

**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 5 – 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 |
| 5C1 - Use a range of skills and strategies to communicate with people about difficult matters or situations |  |  |  |  |  |
| 5C2 - Act and influence others to incorporate non-judgemental, values-based care into practice |  |  |  |  |  |
| 5C3 - Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team |  |  |  |  |  |
| 5C4 - Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision |  |  |  |  |  |
| 5C5 - Use and contribute to the development, implementation and review of local policies, guidelines and protocols |  |  |  |  |  |
| 5C6 - Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies. Raise concerns and/or report series incidents in accordance with local reporting procedures. |  |  |  |  |  |
| 5C7 - Use skills of critical thinking, analysis and evaluation to make justifiable and timely clinical judgements utilising a range of appropriate information and sources to assess, diagnose, plan, implement or direct care/interventions and evaluate effectiveness |  |  |  |  |  |
| 5C8 - Demonstrate the ability to use technology and information systems and resources that are routinely used in practice |  |  |  |  |  |
| 5C9 - Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care |  |  |  |  |  |
| 5C10 - Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same |  |  |  |  |  |
| 5C11 - Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making |  |  |  |  |  |
| 5C12 - Develop and apply 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 |
| 5F1 - Demonstrate facilitation and teaching skills and behaviours including supervising, teaching and maintaining the learning environment |  |  |  |  |  |
| 5F2 - Apply the skills of facilitation, teaching and assessment to practice |  |  |  |  |  |
| 5F3 - Evidence learning from experience through supervision, feedback, reflective practice techniques and evaluation |  |  |  |  |  |
| 5F4 - Evidence reflection on own and others experiences of the workplace to develop a positive learning environment |  |  |  |  |  |
| 5F5 - Contribute to the supervision and mentorship of pre-registration practitioners and healthcare support workers |  |  |  |  |  |
| 5F6 - Actively participates in Clinical Supervision, Practice Supervision and facilitation of learning |  |  |  |  |  |
| 5F7 - Source and evidence use of a range of educational materials to support own development |  |  |  |  |  |
| 5F8 - Motivate, stimulate and encourage others to facilitate the learning process |  |  |  |  |  |
| 5F9 - Develop and apply 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 |
| 5L1 - Demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation |  |  |  |  |  |
| 5L2 - Communicate effectively verbally/non-verbally and in writing to a range of people. |  |  |  |  |  |
| 5L3 - Seek, receive and provide feedback in an open, honest and constructive manner |  |  |  |  |  |
| 5L4 - Identify and analyse problems and recommend solutions |  |  |  |  |  |
| 5L5 - Respond proactively to own and others concerns and know how to escalate ongoing issues |  |  |  |  |  |
| 5L6 - Demonstrate the ability to work well within a team and in collaboration with others |  |  |  |  |  |
| 5L7 - Demonstrate accountability for own work and responsibility for delegation to others |  |  |  |  |  |
| 5L8 - Engage in own personal and professional development planning and review; and support others to develop personally and professionally |  |  |  |  |  |
| 5L9 - Contribute to effective management of resources including workforce resources within own area of practice |  |  |  |  |  |
| 5L10 - Develop and apply 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 |
| 5E1 - Consolidates understanding and application of different research approaches. Identifies and explores ideas for research/development activity from own practice |  |  |  |  |  |
| 5E2 - Demonstrates the ability to search and critically appraise evidence to inform practice |  |  |  |  |  |
| 5E3 - Shares with others good practice and the lessons learned from audit, research and quality improvement activity |  |  |  |  |  |
| 5E4 - Adheres to research governance, including Good Clinical Practicei, ethics, data protection and confidentiality. |  |  |  |  |  |
| 5E5 - Demonstrates the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others |  |  |  |  |  |
| 5E6 - Critically analyses and evaluates information |  |  |  |  |  |
| 5E7 - Identifies and analyses professional issues |  |  |  |  |  |
| 5E8 - Develop and apply 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)