

## LEARNING DEVELOPMENT SUPPORT PLAN

Development Need Identified: Documentation and record keeping.					
Specific areas to be addressed	Related Platform number/ proficiency	Participation in Care level	Learning Resources/actions	Evidence of achievement	Achievement /Review date
Accurately complete the Pressure ulcer daily risk assessment chart (PUDRA) and demonstrate knowledge of the pathophysiology of pressure ulcers and moisture lesions.	<b>Platforms:</b> 1.1, 1.7, 1.11, 1.15, 1.16, 1.20, 3.1, 3.2, 3.5, 3.14, 4.1,4.7, 5.11, 6.5, 7.11  <b>Procedure:</b> 2.7, 3.3, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 76.1, 6.2, 7.1, 7.2, 7.3, 7.4.	Developing Independence	<b>Learning resources:</b> 1. Textbooks/articles with information on the theory of pathophysiology of pressure ulcers and the common areas where pressure ulcers/moisture lesions develop. 2. NHSGGC Pressure Ulcer Prevention and Management policy (April 2023) 3. NHSGGC Pressure Ulcer and Moisture Lesion Competency Assessment (available on NHSGGC Staffnet)  <b>Actions:</b> 1. Review PUDRA documentation and identify grades of pressure ulcers. 2. Under supervision, accurately complete five PUDRA risk assessments including completion of the interventional plan ensuring it correlates with the prescription determined in assessment and is changed accordingly if required. 3. Communicates with patient/carer to explain plan of care.	Through discussion with PS/PA, student can describe the pathophysiology of pressure ulcers/moisture lesions, the pre-disposing factors that may lead to their development and where pressure is likely to develop.  Through discussion with PS/PA, student explains the individual elements of the PUDRA and can differentiate between pressure ulcers and moisture lesions.  PS/PA confirms that the five PUDRA charts are completed accurately, ensuring the student can discuss the assessment process e.g. that the PUDRA should be completed on admission (within 8hrs) and pressure relieving measures are prescribed at the appropriate intervals. In addition, the student can discuss when reassessment is required.	Complete actions and review by:  00/00/00  Recommend one- or two-weeks' time

				PS/PA confirms student has clearly communicated plan of care with patient/carer and given the relevant leaflet	
Demonstrate ability to keep complete, clear, accurate and timely written and digital reports in patient notes, care plans and documentation.  Demonstrate ability to accurately document and calculate fluid balances and recognising any concern regarding these.	<b>Platform:</b> 1.16, 4.6  <b>Procedure:</b> 5.1, 5.4		<b>Learning Resources:</b> 1. Textbooks/articles/university notes with information on record-keeping, fluid balance charting and calculating fluid balances. 2. Record keeping guidance in the NMC Code and relevant NHSGGC policies  <b>Actions:</b> 1. Opportunities given to complete nursing documentation and fluid balance charts and to gain regular feedback from staff regarding this.	PS/PA confirms that the written reports in the patient notes are accurate, and representative of the care carried out.  Through discussion with PS/PA, student explains the importance of accurate fluid balance charting and timely escalation of concerns.  Through discussion with PS/PA, student can explain the guidance on record-keeping in the NMC Code.	Complete actions and review by:  00/00/00  Recommend one- or two-weeks' time
Accurately complete NEWS charts and demonstrate knowledge of the physiology of NEWS recordings.  Explain their role related to accurate documentation of NEWS observations and accountability.	<b>Platform:</b> 1.1, 1.3, 1.16, 3.2, 3.11, 3.12  <b>Procedure:</b> 2.5, 2.7, 2.12, 2.13, 4.8		<b>Learning Resources:</b> 1. Textbooks/articles/university notes with information on anatomy and physiology related to NEWS observations 2. Record-keeping guidance in the NMC Code.  <b>Actions:</b> 1. Opportunities given to measure patient vital signs and NEWS documentation and to gain regular feedback from staff regarding this.	Student can verbally explain and demonstrate to PS/PA the correct use of NEWS and any other observation charts, demonstrate understanding of related physiological knowledge as well as understanding accountability around using these charts to document and evidence patient care.	Complete actions and review by:  00/00/00  Recommend one- or two-weeks' time
<b>Practice Assessor &amp; Supervisor Signature:</b>		<b>Student Signature:</b>		<b>Academic Assessor Signature:</b>	<b>Date</b> _/_/
<b>Development support plan outcome:</b>		<b>Achieved/Not Achieved (please circle)</b>			<b>Date</b> _/_/

**DEVELOPMENT SUPPORT PLAN FEEDBACK**

DATE	PROGRESS	SIGNATURE: Student & P. Supervisor & P. Assessor