



King's College Hospital   
NHS Foundation Trust

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

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**Practice Placement ward: Toni and Guy**

**KING'S**  
*College*  
**LONDON**



**London South Bank**  
University

## Introduction to the Ward / Unit

**Welcome to:** Toni and Guy ward, King's College Hospital, part of King's College Hospital NHS Foundation Trust and the Women and Children Division. We are a children's general medical ward specialising in shared care oncology, respiratory and haematological medicine. We serve the local community which is culturally diverse, as well as the South East region as a whole for the above mentioned specialities.

The patient conditions you will commonly see whilst on the ward include the following:

- Cystic fibrosis
- Asthma
- Empyema/Pleural effusion
- Pneumonia
- Bronchiolitis
- Epilepsy
- Sickle cell disease
- Kawasaki disease
- Childhood cancers e.g. acute lymphoblastic leukaemia (ALL), Wilms tumours, Neuroblastoma
- Meningitis
- Gastric Reflux
- Sepsis
- Diabetes
- Gastroenteritis
- Febrile convulsions
- Anorexia nervosa
- Failure to thrive

## Location

**We are located:** on the 3<sup>rd</sup> floor Cheyne Wing, King's College Hospital, Denmark Hill, London

**Ward / Unit telephone:** 020 3299 3102

## Welcome to the team

**Ward / Unit Manager is:** Laura Bufton [laura.bufton@nhs.net](mailto:laura.bufton@nhs.net)

**Modern Matron is:** Penny McDougall [penny.mcdougall@nhs.net](mailto:penny.mcdougall@nhs.net)

**Student co-ordinator is:** Naomi Lemin [nlemin@nhs.net](mailto:nlemin@nhs.net) and Kate Evans [Katherine.evans@nhs.net](mailto:Katherine.evans@nhs.net)

**Practice Development Nurse is:** Sarah Beazley [sarahbeazley@nhs.net](mailto:sarahbeazley@nhs.net)

The ward team consists of:

- Registered Nurses (child)
- Health Care Assistants
- Play Specialist
- Youth worker
- Volunteers
- Chaplaincy
- Domestic / Housekeeper
- Paediatric consultants x 8
- F1, F2 and Registrars medical teams
- Physiotherapists (not ward based)
- Occupational therapists (not ward based)
- Dieticians
- Pharmacist
- Social workers
- Speech and language therapists
- Clinical nurse specialists for example:
  - haematology
  - oncology
  - diabetes
  - sickle cell
  - asthma
  - respiratory
  - cystic fibrosis
  - mental health
  - allergy
  - neuro-disability

## **Ward Vision**

Toni and Guy present a clean, efficient and family-friendly environment. It is staffed by a highly skilled, knowledgeable, friendly and enthusiastic multidisciplinary team. We are forward thinking and motivated to provide the very best care. Team members are committed to the progression of themselves, of others and the service we deliver. We will maintain a reputation for delivering an effective, organised, high quality and patient – focused experience.

## Ward philosophy of care

We practice family centred care based on Casey's model of nursing. This involves encouraging the parents to be actively involved in the care of their child whilst in hospital.

*We believe that:*

- + Each child is a unique person with individual needs and rights (e.g. physical, psychological, emotional, spiritual and cultural) with regard to health care provision*
- + Children need the care and love from their own families, and every opportunity should be provided for this care to continue with specialist nursing support*
- + Children have the right to be as pain free as possible*
- + The best place for children to be cared for is within their home and community therefore no child should stay in hospital any longer than is necessary*
- + Children of all ages have a right to privacy, and information about the child and family is confidential*
- + The good links between hospital and community will provide integrated care to enable the child and family to achieve optimal well-being*
- + That the child and family should be adequately prepared for discharge into the community, and feel confident and knowledgeable to continue care at home with the support of the children community nursing team and general practitioner where appropriate*

## Shift pattern students may follow

5 day week

7 day week

Weekends

12 hour shift:      Early start      07.30 to 20.00hrs

                         Night shift      19.30 to 08.00hrs

## Staffing establishment

Registered Nurses (child) –      Day shift = 6      Night shift = 5

Health care assistants –      Day shift = 1      Night shift = 0

## Meal breaks

You are permitted a 60 minute break on a 12 hour shift

## To contact colleagues:

### Bleeping:

Dial 736 followed by the bleep number and the extension you wish to be called back on.  
Wait for the long tone and replace the receiver

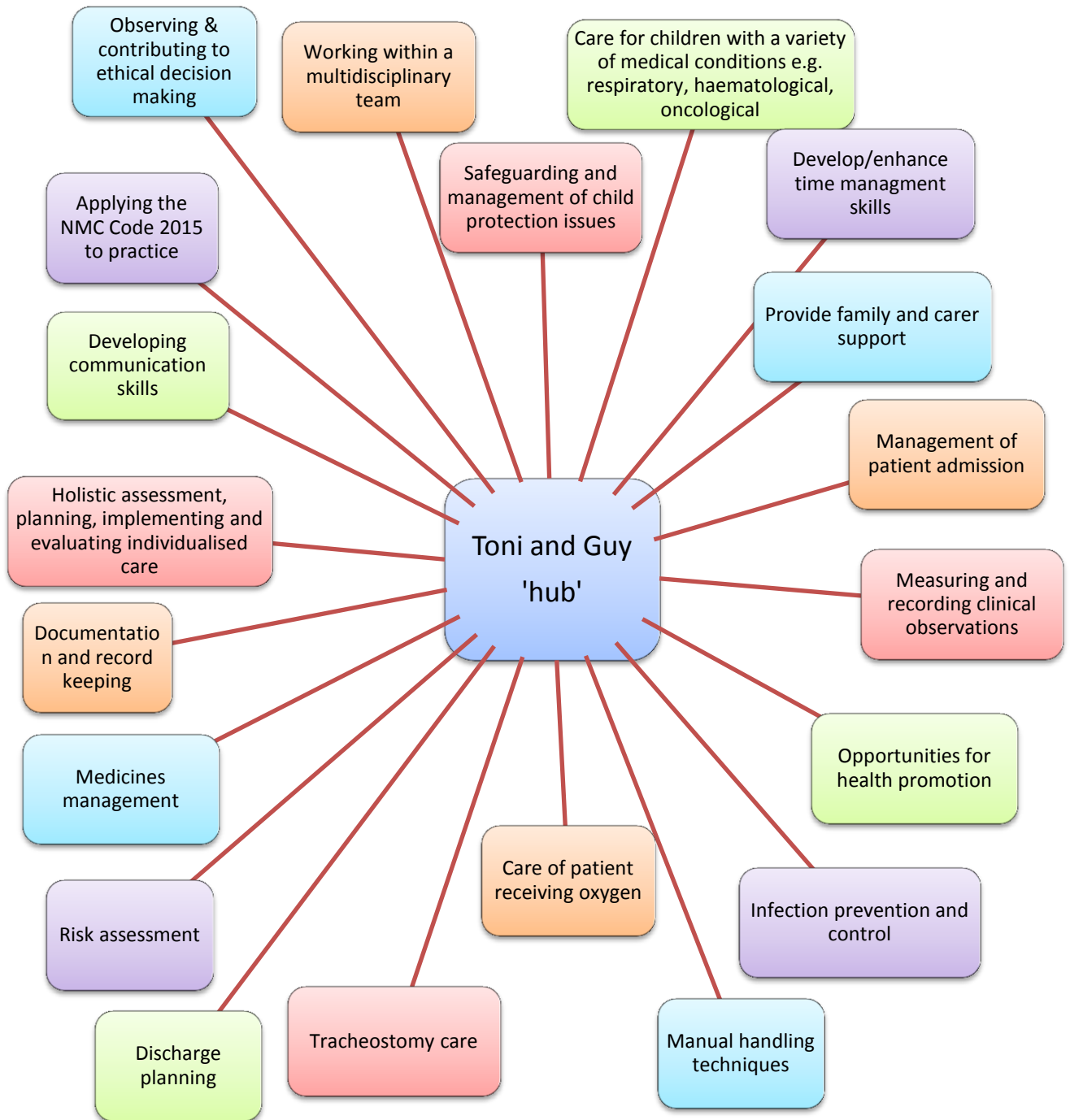
### Air calling and Paging:

Dial 737\* the operator will ask for your 'call sign' (i.e. page number e.g. KH 6789) and your message. This is then sent to the person you are trying to contact

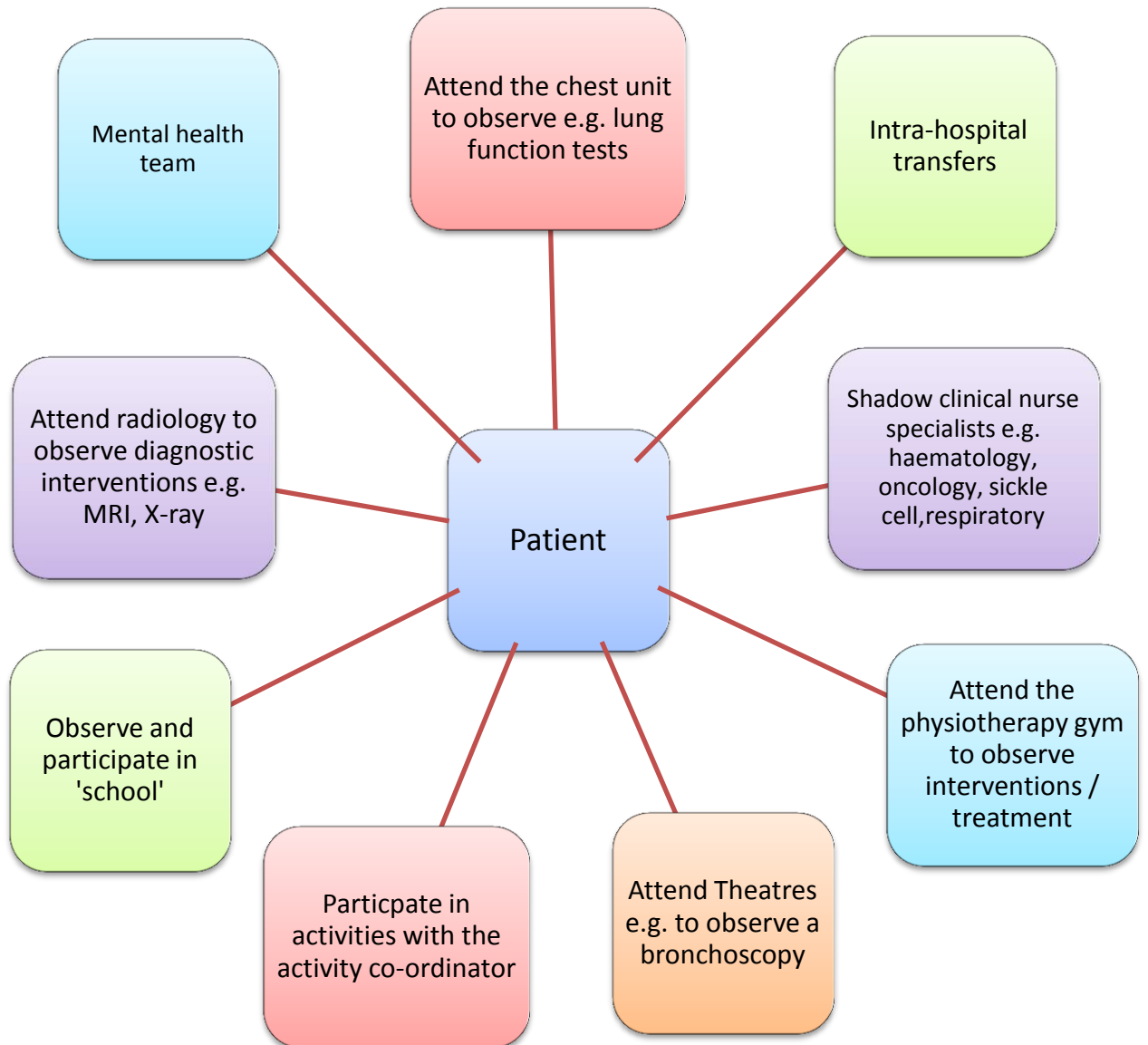
## Useful numbers

Cardiac arrest	2222
Fire	2222
Security	2444
Operator	100
Medirest (porters)	31414
Senior House Officer	Bleep 491
Paediatric bed manager	Bleep 295

## Hub and Spokes for Toni and Guy ward



## Hub and Spokes following the patient journey



## **Core Learning Opportunities (Under Supervision): ward and other unit based**

**Participate in the assessment of children and young people with a range of medical conditions for example:**

- ❖ Respiratory conditions e.g. cystic fibrosis (CF)
- ❖ Haematological conditions e.g. acute lymphoblastic leukaemia (ALL), sickle cell
- ❖ Neurological conditions e.g. epilepsy

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

- Applying relevant knowledge / taking clinical measurements & interpreting clinical observations e.g. radial pulse, respiratory rate, blood pressure, oxygen saturations
- Developing skills in the use of related equipment under supervision e.g. 'dinamapp', peak flow meter, glucometer calibration and use
- Observing diagnostic procedures e.g. MRI, X-ray, lung function tests, venepuncture
- Communication e.g. enhancing listening skills, non-verbal, alternative forms, documentation (unified records), age appropriate language
- Obtaining specific specimens as required e.g. 24 hour urine, faeces, sputum trap, throat swab
- Documentation e.g. EPR, Confidentiality, Child Health Assessment Tool, Framework for the Assessment of a Child in Need, care pathways
- Risk Assessment e.g. infection control, manual handling, paediatric nutrition, pain, allergies
- Discharge planning
- Identifying the patient's health & social care needs
- Assessing ability for self/parent care
- Medication review e.g. exacerbation of asthma



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.

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1-14, 17, 19, 20, 21, 24, 25, 30, 31, 33, 35, 36, 37 and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13	1-13, 16-19, 22, 24, 26, 28, 35, 36, 37, 38, 39, 40, 41, 44, 45, 47, 48, 49, 51, 53, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14	1-8, 10, 11, 13, 16-18, 22-25, 28, 29, 30, 36, 37, 39, 40, 55, 65, 67, 70, 77, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## **Core Learning Opportunities (Under Supervision): ward and other unit based**

**Participate in the assessment of children and young people with complex needs for example:**

- ❖ Co-morbidities
- ❖ Polypharmacy
- ❖ Multiagency involvement
- ❖ Mental health needs e.g. change of body image

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

- Developing / enhancing observational skills e.g. non-verbal cues, skin pallor/turgor
- Applying / measuring & interpreting clinical observations e.g. BPEWS, deteriorating child
- Developing / enhancing communication skills e.g. sensitive issues, active listening, SBAR
- Nutritional needs e.g. STAMP
- Pain assessment e.g. faces/numerical tool, FLACC
- Analysing situations e.g. change in patient's condition
- Prioritising patient need e.g. raising concern
- Decision making e.g. MDT working, patient/family collaboration
- Risk assessment e.g. mobility / pressure ulcer prevention, safeguarding, 'humpty dumpty' falls tool
- Identifying the patient's health & social care needs
- Complex discharge planning e.g. interagency working

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1, 5, 6, 7, 9-3, 16, 37, 38, 39, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1-8, 10, 13, 16, 18, 19, 23, 24, 28, 29, 30, 31, 32, 36, 37, 54, 55, 58, 67, 70, 77, 92, 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:

- ❖ Immediate care e.g. acute deterioration
- ❖ Intra hospital transfer e.g. for specialist care
- ❖ Ongoing care e.g. managing a life limiting condition

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

- Prioritisation of patient need e.g. setting short and longer term goals
- Decision making e.g. MDT working
- Patient and family inclusion and collaboration
- Patient centred care e.g. determine patient's priorities / preferences
- Documentation e.g. confidentiality, developing and writing a care plan
- Multi-disciplinary working e.g. recognise role boundaries
- Communication e.g. 'age appropriate', liaising with other professionals
- Discharge / care transfer planning

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1, 3, 4, 5, 9, 11, 12, 16, 18, 19, 22, 36, 40, 52, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14	1-11, 13, 16-20, 23-27, 29, 36, 37, 38, 39, 68, 71, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Core learning Opportunities: (Under Supervision) – ward based

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

- ❖ Promoting recovery from acute illness
- ❖ Promoting independence and recovery through rehabilitation
- ❖ Managing end of life care with compassion
- ❖ Managing a life limiting condition

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

- Functional needs e.g. positioning in bed, ensuring call bell at hand
- Meeting hygiene needs e.g. assisting with bathing, maintaining privacy, mouth care
- Meeting elimination needs e.g. bowel care, assisting with toileting needs
- Setting up equipment for clinical procedures e.g. humidified oxygen, lumbar puncture
- Meeting mobility needs e.g. transfer from bed to chair, safe use of wheelchair
- Maintaining skin integrity / preventing pressure ulcer formation
- Meeting psychological needs e.g. verbal communication difficulties, body image
- Meeting spiritual needs e.g. play therapy, active listening, cultural/religious practice, maintain dignity
- Meeting nutritional needs e.g. dysphagia, assisting with meals, enteral feeding, weighing/taking height measurement
- Maintaining fluid balance e.g. IV infusion, fluid intake/output, documentation
- Care specific to identified risk e.g. Personal Protection Equipment (PPE)
- Liaising with MDT e.g. SALT, play co-ordinator
- Communication e.g. actively communicating, using visual aids, non-verbal
- Documentation and record keeping e.g. confidentiality, Electronic Patient Record (EPR)
- End of life care e.g. symptom control, supporting family
- Infection prevention and control e.g. handwashing, safe disposal of waste
- Medication administration e.g. '5 rights'
- Aseptic Non Touch techniques (ANTT) e.g. wound care, intravenous cannula site
- Providing information / guidance /education to patient and family
- Care evaluation, re-assessment and review e.g. acute / rehabilitation with patients / family

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 7, 8, 9, 10, 11, 12,13	1, 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, 18, 19, 24, 26, 27, 28, 29, 30, 32-36, 38, 40-44, 53, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1-7, 10, 12, 13, 14, 16-23, 25, 26, 28, 29, 30, 31, 32, 37, 40, 60, 61, 70, 72, 73, 75-79, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Specific Learning Opportunities (Under Supervision) ward based:

Participate in care of the patient / family during end of life for example:

- ❖ Oncology patients
- ❖ Patient with meningitis

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

- End of life pathway
- Providing psychological support
- Inter-professional liaison & 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 management, nausea, anxiety
- Palliative care team liaison
- Discharge planning 'fast track'
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow
- Bereavement team role

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 11, 12, 13	1-6, 11, 13, 30, 33, 51, 52, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 5, 6, 9, 10, 12, 13, 14	1, 2, 4, 5, 6, 8, 10, 11, 14, 16, 18, 19, 22, 23, 24, 26, 31, 44, 79, 81, 82, 83, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Specific Learning Opportunities (Under Supervision) ward based:

### Care of child with enteral feeding requirements and supporting the family for example:

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

- Percutaneous Endoscopic Gastrostomy (PEG)
- Naso Gastric (NG) tube e.g. following best practice
- Psychological support for child and family
- Providing essential mouth care
- Recording intake correctly
- Monitoring patient's weight

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BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 7, 8, 9, 10, 12, 13	1-4, 6, 7, 8, 10, 12, 14, 17, 19, 22, 25, 27, 30-34, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 7, 8, 9, 10, 12, 13	1-6, 9-12, 18, 22, 33-44, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 12, 13, 14	1-3, 5, 7, 8, 10, 16, 18, 21, 23, 24, 26, 28, 37, 51, 53, 55, 64-75, 78, 84, 86, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'



## Specific Learning Opportunities (Under Supervision) ward based:

Participate in the assessment and management of pain for example:

- ❖ Sickle cell crisis
- ❖ Complex and long term pain management
- ❖ Oncology patients

You may participate in (with context related examples):

- Observing physical assessment of pain by medical /nursing team
- Recognising specific analgesia for different pain types
- Pain assessment tool
- Utilising observational skills e.g. non-verbal cues
- Participate under supervision in administering prescribed analgesia
- Monitoring effectiveness of intervention for pain
- Pain team liaison if appropriate

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13	1-7, 10, 11, 13, 18, 27, 45-49, 51, 52, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1-8, 10, 13, 16, 17, 18, 24, 26, 28, 30, 32, 36, 50, 51, 52, 55, 65, 79, 80-86, 88, 90, 91, 92, 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 /observe (with context related examples)

- Oral e.g. tablets, liquid/elixir
- Topical e.g. creams
- Per rectum
- Nasal
- Ocular
- Nebulizers
- Oxygen therapy as prescribed
- Percutaneous endoscopic gastrostomy (PEG)
- Naso-gastric (NG) tube
- Nasojejunal (NJ) tube
- Injections subcutaneous and intra-muscular
- Medication dose calculations
- Observation only of IV drug administration, checking cannula site
- Blood transfusions
- Observe medication pumps, syringe drivers
- Access available resources e.g. British National Formulary (BNF)

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1, 2, 4, 7, 9, 26, 27, 28, 33, 38, 45-55, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 5, 6, 7, 9, 10, 11, 13, 14	1, 2, 4, 6, 8, 11, 13, 23, 26, 28, 37, 50, 59, 75-93, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Core Learning Opportunities (Under Supervision) – ward based:

### Participate in the assessment of patient risk for example:

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

- Tissue viability e.g. observing skin integrity/turgor
- Deteriorating patient e.g. BPWS score
- Falls e.g. 'Humpty Dumpty' falls tool
- Nutrition / Hydration e.g. dysphagia, insensible loss (respiratory)
- Manual Handling
- Venous Thromboembolism (VTE) prevention
- Infection control e.g. patient with tracheostomy
- Disability e.g. physical, specific learning need
- Safe guarding
- Health & Safety
- Medicine management

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BSc Part 1 and PGDip Part 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	1, 2, 6, 8, 9, 13, 14, 17, 19-24, 27, 28, 34, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	1, 2, 4, 5, 7, 8, 10, 21-24, 26-30, 33, 37, 42, 50, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 6, 8, 13, 19, 24, 27-31, 36, 37, 43-47, 54, 56, 58, 62, 63, 67, 70, 78, 85, 92, 93

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

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

- ❖ Care transfer of child / young person from the Emergency Department (ED)
- ❖ Care transfer of child / young person to the community team
- ❖ Care transfer to team colleagues

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

- Management of complex discharge
- Effective handover at shift change
- Transfer to and from another clinical area
- Documentation process / EPR
- Discharge process
- MDT and other agencies working
- Patient / Family support / involvement
- Social services
- Clinical nurse specialists liaison

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BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1, 2, 4, 5, 8, 13, 14, 16-19, 36, 52, 53, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1, 2, 5-11, 20, 25, 26, 27, 32, 33, 37, 48, 52, 65, 66, 80, 81, 87, 89, 91, 92, 93, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Core Learning Opportunities (Under Supervision) – ward / 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
- Observing the role of other professionals
- Patient case conferences
- Ward rounds
- Board rounds

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BSc Part 2 and PGDip Part 2	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13	1, 13, 18, 19, 25, 46, 52, 53, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	1-4, 19, 21, 25, 27, 43, 45, 53, 54, 58, 65, 66, 68, 69, 71, 86, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Specific Learning Opportunities ward / unit based:

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

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

- Nutrition CNS
- Tissue Viability CNS
- Diabetes CNS
- Respiratory CNS
- Sickle cell CNS
- Social Worker
- Physiotherapist
- Occupational Therapist
- Dietician
- Chaplaincy
- Radiology team
- Play/activity team
- School team

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BSc Part 2 and PGDip Part 2	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13	1, 2, 13, 15, 16, 21, 52, 54
BSc Part 3 and PGDip Part 3	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 3, 4, 8, 13, 15, 21, 45, 48

## Specific Learning Opportunities (Under Supervision) ward based:

Develop and enhance skills and strategies to communicate with children and young adults some of who may have cognitive, and / or sensory impairment, and their families

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

- Patients with a hearing impairment/wearing hearing aid
- Patients with a visual impairment
- Child specific language
- Age appropriate language
- Special needs e.g. sign language, visual chart, 'picture exchange communication' (PEC)
- Non-English speaker e.g. interpretation service
- Non-verbal communication
- Patient with specific communication needs e.g. liaising with carer
- Speech and language therapist (SALT)

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Child 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, 6, 8, 9, 10, 11, 12, 13	1-11, 14, 21, 32, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1-6, 10, 13, 18, 34, 36, 37, 53, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1-8, 10, 11, 13, 16, 21, 26, 29, 31, 32, 41, 52, 64, 91, 92, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Specific Learning Opportunities (Under Supervision) ward based:

### Preparing a child and the family for diagnostic/interventional procedures for example:

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

- Procedure for preparing patient e.g. checklist
- Providing information to the patient
- Transferring care of the patient to the relevant team
- MRI scan
- CT scan
- X-ray
- Bronchoscopy
- Fluoroscopy
- Lumbar puncture
- Chest clinic for lung function tests

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.

Child 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, 6, 8, 9, 10, 11, 12, 13	1, 2, 4, 6, 7, 8, 11, 13, 14, 17, 35, 37, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1, 3, 5, 6, 10, 12, 16, 17, 18, 22, 45, 47, 49, 51, 52, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1, 2, 3, 5, 7, 8, 10, 11, 16, 18, 21, 23, 24, 28, 30, 37, 38, 59, 79, 82, 83, 84, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'



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

### Participating in caring for a child or young person with a tracheostomy:

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

- Indications for tracheostomy
- Establish safe environment e.g. risk assessment
- Tracheostomy tubes types / equipment
- Preventing complications e.g. airway occlusion / partial/ total
- Stoma care / tissue viability care
- Using suction equipment / procedure / humidification
- Related anatomy & physiology
- Communication needs: SALT, strategies, valves, non-verbal
- Change of body image & psychological support
- MDT working
- Family support
- Prevent / manage complications e.g. dysphagia, constipation

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

Child 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, 6, 7, 8, 9, 10, 11, 12, 13	1, 2, 4, 6, 7, 8, 12, 13, 14, 17, 19, 21, 22, 25, 30, 31, 33-36, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 7, 8, 9, 10, 12, 13	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 18, 19, 22, 24, 26, 27, 28, 30-33, 37, 39, 44, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 3, 5-8, 10, 11, 13, 16, 18, 19, 21, 23, 24, 25, 28, 37, 38, 40, 53, 54, 55, 57, 59, 60, 61, 62, 65, 68, 69, 72, 74, 75, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## 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
- Supervising others

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

Child 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, 6, 8, 9, 10, 11, 12, 13	1, 2, 4, 6-10, 12, 13, 15, 17, 21, 25, 26, 30, 35, and Part 1 Practice Assessment 'Episode of Care'
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 10, 11, 12, 13	1-5, 7, 9, 10, 20, 22, 28, 35, 39, 41, 45, and Part 2 Practice Assessment 'Episode of Care'
BSc Part 3 and PGDip Part 3	1, 2, 6, 7, 9, 10, 11, 12, 13, 14	1, 2, 3, 5, 7, 8, 11, 14, 21, 22, 24, 28, 29, 30, 34, 35, 36, 37, 38, 40, 41, 42, 53, 55, 65, 67, 68, 70, 71, 79, and Part 3 Practice Assessment 'Episode of Care' and 'Medicines Management'

## Specific Learning Opportunities (Under Supervision) ward based:

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

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

- Analysing situations
- Prioritisation
- Time management
- Problem solving
- Decision making
- Adverse incident management
- Communication e.g. dealing with telephone enquiries
- Team working e.g. MDT working, skill mix
- Leadership e.g. raising concerns and escalation process
- Delegation
- Dealing with conflict
- Participating in clinical audit
- Supervising others e.g. staff rest time

**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.**

Child 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	N/A	N/A
BSc Part 2 and PGDip Part 2	N/A	N/A
BSc Part 3 and PGDip Part 3	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 3, 4, 9, 12-15, 21, 22, 23, 29, 32-39, 41-47, 49, 53, 58, 87, 89, 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](http://www.nmc-uk.org)

## Suggested reading:

Blair K. (2011) *Medicines Management in Children's Nursing Transforming Nursing Practice*. Learning Matters: Exeter

BSPED Recommended DKA Guidelines (2009) (minor review 2013) Online available at <http://www.bsped.org.uk/clinical/docs/DKAguideline.pdf>

Cockett A. and Day H. (eds). (2010) *Children's High Dependency Nursing*. London: Wiley-Blackwell.

Department of Health (2010) *Sickle Cell Disease in Childhood: Detailed guidance* Available at <http://www.kcl-phs.org.uk/haemscreening/publications.htm#ClinicalCareGuidelines>

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

McCance K, Heuther S. (2017) *Pathophysiology: The Biologic Basis for Disease in Adults. & Children*. 7th Edition Mosby: London

Macqueen, S., Bruce, E. A., Gibson, F. (2012) *The Great Ormond Street Hospital Manual of Children's Nursing Practices*. Wiley Blackwell: Chichester

Mighten J. (2012) *Children's Respiratory Nursing*. Wiley Blackwell: Chichester

NICE (2004) *Type 1 diabetes: Diagnosis and management of type 1 diabetes in children, young people and adults*. Available at <https://www.nice.org.uk/guidance/cg15>

Royal College of Nursing (2013) *Right Blood, Right Patient, Right Time. RCN Guidelines for Improving Transfusion Practice*. 2nd edition RCN: London

Royal College of Nursing (2012) *Catheter Care RCN Guidance for nurses*. 2<sup>nd</sup> edition. Online available from <http://www.rcn.org.uk>

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

Watson, F. and Rebar, A. (2014) *The art of noticing: essential to nursing practice*. *British Journal of Nursing* Vol 23, No10, pp 514-517

## Useful sites:

Cancer Research UK - [www.cancerresearchuk.org](http://www.cancerresearchuk.org)

Children's Cancer & Leukaemia Group - <http://www.cclg.org.uk/>

Cystic fibrosis Trust <http://www.cysticfibrosis.org.uk/>

Spotting the sick child – Patient assessment: <https://www.spottingthesickchild.com/>

Teenage Cancer Trust <http://www.teenagecancertrust.org/>

The National Institute for Health and Care Excellence (NICE) (2010) *Venous thromboembolism in adults admitted to hospital: reducing the risk*. Online available from <https://www.nice.org.uk/guidance/cg92>



