   

# **Work-based learning pack for adult, child and mental health student on community placements.**

## This practice based learning workbook is suitable for all stages and fields of nursing student. The workbook is split into years with relevant activities for each year. The activities are not field specific.

## The activities are optional and to support the community learning experience; there is no requirement to complete any of them. These are to be used when there is a lack of learning opportunities during the placement and to support learning. They are not to replace physical/virtual learning opportunities.

## The activities to complete are negotiated between the nursing student and the Practice Supervisor/Assessor and will support understanding and skill development of that placement.

## The nursing student will complete the required activity and produce the evidence for assessment and review by the Practice Supervisor/Assessor. This does not require to be submitted to the University.

## The amount of time allocated to each activity is at the discretion of the Practice Supervisor/assessor

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## Contact your PEF/CHEF for further support.

# Year one activities

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| Year one activities |
| Platform one – Being an accountable professional. The proficiencies identified below will equip the newly registered nurse with the knowledge and experience to make evidence-based decisions about care. They will communicate effectively, act as role models for other, become accountable professionals.  It will prepare them to become reflective practitioners and keep abreast of new developments in nursing, health and care.  Look at the NMC Code; you will be able to access a copy of this within the NMC website. <http://www.nmc.org.uk/>  Explore the 4 principles of the NMC Code: prioritising people, practising effectively, preserve safety and promote professionalism and trust.  Explore, reflect and discuss with your Practice Supervisor (PS)the importance of the four principles of the code and how they incorporate these within their practice.  Look at duty of candour and discuss with your PS a case where duty of candour can be demonstrated.   * What are the main principles of duty of Candour? * What is the difference between duty of care and duty of Candour? * Where does the duty of Candour come from? * What is an apology under the duty of Candour?   You may want to consider accessing the NMC hearings within the NMC website and the Ombudsman reports/publications. [www.ombudsman.org.uk](http://www.ombudsman.org.uk)  Explore the following:   * What are NMC hearings? * What are the 4 NMC Domains? * What is the duty of the Ombudsman and how does this influence the NHS?   Reflect and consider how you would apply the principles to what you have read. |
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| Platform 2 - Promoting health and preventing ill health Promoting Health and Preventing Ill Health: Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They are actively involved in the prevention and protection against disease and ill health and engage in public health. Community development and global health agenda, and in the reduction of health inequalities.   * Identify the main aims and principles of health promotion and prevention of ill health. * Highlight one local and one current national campaigns or areas of health promotion or prevention of ill health. EG Smoking cessation, substance and alcohol use and diet. You may also wish to consider, local, national and global approaches to COVID 19. * Describe the aims of the health promotion/prevention of ill health and identify the potential impact that this may have on those it is directed towards, their families and the wider community. |
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| Platform 3: Assessing needs and planning care.  Registered nurses prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identity the priorities and requirements for person-centred and evidence - based nursing interventions and support. They work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences.  *Participate in nursing assessment and planning of care. For each, discuss with PS/PA the stage of human development and the implications for care planning.*   * Identify the main/most common assessments used in your area. * Think about what they assess? E.g. specific Physical needs, Mental health needs, Cognitive, Behavioural, Social? * Identify 2 theories of assessing needs and consider how they differ e.g. Maslow’s Hierarchy of Needs. * How is person centred care evidenced?   *In collaboration with PS/PA, assess a person’s capacity to consent and make decisions about care.*   * What is Capacity? How is it measured? Who assesses Capacity? Why is capacity important? * Link capacity to the client group you are working with. * Explore what happens when consent is not available. |
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| Platform 4 - Providing and evaluating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in providing and evaluating person-centred care.   * Take a look within your practice placement at the areas where patients and their families/carers are supported to be more engaged in their own health. * Find out how the various professionals in your placement are supporting patients and families/carers to be more involved and describe the ways in which this happens. * Reflect on how you might find ways to encourage patients and families to become more actively engaged and how this relates to the core principles of person-centred care. * Write down a summary of your learning and then discuss with your Practice Supervisor/Assessor. |
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| Platform five - Leading and managing nursing care and working in teams The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in leading and managing nursing care and working effectively as part of an interdisciplinary team.   * Look at the people in your placement and how they make up different teams. * You may have to do this over a number of days. * Make a list of the different individuals in each team and what positive aspects they bring to the team. Are they organised? Knowledgeable? etc * Choose one of these teams and using Belbin’s team roles match the members with the team roles.   <https://www.belbin.com/about/belbin-team-roles/>   * How did you find this? Was it easy or hard? Did people swap between the roles? Were they a mixture of several depending on the situation? * Which team member are you? Did you base this on the strength or weakness? * What team member would you like to be? * What are you going to do to develop these attributes? * Write a summary of the points and discuss with your Practice Supervisor/Assessor. |
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| Platform 6 - Improving safety and quality of care Registered nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people’s experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.  Discuss with your practice supervisor and choose two conditions you have seen in clinical practice for example diabetes, dementia, depression and consider in relation to the bullet points below.   * The importance of carrying out a risk assessment and ask your practice placement what risk assessment tools are used in their area. * Analyse current health and safety legislation and safe work environments protocols including identifying any potential hazards you may have seen in clinical placement e.g equipment, medication environment * Interview staff to gain understanding of the roles of the multidisciplinary team and the relation between roles including appropriate skill mix, delegation, resilience, safety and quality of care and public protection. Discuss this with your practice supervisor and how this relates to risk and patient safety concerns in relation to delivering high quality patient care. * Understand the importance of escalating causes for concerns appropriately and reflect on this with your practice supervisor   <http://www.healthcareimprovementscotland.org/system_pages/search.aspx?p=1&rpp=10&f=2%3A0&q=risk+assessment+tools>  <http://www.healthcareimprovementscotland.org/our_work/patient_safety/healthcare_staffing_programme.aspx> |
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| Platform 7: Coordinating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in coordinating and leading and managing the complex needs of people across organisations and settings.   * Take a look at the Health and Social care Standards (2017).A copy can be accessed via the Scottish Government website. Pay particular attention to the five underlying principles of dignity and respect, compassion, being included, responsive care and support, and wellbeing. * Reflect on how you observe these principles in your practice learning environment. * With your practice assessor/supervisor identify a patient’s care plan and write down how the patient’s care is mapped to the five underlying principles.  Discuss with your practice assessor/supervisor. |
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# Year two activities

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| Year two activities |
| Platform one – Being an accountable professional. The proficiencies identified below will equip the newly registered nurse with the knowledge and experience to make evidence-based decisions about care. They will communicate effectively, act as role models for other, become accountable professionals.  It will prepare them to become reflective practitioners and keep abreast of new developments in nursing, health and care.  Information governance is a key issue for all NHS organisations, it is fundamental to the effective delivery of health services. In order to safeguard information sharing confidentiality must be adhered to.  Explore the importance of information governance.   * What is included in information governance? * Why is confidentiality paramount within information governance? * Explore what the NHS Scotland values are? * How has the current Pandemic of Covid 19 impacted on Information governance? * Identify with your PS how they have adapted to maintain the principles of information governance whilst continuing to provide care. * Identify how professionals obtain information when liaising with the multi-professional team and handing over information and recording new information appropriately.   Now that you have looked at information governance and confidentiality explore and reflect on strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication   * Consider how you would do this? * Identify what strategies of communication you would use to meet the needs of people with complex care needs living in the community. * Explore and identify the 10 ways to Improve Communication? * Consider setting up a team’s meeting or participating in a virtual consultation during your placement and observe and record the different strategies used during that session. Have a reflective discussion with your Practice supervisor on what you observed. * How does effective communication align with the principles of the NMC Code and care delivery? |
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| Platform 2 - Promoting health and preventing ill health Promoting Health and Preventing Ill Health: Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They are actively involved in the prevention and protection against disease and ill health and engage in public health. Community development and global health agenda, and in the reduction of health inequalities.  The social, economic and environmental conditions, in which people live, can have an impact on health.  The health of individuals or groups of individuals, can be determined by their income, education, access to open, green space, access to healthy food, the work that they do and the homes that they live in.   * Identify a health issue related to your field of practice. (E.G., Diabetes, depression, cardiovascular disease) * Examine the local and national prevalence of this health issue. Considering the impact of your chosen health issue on both the individual and groups within the community that you are currently working in, identify lifestyle choices, behaviours and risk factors, which may impact on successful health improvement in this area. * Using the findings from your research, develop a case study which outlines specific issues of prevalence, risk factors, individual response and behaviours towards your chosen health issue and provide examples of the approaches taken by local and national health authorities to address this issue. |
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| Platform 3: Assessing needs and planning care.  Registered nurses prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identity the priorities and requirements for person-centred and evidence - based nursing interventions and support. They work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences.  *Initiate and complete nursing assessments and plans of care. For each, explore with PS/PA the stage of human development and the implications for care planning.*   * Participate in assessing a patient/client in your area. * Discuss with your PS/PA the impact of co-morbidities/Complex needs, pharmacology. * Apply knowledge of anatomy and physiology, social and behavioural sciences to aid in your assessment. * Evidence person centred care and collaboration with the patient’s/client’s significant others.   *Demonstrate the ability to assess a person’s capacity to consent and make decisions about care.*   * Review how patient/client capacity is evaluated in your area. * How can capacity change? How does capacity impact on consent? * With your team, discuss the documentation and review of capacity in your area. Are others involved in this process? * Explore and discuss events and management of a situation where consent is not available. * Explore and discuss events and management of a situation where a patient/client is determined to give consent but is legally not permitted.   *Explore how to recognise and assess people who show signs of self-harm and/or suicidal ideation.*   * Consider documentation, safeguarding measures, referral – to whom? |
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| Platform 4 - Providing and evaluating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in providing and evaluating person-centred care.   * In relation to your placement area, look for information (local and/or national) that gives evidence-based information in relation to providing person-centred nursing care required to support people with commonly encountered mental health, behavioural, cognitive, physical and/or learning challenges. * Make a summary of the key points of learning in relation to your chosen topic(s) and discuss this with your Practice Supervisor/Assessor and how this relates to the patients within your community placement. * In relation to your chosen topic(s), examine the prevalence and highlight any specific risks in relation to the patient group within your placement area. * Apply your learning to a **relevant patient case study** or a **patient scenario** (developed in conversation with your practice supervisor/practice assessor) making sure to incorporate the evidence-based information you highlighted when carrying out your initial search. * **Write up a report** of your findings and show this to your practice supervisor/practice assessor. |
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| Platform five - Leading and managing nursing care and working in teams The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in leading and managing nursing care and working effectively as part of an interdisciplinary team.   * There are many different theories and models of leadership. Read about the six emotional leadership styles * <https://www.mindtools.com/pages/article/emotional-leadership.htm> * What leadership styles do you observe in the placement? Give examples. * Case study one: you are leading the care with a service user and find out they were not visited last week as per their care plan. You need to speak to the member of staff about this. * How would you do this? Where? What information would you need before the meeting? Think about patient safety, communication skills, understanding, prioritising? * What leadership style would you adopt to move forward? * What are the challenges in supporting someone to be able to implement a development plan for them? * Watch this video about courageous conversations. <https://www.youtube.com/watch?v=TQ48GVMfvMg> * Do you think the tips Mel Robbins talks about is useful in nursing and taking a leadership role? * Which ones would you apply to your current practice area? |
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| Platform 6 - Improving safety and quality of care Registered nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people’s experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.   * Discuss with your practice supervisor and identify risk assessment tools and investigate in detail the roles of the multidisciplinary team, skill mix, delegation, resilience, quality of care in relation to two conditions you have experienced in your practice for example diabetes, depression, dementia. This will include an understanding of health and safety procedures and protocols including lone working policy. * Identify best practice for your conditions using evidence based practice including Sign and Nice guidelines, Health and Social Care Integration including Health and Social Care Improvement Scotland website and other academic journals and in relation to good quality care and patient/client safety. * Understand the importance of evidence based nursing practice and through case notes or practice demonstrate an understanding of how evidence based practice, continuous improvement methodology and audit should contribute and inform to high quality care delivery in discussion with your practice supervisor and in relation to your chosen conditions. * Identify a potential critical incident within your condition either that has happened or could happen and explain the process for identifying, reporting and reflect on critical incident reporting. Discuss this with your supervisor and relate to ombudsmen reports and NMC Hearings.   <http://www.healthcareimprovementscotland.org/system_pages/search.aspx?p=1&rpp=10&f=2%3A0&q=risk+assessment+tools>  <https://www.ombudsman.org.uk/publications>  <https://www.nmc.org.uk/concerns-nurses-midwives/hearings/hearings-sanctions/>  [www.cohrane.org](http://www.cohrane.org)  [www.evidence.nhs.uk](http://www.evidence.nhs.uk)  Examples of Sign Guidelines  <https://www.sign.ac.uk/assets/sign116.pdf>  <https://www.sign.ac.uk/assets/sign144.pdf>  <https://www.sign.ac.uk/our-guidelines/management-of-chronic-venous-leg-ulcers/>  NICE website  <https://www.nice.org.uk/>  Healthcare Improvement Scotland  <http://www.healthcareimprovementscotland.org/> |
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| Platform 7: Coordinating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in coordinating and leading and managing the complex needs of people across organisations and settings   * Look for non-NHS services (e.g. Carers Centre, Maggie’s Centre, Alzheimer Scotland, Women’s Aid, Arberlour, SAMH), available within the locality of your practice area and choose one agency that is relevant to patients in your practice area. * Create a folder, which should include contact details, descriptive/informative materials as provided by the chosen agency and any links to any further sources of information such as web resources. Within the folder, submit a report describing your investigation of the agency’s work within the National, and more importantly*, within the local setting.* The report should include a description of communication and liaison systems between the agency, other agencies and your practice area’s health care team. * Discuss the folder you create with your practice assessor/supervisor. |
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# Year three activities

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| Year three activities |
| Platform one – Being an accountable professional. The proficiencies identified below will equip the newly registered nurse with the knowledge and experience to make evidence-based decisions about care. They will communicate effectively, act as role models for other, become accountable professionals.  It will prepare them to become reflective practitioners and keep abreast of new developments in nursing, health and care.  The purpose of a self-assessment tool is to help you assess your knowledge and skills in relation to the attributes of an effective practitioner.  Read and carry out a self-assessment on yourself, you will find a self-assessment tool for this purpose within the Effective practitioner website   * Did you find this tool useful? * What is the self-assessment tool based around? * How does self-awareness boost confidence? * Why is self-awareness and effective feedback important in nursing? * Develop a short presentation for the area on one aspect of care or on a professional role that will support the importance and principles of the NMC Code. * During the delivery of your presentation consider how you act as a role model in developing trusting relationships within professional boundaries and promoting a professional image. * Seek feedback from your Practice supervisor/assessor once you deliver your presentation and consider how you will record and utilise this feedback. |
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| Platform 2 - Promoting health and preventing ill health Promoting Health and Preventing Ill Health: Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They are actively involved in the prevention and protection against disease and ill health and engage in public health. Community development and global health agenda, and in the reduction of health inequalities.  Choosing a health issue identified during the placement or a health topic of interest, create a health education/promotion display for a notice board available for public viewing, using available resources. Or, develop an online presentation. You are required to consider the following for the display and presentation:   * The health issue/topic being described * The language used within the display * How accessible will the display be * How can this support people to make an informed choice about their health and or care? * How will this help promote health and reduce ill health?   Your practice supervisor or assessor will advise on available sites and sizes if the display is to be mounted somewhere.  Try to ensure that:   * The chosen message meets with current guidelines/reports on health * You have made best use of the chosen media   Once completed you will present your display to your practice supervisor and/ or assessor and will receive feedback on your efforts during your final discussion. |
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| Platform 3: Assessing needs and planning care.  Registered nurses prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identity the priorities and requirements for person-centred and evidence - based nursing interventions and support. They work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences.  *Independently complete nursing assessments and plans of care. Analyse with PS/PA the stage of human development and the implications for care planning.*   * Carry out an accurate assessment on a patient/client in your area. * Process this information and write a care/management plan based on this assessment. * What are the priorities and why? * Discuss the role of the client in this plan. * Discuss the role of family/significant others and agencies in this plan. * Consider requirement of referral to other services.   *Assess a person’s capacity to consent and make decisions about care.*   * How does patient/client capacity impact on care? * What needs to be considered? * How are differing opinions on a patient’s/client’s capacity managed? * Discuss the legal frameworks associated with Capacity. e.g. Power of Attorney. * Critically analyse the use of Capacity documentation in your area and discuss how this could be improved.   Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation.   * Consider and discuss any change in practice in your placement, due to COVID 19. * Analyse the impact on risk/vulnerability assessment, due to these changes. * How have any concerns been addressed to ensure patient well-being? * Appraise other services who may be helpful to the client and examine criteria for referral. |
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| Platform 4 - Providing and evaluating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in providing and evaluating person-centred care.   * Identify either a commonly encountered mental health, behavioural, cognitive, learning or physical health challenge within your community practice area and explore the local and national evidence-based information resources that indicate best person-centred practice in supporting people their families and/or carers with this challenge. * You might want to think about information that supports the identification of early warning signs and/or deterioration in mental, physical, cognitive and behavioural health, support to manage commonly encountered devices, medication, communication tools, and signposting other resources and/or services. * Develop a **either** a **learning resource or information/infographic resource** that encourages and supports individuals, their families and carers to be able to better manage their own care in terms of supporting the development of their skills, knowledge and confidence. |
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| Platform five - Leading and managing nursing care and working in teams The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in leading and managing nursing care and working effectively as part of an interdisciplinary team.   * Identify the managerial and staffing structure within the community placement * Speak to each person and discuss their role, responsibilities, challenges and opportunities they experience within the clinical area. * Look at Handy’s model of organisational Culture * <https://www.open.edu/openlearn/money-business/leadership-management/management-perspective-and-practice/content-section-3.5.2> * <https://www.youtube.com/watch?v=kRIc0W48qYY> * Using the four pillars of organisational culture (Power, People, Role, Task) – record your observations in your placement for each section – what are you seeing and how are you relating this to the model? * Write a report for your Practice Supervisor/Practice Assessor about your observations and how these are influencing team working and decision-making (include positives the positives and negatives you have observe/anticipate) * If you were the Senior Manager for this placement, what would you change and why? |
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| Platform 6 - Improving safety and quality of care Registered nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people’s experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.   * Working with your practice supervisor identify one area of practice and carry out a full risk assessment. Following this and having researched the area of practice in depth undertake a short audit or improvement cycle in order to identify areas of good practice and any gaps. Complete the audit/continuous improvement cycle. * Please present your findings to the multidisciplinary team.   <http://www.healthcareimprovementscotland.org/system_pages/search.aspx?p=1&rpp=10&f=2%3A0&q=risk+assessment+tools> The Plan Do Study Act cycle (PDSA cycle) <http://www.healthcareimprovementscotland.org/our_work/patient_safety/tissue_viability_resources/plan_do_study_act_pdsa.aspx> |
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| Platform 7: Coordinating care The proficiencies identified below will equip the newly registered nurse with the underpinning knowledge and skills required for their role in coordinating and leading and managing the complex needs of people across organisations and settings   * Identify a commonly encountered need for additional care funding within your practice area (e.g. personal assistant). Explore the local and national evidence-based information resources that support making the case for funding based on this need. Develop a resource for supporting health care professionals in your practice area to make business case for additional care funding for this need and present to your practice assessor/supervisor.   OR   * Identify a commonly encountered social need of patients within your practice area. Review reading materials on social determinants of health ( <http://www.healthscotland.scot/health-inequalities/the-right-to-health/overview-of-the-right-to-health> and additional reading is below) and develop a resource for supporting health care professionals in your practice area to “facilitate equitable access to healthcare” (7.9) based on the specific social need identified. Your resource might be suitable for more than one social need. Include local, national and perhaps international research evidence to support your resource development. Present to your practice assessor/supervisor. |
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|  | Additional resources |
| Platform one | * <https://www.nmc.org.uk/standards/code/> * [www.ombudsman.org.uk](http://www.ombudsman.org.uk) * https://www.effectivepractitioner.nes.scot.nhs.uk/personal-and-professional-development/self-assessment-and-development-planning.aspx * NMC delegation and accountability <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf> * https://www.rcn.org.uk/professional-development/publications/pub-006051 |
| Platform two | * <https://www.rcn.org.uk/clinical-topics/public-health> * <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2017/07/nursing-2030-vision-9781788511001/documents/00522376-pdf/00522376-pdf/govscot%3Adocument/00522376.pdf> * <https://www.kingsfund.org.uk/publications/what-are-health-inequalities>? * [www.healthliteracyplace.org.uk/](http://www.healthliteracyplace.org.uk/) |
| Platform three | * *Adults with Incapacity (Scotland) Act 2000* * *Disability Discrimination Act 1995* * *Human Rights Act 2000* * *Adult Support and Protection (Scotland) Act 2007* * *Carers (Scotland) Act 2016* * *The Mental Health (Care and Treatment) (Scotland) Act 2003* * *https://www.legislation.gov.uk/asp/2003/13/contents* * [*http://www.careinfoscotland.scot/topics/your-rights/legislation-protecting-people-in-care/*](http://www.careinfoscotland.scot/topics/your-rights/legislation-protecting-people-in-care/)*mental-health-care-and-treatment-scotland-act-* * *2003/#:~:text=The%20Mental%20Health%20%28Care%20and%* * *20Treatment%29%20%28Scotland%29%20Act,and%20support%20services%20for* * *%20people%20with%20mental%20disorders.* |
| Platform four | * <https://www.rcn.org.uk/clinical-topics/clinical-governance/patient-focus> * <https://ihub.scot/improvement-programmes/people-led-care/person-centred-health-and-care/> * <https://www.health.org.uk/publications/person-centred-care-made-simple> |
| Platform five | * Effective Practitioner – leadership. <https://www.effectivepractitioner.nes.scot.nhs.uk/leadership.aspx> * NMC delegation and accountability <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf> |
| Platform six | * Schmidt, NA and Brown, JM(eds)(2015)Evidence-based Practice for Nurses: Appraisal and Application (3rd edn). Burlington , MA: Jones & Bartlett. * Ellis,P(2018) Leadership Management and Team working in Nursing (3rd edn). London: Sage Chapter 7 Change management |
| Platform seven | * <https://publichealthscotland.scot/media/2810/public-health-scotland-strategic-plan-2020-23.pdf> * <https://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf> |
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