

**Guidance for using the sign-off template**

This template has been populated with knowledge, skills and behaviours (KSBs) from the NES NMAHP Development Framework. Additional KSBs (or competency statements) can be added as required. Note where additional statements come from using the ‘mapped to’ column. Similarly, the NES NMAHP Development Framework KSBs can be mapped to statements in other frameworks.

The ‘Self-assessment’ column allows practitioner to rate themselves on [Benner’s 5-point scale](https://nursing-theory.org/theories-and-models/from-novice-to-expert.php) novice to expert. This can be completed at the beginning to help identify learning needs, and to recognise areas where the practitioner is already proficient or expert. Where KSBs are scored low the Practitioner can look for learning opportunities and where high the Practitioner should identify evidence to demonstrate these have been met.

1. Novice
2. Advanced Beginner
3. Competent
4. Proficient
5. Expert

For certain KSBs, the employer may stipulate some or all of the evidence required to demonstrate the KSB is met. Alternatively, the Practitioner may agree a specific assessment method for a particular KSB, with their Practice Assessor. Specific assessment methods can be stipulated in the ‘Assessment Methods’ column.

When the Practitioner feels they have evidence to demonstrate they have met a specific KSB they should share that evidence with their Practice Assessor. If the Practice Assessor agrees the presented evidence clearly demonstrates that a particular KSB has been met, they can sign and date the Workplace Based Assessment column.

Practitioners are encouraged to use the NES Turas Professional Portfolio to store their evidence. The ‘cross reference to portfolio’ column should be used to link KSBs to the evidence reviewed.

**Tip:** When uploading evidence into the Turas Professional Portfolio use a unique code in the title e.g. for a Direct Observation of Procedural Skill ‘DOPS#1’. This makes it easier to cross reference portfolio evidence to the KSBs.

If you are using this template as part of a course or a specific purpose for work, there may be specific criteria on who would be a suitable Practice Assessor. If you are using for your own professional development you may wish to select your own Practice Supervisor, for example your line manager or a senior colleague.

**Practitioner**

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| --- | --- |
| Details |  |
| Name: |  |
| Job title: |  |
| Qualifications: |  |
| NMC/HCPC Number: |  |
| Email address: |  |

**Practice Assessor**

|  |  |
| --- | --- |
| Details |  |
| Name: |  |
| Job title: |  |
| Qualifications: |  |
| NMC/GMC/HCPC Number: |  |
| Email address: |  |
| Signature: |  |

**EXAMPLE Clinical Assessment**

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| **Competency** | Mapped to:[[1]](#footnote-1) | Self Assessment (at start of training)[[2]](#footnote-2) | Assessment Methods[[3]](#footnote-3) | Workplace Based Assessment[[4]](#footnote-4)(Signed and dated) | Cross reference to portfolio evidence |
| 7C7 - Demonstrate the ability to use and evaluate technology and information systems to informand improve health outcomes. |  | 2 |  | F. Smith1/8/20 | *CERT3**MCEX1, MCEX4* *FFO6* |

**Level 8 – Consultant**

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|  **Clinical Practice Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 8C1 - Use a wide range of skills and strategies, including a significant range of advanced or specialist skills, to communicate with people on complex matters or in complex situations  |  |  |  |  |  |
| 8C2 - Act as a champion and role model for values-based care and professionalism |  |  |  |  |  |
| 8C3 - Innovate, develop and role model safe, effective and person-centred practice within area of practice and wider organisation |  |  |  |  |  |
| 8C4 - Influence and contribute to the development of guidance and legislation that governs the legal and ethical aspects of service provision  |  |  |  |  |  |
| 8C5 - Use expert knowledge of professional regulation and codes of practice and legislation to lead the development, implementation and evaluation of protocols guidelines and policies at operational and strategic levels   |  |  |  |  |  |
| 8C6 - Use clinical data to drive improvement through review and interdisciplinary collaboration  |  |  |  |  |  |
| 8C7 - Promote, monitor and maintain best practice in health, safety and security in accordance with health and safety legislation and infection control policies. Where appropriate lead on development/implementation |  |  |  |  |  |
| 8C8 - Act on concerns and/or report serious incidents in line with local reporting procedures  |  |  |  |  |  |
| 8C9 - Model and promote expert level critical thinking by applying a constant and integrated approach to critical analysis, evaluation and synthesis to manage highly complex and/or novel issues and make informed judgements in the absence of complete or consistent data/information |  |  |  |  |  |
| 8C10 - Contribute to the development and/or implementation of health-related technology and information systems  |  |  |  |  |  |
| 8C11 - Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care |  |  |  |  |  |
| 8C12 - Develop a culture that promotes equality, values diversity and protect people from discrimination |  |  |  |  |  |
| 8C13 - Develop innovative ways to promote health and well-being, improve health literacy and empower patients to share decision making  |  |  |  |  |  |
| 8C14 - Lead on the promotion, development and application of expert clinical knowledge, skills and behaviours appropriate to own area of practice and the wider service |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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|  **Facilitating Learning Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 8F1 - Evidence positive impact of own facilitation and teaching skills across organisations |  |  |  |  |  |
| 8F2 - Demonstrate a critical understanding of the principle pedagogical theories and apply a wide range of facilitation, teaching and assessment skills to practice |  |  |  |  |  |
| 8F3 - Evaluate reflection on practice and facilitate reflection in others  |  |  |  |  |  |
| 8F4 - Influence and implement organisational learning and development strategy in partnership with key stakeholders |  |  |  |  |  |
| 8F5 - Frequently act as an experienced facilitator, supervisor, assessor and/or support others to take on these roles  |  |  |  |  |  |
| 8F6 - Evaluate, develop, lead and facilitate use of educational materials for students, staff and service users  |  |  |  |  |  |
| 8F7 - Engage with education providers to lead and contribute to curriculum development and delivery  |  |  |  |  |  |
| 8F8 - Create opportunities for motivating others to learn and develop their teaching and assessment skills across the organisation |  |  |  |  |  |
| 8F9 - Lead on the promotion, development and application of expert knowledge of andragogy appropriate to own role and the wider service |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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|  **Leadership Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 8L1 - Evidence leadership skills and behaviours that have a positive impact across organisations   |  |  |  |  |  |
| 8L2 - Communicate effectively at a strategic level through presentations, reports and policies to demonstrate organisational leadership   |  |  |  |  |  |
| 8L3 - Embed the use of feedback in organisational learning policies  |  |  |  |  |  |
| 8L4 - Demonstrate expertise in developing original and creative solutions to highly complex problems |  |  |  |  |  |
| 8L5 - Demonstrate organisational learning from concerns raised or escalated   |  |  |  |  |  |
| 8L6 - Collaborate across stakeholder groups and organisations to lead services |  |  |  |  |  |
| 8L7 - Promote a culture where people are managed effectively using organisational policies and exemplary leadership qualities |  |  |  |  |  |
| 8L8 -Lead the development of the workforce in alignment with national priorities   |  |  |  |  |  |
| 8L9 - Provide strategic direction to ensure efficient delivery of financial targets including workforce planning |  |  |  |  |  |
| 8L10 - Lead on the promotion, development and application of expert leadership skills and behaviours appropriate to own role and the wider service  |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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| **Evidence, Research and Development Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 8E1 - Demonstrate a critical understanding of different research approaches, methods and analysis and support others to develop and apply these in practice |  |  |  |  |  |
| 8E2 - Lead by example and develop the capability of others to critically appraise and synthesize evidence to inform practice and create a culture in which audit, research and quality improvement thrives. |  |  |  |  |  |
| 8E3 - Lead by example and develop a supportive culture to promote the sharing of good practice and lessons learned from audit, research and quality improvement activity locally and nationally through professional and peer reviewed processes  |  |  |  |  |  |
| 8E4 - Use highly specialised theoretical and practical knowledge to develop original and creative solutions to problems and make decisions and assist others to do so   |  |  |  |  |  |
| 8E5 - Ensure self and others are able to use a wide range of Quality Improvement/Clinical Audit/Research skills and actively contribute Quality Improvement, Audit or Research projects to inform and enhance practice |  |  |  |  |  |
| 8E6 - Apply a consistent and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information, research data, statistics and issues and help others do the same  |  |  |  |  |  |
| 8E7 - Lead and commission projects and encourage involvement of all staff  |  |  |  |  |  |
| 8E8 - Take strategic responsibility to develop, revise and embed research governance including Good Clinical Practice1, ethics, data protection and confidentiality in practice and promotes a strong research culture at service and organisational levels |  |  |  |  |  |
| 8E9 - Lead on the promotion, development and application of research and development appropriate to own role and the wider service |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

1. Might be university modules, or other competency frameworks (add as required) [↑](#footnote-ref-1)
2. On Benner’s 5-point novice to expert scale [↑](#footnote-ref-2)
3. On specific competencies only – might specify type of assessment evidence that needs to be in portfolio e.g. academic module, OSCE, miniCEX, DOPS, CbD etc [↑](#footnote-ref-3)
4. Work Based Assessment should be signed by your Practice Assessor. Individual WPBA can be signed by anyone who can be justified to the Practice Assessor as being a reasonable person to assess competence for example a Practice Supervisor(s). [↑](#footnote-ref-4)