

Guidance for students and coaches when completing PROGRESS SHEETS in the University of Essex “Development of Practical Skills Handbook”

In practice placement areas where the Enhanced Practice Support Framework is being implemented, this guidance replaces the guidance on Progress Sheets provided on page 15 of the current University of Essex “Development of Practical Skills Handbook”.

The University of Essex Practical Skills Handbook is a cumulative document designed to build a comprehensive record of achievement over the whole nursing programme. There are 20 practice competency sections in the handbook and each one is separated into three different levels of progression: Progression Point 1 (PP1), Progression Point 2 (PP2), and Completion Point (CP). Every competency section of every progression point is preceded by an associated PROGRESS SHEET. For example, Progress Sheets for the first competency section, Communication and Relationships, can be seen on pages 18, 20 and 22 of the Practical Skills Handbook.

How to complete the Progress Sheet:

1. At the start of each shift, the student discusses with the coach and/or mentor which performance criterion would be suitable to address given the likely learning opportunities available on that shift.
2. In collaboration the student and coach design a goal to be achieved that relates directly to this performance criterion.
3. The student documents the goal in the progress sheet, and the student and coach work together to ensure opportunities to achieve the goal are optimised.
4. During the shift, the coach is likely to supplement opportunities for participation with skilled questioning that enhances allows the student to explore their own knowledge base and enhance their understanding.
5. During or towards the end of the shift, the student reflects on their participation and performance on the shift, and records this in the progress. The coach signs the student’s reflection as a realistic account of the student’s progress.

Example of completed progress sheet in University of Essex document

Let's use an example. Look at page 121 of the University of Essex document. It outlines the performance criteria required of year 1 students in relation to Personal Care. The progress sheet for this is on the preceding page (p.120). One of the performance criteria is:

“The student nurse respects individual dignity when engaging in care delivery and uses communication and touch appropriately.”

At the start of the shift: The student, in collaboration with the coach, sets a goal related to the performance criteria.

During or towards the end of the shift: The student reflects on how their performance on the shift has achieved the goal, and record this in the progress sheet as outlined below, and dates and signs the entry.

During or towards the end of the shift: The coach signs the student's reflection as a realistic account of the student's progress in achieving the goal.

Personal Care (PP1) – PROGRESS SHEET		
Date	Experience and Comments	Signature
2 December 2016	<p><u>Goal: To demonstrate privacy, dignity and respect towards service users</u></p> <p><i>I have participated in the provision of personal hygiene needs and discussed patient preferences with the patient. I tried to consider how the patient might be feeling when being bed-bathed and took several measures to try to maintain dignity e.g. drew curtains, ensured no part of the patient's body was exposed unless being washed, and talked and listened to the patient whilst delivering care, including them in decisions. A doctor entered whilst the patient was being bed bathed which compromised dignity and respect. Next time I will consider using a dignity peg to prevent intrusion into the bed space during personal care.</i></p>	<p><i>J. Jones</i> (student)</p> <p><i>R. Murray</i> (coach)</p>