



Guidance for Child Field Nursing Students on Practice Assessment using the Part 2 PAD

This guidance is intended to support you in achieving the proficiencies in your Part 2 Practice Assessment Document (PAD). These proficiencies have been set by the Nursing and Midwifery Council (2018) as part of the BSc Nursing (Child Field) degree programme.

Before your first placement commences, you must make an appointment with your Academic Assessor to discuss your Part 1 PAD achievements, addressing any gaps and how you plan to approach the completion of the Part 2 PAD in your Year 2 placements.

This guidance sets out each proficiency, examples of practice settings and spoke activities where they can be achieved, and underpinning University teaching and other learning resources. Guidance on completing Episodes of Care and Medicines Management is at the end of this document.

Remember, on completion of each of the two Episodes of Care required per year, you will be able to achieve a number of linked proficiencies at the same time.

How to achieve proficiencies without direct exposure in practice

All proficiencies are universal to all fields of practice and many are adaptable to a variety of settings and services. A small number may be slightly more challenging to achieve directly in children and young people's healthcare settings, for example:

- 3 - Self harm and suicidal ideation
- 4 - End of life care
- 14 (shared with Part 3) - Catheterisation
- 24 (shared with Part 3) - Cardiac assessment/ECG
- 27 (shared with Part 3) - Blood transfusion

Therefore, to achieve these proficiencies, you are advised to:

- Attend the relevant taught session at University where applicable (Year 2 or Year 3) and/or undertake independent learning relevant to the proficiency e.g. e-Learning for Health modules, clinicalskills.net procedures and quizzes
- Use the notes you made during learning activities you have completed on the topic. This will allow you to reflect on your learning and demonstrate your breadth of knowledge and skills to your assessor. See over for suggested questions to consider
- Schedule a formal conversation/discussion with your Practice Assessor around the proficiency
- You could also achieve a specific proficiency by writing a care plan in practice for a child incorporating the skills outlined in the proficiency

Reflection

Reflection is a way for you to consider how you can put learning into action in everyday practice. A Reflective Discussion Proforma is available on the NI528 module site to help you structure your thinking and discussion. Some questions you might consider:

- What key things did you take away from the session/learning experience?
- How will the learning impact on your practice?
- What can you do to meet any gaps in your knowledge, skills and understanding?

[NMC Reflective practice guidance](#)

Remember some proficiencies are 'shared' with Part 3 which means they can be achieved in Part 3 if you don't get them done in Part 2. DON'T FORGET to record these in your OAR as well (in the relevant column for the year achieved)

For further support and guidance, please contact your Academic Assessor, local Practice Education staff or the University Practice Liaison Team on practiceliasonteam@brighton.ac.uk

Part 2 PAD proficiencies and how to achieve them- guidance for Child Field Nursing students

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
1. Support people to make informed choices to promote their wellbeing and recovery, assessing their motivation and capacity for change using appropriate therapeutic interventions e.g. cognitive behavioural therapy techniques*.	Universal *where appropriate	NI522 Nursing to Promote Health and Prevent Illness NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
2. Apply the principles underpinning partnerships in care demonstrating understanding of a person's capacity in shared assessment, planning, decision- making and goal setting.	Universal	NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
*3. Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed. *Shared proficiency, can be achieved in Year 3	Universal Spoke with A&E mental health liaison team	NI528 Practice Learning for Children's Nursing Year 2 (Supported by university simulation session and reflective learning)	Understanding self-harm and suicidal Thinking https://portal.e-lfh.org.uk/Component/Details/592189 Self-harm and risky behaviour https://portal.e-lfh.org.uk/Component/Details/591066 Zero Suicide Alliance suicide prevention e-learning https://portal.e-lfh.org.uk/Component/Details/555791 Vulnerable groups – an overview https://portal.e-lfh.org.uk/Component/Details/591520 Assessing and managing risk https://portal.e-lfh.org.uk/Component/Details/591600 We Can Talk https://wecantalk.online/ MindEd Hub https://www.minded.org.uk/ Happy Maps www.happymaps.co.uk
*4. Demonstrates an understanding of the needs of people and families for care at the end of life and contributes to the decision-making	Children's community services, hospices, inpatient hospital areas NB If this proficiency is not achieved in Year 2, it can be assessed in the NI620	NI527 Assessing and Planning Complex Care in Children's Nursing	Caring for a child at end of life https://www.togetherforshortlives.org.uk/resource/guide-end-life-care/

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
relating to treatment and care preferences. <i>*Shared proficiency, can be achieved in Year 3</i>	End of Life simulation session in Semester 1 of Year 3	NI528 Practice Learning for Children's Nursing Year 2 (Supported by university simulation session and reflective learning.	NICE Quality standard- end of life care for infants, children and young people https://www.nice.org.uk/guidance/qs160 Making decisions to limit treatment in life-limiting and life-threatening conditions in children: a framework for practice https://adc.bmj.com/content/100/Suppl_2/s1 Child and Young Person's Advance Care Plan Collaborative (CYPACP) http://cypacp.uk/
5. Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
6. Works in partnership with people, families and carers to monitor and evaluate the effectiveness of agreed evidence-based care plans and readjust goals as appropriate drawing on the person's strengths and assets.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
8. Makes informed judgements and initiates appropriate evidence based interventions in managing a range of commonly encountered presentations.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
9. Assesses skin and hygiene status and demonstrates knowledge of appropriate products to prevent and manage skin breakdown.	Children's community services, short breaks care/hospices, inpatient hospital areas Spoke with tissue viability team/HV/school nurse	NI528 Practice Learning for Children's Nursing Year 2	

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
<p>*10. Utilises aseptic techniques when undertaking wound care and in managing wound and drainage processes (including management of sutures and vacuum removal where appropriate).</p> <p><i>*Shared proficiency, can be achieved in Year 3</i></p>	<p>Children's community services, short breaks care/hospices, inpatient hospital areas</p> <p>Spoke with tissue viability team</p>	<p>NI528 Practice Learning for Children's Nursing Year 2</p>	<p>Wound care education for the health and care workforce https://portal.e-lfh.org.uk/Component/Details/682499</p> <p>How a wound heals itself (video) https://www.youtube.com/watch?v=TLVwELDMDWs</p> <p>Wound care (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/54</p>
<p>11. Effectively uses evidence based nutritional assessment tools to determine the need for intervention.</p>	<p>Children's community services, short breaks care/hospices, schools, outpatient and inpatient hospital areas</p> <p>Spoke with dietitians</p>	<p>NI528 Practice Learning for Children's Nursing Year 2</p>	<p>Screening Tool for the Assessment of Malnutrition in Paediatrics https://www.stampscreeningtool.org/</p>
<p>12. Demonstrates understanding of artificial nutrition and hydration and is able to insert, manage and remove oral/nasal gastric tubes where appropriate.</p>	<p>Children's community services, short breaks care/hospices, schools, outpatient and inpatient hospital areas</p>	<p>NI528 Practice Learning for Children's Nursing Year 2</p>	<p>Inserting a nasogastric tube in infants, children and young people https://www.clinicalskills.net/node/252</p> <p>Administering an enteral feed via a nasogastric tube in infants and young children https://www.clinicalskills.net/content/administering-enteral-feed-nasogastric-tube-infants-and-young-children</p>
<p>13. Assess level of urinary and bowel continence to determine the need for support, intervention and the person's potential for self-management</p>	<p>Children's community services, short breaks care/hospices, schools, outpatient and inpatient hospital areas</p> <p>Spoke with children's continence team/HV/School nurse</p>	<p>NI526 Childhood Development and Transitions</p> <p>NI528 Practice Learning for Children's Nursing Year 2</p>	
<p>*14. Insert, manage and remove urinary catheters for all genders and assist with clean, intermittent self-catheterisation where appropriate. Manage bladder drainage where appropriate</p> <p><i>*Shared proficiency, can be achieved in Year 3</i></p>	<p>Children's community services, short breaks care/hospices, schools, inpatient hospital areas</p>	<p>NI528 Practice Learning for Children's Nursing Year 2 (Supported by university simulation session and reflective learning)</p>	<p>How To catheter guides https://www.coloplast.co.uk/Bladder-and-Bowel/how-to-guides/catheter-guides-for-children/</p> <p>RCN Catheter care guidance https://www.rcn.org.uk/professional-development/publications/catheter-care-guidance-for-health-care-professionals-uk-pub-009-915</p> <p>Catheterisation (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/43</p> <p>https://portal.e-lfh.org.uk/Component/Details/688262</p> <p>Catheterisation https://portal.e-lfh.org.uk/Component/Details/688262</p>
<p>*15. Undertakes, responds to and interprets neurological observations and assessments and can recognise and manage seizures (where appropriate).</p>	<p>Children's community services, short breaks care/hospices, schools, inpatient hospital areas</p>	<p>NI528 Practice Learning for Children's Nursing Year 2</p>	<p>Neurological observations in infants and children https://www.clinicalskills.net/node/251</p> <p>Seizures and Epilepsy in Children https://www.hopkinsmedicine.org/health/conditions-and-diseases/epilepsy/seizures-and-epilepsy-in-children</p>

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
<i>*Shared proficiency, can be achieved in Year 3</i>			Epilepsy in children and young adults https://www.epilepsy.org.uk/info/children-young-adults
16. Uses contemporary risk assessment tools to determine need for support and intervention with mobilising and the person's potential for self-management.	Children's community services, short breaks care/hospices, schools, inpatient hospital areas Spoke with children's physios/OT	NI522 Nursing to Promote Health and Prevent Illness NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
17. Effectively manages the risk of falls using best practice approaches.	Children's community services, short breaks care/hospices, schools, inpatient hospital areas Spoke with children's physios/OT	NI522 Nursing to Promote Health and Prevent Illness NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
18. Uses appropriate safety techniques and devices when meeting a person's needs and support with mobility providing evidence-based rationale to support decision making.	Children's community services, short breaks care/hospices, schools, inpatient hospital areas Spoke with children's physios/OT	NI522 Nursing to Promote Health and Prevent Illness NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
*19. Undertakes a comprehensive respiratory assessment including chest auscultation e.g. peak flow and pulse oximetry (where appropriate) and manages the administration of oxygen using a range of routes	Children's community services, short breaks care/hospices, schools, outpatient and inpatient hospital areas Spoke with nurse practitioners, children's respiratory team/ physios	NI528 Practice Learning for Children's Nursing Year 2 NI621 Enhanced Physical Assessment of the Child and Young Person NI622 Practice Learning for Children's Nursing Year 3	

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
<i>*Shared proficiency, can be achieved in Year 3</i>			
*20. Uses best practice approaches to undertake nasal and oral suctioning techniques. <i>*Shared proficiency, can be achieved in Year 3</i>	Children's community services, short breaks care/hospices, schools, inpatient hospital areas	NI528 Practice Learning for Children's Nursing Year 2 NI622 Practice Learning for Children's Nursing Year 3 (Supported by university simulation session and reflective learning)	
21. Effectively uses standard precaution protocols and isolation procedures when required and provides appropriate rationale.	Universal Spoke with immunisation team/infection control team	NI522 Nursing to Promote Health and Prevent Illness NI528 Practice Learning for Children's Nursing Year 2	
22. Provide information and explanation to people, families and carers and responds appropriately to questions about their treatment and care.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
23. Undertakes assessments using appropriate diagnostic equipment in particular blood glucose monitors and can interpret findings.	Children's community services, short breaks care/hospices, schools, inpatient hospital areas Spoke with children's diabetes team	NI528 Practice Learning for Children's Nursing Year 2	
*24. Undertakes an effective cardiac assessment and demonstrates the ability to undertake an ECG and interpret findings. <i>*Shared proficiency, can be achieved in Year 3</i>	Outpatient and inpatient hospital areas Spoke with nurse practitioners, cardiac technicians, tertiary centre children's cardiac services	NI621 Enhanced Physical Assessment of the Child and Young Person NI622 Practice Learning for Children's Nursing Year 3 (Supported by university simulation session and reflective learning)	Paediatric cardiovascular assessment https://geekymedics.com/paediatric-cardiovascular-examination-osce-guide/ Electrical system of the heart (video) https://www.khanacademy.org/science/health-and-medicine/circulatory-system/heart-depolarization/v/electrical-system-of-the-heart ECG lead placement https://www.ecgedu.com/proper-electrocardiogram-ecg-ekg-lead-placement/ Cardiac care (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/5565
*25. Demonstrates knowledge and skills related to safe and effective	Children's community services, outpatient and inpatient hospital areas	NI622 Practice Learning for Children's Nursing Year 3	Intravenous therapy, cannulation and venepuncture in infants and children https://www.clinicalskills.net/dashboard/procedures/6/5440

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
<p>venepuncture* and can interpret normal and abnormal blood profiles *Shared proficiency, can be achieved in Year 3</p>	<p>Spoke with phlebotomy team *Children’s nursing students must not attempt venepuncture on children or young people in practice. Assisting with the procedure and discussing as per guidance above is sufficient to achieve this proficiency. NB Students in an adult or generic setting may be able to attempt venepuncture on adults if practice supervisors/assessors can provide the necessary support and the student has undertaken appropriate prior learning</p>	<p>(Supported by university simulation session and reflective learning)</p>	<p>Venepuncture (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/12208 Clinical skills venepuncture (video) https://portal.e-lfh.org.uk/Component/Details/642926</p>
<p>*26. Demonstrates knowledge and skills related to safe and effective cannulation in line with local policy*. *Shared proficiency, can be achieved in Year 3</p>	<p>Outpatient and inpatient hospital areas Spoke with IV team *Children’s nursing students must not attempt cannulation on children or young people in practice. Assisting with the procedure and discussing as per guidance above is sufficient to achieve this proficiency. NB Students in an adult or generic setting may be able to attempt cannulation on adults if practice supervisors/assessors can provide the necessary support and the student has undertaken appropriate prior learning</p>	<p>NI622 Practice Learning for Children’s Nursing Year 3 (Supported by university simulation session and reflective learning)</p>	<p>Intravenous therapy, cannulation and venepuncture in infants and children https://www.clinicalskills.net/dashboard/procedures/6/5440 Cannulation (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/12210 IV Therapy Passport https://portal.e-lfh.org.uk/Component/Details/599636</p>
<p>*27. Manage and monitor blood component transfusions in line with local policy and evidence-based practice *Shared proficiency, can be achieved in Year 3</p>	<p>Inpatient hospital areas Spoke with transfusion team *Children’s nursing students must not administer blood transfusions in practice. Assisting with the procedure, third checking and discussing as per guidance above is sufficient to achieve this proficiency</p>	<p>NI622 Practice Learning for Children’s Nursing Year 3 (Supported by university simulation session and reflective learning)</p>	<p>Essential Transfusion Practice (includes paediatric and neonatal content) https://portal.e-lfh.org.uk/Component/Details/778167 SHOT paediatric resources https://www.shotuk.org/resources/current-resources/paediatric/ Blood Transfusion (adult procedures) https://www.clinicalskills.net/dashboard/procedures/5/1250</p>

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
*28. Can identify signs and symptoms of deterioration and sepsis and initiate appropriate interventions as required. <i>*Shared proficiency, can be achieved in Year 3</i>	Children's community services, inpatient hospital areas	NI528 Practice Learning for Children's Nursing Year 2 NI621 Enhanced Physical Assessment of the Child and Young Person NI622 Practice Learning for Children's Nursing Year 3	
29. Applies an understanding of the differences between risk management, positive risk taking and risk aversion to avoid compromising quality of care and health outcomes.	Universal	NI522 Nursing to Promote Health and Prevent Illness NI526 Childhood Development and Transitions NI528 Practice Learning for Children's Nursing Year 2	
30. Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice. E.g. solution focused therapies or talking therapies	Universal	NI528 Practice Learning for Children's Nursing Year 2	
31. Participates in the planning to ensure safe discharge and transition across services, caseloads and settings demonstrating the application of best practice.	Universal Spoke with transition teams/clinics	NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
32. Negotiates and advocates on behalf of people in their care and makes reasonable adjustments to the assessment, planning and delivery of their care.	Universal	NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2	
33. Demonstrates effective persons and team management approaches in dealing with concerns and anxieties using appropriate de-	Universal	NI409 Practice Learning for Nursing Year 1 NI528 Practice Learning for Children's Nursing Year 2	

Part 2 NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
escalation strategies when dealing with conflict.		(Supported by university simulation session and reflective learning)	

Part 3 proficiencies also achievable in Part 2 PAD

NMC Proficiency	Suggested clinical practice areas where proficiency can be achieved	Underpinning university teaching	Suggested online resources
Part 3, No. 4. Recognises signs of deterioration (mental distress/emotional vulnerability/physical symptoms) and takes prompt and appropriate action to prevent or reduce risk of harm to the person and others using for example positive behavioural support or distraction and diversion strategies.	Universal	NI528 Practice Learning for Children's Nursing Year 2 NI622 Practice Learning for Children's Nursing Year 3	
Part 3, No. 13. Manages the care of people receiving fluid and nutrition via infusion pumps and devices including the administration of medicines where required.	Children's community services, short breaks care/hospices, schools, inpatient hospital areas Spoke with children's gastroenterology nurse/dietitians Children's nursing students must not administer any IV feed, fluid or medication to children and young people in practice. Assisting with the procedure, third checking and discussing as per guidance above is sufficient to achieve this proficiency	NI528 Practice Learning for Children's Nursing Year 2 NI622 Practice Learning for Children's Nursing Year 3	

Episodes of Care

	Guidance notes- see also generic exemplar	Underpinning University teaching
<p>Episode of Care 1 Meeting the needs of a group of people receiving care or caring for an individual with complex health care needs</p>	<p>A group could mean two or more children, each with routine healthcare needs A child or young person with complex healthcare needs could:</p> <ul style="list-style-type: none"> • require multiple clinical interventions • have a diagnosis affecting many areas of their life e.g. cystic fibrosis, diabetes or cerebral palsy • have an underlying chronic condition, disability or disorder which affects the nature or delivery of their care at the time, e.g. a child on the autistic spectrum undergoing surgery, or a child with a metabolic disorder who has diarrhoea and vomiting 	<p>NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2</p>
<p>Episode of Care 2 Caring for people with increasingly complex health and social care needs (may be a single or a group of individuals depending on the care environment)</p>	<p>Universal A group could mean two or more children, but the whole group has more complex needs A child or young person with 'increasingly complex' health and social care needs could include all the examples listed above, or one who has social care as well as health care needs, such as:</p> <ul style="list-style-type: none"> • a child receiving a package of care at home, e.g. long-term ventilation • a premature infant being discharged home from hospital for the first time • a child with a plan of care involving child protection services • a child with a disability whose care involves multiple clinical and social services • a young person with complex mental health needs needing intensive support • a child receiving end of life care under community and hospice services 	<p>NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2</p>

Medicines Management assessment

	Guidance notes- see also generic exemplar	Underpinning University teaching
<p>Safe administration of medicines to a group of patients/service users or a caseload of patients/service users in community settings.</p> <p>Aim- developing knowledge, skills and competencies in relation to the safe administration of medicines.</p>	<p>Settings- Children's community services, short breaks care/hospices, special schools, outpatient and inpatient hospital areas</p>	<p>NI526 Childhood Development and Transitions NI527 Assessing and Planning Complex Care in Children's Nursing NI528 Practice Learning for Children's Nursing Year 2</p>