

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

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

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

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

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

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

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

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

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

**Practitioner**

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

**Practice Assessor**

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

**EXAMPLE Clinical Assessment**

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

**Level 7 – Advanced Practitioner**

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|  **Clinical Practice Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 7C1 - Develop advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice  |  |  |  |  |  |
| 7C2 - Promote and act to influence others to incorporate non-judgemental, values-based care into practice  |  |  |  |  |  |
| 7C3 - Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people about difficult matters or situations  |  |  |  |  |  |
| 7C4 - Use in-depth knowledge of legislation, professional regulation and codes of practice, to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level |  |  |  |  |  |
| 7C5 - Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies, acting on concerns and/or reporting incidents in line with local reporting procedures  |  |  |  |  |  |
| 7C6 - Use skills of critical analysis, evaluation and synthesis to make justifiable and timely clinical judgements when assessing, diagnosing, planning, directing or implementing and evaluating highly complex care/interventions sometimes where information is not available or is incomplete |  |  |  |  |  |
| 7C7 - Demonstrate the ability to use and evaluate technology and information systems to inform and improve health outcomes  |  |  |  |  |  |
| 7C8 - Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care |  |  |  |  |  |
| 7C9 - Promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion |  |  |  |  |  |
| 7C10 - Apply a significant range of skills to promote health and well-being, improve health literacy and empower patients to share decision making |  |  |  |  |  |
| 7C11 - Contribute to the development of organisational objectives and create opportunities to involve other practitioners  |  |  |  |  |  |
| 7C12 - Apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice  |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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|  **Facilitating Learning Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 7F1 - Role model exemplary facilitation and teaching skills and develop those skills in others  |  |  |  |  |  |
| 7F2 - Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice  |  |  |  |  |  |
| 7F3 - Lead on strategies that enable effective reflective practice   |  |  |  |  |  |
| 7F4 - Review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment  |  |  |  |  |  |
| 7F5 - Act as an experienced supervisor, mentor, facilitator and support others to take on these roles  |  |  |  |  |  |
| 7F6 - Develop and facilitate the use of educational materials for students, staff and service users  |  |  |  |  |  |
| 7F7 - Develop, lead and support teaching, supervision and assessment skills in others  |  |  |  |  |  |
| 7F8 - Engage with education providers to contribute to curriculum development and delivery  |  |  |  |  |  |
| 7F9 - Apply advanced knowledge of andragogy appropriate to specific role  |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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|  **Leadership Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 7L1 - Provide strong and effective leadership across professional and organisational teams/boundaries  |  |  |  |  |  |
| 7L2 - Evidence a positive impact of own exemplary leadership qualities and behaviours  |  |  |  |  |  |
| 7L3 - Role model highly developed verbal, non-verbal and written communication skills |  |  |  |  |  |
| 7L4 - Demonstrate how feedback is used by the organisation to positively improve services |  |  |  |  |  |
| 7L5 - Use creative and innovative solutions to address complex problems   |  |  |  |  |  |
| 7L6 - Promote a culture of empowerment to enable concerns to be raised, addressed and/or appropriately escalated  |  |  |  |  |  |
| 7L7 - Lead innovation and quality improvement and promote involvement of others  |  |  |  |  |  |
| 7L8 - Build and lead teams, engage stakeholders and work in collaboration with others  |  |  |  |  |  |
| 7L9 - Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities  |  |  |  |  |  |
| 7L10 - Progress workforce development plans aligned to organisational priorities  |  |  |  |  |  |
| 7L11 - Demonstrate effective financial and workforce planning, delivery and reporting   |  |  |  |  |  |
| 7L12 - Apply advanced leadership skills and behaviours appropriate to specific role |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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| **Evidence, Research and Development Pillar** |   |   |
| **Knowledge, skills and behaviours**  | Mapped to:1  | Self-assessment  (at start of training)2  | Assessment Methods3  | Workplace Based Assessment4 (Signed and dated)  | Cross reference to portfolio evidence  |
| 7E1 - Acts as a role model for the wider team by promoting a positive research culture |  |  |  |  |  |
| 7E2 - Further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice |  |  |  |  |  |
| 7E3 - Identify and apply impact measures and use findings to enhance practice |  |  |  |  |  |
| 7E4 - Demonstrate the ability to search, critically appraise and synthesize evidence to inform practice and to underpin audit/research/quality improvement activity |  |  |  |  |  |
| 7E5 - Share good practice and the lessons learned from audit, research and quality improvement activity locally, and nationally through professional and peer reviewed processes.  |  |  |  |  |  |
| 7E6 - Utilise appropriate polices to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice1, ethics, data protection and confidentiality  |  |  |  |  |  |
| 7E7 - Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to improve practice and supports others to do so  |  |  |  |  |  |
| 7E8 - Critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same  |  |  |  |  |  |
| 7E9 - Develop original and creative solutions to problems and support others to do so   |  |  |  |  |  |
| 7E10 - Contribute to the wider research agenda through initiating or supporting NMAHP led research activity  |  |  |  |  |  |
| 7E11 - Apply advanced knowledge of research and development appropriate to role  |  |  |  |  |  |
| **Please add any profession specific knowledge skills and behaviours** |  |  |  |  |  |

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