



King's College Hospital 
NHS Foundation Trust

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



Practice Placement ward: Farnborough ward



**London South Bank
University**

Introduction to the Ward / Unit

Welcome to: Farnborough ward at the Princess Royal University Hospital (PRUH) and part of the Trauma, Emergency and Acute Medicine Division (TEAM).

Farnborough ward is a twenty five bedded, mixed sex ward, organised as twenty five side-rooms. We specialise in acute respiratory medicine. Patients with respiratory conditions are transferred from the respiratory unit M1 and M2 for continuation of acute care and treatment, until their condition allows for discharge.

We are a multidisciplinary team, working closely together in the assessment, planning, and delivery of patient centred care, with a strong emphasis on effective discharge planning.

Location

We are located: Level 2, North Wing, Princess Royal University Hospital (PRUH), Farnborough Common

Ward / Unit telephone: 01689 66301/66311/65015

Welcome to the team

Ward / Unit Manager is: Sarah Bovingdon sarah.bovingdon@nhs.net

Modern Matron is: Anthony Thompson Anthony.thompson1@nhs.net

Student co-ordinator is: Nicky Parker Nicola.parker5@nhs.net

Practice Development Nurse is: Carol Coleman carol.coleman@nhs.net

The ward team consists of:

- Registered Nurses
- Health Care Assistants
- Chaplaincy
- Domestic / Housekeeper
- Medical team: acute respiratory
- Medical team
- Physiotherapists
- Pharmacist
- Occupational therapists
- Dieticians
- Social workers
- Speech and language therapists

- Clinical nurse specialists for example:
 - Respiratory
 - Diabetes
 - Falls
 - Tissue viability
 - Dementia
 - Blood transfusion
 - Palliative care
 - Venous thromboembolism (VTE)
 - Nutrition
 - Safeguarding

Farnborough Ward Philosophy

- ❖ *In Farnborough Ward we believe in providing patient centred care specific for the individual patient*
- ❖ *We aim to treat every patient with respect, privacy & dignity*
- ❖ *We treat patients holistically: - physically, socially, psychologically, emotionally and spiritually, based on an individual's needs*
- ❖ *We want to make patients feel acknowledged, listened to and involved in all aspects of their care*
- ❖ *We never make judgements on patients and their wishes*
- ❖ *We encourage staff to be advocates for their patients*

- ❖ *We work together effectively and collaboratively as a multi-disciplinary team*
- ❖ *We treat each other with respect and value our colleagues*
- ❖ *We aim to always be polite & professional to one another*
- ❖ *We aim to communicate effectively on all levels*
- ❖ *We maintain confidentiality*

- ❖ *But mostly we want to provide good quality care*
 - *To be kind, caring, compassionate & honest*
 - *We are compassionate*
 - *We are good at communicating*
 - *We are committed*
 - *We are competent*
 - *We are courageous*
 - *We care 😊*

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 – Early shift = 6 Night shift = 4

Health care assistants – Early shift = 4 Night shift = 2

Meal breaks

You are permitted 2 x 30 minute break on a 12 hour shift

To contact colleagues:

Bleeping:

Dial 14 followed by the bleep number and the extension you wish to be called back on. Wait for the long tone and replace the receiver

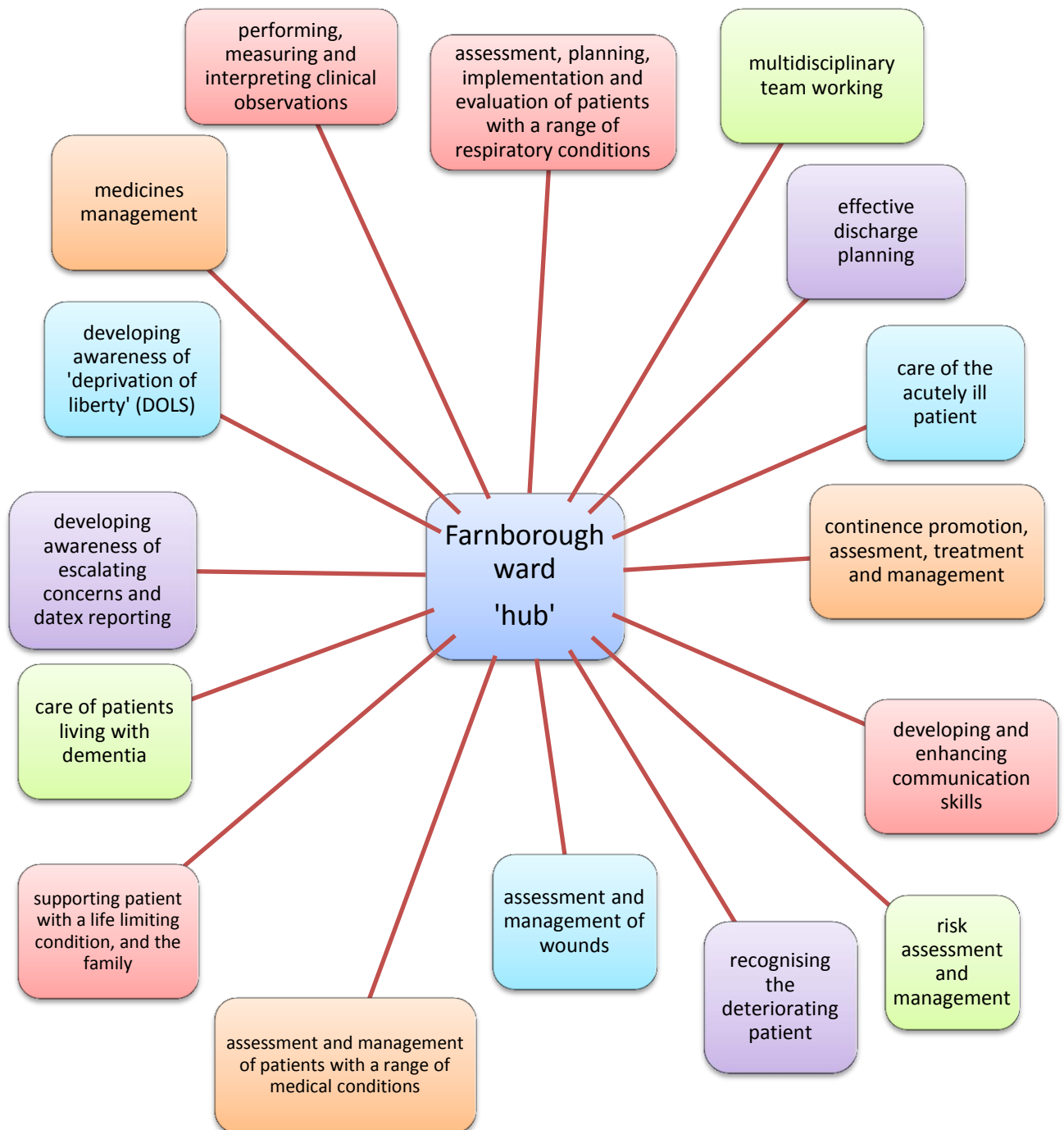
Air calling and Paging:

Dial 0 for the operator who 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

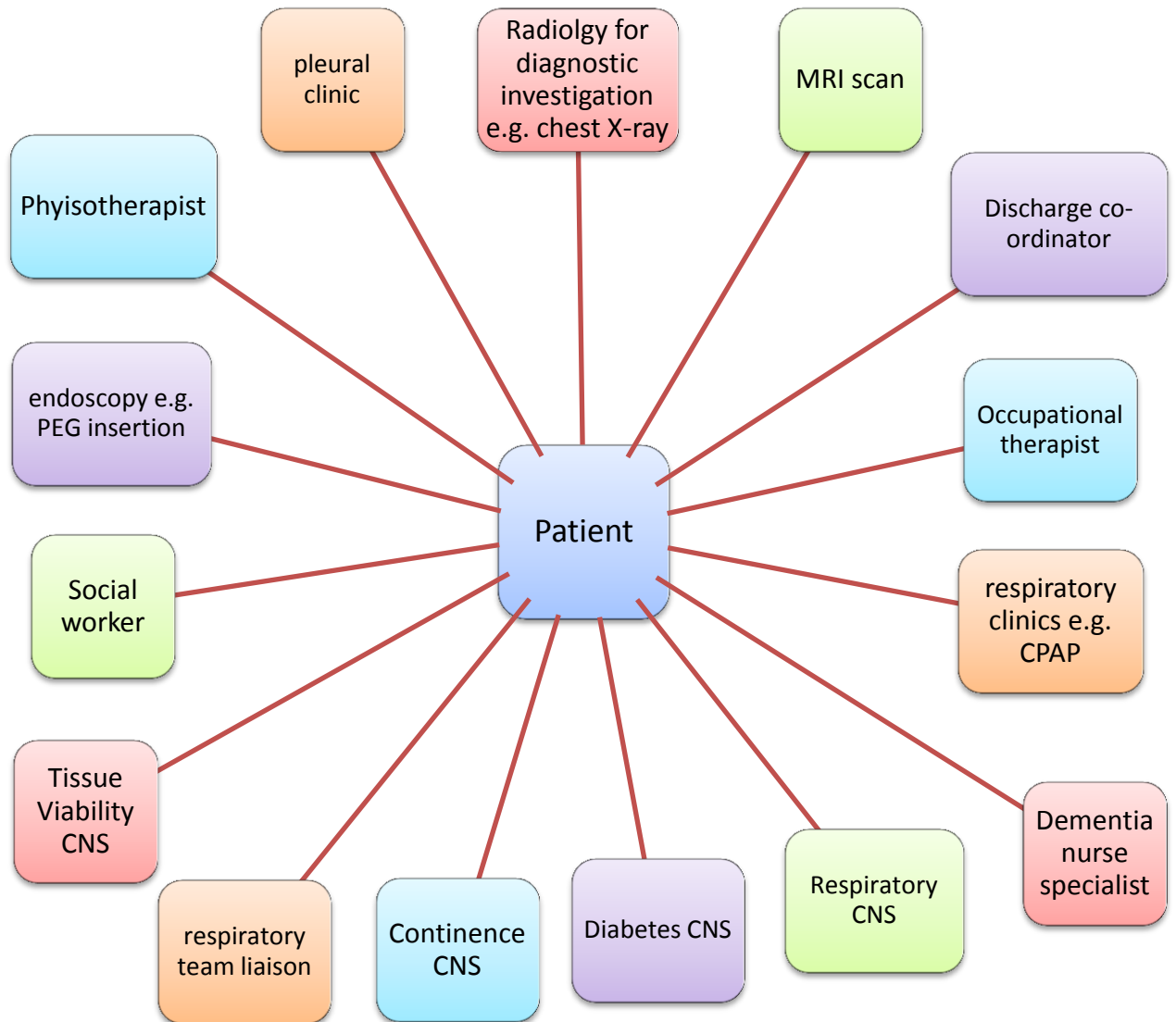
Useful numbers

Cardiac arrest	2222
Fire	2222
Security	2444
Senior Nurse Medicine	Bleep 243
Site Practitioner	Bleep 224

Hub and Spokes for Farnborough ward



Hub and Spokes following the patient journey



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

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

- ❖ Respiratory conditions e.g. chronic obstructive pulmonary disease, emphysema, asthma
- ❖ Medical conditions e.g. type 1 and type 2 diabetes

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

- Applying relevant knowledge / measuring & interpreting clinical observations e.g. pyrexia, respiratory rate, visual skills, peak flow, oxygen saturation
- Recognising the deteriorating patient e.g. MEWS
- Developing skills in the use of related equipment under supervision e.g. peak flow
- Observing diagnostic procedures e.g. MRI, X-ray, venepuncture, endoscopy
- Communication e.g. enhancing listening/questioning skills, patient with dyspnoea
- Obtaining specific specimens as required e.g. urine (MSU & CSU), faeces, wound swab, sputum
- Documentation e.g. developing care plans
- Risk Assessment e.g. falls, infection control
- Discharge planning e.g. MDT, discharge co-ordinator, patient & family
- Identifying the patient's health and social care needs

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/unit based

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

- ❖ Patient living with a life limiting condition e.g. emphysema
- ❖ Patient with co-morbidities

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

- Developing / enhancing observational skills e.g. visual cues, dyspnoea
- Applying / measuring & interpreting clinical observations e.g. oxygen saturation in patients with emphysema
- Developing / enhancing communication skills e.g. patients with dyspnoea
- Analysing situations e.g. escalate concern
- Prioritising patient need
- Decision making
- Risk assessment e.g. mobility / pressure ulcer
- Identifying the patient's health and social care needs e.g. complex discharge planning

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
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

- ❖ Patients with respiratory conditions e.g. dyspnoea, infection
- ❖ Care of the patient during end of life

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

- Prioritisation of patient need
- Risk assessment
- Decision making e.g. MDT working
- Patient inclusion e.g. informed consent / capacity
- Patient centred care e.g. determine patient's priorities / preferences
- Documentation e.g. confidentiality, developing a care plan , referral process
- Multi-disciplinary working e.g. CNS liaison
- Communication e.g. listening to patient / family, patient with dyspnoea
- Discharge / care transfer planning e.g. fast track discharge

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, 2, 3, 4, 6, 7, 8, 9, 11, 12 and 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, 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 and inclusion:

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

- Functional needs e.g. positioning, sitting and communication
- Meeting hygiene needs e.g. promoting independence, providing personal care, mouth care
- Meeting elimination needs e.g. continence promotion, indwelling catheter care
- Meeting mobility needs e.g. positioning, physiotherapy, using mobility aids
- Meeting psychological needs e.g. oxygen therapy, dyspnoea, loss of independence
- Meeting nutritional needs e.g. promoting patient appetite (anorexia) due to dyspnoea and dry mouth, food supplements
- Maintaining fluid balance e.g. IV infusion monitoring, fluid balance recording
- Care specific to identified risk e.g. pressure ulcer prevention
- Care evaluation, re-assessment and review e.g. acute / rehabilitation with patients / family
- Liaison, communication with MDT e.g. SALT, dietician
- Documentation and record keeping e.g. confidentiality, 'commit to care'
- End of life care e.g. symptom control
- Infection prevention and control
- Wound care e.g. Aseptic Non Touch techniques (ANTT)

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, 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'

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
- Clinical observations e.g. respiratory rate/type, peak flow
- Recognising and managing the deteriorating patient e.g. NEWS, I-mobile
- 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

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 2, 4, 6, 7, 8, 12, 13, 19, 22, 23, 25, 26, 29, 35, 37 and Part 1 Practice Assessment 'Episode of Care'
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 and Part 2 Practice Assessment 'Episode of Care'
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 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 (with context related examples)

- Oral e.g. tablets, liquids
- Inhalations e.g. nebulizer, inhaler, oxygen therapy
- Intravenous infusions monitoring
- Injections e.g. subcutaneous
- Controlled medication (observe)
- Medication dose calculations
- Observation only of IV drug administration, checking cannula site
- Observing syringe drivers, checking cannula site
- Access available resource e.g. British National Formulary (BNF)
- Correct procedure e.g. '5 rights'
- Monitoring and reviewing effect of medication e.g. analgesia
- Percutaneous endoscopic gastrostomy (PEG)
- Observe infusion pumps

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, 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 / unit based:

Participate in the assessment of patient risk for example:

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

- Respiratory assessment
- Tissue viability e.g. Waterlow score
- Deteriorating patient e.g. NEWS score
- Falls e.g. moving and handling
- Nutrition / Hydration e.g. MUST score
- Mobility
- Continence e.g. impact of dyspnoea on mobility
- Manual Handling
- Infection control
- Venous thromboembolism (VTE) prevention
- Disability e.g. hearing loss, hearing impairment
- Safe guarding
- Health & Safety
- Medicine management

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.

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, 6, 12, 13, 14, 17, 19, 20, 21, 24, 31, 34
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:

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 e.g. referral
- Discharge process e.g. liaising with discharge co-ordinator
- MDT board rounds
- Participate in wards rounds
- OT home visit
- Discharge team
- Patient / Family support / involvement e.g. family meetings, 'best interest' meetings
- Social services liaison

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, 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:

Participate in care of the patient and the 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 management
- Palliative care team liaison
- Care pathway for end of life
- End of life care e.g. providing total personal care, pressure ulcer prevention
- Care after death e.g. procedure to follow/supporting the family

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
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:

Care and management of a patient's wound for example:

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

- Pressure ulcers
- Assessment of wound
- Aseptic Non Touch Technique (ANNT)
- Pain assessment and management
- Wound swab if required
- Selection of appropriate wound dressings
- Tissue Viability Nurse (TVN)
- Monitoring wound healing

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 4-12	1, 4, 6, 25-29
BSc Part 2 and PGDip Part 2	1, 2, 4-12	6, 9, 10, 11, 12, 27, 32, 33
BSc Part 3 and PGDip Part 3	1, 2, 4-14	1, 2, 13, 52, 59, 60, 62, 78, 82, 84

Specific Learning Opportunities (Under Supervision) ward based:

Skills / strategies to communicate with patients with cognitive, or sensory impairment, and barriers due to treatment

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

- Sensory impairment e.g. visual, auditory
- Liaising with Speech and Language Therapy (SALT)
- Liaising with Occupational Therapist (OT)
- Non-English speaker
- Non-verbal communication
- Patient with dyspnoea (breathless)
- Patient receiving oxygen via a mask
- Dementia team e.g. distraction therapy, reminiscence

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
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

Specific Learning Opportunities (Under Supervision) ward based:

Observing the role of the Occupational Therapist and Physiotherapist

You may participate in and observe the practitioner (with context related examples):

- Undertaking ward based activities– e.g. functional skills
- Receiving therapy for specific condition e.g. chest infection

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 4, 8
BSc Part 2 and PGDip Part 2	1, 2, 5, 6, 8, 9, 12, 13	1, 3, 4, 16, 18
BSc Part 3 and PGDip Part 3	1, 2, 5, 6, 7, 9, 13, 14	1, 2, 16, 17, 20, 24

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

Preparing a patient for and observing diagnostic 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, and transferring care of the patient to the relevant team
- MRI scan
- CT scan
- X-ray
- Electrocardiogram (ECG) (24 hour)
- Lung function tests
- Spirometry

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	1, 2, 5, 6, 8, 9, 12, 13	1, 4, 7, 8, 12, 21, 23, 25
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 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 activities undertaken by (with context related examples):

- Respiratory CNS
- Contenance CNS
- Tissue Viability CNS
- Diabetes CNS
- Falls prevention team
- Social Worker
- Physiotherapist
- Occupational Therapist
- Dietician
- Chaplaincy
- Outreach / i-mobile
- Pharmacist

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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
BSc Part 1 and PGDip Part 1	N/A	N/A for part 1 students - this may be appropriate as an additional learning opportunity
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 e.g. acute/longer term
- Problem solving e.g. change in patient's priority/need
- Decision making e.g. escalation
- Communication e.g. MDT
- Team working e.g. role limitation
- Leadership e.g. raising concerns
- Delegation

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

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
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, and Practice Assessment Part 2
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, and Practice Assessment Part 3

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):

- Observing the role of the shift co-ordinator
- Observing the role of the Ward Manager
- Participating in implementing patient care
- Analysing situation
- Prioritisation e.g. skill mix of staff
- Problem solving e.g. staff absence/sickness
- Decision making e.g. liaising with bed manager
- Communication e.g. telephone enquiries
- Team working e.g. MDT working
- Leadership e.g. raising concerns/escalation
- Delegation
- Participating in clinical audit (where appropriate)
- 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.

Adult Programme and Part 1, 2 or 3 as per PLPAD	Professional Values statements in PLPAD	Essential Skills PLPAD Outcome
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	1-14	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:

British Thoracic Society (2008) Guideline for emergency oxygen use in adult patients. *Thorax*. Online available from <http://www.brit-thoracic.org.uk>

Getliffe, K. and Dolam, M. (2007) *Promoting Continence A Clinical and Research Resource* 3rd edition. Elsevier: Philadelphia

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* Vol1 04 31-34

Ouldred, E. (2007) Dementia: caring for patients and supporting carers. *British Journal of Nursing* Vol1 04 172-175

Royal College of Nursing (2012) Catheter Care RCN Guidance for nurses. 2nd 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

Useful sites:

www.age.uk.org.uk

British Lung Foundation – www.blf.org.uk/

COPD – <https://www.nice.org.uk> and www.blf.org.uk/

www.doh.gov.uk for Discharge Planning Guidelines

www.nice.org.uk/guidance/conditions-and-diseases/respiratory-conditions

TB – www.nice.org.uk and www.tbalert.org

