

**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 inform  and improve health outcomes. |  | 2 |  | F. Smith  1/8/20 | *CERT3*  *MCEX1, MCEX4*  *FFO6* |

**Level 6 – Senior Practitioner**

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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 |
| 6C1 - Work autonomously and as part of a team, assuming accountability and responsibility to facilitate the delivery of safe, effective and person-centred care |  |  |  |  |  |
| 6C2 - Use a wide range of skills and strategies to communicate with people about difficult matters or situations |  |  |  |  |  |
| 6C3 - Act and influence others to incorporate non-judgemental, values-based care into practice |  |  |  |  |  |
| 6C4 - Apply knowledge, and raise awareness, of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision |  |  |  |  |  |
| 6C5 - Lead and support the implementation of local polices, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence |  |  |  |  |  |
| 6C6 - Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies and advising others. Raise concerns and/or report series incidents in accordance with local reporting procedures. |  |  |  |  |  |
| 6C7 - Use skills of critical analysis and evaluation to make justifiable and timely clinical judgements utilising appropriate and sometimes limited information from a wide range of sources to assess, diagnose, plan, implement or direct complex care/interventions and evaluate effectiveness |  |  |  |  |  |
| 6C8 - Draw on a range of sources in making judgements including precedent, clearly defined policies, procedures and protocols |  |  |  |  |  |
| 6C9 - Select and use technology and information systems to both inform and support practice |  |  |  |  |  |
| 6C10 - Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care |  |  |  |  |  |
| 6C11 - Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same |  |  |  |  |  |
| 6C12 - Apply a wide range of skills to promote health and well-being, improve health literacy and empower patients to share decision making |  |  |  |  |  |
| 6C13 - Assess, investigate and communicate/act on risk |  |  |  |  |  |
| 6C14 - Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice |  |  |  |  |  |
| **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 |
| 6F1 - Use learning theories to plan, implement and evaluate learning in the local environment |  |  |  |  |  |
| 6F2 - Create an effective learning environment that ensures learning opportunities for staff and students |  |  |  |  |  |
| 6F3 - Apply a wide range of facilitation, teaching and assessment skills to develop and improve practice |  |  |  |  |  |
| 6F4 - Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning |  |  |  |  |  |
| 6F5 - Demonstrate on going reflection on practice and support reflection in others |  |  |  |  |  |
| 6F6 - Demonstrate knowledge and use of a range of information to review/evaluate and enhance the learning environment |  |  |  |  |  |
| 6F7 - Participate in learning needs analysis, educational audit and evaluation of educational interventions |  |  |  |  |  |
| 6F8 - Contribute to the supervision of undergraduate/pre-registration Health Care Professionals and support workers within the team |  |  |  |  |  |
| 6F9 - Actively participate in Clinical Supervision, Practice Supervision and facilitation of learning and support others to participate |  |  |  |  |  |
| 6F10 - Source and evidence use of a range of educational materials to support own and others’ development |  |  |  |  |  |
| 6F11 - Evidence use of a wide range of skills to motivate, stimulate and encourage others to facilitate the learning process |  |  |  |  |  |
| 6F12 - Apply and continue to develop specialist knowledge of andragogy appropriate to specific role |  |  |  |  |  |
| **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 |
| 6L1 - Use national leadership frameworks to assess and develop self-leadership and leading others |  |  |  |  |  |
| 6L2 - Communicate complex information at an appropriate level to a range of audiences, adapting to context and purpose |  |  |  |  |  |
| 6L3 - Actively promote a supportive culture, where constructive feedback is received positively and regarded as a learning opportunity |  |  |  |  |  |
| 6L4 - Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness |  |  |  |  |  |
| 6L5 - Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare |  |  |  |  |  |
| 6L6 - Support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies such as whistleblowing and complaints |  |  |  |  |  |
| 6L7 - Demonstrate the ability to form, contribute and lead a team and work in collaboration with others to achieve the teams' purpose and objectives |  |  |  |  |  |
| 6L8 - Contribute to and manage other members of a team by sharing information and expertise |  |  |  |  |  |
| 6L9 - Demonstrate leadership behaviours when managing people applying human resource policies and processes |  |  |  |  |  |
| 6L10 - Recognise early signs of poor performance and take appropriate measures to address concerns |  |  |  |  |  |
| 6L11 - Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviours of other members of the team |  |  |  |  |  |
| 6L12 - Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities. |  |  |  |  |  |
| 6L13 - Demonstrate the ability to use recognised workload assessment and skill mix tools to manage resources and budgetary demands including workforce resources |  |  |  |  |  |
| 6L14 - Apply and continue to develop, leadership skills and behaviours appropriate to specific role |  |  |  |  |  |
| **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 |
| 6E1 - Use a range of research approaches to assess how evidence is being used, by self and others, to inform and develop practice improving the quality of care |  |  |  |  |  |
| 6E2 - Demonstrate the ability to search and critically appraise evidence to inform and develop practice supporting audit, research and quality improvement activity |  |  |  |  |  |
| 6E3 - Participate in research related activity including analysis of information |  |  |  |  |  |
| 6E4 -Share with others good practice and the lessons learned from audit, research and quality improvement activity to enhance practice locally |  |  |  |  |  |
| 6E5 - Identify and disseminate information on NHS Board/University programmes of research/forums/special interest groups/networks relevant to area of practice |  |  |  |  |  |
| 6E6 - Use understanding of research governance including Good Clinical Practice1, ethics, data protection and confidentiality, to support self and others in the research process |  |  |  |  |  |
| 6E7 - Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to inform and develop practice of self and others |  |  |  |  |  |
| 6E8 - Ability to critically identify, define and analyse complex/professional problems and issues |  |  |  |  |  |
| 6E9 - Apply and continue to develop specialist knowledge of research and development appropriate to specific role |  |  |  |  |  |
| **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)