous
- Medication dose calculations
- Types of medication used for respiratory conditions e.g. bronchodilators
- Observation only of IV drug administration /intravenous fluids
- Access available resources e.g. British national Formulary (BNF)
- Medicines administration procedure e.g. '5 rights'

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Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome Number
BSc Part 1 and PGDip Part 1	1, 2, 5- 10, 12, 13	35, 36, 37
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 12, 13	49, 50, 51
BSc Part 3 and PGDip Part 3	1, 2, 4, 5- 14	78, 79, 82, 83, 84, 87, 88 and Practice Assessment Part 3 'Medicines Management'

Core Learning Opportunities (Under Supervision) – ward based:

Participate in the assessment of patient risk for example:

- ❖ During the rehabilitative phase of care
- ❖ During acute stage of illness

You may participate in/ observe/identify (with context related examples)

- Tissue viability e.g. Waterlow score
- Deteriorating patient e.g. NEWS score
- Falls e.g. 'guard rails'
- Nutrition / Hydration e.g. dysphagia, alcohol misuse
- Mobility e.g. sensory impairment
- Continence e.g. decline in mobility
- Manual Handling e.g. need for equipment
- Infection control e.g. universal precautions
- Disability e.g. mental capacity/informed consent
- Safe guarding e.g. learning disability
- Health & Safety e.g. challenging behaviour
- Medicine management e.g. dysphagia

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BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 11, 12, 13	4, 7, 10, 13, 22, 37, 41, 44, 48
BSc Part 3 and PGDip Part 3	1, 2, 4, 6, 7, 9, 10, 13, 14	5, 23, 29, 42, 43, 46, 47, 53, 55, 62, 66, 69, 73, 76, 90

Core Learning Opportunities (Under Supervision) – ward / unit based

Participate in preparing for patient discharge /care transfer /handover for example:

- ❖ Patient requiring an endoscopy/ bronchoscopy
- ❖ Patient admitted via the Emergency Department (ED)

You may participate in (with context related examples)

- preparing bed space for patient admission
- management of complex discharge
- communication e.g. patient information transfer between staff
- effective handover at shift change e.g. 'one best way'
- transfer to and from another clinical area e.g. procedure/checklist, time management
- documentation process e.g. core care plan/ individualised, electronic patient record (EPR)
- discharge process e.g. patient/family inclusion, documentation, referrals, administrator role
- MDT and other agencies working e.g. 'medihome'
- OT home visit
- Discharge co-ordinator
- Patient / Family support / involvement
- Social services

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BSc Part 1 and PGDip Part 1	1, 2, 5, 8, 9, 12,13,	1, 2, 4, 6, 8, 9, 19,
BSc Part 2 and PGDip Part 2	1,8, 9, 12, 13	1, 3, 4, 5, 16, 17, 18,
BSc Part 3 and PGDip Part 3	1, 2, 6, 9, 10, 13, 14	1, 2, 3, 7, 8, 9, 10, 11, 13, 16, 17, 24 and Part 3 Practice Assessment 'Episode of Care'

Specific Learning Opportunities (Under Supervision) ward based:

Developing / enhancing skills and strategies to communicate with patients who have cognitive/ sensory /expressive impairment

You may participate in nursing interventions /observe / identify (with context related examples):

- Patients with dysphasia
- Patient living with dementia
- Sensory impairment e.g. visual, auditory, fitting hearing aid correctly
- Liaising/observing SALT
- Liaising with Occupational Therapist
- Non-English speaker/interpretation service
- Alternative forms of communication e.g. non-verbal, gesture, writing
- Distraction techniques
- Liaison with 'key workers' e.g. patient with learning disability
- Liaising with family/carers
- De-escalation of challenging situations

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 2, 3, 4, 7, 8
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 5
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 3, 13, 14, 16, 18, 19, 24

Core Learning Opportunities (Under Supervision) – ward/ other unit based

Participate in working within a multi-disciplinary team for example

You may participate in/ observe/identify (with context related examples)

- Working alongside colleagues during patient interventions
- Multidisciplinary Team (MDT) meetings
- Ward rounds
- Nursing rounds
- Performance meetings (monthly) e.g. patient experience, feedback, results of audit
- Board rounds e.g. review patient discharges/ delayed discharge

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BSc Part 1 and PGDip Part 1	1, 2, 5, 4, 6, 12, 13	1, 8, 14
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 12, 13	1, 5, 18,
BSc Part 3 and PG Dip Part 3	1, 2, 4, 5, 6, 7, 9, 11, 13, 14	1, 2, 3, 16, 17, 20, 24, 35, 43

Specific Learning Opportunities (Under Supervision) ward / unit based:

Preparing a patient for and observing diagnostic/therapeutic procedures

You may participate in and / or observe (with context related examples):

- Procedure for preparing patient e.g.
 - checklist/procedure
 - providing information to the patient
 - psychological support e.g. anxiety, potential 'bad news'
 - transferring care of the patient to the relevant team
- MRI scan
- CT scan e.g. head, chest, abdomen
- Electrocardiogram (ECG) (24 hour)
- Echocardiogram
- Bronchoscopy
- Angiogram/ angioplasty
- Flexi-sigmoidoscopy

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 6, 12, 16, 17, 18
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 13, 14	1, 2, 7, 20, 24

Specific Learning Opportunities (Under Supervision) ward based:

Participate in care of the patient / family during end of life

You may participate in/ observe/identify (with context related examples):

- Providing psychological support
- Inter-professional liaison and working
- Developing an awareness of family needs / preferences e.g. preferred place of death
- Dealing with sensitive issues
- Cultural /religious /spiritual needs / chaplaincy e.g. procedure to be followed prior to and after death
- Symptom control e.g. pain assessment and management, spiritual pain
- Palliative care team liaison
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow, support/information for family

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BSc Part 1 and PGDip Part 1	1, 2, 4-13	1-4, 6—12, 14-17, 19-29, (30& 34) as appropriate 31-33, 35-37
BSc Part 2 and PGDip Part 2	1, 2, 4-13	1, 3-7, 10, 18, 22, 27,33, (34, 37, 41 as appropriate), 49-51, 54
BSc Part 3 and PGDip Part 3	1, 2, 4-14	1- 3,(5-9 as appropriate)10-14, 16-25, 27-32, 35, 36, 38, 39, 49, 51-60, 62 63, 64, 66-77 as appropriate) , 78, 81, 83, 84

Specific Learning Opportunities (Under Supervision) ward based:

Participate in the assessment and management of pain for example:

- ❖ Chronic pain
- ❖ Palliative care – symptom control
- ❖ Acute pain e.g. ulcerative colitis
- ❖ Psychological and spiritual pain e.g. living with a life limiting condition, end of life
- ❖ Neuropathic e.g. due to diabetes

You may participate in/ observe/identify (with context related examples):

- Pain team liaison
- Palliative care team
- Observing physical assessment of neuropathic pain by medical /nursing team
- Pain assessment tool
- Consider the impact of pain on the patient's life
- Using visual skills e.g. non-verbal cues, facial pallor
- Identify different types of pain e.g. spasmodic, neuropathic
- Identify different treatments for pain
- Participate under supervision in administering prescribed analgesia
- Monitoring effectiveness of intervention for pain

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	5, 10, 11, 12, 49, 50, 51
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1, 2, 11, 13, 14, 16 -18, 20, 23 - 25, 27, 29, 43, 78, 81 - 84

Specific Learning Opportunities (Under Supervision) ward based:

Participate in the assessment, planning and management of Chronic Obstructive Pulmonary Disease (COPD) for example:

- ❖ Asthma
- ❖ Emphysema

You may participate in/ observe/identify (with context related examples):

- Patient positioning to relieve symptoms e.g. dyspnoea (shortness of breath)
- Meeting patient's personal care/elimination needs
- Recognising and managing the deteriorating patient e.g. NEWS, I-mobile
- Clinical observations e.g. respiratory rate/type, peak flow
- Obtaining sputum specimens
- Oxygen therapy e.g. prescription, rates
- Suctioning e.g. correct procedure, equipment
- Humidification and reasons for intervention
- Mouth care e.g. assessment, preventing oral candidiasis, promoting comfort
- Nutrition and hydration e.g. referral to dietician
- Psychological support e.g. patient information, recognising anxiety
- Respiratory CNS liaison
- Medication specific to condition e.g. bronchodilators, nebulizers
- Equipment e.g. oxygen mask, nasal specs
- Risk assessment e.g. reduced mobility and associated complications
- Physiotherapist

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 22, 26, 27, 33, 37, 40, 41, 44, 49, 50, 54
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 13, 14	1,2, 13, 14, 16, 23, 24, 25, 27, 29, 46, 51, 52, 56, 62, 66, 67, 69, 70, 71, 73, 78, 84, 87, 88

Specific Learning Opportunities ward based:

'Shadowing' to observe the role of other health & social care professionals within the context of individual patient need:

You may participate in / observe/identify activities undertaken by (with context related examples):

- Diabetes CNS
- Pain team
- Specials team
- Falls team
- KOPAL/Dementia team
- I-mobile team
- Physiotherapist
- Occupational Therapist
- Palliative care team
- Dietician
- Chaplaincy (as appropriate)

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BSc Part 1 and PGDip Part 1	N/A	N/A for part 1 students
BSc Part 2 and PGDip Part 2	1, 2, 4, 5, 6, 8, 9, 12, 13	1, 18
BSc Part 3 and PGDip Part 3	1, 2, 4, 5, 6, 7, 9, 10, 12, 14	1, 2, 16, 24

Specific Learning Opportunities (Under Supervision) ward based:

Management of a group of patients under supervision: including assessing, planning, implementing and evaluating care.

- ❖ Part 2 students the opportunity to develop/enhance skills
- ❖ Part 3 students the opportunity to enhance skills and contribute to Part 3 Practice Assessment Episode of Care

You may participate in and develop/enhance skills in (with context related examples):

- Prioritisation of patient needs
- Problem solving
- Decision making
- Communication e.g. MDT
- Team working e.g. role limitation
- Leadership e.g. raising concerns
- Delegation
- Peer support

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BSc Part 1 and PGDip Part 1	N/A	N/A
BSc Part 2 and PGDip Part 2	1-13	1, 3, 4-13, 16-19, 22, 26, 27, 28, 33, 34-37, 38- 44, 49-51
BSc Part 3 and PGDip Part 3	1-14	1, 2, 7-14, 16-25, 27, 31, 34, 35, 39 - 41, 53, 56-59, 63, 64, 66-73, 75-78, 81, 82-84, 88, 89

Specific Learning Opportunities (Under Supervision) ward based:

Participating in co-ordinating the ward / patients need for a shift – developing / enhancing skills in:

You may participate in and develop/enhance skills in (with context related examples):

- Participating in implementing patient care
- Analysing situation
- Prioritisation
- Problem solving
- Decision making
- Communication e.g. telephone enquiries, making referrals
- Team working e.g. MDT working
- Leadership e.g. raising concerns
- Delegation
- Participating in clinical audit
- Peer support

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BSc Part 2 and PGDip Part 2	N/A	N/A
BSc Part 3 and PGDip Part 3	1-14	1, 2, 12, 17, 19 ,28, 29, 34-42, 45, 48, 56, 57, 79, 80, 85, 86 and Part 3 Practice Assessment 'Episode of Care'

Reflective learning log

This reflective learning log may be used (**optional**) by you to record learning activity undertaken during a spoke visit / learning opportunity. It provides you with additional evidence on which to focus discussion with your mentor as part of formative feedback. Additionally it serves as a reminder for your personal reflection.

Spoke learning opportunity: _____

Date / time: _____

Learning opportunities identified:

Comments / feed forward from practitioner in area:

Practitioner's signature: _____

Student Reflection Comments:

Student name / signature: _____

Student Placement Evaluation

Please provide the practice team with feedback on your learning experience by answering the questions below, and make any comments you wish to be considered. Please give this to your mentor/ward manager/PDN/CPF or PDM/MPF before you leave. Thank you.

Domain 1 - Establishing effective working relationships (NMC 2008)

Did you receive an orientation to the practice placement?

Domain 2 – Facilitation of learning (NMC 2008)

How did you identify and select appropriate learning opportunities?

Domain 3 – Assessment and accountability (NMC 2008)

How were you provided with feedback on your development and progress?

Domain 4 – Evaluation of learning (NMC 2008)

Were you allocated a mentor and how much time did you spend with them?

Domain 5 – Create an environment for learning (NMC 2008)

How did your mentor and the practice team facilitate your learning?

Domain 6 – Context of practice (NMC 2008)

What did you learn about the specific nature of care provided in the placement?

Domain 7 – Evidence-based practice (NMC 2008)

How were you supported in applying an evidence base to your practice learning?

Domain 8 – Leadership (NMC 2008)

How well were your learning needs met?

How could we enhance your learning experience?

Please make any further comments in the box below.

Thank you for taking the time to complete this evaluation

Reference: Nursing and Midwifery Council (2008). *Standards to support learning and assessment in practice*. Online available from www.nmc-uk.org

Suggested reading:

Lapham, R. and Agar, H. (2009) *Drug Calculations For Nurses* (3rd Edition). Hodder and Arnold: London

Ouldred, E. (2007) Common forms of dementia and their management. *British Journal of Nursing* Vol 1 04 31-34

Ouldred, E. (2007) Dementia: caring for patients and supporting carers. *British Journal of Nursing* Vol 1 04 172-175

Royal College of Nursing (2007) *Helping students get the best from their practice placements*. Online available from www.rcn.org.uk/publications/pdf

Useful sites:

For COPD – www.who.int/respiratory/copd/en/

For GI lower and upper bleeding – www.nice.org.uk/guidance/conditions-and-diseases/digestive-tract-conditions

For liver conditions - www.nice.org.uk/guidance/conditions-and-disease/liver-conditions

For Mental Health Issues -

http://www.rcn.org.uk/data/assets/pdf_file/0005/587615/004_587_WEB.pdf

