|  |
| --- |
| **Specialist Community Public Health Nursing Health Visiting and School Nursing** |



|  |  |
| --- | --- |
| **Student Name** |  |
| **Student Number** |  |
| **Placement Details / Address** |  |
| **Practice Teacher/Mentor** |  |
| **Contact details** |  |
| **Manager** |  |
| **Contact details** |  |
| **Link Lecturer** |  |
| **Contact details** |  |
| **Dates**  | From |  | To |  |

TABLE OF CONTENTS

|  |  |
| --- | --- |
|  | Page Number |
| Module Team / Teaching Team |  |
| How to contact members of staff |  |
| Signatory Sheet |  |
| Practice Teacher / Mentor Verification sheet |  |
| Practice Assessment Document (PAD) |  |
| NMC Standards of Proficiency |  |
| Assessment |  |
| Alternative Practice |  |
| Semester 1 |  |
| Semester 2 |  |
| Consolidated Practice |  |
| Prescribing assessment document |  |
| **Appendices:**  |  |
| Attendance time sheet |  |
| Learning contract template |  |
| Testimonies Template |  |
| Service User Testimonies |  |
| Record of Link Lecturer placement visits |  |
| Reflection Template |  |
| Flow Chart for Alternative Practice |  |

# THE MODULE TEAM

Faculty: Faculty of Health and Well-being

Postal Address: Collegiate Crescent Campus, Sheffield, S10 2BP

**RWB Helpdesk** 0114 225 5564

(Reception / Assignment submission) Robert Winston Building (RWB),

 13-15 Broomhall Rd,

 Collegiate Campus, Sheffield, S10 2BP

Course Leader (SCPHN) **Pat Day** MSc Health Care Ed, BA (Hons), B.Med Sci

 (Hons),PGCE, RGN, FPN, Adv. Dip. CBT

 Member Motivational Interviewing Network of Trainers

 Room: M208 Mundella House

 Direct Line: (0114) 225 2433

 e-mail: p.day@shu.ac.uk

Module Leader **Gayle Hazelby** MA Public Health, PgDip Health Prom, PgDip Health Care Ed, SCPHN (HV), RGN**,** Nurse PrescriberFiHV

Room: M204 Mundella House

Direct Line: (0114) 225 2297

 e-mail: g.hazelby@shu.ac.uk

Senior Lecturer **Sharon Frankland** MA, B.Med Sci (Hons), Pg Dip Health Care Ed, SCPHN (HV), RGN, FHA FiHV

 Room: 210 College House

 Direct Line: (0114) 225 2570

 e-mail:s.frankland@shu.ac.uk

Senior Lecturer **Lisa Paduch** RGN; RSN (BA Hons) PgDip Health Care Ed; Community Nurse Prescriber

34 Collegiate Crescent

 Room: M207 Mundella House

 Direct Line: (0114) 225 2228

 e-mail: l.paduch@shu.ac.uk

Reader **Dr** **Sue Peckover** PhD, MMedSci, BSc(Econ), PGCert Ed., RGN, HV Cert., FHEA.

 Room F418

Robert Winston Building
Direct Line: (0114) 2256634

e-mail: s.peckover@shu.ac.uk

**Course Administrators** E-mail: NursingandMidwifery@shu.ac.uk

**How do I contact members of staff?**

|  |  |
| --- | --- |
| **🖄** | **E-Mail**All members of staff are contactable via e-mail. *Please email you’re your student email account.* Details of addresses are found on the module sites (Shuspace). There is also an email directory on shuspace on the IT Services site. Team members aim to respond within 5 working days, unless a longer period is indicated by an ‘out-of-office’ message. **Phone**All members of staff are available via telephone and have voice mail for messages. Please refer to the **Introducing the Course Team** for a list of telephone extensions. |

**Main Reception Robert Winston Building**

The main reception is in the Robert Winston Building (RWB), 11 15 Broomhall Road, Sheffield, S10 2BP. RWB Reception Telephone: *(0114) 225 5564 (fax 2394)*

**Reporting Absence**

If you are reporting an absence (authorized/unauthorized/sick)

Please email:-[nursingabsence@shu.ac.uk](https://exchange.shu.ac.uk/owa/redir.aspx?C=T1ew7rfjeE-LGni9V2nMPTXMijHoiNEI0PtGPVKN_26AqjeSm_YR0t1niHuw-OKhYjL3-X3z_X8.&URL=mailto%3anursingabsence%40shu.ac.uk)

**And email a copy to your link lecturer**

**Submitting Course work or General enquiries**

Course work will be submitted online via shuspace/grade centre **RWB Helpdesk** details for general enquiries: Tel: (0114) 225 5564

**How will staff contact me?**

**Shuspace Announcement**

Shuspace is used to communicate information of pertinence to your modules or the course. There is a module site for each of the modules in addition to a course site. Changes to lecture times or rooms are most likely to be posted on Shuspace, so it is **your responsibility** to check the site regularly.

**SIGNATURE SHEET**

**All Practitioners writing in the PAD *MUST* complete this page**

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** **(Print clearly)** | **POSITION & Contact Details** | **Signature** | **DATE** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

VERIFICATION SHEET FOR PRACTICE TEACHER / MENTOR

PRACTICE TEACHER/MENTOR INFORMATION : This section MUST be completed to confirm mentor status for valid assessment. NB: The mentor must have had an update in the last year and triennial review in the last 3 years. If not, please contact the link teacher.

Type of Mentor: ........................................................................................ (e.g. Sign-Off/Non Sign-Off\*)

Part of Register: ........................................................................................(e.g. Child/Adult/MH/LD)

Type of Mentorship Training: ………………………......................................................................................

Date of Mentorship Training: ............................................

Date of Last Update: ............................,…

Type of Update: (circle as appropriate) e-learning, link lecturer, Trust update, Other [please specify]

Date of last Triennial review……………………………(for those who have been mentors for over 3 yrs)

\*Sign-Off Mentor - a registrant who is an experienced mentor and has met the NMC criteria to be designated a 'sign-off' mentor and so is able to make judgements about whether a student has achieved the required level of competence required for entry to the NMC register at the end of the programme. Non Sign-Off Mentor - a registrant who is a mentor and has a recognised mentor qualification; but is not a sign-off mentor as they have not completed additional preparation for the sign-off mentor role.

**Please Note**: Throughout this document the terms “Practice Teacher / Mentor” are used. In accordance with NMC standards (2004 and 2008), this refers to the sign-off of students by a Practice Teacher in the first instance and to arrangements whereby the student’s placement supervisor may be a due regard Mentor, Trainee Practice Teacher or new Practice Teacher being overseen by a Sign-off Practice Teacher.

NMC (2004) *Standards of proficiency for Specialist Community Public Health Nursing*

NMC (2008) *Standards to support learning and assessment in practice*

NMC Code 2015

**Practice Assessment Process**

This Practice Assessment Document (PAD) is a tool to assess practical ability and forms part of the Specialist Community Public Health Nursing (SCPHN) assessment. This document is your record of the journey through the course, providing evidence that the practice proficiencies have been attained. The overall aim of the practical assessment process is to ensure you can demonstrate that you are fit to practice. In order to do this, you must develop, enhance and demonstrate skills in:

* Critical awareness
* Reflective practice
* Rational decision making
* Clinical judgement

Practice Assessment Documents are designed to help Practice Teachers/Mentors make and record judgements about your developing proficiency as a Health Visitor or School Nurse.

The Practice Assessment Document consists of:

* Learning Contracts, Interview and Final-Sign-off sheets
* SCPHN proficiencies and skills
* Professional values / attitudes
* Templates for Reflective writing

The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC at any time.

PAD documents are retained by the University: You provide a full copy upon completion of the course; the original and copies may be requested at other times by your Link Lecturer/Course Leader and you are required to provide a copy of your PAD at that time. Your master copy will be returned to you.

As part of moderation processes the accurate completion of PAD documentation will be periodically audited.

#### Interview and Sign-off Sheets

You and your identified Practice Teacher / Mentor should meet formally for each of the four Placement assessment periods (Semester 1, Semester 2, Alternative placements and Consolidated Practice) to formatively assess progress at the following points:

1. **Initial Assessments** To identify learning needs

 (Start point) To identify learning opportunities that the placement offers

 To agree Learning Contracts as to how learning outcomes will be

 progressed and how this will be evidenced

2. **Interim Assessment** To review progress; to identify areas where you have progressed

 (Mid point) and where support is needed; to outline an Action Plan if needed.

 Professional values and behaviours are formatively assessed at

 this point.

3. **Final Assessment** To discuss and verify overall performance, the progress achieved, satisfactory professional values & attitudes and attendance

**Self-assessment** is an important part of this process; you should complete the relevant self-assessment sections in this document before each interview with the Practice Teacher / Mentor.

**Reflections on Practice**

This is an important element of the Practice Assessment document and provides evidence of learning: Reflection should be underpinned by relevant literature and link theory and practice **A minimum of one piece of reflection on your practice will be submitted each semester to your Practice Teacher** (See appendices for template).

There are important elements to reflection: Some description, then some analysis (literature should be used to support this). What you have learned and how this will help in future. A reflective model should be used.

#### NURSING PROFICIENCIES AND SKILLS

|  |
| --- |
| Standard of Proficiency |
| Previously the NMC used the term competence to describe “…the skills and ability to practice safely and effectively without the need for direct supervision…” (Fitness for Practice, 1999). These competencies are now referred to by the NMC as the required ‘standards of proficiency’ (NMC, 2004) |
|  |
| Proficiencies |
| In order to qualify as a Health Visitor or School Nurse, you must achieve a set of proficiencies, which are specified in the NMC Standards for Proficiency for entry to the Specialist Community Public Health Nursing register (2004) |
|  |
| Skills |
| In order to achieve proficiency you must demonstrate a range of essential Health Visitor or School Nurse skills. The Practice Teacher / Mentor and you should agree Learning Contracts to meet the identified outcomes. Your performance should then be assessed for those outcomes. |

**When negotiating skills / techniques with you, the Practice Teacher / Mentor should be aware that they remain accountable for delegating tasks and must be able to justify the decision to allow you to carry out the practice.**

**Assessing Proficiency – Triangulation of Evidence**

Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources.

You are required to plan how you will achieve each SCPHN Proficiency to be signed off in the practice assessment document. Your Practice Teacher / Mentor will use a range of techniques to assess practice including; observation; critical discussion, reflection, inquiry; where appropriate, written work on a particular topic; and other methods as identified and agreed through learning contracts. Practice Teachers / Mentors should use a team approach to assessment by gathering views from colleagues about your performance.

#### Guidance Notes

In achieving the skills in a safe and effective manner you must:

* Adhere to appropriate policies, procedures and legislation
* Prepare and maintain a safe environment
* Use equipment and aids appropriately and safely
* Seek assistance where this is required
* Emotionally and physically support the patient/client

*Safe*

***Demonstration of Practice***

The student consistently performs the proficiency in the following way:

* With awareness of limitations
* Without undue risk
* Carefully, Honestly and Lawfully

***Demonstration of Knowledge***

You are able to cite appropriate relevant knowledge, interpret it and apply it to the proficiency being assessed.

***Effective***

***Demonstration of Practice***

Perform the proficiency correctly, precisely, accurately, decisively, reasonably, skilfully and dexterously

#### Demonstration of Knowledge

Reach logical conclusions from given knowledge and information and act accordingly. Consider the suitability of applying nursing knowledge in given situations.

You must be able to demonstrate safety and effectiveness by:

* performing the skill to the required standard set out in the grading criteria
* articulating the underpinning knowledge relating to the skill by drawing on theoretical evidence

|  |
| --- |
| ***Please Note:*** *SCPHN proficiencies must be signed off in the appropriate place to authenticate the assessment by* ***Final Sign Off.*** |

###### **Practice Assessment Summary**

The Practice Teacher / Mentor must clearly identify the grade awarded for each competency in ink and sign in the places indicated. The student must also sign this document to indicate that the grades awarded have been discussed.

#### Grading Criteria

|  |  |  |
| --- | --- | --- |
| **A** | Absent/Sick | The student has been absent and / or sick  |
| **R** | Referred | The student has had an adequate opportunity to practice but has not reached an acceptable level in executing some or all of the required elements of the proficiency/skill |
| **P** | Progressing | The student is developing the skill/proficiency according to Steinaker and Bell's Taxonomy (1979), but has not as yet mastered it to be deemed safe and effective |
| **SE** | Safe and Effective | The student **must** meet the criteria for both **safe** and **effective** by Final-Sign off. If a student reaches the standard of safe (**S**) but not effective in any proficiency the student should be awarded an **R** grade. |
| **Pass / Fail** | Professional Values and Attitudes | Professional values and attitudes **must** be met at the end of each semesterThe student will have one refer attempt at the end of the semester if she/he has had an adequate opportunity to practice but has not reached an acceptable level in executing all of the required elements of the professional values and attitude competencies. Failure to meet the required competencies will result in the termination of your place on the course. |

***Professional Values and Attitude Competencies (PVA)***

###### Specialist Community Public Health nursing practice is recognised as involving higher level skills (NMC 2004). While these are primarily assessed through the practice proficiency statements, aspects of specialist practice can be seen as being value based. These important attributes enabling students to practice at a 'specialist level' are integral to the assessment of practice proficiency. You will have the opportunity to self-assess your own values and attitudes at the start of the course, at the intermediate and final interview stages (Semester 1, Semester 2 and Consolidated Practice). Your Practice Teacher / Mentor will use the same tool to also assess these and where indicated, highlight aspects of professional practice, attitude or behaviour that may need further support and development. If aspects of these are not evident to the Practice Teacher/Mentor, an Action Plan will be agreed between you and your Practice Teacher/Mentor. **All aspects of professional attributes and values will need to be demonstrated and maintained at level 3 or above throughout each Semester.**

**Failure to demonstrate Professional Values and Attitudes** at any stage of the course will require the development of an Action Plan to address professional developmental needs. Action Plans will be developed in a Tripartite forum (Student, Practice Teacher / Mentor and Link Lecturer). Evidence of achievement will be presented within four weeks. Evidence could include reflective accounts and testimonials.

**At the end of each semester** Professional values and attitude competencies are summatively assessed. This means you will have one refer attempt, with adequate opportunity to practice and demonstrate how you have progressed to achieve these competencies. Consequently, failure to meet the required competency level will lead to termination of your place on the course (SHU LTA strategy 2014-21; SHU rules and regulations). You cannot progress to semesters 2 and Consolidated Practice, if you have not demonstrated met learning outcome and competencies related to professional values and attitudes.

**Record of Attendance**

It is a requirement of the NMC that all absences / sickness (authorised and unauthorised) are made up, this includes academic and practice hours. It is your responsibility to contact the University by email on nursingabsence@shu.ac.uk , for both academic **and** practice hours and your employer/Practice Teacher when in placement.

|  |
| --- |
| *If you have been absent / sick this has to be clearly noted on the final sign off page of the placement assessment document. Hours are made up following negotiation and the setting of clear action plans between yourself / employer / practice teacher /academic course team (Please use appendix).* |

###### **Failure to Achieve in Practice**

If it is identified that you are experiencing difficulty in achieving the required standard, the Practice Teacher / Mentor must inform the Link Lecturer as soon as possible (**and no later than the intermediate interview for each stage**) so appropriate action can be taken. At this point you will be offered help, support and advice. An Action Plan will be documented and agreed between you and your Practice Teacher / Mentor, with support of your Link Lecturer. This must be documented in the relevant section of the Practice Assessment Document (e.g. link lecturer record sheet, Record of outcomes referred, action plan template). A copy will be kept by the Practice Teacher / Mentor / link lecturer.

**The final interview and** assessment of PVA will be undertaken at the end of semester 1 & 2 with a final assessment of NMC competencies to be undertaken in consolidated practice

|  |
| --- |
| *You will be given* ***ONE*** *opportunity during the course to reattempt failed outcomes.*  |

The final interview and grading for Consolidated Practice must take place in the last 4 weeks of placement and the sign-off for this stage incorporates / verifies the achievement of all the practice learning outcomes for the course. In cases of referral, the Practice Teacher/Mentor should retain a copy of the 'Final interview’ page, inform the Link Lecturer and send a copy of the final interview.

This will form the summative assessment for practice. The Link Lecturer will sign off the final interview page and present these documents at the Assessment Board at SHU. The purpose of this panel is to ratify the grade awarded.

|  |
| --- |
| *ALL NMC SCPHN Standards of Proficiency must be assessed as Progressing at the end of each Semester.**ALL NMC SCPHN Standards of Proficiency must have been achieved by the end of Consolidated Practice and documented in the Final sign-off of the Practice Assessment Document to meet NMC professional registration requirements.* |

All grades relating to professional practice will be considered at an Assessment Board. Matters relating to professional conduct will be referred to the fitness to practice panel.

**NMC STANDARDS OF PROFICIENCY / LEARNING OUTCOMES**

The required NMC Standards are listed below and must be deemed to be **safe and effective** by the end of consolidated practice. In addition to the outcomes as defined, you are required to demonstrate a range of ‘professional values’ (NMC 2015).

**NMC STANDARDS OF PROFICIENCY**

|  |  |
| --- | --- |
| Domain | **Outcomes to be achieved** |
| **Search for health needs** | 1. Collect and structure data and information on the health and well-being and related needs of a defined population
 |
| 1. Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population
 |
| 1. Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing
 |
| 1. Identify individuals, families and groups who are at risk and in need of further support
 |
| 1. Undertake screening of individuals and populations and respond appropriately to findings
 |
| **Stimulation of awareness of health needs** | 1. Raise awareness about health and social wellbeing and related factors, services and resources
 |
| 1. Develop, sustain and evaluate collaborative work
 |
| 1. Communicate with individuals, groups and communities about promoting their health and wellbeing
 |
| 1. Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing
 |
| 1. Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate
 |
| 1. Work with others to protect the public’s health and wellbeing from specific risks
 |
| **Influence on policies affecting health** | 1. Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing
 |
| 1. Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting
 |
| 1. Appraise policies and recommend changes to improve health and wellbeing
 |
| 1. Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community
 |
| 1. Contribute to policy development
 |
| 1. Influence policies affecting health
 |
| 1. Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation
 |
| **Facilitation of health** **enhancing activities** | 1. Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing
 |
| 1. Work in partnership with others to protect the public’s health and wellbeing from specific risks
 |
| 1. Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed
 |
| 1. Apply leadership skills and manage projects to improve health and wellbeing
 |
| 1. Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups
 |
| 1. Manage teams, individuals and resources ethically and effectively
 |

**ASSESSMENT OF NMC STANDARDS OF PROFICIENCY**

The assessment process for demonstrating the achievement of the knowledge, skills and values for the NMC proficiency is based on the experiential taxonomy (Steinaker and Bell 1979). Steinaker & Bell’s taxonomy considers experience as a whole entity. It is a model which affords critical reflection and facilitation of evidenced based practice with the potential for personal and professional development in practice.

Steinaker and Bell’s Experiential Taxonomy has five experiential categories:

|  |  |
| --- | --- |
| Level 1 | Exposure - exposed to the Public Health experiences  |
| Level 2 | Participation - can reproduce the activity of public health encountered at the exposure level and now is actively participating in set work |
| Level 3 | Identification - able to carry out the activity in public health in a competent manner |
| Level 4 | Internalisation - identifies with the activity of public health so that it becomes second nature |
| Level 5 | Dissemination - acts as a role model, informing others and promoting the experience to others |

The five categories are a logical progression in achieving proficiency, moving from exposure to dissemination. Without tangible evidence or previous public health experience then the starting point must be exposure. However, it is acknowledged that learning is life long and there are transferable knowledge, skills and values which can be transferred and used to support current evidence in moving through the experiential taxonomy.

Progress in achieving proficiency is demonstrated at the end of Semester One and Two using the Taxonomy of Assessment of Progress - Student Self-Assessment and Practice Teacher Assessment.

The minimum level of achievement at the end of Semester One is level 1.

The minimum level of achievement at the end of Semester Two is level 2.

The minimum level of achievement at the Final Sign-Off is level 3. This is to be achieved for each of the SCPHN Proficiencies. It is an essential element of the Practice Assessment and needs to be met in order to be assessed as SAFE and EFFECTIVE.

The illustration below provides a description of activities, which are included in each category and the level allocated for performance in that category:

|  |  |
| --- | --- |
| **Level of Achievement** | **Expected activities for success** |
| **Level 1 - Exposure**Student is exposed to the Public Health experiences e.g. attends a meeting or observing Practice Teacher deliver a session, undertake a home based visit encounter | * Shows an awareness but lacks knowledge and skills
* Listens, asks questions and observes
* Reacts to the experience and recognises own responsibilities
* The student is willing to engage in the learning experience
 |
| **Level 2 - Participation**Student can reproduce the activity of public health encountered at the exposure level and now is actively participating in set work | * Begins to articulate underlying rationale for skills being utilised for the activity
* Shows recall of ideas and concepts gained at exposure level
* Introduces and discusses researched background information
* Practices under supervision in a standardised way
* Responds to constructive criticism
 |
| **Level 3 - Identification**Student is able to carry out the activity in public health in a competent manner | * Recognises and explains situations where the activity is applicable
* Able to stress own strengths and limitations
* Utilises theory and research in relation to carrying out the activity
* Can classify, apply and evaluate data relevant to the experience
* Beginning to show initiative, recognises standards, values and qualities required
 |
| **Level 4 - Internalisation**Student identifies with the activity of public health so that it becomes second nature | * Shows confidence in own activity, adapts to to unforeseen and complex activities
* Able to reflect on experiences in an objective manner
* Able to apply new knowledge to new situation
* Shows creativity
* Utilises research in relation to the activity
* Student compares with role model
 |
| **Level 5 - Dissemination**Student acts as a role model, informing others and promoting the experience to others | * Competent and demonstrates the ability to teach others
* Illustrates motivational abilities
* Is able to carry out activity in complex unfamiliar surroundings
* Acts as a role model
* Is able to discuss wider influences and how these impact on practice
 |

**ALTERNATIVE PRACTICE**

The purpose of alternative practice is for you to experience a diverse workload / caseload in a different demographic setting from your practice teacher/mentor. You will be supernumerary whilst on alternative practice. In this instance this means during the alternative placement you should not take any duties normally undertaken by a member of the team to whom they are attached. You will be present in an observing capacity only. The organisation hosting the placement will not be liable for any costs incurred as consequences of the placement e.g. travel claims/subsistence.

# Process *(Please refer to Flow Chart - Appendix)*

1. You discuss Alternative Practice with the Practice Teacher / Mentor **at the start of the course** to allow ample time for the organisation of appropriate placement areas. Together an agreement is made with regard to where the student should visit and how this can contribute towards the achievement of SCPHN proficiencies.
2. A contract will be completed by you and your Practice Teacher / Mentor to identify objectives that will be addressed during the placements.
3. You will identify proposed placement areas .
4. You will contact Sheffield Hallam University Placements Team - hwbcw1@exchange.shu.ac.uk
5. The Placement Officer will send the required paperwork to the requested placement
6. When the placement is agreed and the paperwork is signed by the intended placement, you will receive confirmation of this and a form to sign.
7. When this is completed you can go on alternative placement.
8. You discuss the learning contracts for the alternative placement with the supervisor / mentor at the start of the experience.
9. Whilst on alternative placement it is expected that you will collect evidence in the form of testimonials to verify that they have been working towards the placement objectives.
10. The testimonials will then be discussed with the Practice Teacher / Mentor on return to the placement so that the Practice Teacher / Mentor can assess whether you have achieved the learning objectives.

Semester 1 - INTRODUCTORY Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview.

|  |  |
| --- | --- |
| **INTRODUCTORY STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |  |
| ***This is your opportunity to show case the skills and knowledge that you bring***  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

**SEMESTER 1- Initial Interview**

Student Objectives (to be written by the student)

|  |
| --- |
|  |

Practice Teacher / Mentor comments

(including discussion of opportunities to achieve core skills in this placement)

|  |
| --- |
|  |
| PT Signature | Student Signature | Date |

Semester 1 - INTERMEDIATE Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. *You must evidence a score of 3. If this is not achieved, a referral to Fitness to Practice could be made.*

|  |
| --- |
| **INTERMEDIATE STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

Semester 1 - INTERMEDIATE Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your assessment (or you score the student below 3) and that of your student, these should be discussed and an Action Plan agreed and the link lecturer informed.*

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

Practice Teacher signature:

Date:

INTERMEDIATE INTERVIEW

|  |
| --- |
| Please record your Intermediate meeting with the student, identifying the student’s strengths and limitations. The initial action plan and Learning Contracts should be carefully reviewed and revised as needed. |
| Student review of own progress and achievement of learning objectives

|  |
| --- |
|  |

 |
| Practice Teachers / Mentors review of student’s progress and achievement of learning objectives. ***Please sign off Intermediate Learning Outcomes on next page***

|  |
| --- |
|  |

 |
| Learning objectives for student from this point forward

|  |
| --- |
|  |

 |

*In the event that the student is assessed as not progressing an action plan must be written by the Practice Teacher / Mentor to guide the student and the Link Lecturer must be informed.*

**TAXONOMY ASSESSMENT OF PROGRESS**

**NMC STANDARDS OF PROFICIENCY**

**(To be completed prior to Final Interview - Semester One)**

**Insert level 1-5 in the relevant box using the Taxonomy (Appendix \*)**

**MINIMUM LEVEL 1 by end of Semester One**

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Search for health needs** | Collect and structure data and information on the health and well-being and related needs of a defined population  |  |  |
| Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population  |  |  |
|  Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing  |  |  |
|  Identify individuals, families and groups who are at risk and in need of further support  |  |  |
| *Undertake screening of individuals and populations and respond appropriately to findings*  |  |  |
| **Stimulation of awareness of health needs** | *Raise awareness about health and social wellbeing and related factors, services and resources* |  |  |
| *Develop, sustain and evaluate collaborative work*  |  |  |
| *Communicate with individuals, groups and communities about promoting their health and wellbeing*  |  |  |
| *Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing*  |  |  |
| *Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate*  |  |  |
| *Work with others to protect the public’s health and wellbeing from specific risks* |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Influence on policies affecting health** | *Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing*  |  |  |
| *Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting*  |  |  |
| *Appraise policies and recommend changes to improve health and wellbeing*  |  |  |
| *Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community*  |  |  |
| *Contribute to policy development*  |  |  |
| *Influence policies affecting health*  |  |  |
| *Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation*  |  |  |
| **Facilitation of health** **enhancing activities** | *Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing*  |  |  |
| *Work in partnership with others to protect the public’s health and wellbeing from specific risks*  |  |  |
| *Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed*  |  |  |
| *Apply leadership skills and manage projects to improve health and wellbeing*  |  |  |
| *Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups* |  |  |
| *Manage teams, individuals and resources ethically and effectively* |  |  |

Date of Review of Taxonomy……………………………………………………………

Student Signature…………………………………………………………………………………..

Practice Teacher Signature…………………………………………………………………………………..

Mentor Signature…………………………………………………………………………….........

Link Lecturer Review

Link Lecturer Signature………………………………………………………………………………..

If there are any concerns regarding a student's progress an ACTION PLAN IS REQUIRED.

Semester 1 - FINAL Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice will be made.

|  |  |
| --- | --- |
| **FINAL STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |  |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

SEMester 1 - FINAL Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct (2015), and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your self-assessment and that of your PT / Mentor, these should be discussed and an Action Plan agreed and the link lecturer informed.* You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice may be made.

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

**FINAL INTERVIEW/ sign off - Semester 1**

WITH PRACTICE TEACHER / MENTOR

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Values | Examples of Good Practice | Consistently demonstrated good practice | Practice Teacher Signature |
| Core Professional Practice Values (linked to the NMC Code 2015) | * Putting the interests of service users and carers first making their care and safety a priority
* Treating individuals with respect, recognising diversity and ensuring their rights are upheld
* Working effectively in partnership with other agencies including service users
* Using all forms of spoken, written and digital communication responsibly, respecting the right to privacy of others at all times
* Acting with honesty and integrity at all times, treating people fairly and without discrimination, bullying or harassment
 | **Yes / No** |  |

|  |  |  |
| --- | --- | --- |
| *Signature of PT / Mentor:* |  | Date: |
| Signature of Sign-off PT  |  | Date: |
| Signature of Student: |  | Date: |
| Signature of Link Lecturer: |  | Date: |

if professional values and attitudes are not met at level 3 0r above this will result in failure of the course

**SEMESTER 2- Initial Interview**

Student Objectives (to be written by the student)

|  |
| --- |
|  |

Practice Teacher / Mentor comments

(including discussion of opportunities to achieve core skills in this placement)

|  |
| --- |
|  |
| PT Signature | Student Signature | Date |

Semester 2 - INTERMEDIATE Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. *You must evidence a score of 3. If this is not achieved, a referral to Fitness to Practice could be made.*

|  |
| --- |
| **INTERMEDIATE STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

Semester 2 - INTERMEDIATE Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your assessment (or you score the student below 3) and that of your student, these should be discussed and an Action Plan agreed and the link lecturer informed.*

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

Practice Teacher signature:

Date:

INTERMEDIATE INTERVIEW

|  |
| --- |
| Please record your Intermediate meeting with the student, identifying the student’s strengths and limitations. The initial action plan and Learning Contracts should be carefully reviewed and revised as needed. |
| Student review of own progress and achievement of learning objectives

|  |
| --- |
|  |

 |
| Practice Teachers / Mentors review of student’s progress and achievement of learning objectives. ***Please sign off Intermediate Learning Outcomes on next page***

|  |
| --- |
|  |

 |
| Learning objectives for student from this point forward

|  |
| --- |
|  |

 |

*In the event that the student is assessed as not progressing an action plan must be written by the Practice Teacher / Mentor to guide the student and the Link Lecturer must be informed.*

**TAXONOMY ASSESSMENT OF PROGRESS**

**NMC STANDARDS OF PROFICIENCY**

**(To be completed prior to Final Interview - Semester Two)**

**Insert level 1-5 in the relevant box using the Taxonomy (Appendix \*)**

**MINIMUM LEVEL 2 by end of Semester Two**

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Search for health needs** | Collect and structure data and information on the health and well-being and related needs of a defined population  |  |  |
| Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population  |  |  |
|  Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing  |  |  |
|  Identify individuals, families and groups who are at risk and in need of further support  |  |  |
| *Undertake screening of individuals and populations and respond appropriately to findings*  |  |  |
| **Stimulation of awareness of health needs** | *Raise awareness about health and social wellbeing and related factors, services and resources* |  |  |
| *Develop, sustain and evaluate collaborative work*  |  |  |
| *Communicate with individuals, groups and communities about promoting their health and wellbeing*  |  |  |
| *Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing*  |  |  |
| *Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate*  |  |  |
| *Work with others to protect the public’s health and wellbeing from specific risks* |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Influence on policies affecting health** | *Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing*  |  |  |
| *Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting*  |  |  |
| *Appraise policies and recommend changes to improve health and wellbeing*  |  |  |
| *Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community*  |  |  |
| *Contribute to policy development*  |  |  |
| *Influence policies affecting health*  |  |  |
| *Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation*  |  |  |
| **Facilitation of health** **enhancing activities** | *Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing*  |  |  |
| *Work in partnership with others to protect the public’s health and wellbeing from specific risks*  |  |  |
| *Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed*  |  |  |
| *Apply leadership skills and manage projects to improve health and wellbeing*  |  |  |
| *Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups* |  |  |
| *Manage teams, individuals and resources ethically and effectively* |  |  |

Date of Review of Taxonomy………………………………………………………………..

Student Signature……………………………………………………………………………..

Practice Teacher Signature………………………………………………………………….

Mentor Signature……………………………………………………………………………...

Link Lecturer Review

Link Lecturer Signature………………………………………………………………………

If there are any concerns regarding a student's progress an ACTION PLAN IS REQUIRED.

Semester 2 - FINAL Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice may be made.

|  |  |
| --- | --- |
| **FINAL STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |  |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

Semester 2 - FINAL Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your self-assessment and that of your PT / Mentor, these should be discussed and an Action Plan agreed and the link lecturer informed.* You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice may be made.

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

**FINAL INTERVIEW / sign off - SEMESTER 2**

WITH PRACTICE TEACHER / MENTOR

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Values | Examples of Good Practice | Consistently demonstrated good practice | Practice Teacher Signature |
| Core Professional Practice Values (linked to the NMC Code 2015) | * Putting the interests of service users and carers first making their care and safety a priority
* Treating individuals with respect, recognising diversity and ensuring their rights are upheld
* Working effectively in partnership with other agencies including service users
* Using all forms of spoken, written and digital communication responsibly, respecting the right to privacy of others at all times
* Acting with honesty and integrity at all times, treating people fairly and without discrimination, bullying or harassment
 | **Yes / No** |  |

if professional values and attitudes are not met at level 3 0r above this will result in failure of the course

|  |  |  |
| --- | --- | --- |
| Signature of PT / Mentor: |  | Date: |
| Signature of Sign-off PT  |  | Date: |
| Signature of Student: |  | Date: |
| Signature of Link Lecturer: |  | Date: |

**CONSOLIDATED PRACTICE- Initial Interview**

Student Objectives (to be written by the student)

|  |
| --- |
|  |

Practice Teacher / Mentor comments

(including discussion of opportunities to achieve core skills in this placement)

|  |
| --- |
|  |
| PT Signature | Student Signature | Date |

cONSOLIDATED pRACTICE - INTERMEDIATE Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. *You must evidence a score of 3. If this is not achieved, a referral to Fitness to Practice could be made.*

|  |
| --- |
| **INTERMEDIATE STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

CONSOLIDATED PRACTICE - INTERMEDIATE Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your assessment (or you score the student below 3) and that of your student, these should be discussed and an Action Plan agreed and the link lecturer informed.*

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

Practice Teacher signature:

Date:

INTERMEDIATE INTERVIEW

|  |
| --- |
| Please record your Intermediate meeting with the student, identifying the student’s strengths and limitations. The initial action plan and Learning Contracts should be carefully reviewed and revised as needed. |
| Student review of own progress and achievement of learning objectives

|  |
| --- |
|  |

 |
| Practice Teachers / Mentors review of student’s progress and achievement of learning objectives. ***Please sign off Intermediate Learning Outcomes on next page***

|  |
| --- |
|  |

 |
| Learning objectives for student from this point forward

|  |
| --- |
|  |

 |

*In the event that the student is assessed as not progressing an action plan must be written by the Practice Teacher / Mentor to guide the student and the Link Lecturer must be informed.*

**TAXONOMY ASSESSMENT OF PROGRESS**

**NMC STANDARDS OF PROFICIENCY**

**(To be completed prior to Final Sign-Off Interview - Consolidated Practice)**

**Insert level 1-5 in the relevant box using the Taxonomy (See Appendix )**

**MINIMUM LEVEL 3 to demonstrate SAFE and EFFECTIVE at Final Sign-Off**

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Search for health needs** | Collect and structure data and information on the health and well-being and related needs of a defined population  |  |  |
| Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population  |  |  |
|  Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing  |  |  |
|  Identify individuals, families and groups who are at risk and in need of further support  |  |  |
| *Undertake screening of individuals and populations and respond appropriately to findings*  |  |  |
| **Stimulation of awareness of health needs** | *Raise awareness about health and social wellbeing and related factors, services and resources* |  |  |
| *Develop, sustain and evaluate collaborative work*  |  |  |
| *Communicate with individuals, groups and communities about promoting their health and wellbeing*  |  |  |
| *Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing*  |  |  |
| *Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate*  |  |  |
| *Work with others to protect the public’s health and wellbeing from specific risks* |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Student Self Assessment of progress towards NMC SCPHN Standards of Proficiency** | **Practice Teacher's Assessment of student's progress towards NMC SCPHN Standards of Proficiency** |
| **Influence on policies affecting health** | *Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing*  |  |  |
| *Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting*  |  |  |
| *Appraise policies and recommend changes to improve health and wellbeing*  |  |  |
| *Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community*  |  |  |
| *Contribute to policy development*  |  |  |
| *Influence policies affecting health*  |  |  |
| *Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation*  |  |  |
| **Facilitation of health** **enhancing activities** | *Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing*  |  |  |
| *Work in partnership with others to protect the public’s health and wellbeing from specific risks*  |  |  |
| *Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed*  |  |  |
| *Apply leadership skills and manage projects to improve health and wellbeing*  |  |  |
| *Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups* |  |  |
| *Manage teams, individuals and resources ethically and effectively* |  |  |

Date of Review of Taxonomy………………………………………………………………..

Student Signature……………………………………………………………………………..

Practice Teacher Signature………………………………………………………………….

Mentor Signature……………………………………………………………………………...

CONSOLIDATED PRACTICE - FINAL Professional Values / Attitudes

Student Self-assessment

The following professional values, attributes and attitudes are essential components of practice. The grid below aims to facilitate constructive and supportive dialogue between you and your Practice Teacher / Mentor. Each of these values, attitudes or attributes should be self-assessed at the key points in this semester - initial, intermediate and end. This is part of your assessment process which should be completed and shared with your Practice Teacher at your initial interview. A plan of action should be agreed in order to facilitate your development. You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice will be made.

|  |  |
| --- | --- |
| **FINAL STUDENT SELF-ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |  |
|  | **1** | **2** | **3** | **4** | **PT SIGN / DATE** |
| **Motivation /****Enthusiasm** | * I actively seek out and respond positively to learning opportunities. I appropriately question / challenge practice and strive to improve. I am diligent and conscientious.
 |  |  |  |  |  |
| **Initiative** | * I demonstrate resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |  |
| **Innovation /****Creativity** | * I actively seek out new experiences; responding creatively to identified needs of individuals and the service
 |  |  |  |  |  |
| **Self-awareness** | * I am able to identify and reflect on personal skills and qualities. I show an awareness of my own limitations and development needs. I demonstrate an awareness of the effect of my own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |  |
| **Reflection** | * I demonstrate reflective practice. I draw on reflective models which promote learning. I identify my own learning needs and limitations through engaging in the reflective process.
 |  |  |  |  |  |
| **Empowerment** | * I actively promote inclusiveness and facilitate informed choice. I respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |  |
| **Autonomy / Independence** | * I exercise personal responsibility in decision making, recognising the competence of self and others. I make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |  |
| **Research-based** | * I use the evidence base to deliver care on current (best) practice. I keep knowledge and skills up to date. I disseminate knowledge of evidence base to inform practice of others.
 |  |  |  |  |  |

CONSOLIDATED PRACTICE - FINAL Professional Values / Attitudes

PRACTICE TEACHER / MENTOR ASSESSMENT

The following professional values / attitude are essential components of practice. This aims to provide an objective measure of these important aspects of your practice. These are signed off by your Practice Teacher / Mentor to help verify you are acting within the NMC Code of Professional Conduct, and to indicate what has been observed and assessed in practice. *Where there are discrepancies between your self-assessment and that of your PT / Mentor, these should be discussed and an Action Plan agreed and the link lecturer informed.* You must achieve a score of 3 and above by the end of Semester One, and by the Final Sign-Off. If this is not achieved, a referral to Fitness to Practice may be made.

|  |
| --- |
| **PRACTICE TEACHER / MENTOR ASSESSMENT****1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree** |
|  ***The student:***  | **1** | **2** | **3** | **4** |
| **Motivation /****Enthusiasm** | * Actively seeks out and responds positively to learning opportunities. They appropriately question / challenge practice and strive to improve. The student is diligent and conscientious.
 |  |  |  |  |
| **Self-awareness** | * Is able to identify and reflect on personal skills and qualities. They show an awareness of their own limitations and development needs. The student demonstrates an awareness of the effect own behaviour and communication can have on patients / clients and colleagues.
 |  |  |  |  |
| **Initiative** | * Demonstrates resourcefulness and leadership skills which promote action in order to facilitate learning and problem solving in self, patients / clients, colleagues or the profession.
 |  |  |  |  |
| **Innovation /****Creativity** | * Actively seeks out new experiences; responds creatively to identified needs of individuals and the service
 |  |  |  |  |
| **Reflection** | * Demonstrates reflective practice. They draw on reflective models which promote learning. The student identifies their own learning needs and limitations from engaging in the reflective process.
 |  |  |  |  |
| **Empowerment** | * Actively promotes inclusiveness and facilitates informed choice. They respect clients' decisions and autonomy while delivering safe and effective practice, maintaining professional standards.
 |  |  |  |  |
| **Autonomy / Independence** | * Exercises personal responsibility in decision making, recognising the competence of self and others. They make safe and effective decisions within the context of ethical, legal and professional boundaries.
 |  |  |  |  |
| **Research-based** | * Utilises the evidence base to deliver care on current (best) practice. They keep knowledge and skills up to date. The student disseminates knowledge of evidence base to inform practice of others.
 |  |  |  |  |

**FINAL INTERVIEW / SIGN OFF - CONSOLIDATED**

WITH PRACTICE TEACHER / MENTOR

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Values | Examples of Good Practice | Consistently demonstrated good practice | Practice Teacher Signature |
| Core Professional Practice Values (linked to the NMC Code 2015) | * Putting the interests of service users and carers first making their care and safety a priority
* Treating individuals with respect, recognising diversity and ensuring their rights are upheld
* Working effectively in partnership with other agencies including service users
* Using all forms of spoken, written and digital communication responsibly, respecting the right to privacy of others at all times
* Acting with honesty and integrity at all times, treating people fairly and without discrimination, bullying or harassment
 | **Yes / No** |  |

if professional values and attitudes are not met at level 3 0r above this will result in failure of the course

**NMC STANDARDS OF PROFICIENCY - FINAL SIGN OFF**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Safe & Effective / Refer** | **Practice Teacher Signature** | **Date** |
| **Search for health needs** | Collect and structure data and information on the health and well-being and related needs of a defined population  |  |  |  |
| Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population  |  |  |  |
|  Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing  |  |  |  |
|  Identify individuals, families and groups who are at risk and in need of further support  |  |  |  |
| Undertake screening of individuals and populations and respond appropriately to findings  |  |  |  |
| **Stimulation of awareness of health needs** | Raise awareness about health and social wellbeing and related factors, services and resources |  |  |  |
| Develop, sustain and evaluate collaborative work  |  |  |  |
| Communicate with individuals, groups and communities about promoting their health and wellbeing  |  |  |  |
| Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing  |  |  |  |
| Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate  |  |  |  |
| Work with others to protect the public’s health and wellbeing from specific risks  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | **Outcomes to be achieved** | **Safe & Effective / Refer** | **Practice Teacher Signature** | **Date** |
| **Influence on policies affecting health** | Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing  |  |  |  |
| Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting  |  |  |  |
| Appraise policies and recommend changes to improve health and wellbeing  |  |  |  |
| Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community  |  |  |  |
| Contribute to policy development  |  |  |  |
| Influence policies affecting health  |  |  |  |
| Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation  |  |  |  |
| **Facilitation of health** **enhancing activities** | Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing  |  |  |  |
| Work in partnership with others to protect the public’s health and wellbeing from specific risks  |  |  |  |
| Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed  |  |  |  |
| Apply leadership skills and manage projects to improve health and wellbeing  |  |  |  |
| Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups |  |  |  |
| Manage teams, individuals and resources ethically and effectively |  |  |  |

|  |
| --- |
| I certify that the student**has / has not** (*please delete as appropriate*)demonstrated the required knowledge, skills, attitudes and professional behaviours to warrant a pass grade as a Specialist Community Public Health Nurse- Health Visitor or School Nurse based on the evidence herein for consolidated practice. |

|  |  |  |
| --- | --- | --- |
| Signature of PT / Mentor: |  | Date: |
| Signature of Sign-off PT  |  | Date: |
| Signature of Student: |  | Date: |
| Signature of Link Lecturer: |  | Date: |

**PRESCRIBING placement assessment**

The prescribing aspect of the programme is mainly assessed in the Nurse Prescribing (V100) module. However, application of these principles to specialist practice needs to be demonstrated as part of the SCPHN Standards for Specialist Education and Practice (NMC 2001).

These are the learning outcomes, as identified by the NMC Standards of proficiency for nurse and midwife prescribers (NMC 2006, Standard 9):

The student will be able to:

|  |
| --- |
| 1. assess and consult with patient/clients, clients, parents and carers
 |
| 1. undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform diagnosis
 |
| 1. understand and apply the relevant legislation to the practice of nurse / midwife prescribing
 |
| 1. critically appraise, use sources of information/advice and decision support systems in prescribing practice
 |
| 1. understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing practice in an ethical way
 |
| 1. understand and apply knowledge of drug actions in prescribing practice
 |
| 1. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines
 |
| 1. prescribe safely, appropriately and cost effectively
 |
| 1. practise within a framework of professional accountability and responsibility
 |

The theoretical aspects of these learning outcomes are addressed in the Workbook, and assessed by the prescribing scenario and pharmacology exam in the V100 (Nurse Prescribing) module. The purpose of the sign-off / testimony is to confirm the placement learning experience has occurred and verify competence in application to practice.

**Students undertaking the Nurse Prescribing (V100) module as part of their SCPHN Course:**

Please use the prescribing learning outcome contracts on the pages to follow to either verify critical application / discussion of the prescribing workbook or other evidence of your choice to demonstrate application to practice of prescribing principles.

|  |
| --- |
| **Students with a pre-existing Nurse Prescribing qualification (V150 or V300):** |
| Students with an NMC recognised prescribing qualification will not be required to do the prescribing workbook / scenario, numeracy assessment or prescribing exam. However, as they need to meet the following outcomes, depending on the level being studied, may be required to write a reflective account relating prescribing principles to specialist practice. Discussion of this reflective piece by the Mentor / Practice Teacher enables sign-off of the prescribing principles:* **BSc**: Apply and discuss with your PT / mentor the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to specialist community public health nursing practice
* **PGDip**: Critically apply the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to specialist community public health nursing practice with due regard for the law, codes of ethics and professional conduct, safety and risk factors. **Reflective Piece: 1500 words**
 |

**PRESCRIBING PROFICIENCIES LEARNING CONTRACTS**

Please use these if the student is undertaking the V100 (Nurse Prescribing) module within the duration of this programme.

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
| 1. assess and consult with patient/clients, clients, parents and carers
2. undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform diagnosis
 | * Prescribing workbook / scenario
* Other:
 | * Critical discussion of prescribing workbook / scenario
* Other:
 |
| Signature of Student | Date |
| Signature of Practice Teacher / Mentor | Date |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
| 1. understand and apply the relevant legislation to the practice of nurse / midwife prescribing
2. critically appraise, use sources of information/advice and decision support systems in prescribing practice
3. understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing practice in an ethical way
 | * Prescribing workbook / scenario
* Other:
 | * Critical discussion of prescribing workbook / scenario
* Other:
 |
| Signature of Student | Date |
| Signature of Practice Teacher / Mentor | Date |

# PRESCRIBING PROFICIENCIES LEARNING CONTRACTS

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
| 1. understand and apply knowledge of drug actions in prescribing practice
2. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines
 | * Prescribing workbook / scenario
* Other:
 | * Critical discussion of prescribing workbook / scenario
* Other:
 |
| Signature of Student | Date |
| Signature of Practice Teacher / Mentor | Date |

**PRESCRIBING REFLECTION ON PRACTICE (Current NMC Nurse Prescribers)**

|  |  |  |
| --- | --- | --- |
| ***Learning Outcome*** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
| 1. *prescribe safely, appropriately and cost effectively*
2. *practise within a framework of professional accountability and responsibility*
 | * Prescribing workbook / scenario
* Other:
 | * Critical discussion of prescribing workbook / scenario
* Other:
 |
| *Signature of Student* | Date |
| *Signature of Practice Teacher / Mentor* | Date |

|  |
| --- |
|  |

|  |
| --- |
| **Reflection for students with a pre-existing Nurse Prescribing qualification** |
| ***Please use the template below, or attach one of your choice to write a critical reflection relating to the learning outcome appropriate to your level of study:**** **BSc**: Apply and discuss with your PT / mentor the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to specialist community public health nursing practice:
* **PGDip**: Critically apply the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to specialist community public health nursing practice with due regard for the law, codes of ethics and professional conduct, safety and risk factors. **Reflective Piece: 1500 words**
 |

**Outcomes for Learning in Prescribing Practice**

**Intermediate and Final Sign-off**

|  |  |
| --- | --- |
| **Outcomes to be achieved under the supervision of Practice Teacher/Sign-off Mentor** | **Final** |
| **Prescribing Practice** | Final Grade (PT / Mentor)**R=** Referred**SE**=Safe / Effective | Initials of Practice Teacher / Sign-off Mentor |
|  The student is able to:  |
| 1. assess and consult with clients, parents and carers
 |  |  |
| 1. undertake a thorough history, including medication history and current medication to inform diagnosis
 |  |  |
| 1. understand and apply the relevant legislation to the practice of nurse / midwife prescribing
 |  |  |
| 1. critically appraise, use sources of information /advice and decision support systems in prescribing practice
 |  |  |
| 1. understand the influences that can affect prescribing practice and demonstrate understanding by managing prescribing practice in an ethical way
 |  |  |
| 1. understand and apply knowledge of drug actions in prescribing practice
 |  |  |
| 1. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines
 |  |  |
| 1. prescribe safely, appropriately and cost effectively
 |  |  |
| 1. practise within a framework of professional accountability and responsibility
 |  |  |
| **COMMENTS:**  |
| **Signature of Practice Teacher** | Date: |
| **Signature of Student** | Date: |

PRESCIBING OUTCOMES FINAL INTERVIEW WITH PRACTICE TEACHER

**All prescribing related outcomes have been achieved and the student is able to:**

“Articulate the key principles needed to prescribe safely, appropriately and cost-effectively from the community practitioner formulary for nurse prescribers in accordance with the NMC Standards”

**All outcomes achieved:**

|  |  |
| --- | --- |
|  | **YES** **(Safe & Effective)** |
|  |  |
|  | **NO** **(Referred)** If the student has been referred please complete the ‘**Record of outcomes referred**’ and inform the Link Lecturer. |
|  |

|  |
| --- |
| I certify that **has / has not** demonstrated the required knowledge, skills, attitudes and professional behaviours to warrant a pass as a Community Practitioner Nurse Prescriber. |

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of Practice Teacher: |  | Date: |  |
|  |  |  |  |
| Signature of Student: |  | Date: |  |
|  |  |  |  |
| Signature of Lecturer: |  | Date: |  |

**APPPENDICES:**

**SHU: SCPHN Attendance timesheet 2016-17 Cohort**

Name:………………………………………………………………

Placement area:………………………………………………….

Practice Teacher/Mentor……………………………………………………….

Link Lecturer………………………………………….......

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Month | Academic days-met | Practice days-met | Academic absence | Practice absence | How made time up | Studentsignature | CPE/LL sign off |
| September |  |  |  |  |  |  |  |
| October |  |  |  |  |  |  |  |
| November |  |  |  |  |  |  |  |
| December |  |  |  |  |  |  |  |
| January |  |  |  |  |  |  |  |
| February |  |  |  |  |  |  |  |
| March |  |  |  |  |  |  |  |
| April |  |  |  |  |  |  |  |
| May |  |  |  |  |  |  |  |
| June |  |  |  |  |  |  |  |
| July |  |  |  |  |  |  |  |
| August |  |  |  |  |  |  |  |
| September |  |  |  |  |  |  |  |

Comments:

**Please discuss with your Practice Teacher/Link Lecturer each month if any hours are outstanding.**

**Final sign off for NMC hours:**

Student……………………………………………………………………………

CPE……………………………………………………………………………….

Link Lecturer……………………………………………………………………..

Please submit this completed document with your PAD at the end of the course.

**Learning Contract Templates (duplicate as necessary)**

**Learning Contracts** are to be completed by the student and Practice Teacher / Mentor for each learning outcome. Where appropriate, learning outcomes can be combined and documented on a single contract.

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
|   |  |  |
| Signature of Student | Date |
| Signature of Practice Teacher / Mentor | Date |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Evidence** **(How will you achieve this)** | **Assessment by Practice Teacher / Mentor** |
|  |  |  |
| Signature of Student | Date |
| Signature of Practice Teacher / Mentor | Date |

#### TESTIMONIES

These are optional, however, they allow the opportunity for any registered nurse or member of the Multi-agency team who the student has worked with to give them feedback on their knowledge, skills attitudes and or behaviour and comment on progress towards achieving the Learning Outcomes. Mentors should sign to validate the entry.

**SERVICE USER TESTIMONIES**

This provides an opportunity for service users and carers with whom the student has worked to comment on their progress. Permission **MUST** be sought from Practice Teacher / Mentor / qualified member of staff before seeking testimony from any service user or carer and **consent** from service user. Service users and carers should **NOT** sign their entries (for reasons of confidentiality). Practice teachers / Mentors should countersign these entries. Entries may be dictated (by the student or PT / Mentor) if appropriate. Two Service Users testimonies are needed by the end of the programme.

|  |
| --- |
| ***Please use the following questions to help guide the testimony:*** |
| 1. Was the student courteous and helpful? |  |
| 2. Did the student respect your privacy and dignity? |  |
| 3. Was the student responsive to your requests? |  |
| 4. Was the student caring and compassionate? |  |
| 5. Was the student good at delivering care? |  |
| *Please use this space for any further comments:* |
|  |
| **Date** | **Practice Teacher / Mentor Signature** |

***Please ensure Practice Teachers / Mentors sign off these testimonies and that confidentiality is maintained.***

**RECORD OF LINK LECTURER PLACEMENT MEETINGS**

|  |
| --- |
| **Key points summary of visit:**  |
|  |
| **Action Plan?** |
|  |
| **DATE OF PLANNED FOLLOW-UP:**  |
| Signature of Practice Teacher / Mentor | Date |
| Signature of Student | Date |
| Signature of Link Lecturer | Date |

|  |
| --- |
| **Key points summary of visit:**  |
|  |
| **Action Plan?** |
|  |
| **DATE OF PLANNED FOLLOW-UP:**  |
| Signature of Practice Teacher /Mentor | Date |
| Signature of Student | Date |
| Signature of Link Lecturer | Date |

**REFLECTION ON PRACTICE TEMPLATE**

***(This is an important element of the Practice Assessment document and provides evidence of learning: A minimum of one piece of reflection on your practice will be submitted each semester to your Practice Teacher)***

|  |  |
| --- | --- |
| Relating to Learning Outcome Number(s):  |  |
| Critical Reflection |  |
|  |
| References |  |
|  |  |
| Practice Teacher / Mentor Comments: |  |
|  |
| Date | Signature of Practice Teacher / Mentor |

FLOW CHART FOR ALTERNATIVE PLACEMENT



APPENDIX

**TAXONOMY ASSESSMENT OF PROGRESS** (Steinaker & Bell, 1979)

|  |  |
| --- | --- |
| **Level of Achievement** | **Expected activities for success** |
| **Level 1 - Exposure**Student is exposed to the Public Health experiences e.g. attends a meeting or observing Practice Teacher deliver a session, undertake a home based visit encounter | * Shows an awareness but lacks knowledge and skills
* Listens, asks questions and observes
* Reacts to the experience and recognises own responsibilities
* The student is willing to engage in the learning experience
 |
| **Level 2 - Participation**Student can reproduce the activity of public health encountered at the exposure level and now is actively participating in set work | * Begins to articulate underlying rationale for skills being utilised for the activity
* Shows recall of ideas and concepts gained at exposure level
* Introduces and discusses researched background information
* Practices under supervision in a standardised way
* Responds to constructive criticism
 |
| **Level 3 - Identification**Student is able to carry out the activity in public health in a competent manner | * Recognises and explains situations where the activity is applicable
* Able to stress own strengths and limitations
* Utilises theory and research in relation to carrying out the activity
* Can classify, apply and evaluate data relevant to the experience
* Beginning to show initiative, recognises standards, values and qualities required
 |
| **Level 4 - Internalisation**Student identifies with the activity of public health so that it becomes second nature | * Shows confidence in own activity, adapts to to unforeseen and complex activities
* Able to reflect on experiences in an objective manner
* Able to apply new knowledge to new situation
* Shows creativity
* Utilises research in relation to the activity
* Student compares with role model
 |
| **Level 5 - Dissemination**Student acts as a role model, informing others and promoting the experience to others | * Competent and demonstrates the ability to teach others
* Illustrates motivational abilities
* Is able to carry out activity in complex unfamiliar surroundings
* Acts as a role model
* Is able to discuss wider influences and how these impact on practice
 |