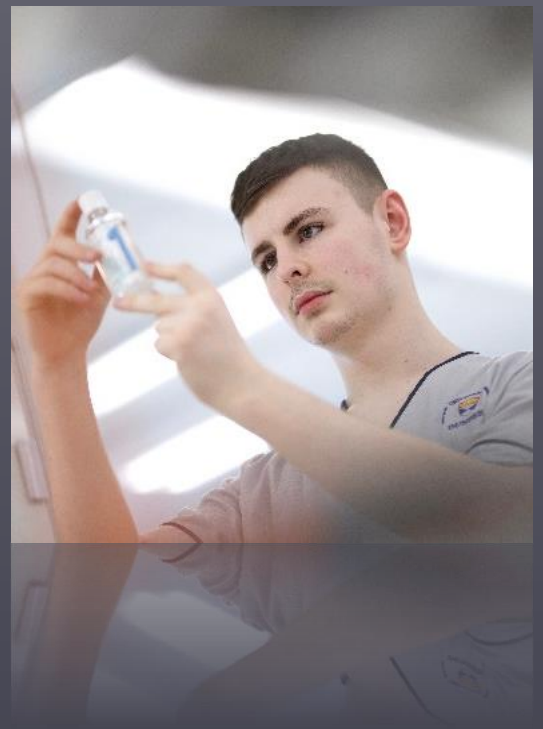

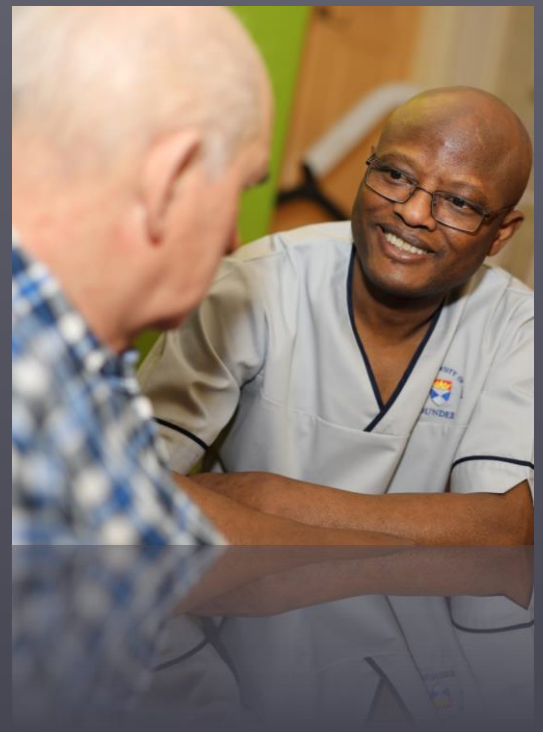

Guidance for the Assessment of Proficiencies for Pre-Registration Nurses

(Scottish PAD) Version: 1.0

University of Dundee | Faculty of Health, Medicine and Society | University of Chester | Liverpool John Moores University | University of Liverpool | Edge Hill University | NHS | NHS Scotland | Private Independent Voluntary

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Introduction

The guidance for the assessment of proficiencies for pre-registered nurses, has been created by stakeholders across; practice (Practice Education Facilitators), nursing educators (across fields of nursing) and nursing students. The purpose of the guidance is to support nursing students and their practice assessors and supervisors during the nursing assessment period on placements.

The guidance offers suggestive actions to support evidence of completion of each specific proficiency, across the three parts. It should be noted by all users of this guidance, that **the student nurse does not need to demonstrate all the suggestive actions in order to meet the proficiency**, these should be utilised as suggestions. In addition, the document provides links to eLearning opportunities for nursing students, to support their learning, increase knowledge and support evidence of meeting the proficiency.

The guidance also offers suggestive assessment methods that could be utilised in the assessment of proficiencies and further information on the use of spoke opportunities. In addition, information is provided regarding the supervision of student nurses, governed by the NMC (2018) Standards of Education.

Please note:

The following guidance offers suggestions, regarding potential actions and methods of assessment, to support the completion of proficiencies. This is general guidance; considerations will have to be applied based on the placement area and the policies and procedures that govern practice, specific to that trust, organisation or clinical area.

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Navigating the ‘Guidance for the Assessment of Proficiencies for Pre-Registration Nurses.

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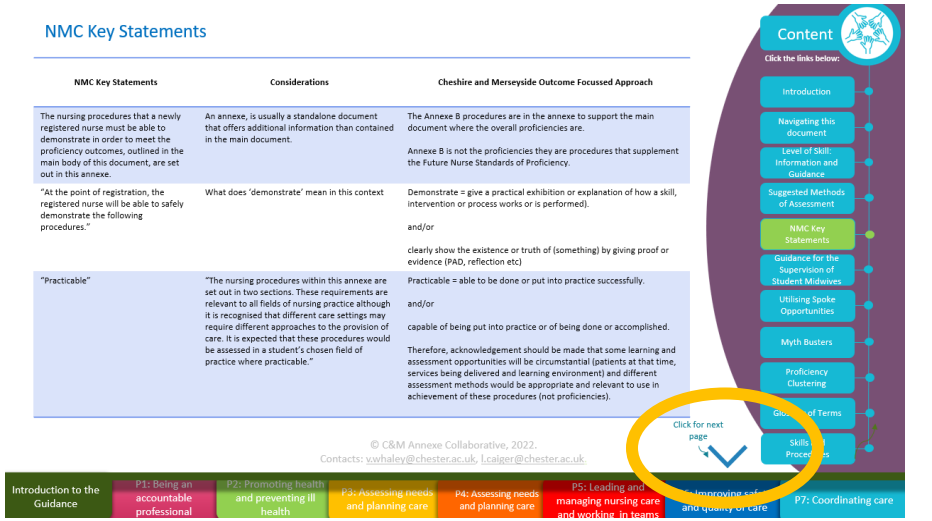
Navigating the ‘Guidance for the Assessment of Proficiencies for Pre-Registration Nurses – Supporting Information



You can navigate the supporting information within this guidance document, by utilising the ‘Content’ navigation facility at highlighted here.

Some sections within a specific section have multiple pages, these can be navigated through utilising the arrow. This will be found in the bottom corner of the page.

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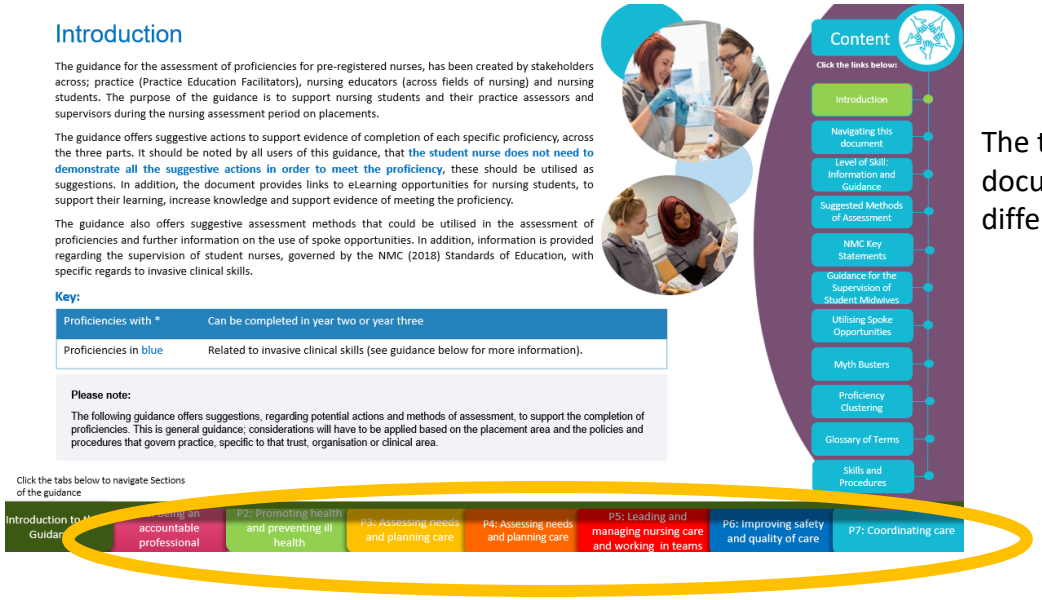
Navigating the ‘Guidance for the Assessment of Proficiencies for Pre-Registration Nurses - Proficiencies



The tabs at the bottom of all pages in this guidance document, allow you to navigate easily around the different platforms and proficiencies.

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Expected Level of Skill: Information for learners and educators

Part One
Dependent

You will be working closely with your practice supervisor who will direct and guide you. Through this guided participation in care, you will be able to demonstrate delivery of safe, effective, person-centred care in a professional manner using appropriate nursing skills. You will also demonstrate a professionalism in your attitudes and values as well as a positive attitude to own learning

Part Two
Developing Independence

You will be developing independence and your practice supervisor will offer guidance and support when required. You will actively participate in care with this guidance and will demonstrate increasing confidence and competence. You will also demonstrate an understanding of professional roles and responsibilities and will maximise opportunities to extend your own knowledge

Part Three
Independent

You will be working independently and your practice supervisor will offer a more indirect form of supervision. You will demonstrate the ability to lead and coordinate care, and the ability to act as an accountable and responsive practitioner, demonstrating a comprehensive knowledge base that informs safe and effective practice. You will also assume responsibility for your own learning, as well as the learning of others

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Examples of Suggestive Method of Assessment

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Examples of Suggested Method of Assessment

Accompanying each proficiency is some examples of potential / suggested methods of assessment that could be utilised to evidence the completion of a specific proficiency. For some proficiencies there may only be one method of assessment. For example: “Demonstrates effective hand washing” can only be completed using direct observation, which is due to the nature of the skill being assessed. However, for some there are various ways to evidence completion of the proficiency. Alternatively, it may be useful to consider a spoke placement if there is limited exposure to the proficiency in the practice learning environment.

The various methods of assessment include:

- Direct observation
- Demonstration of proficiency through discussion
- Spoke placement / Training opportunity
- Feedback

Examples of suggested method of Assessment	
Direct observation supported by underpinning knowledge	Proficiency evidenced as completed, due to being observed and assessed by a registrant such as a qualified nurse.
Demonstration of proficiency through discussion	Achievement of proficiency which can be evidenced through demonstration of knowledge in the form of discussion (including research, reflection, application of national/local policy).
Spoke Placement / Training opportunity	Evidence for meeting the proficiency using spoke placements, within relevant teams / with relevant professionals/registrants. Training within the practice learning environment (if available), e.g. Breastfeeding Support Training Area based learning opportunities (Case studies, scenarios, learning activity)
Feedback (Staff, Service User, Caregivers)	Feedback from staff, service users and caregivers to evidence meeting of proficiency

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Utilising Spoke Opportunities and Useful Links for Learners.

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Utilising Spoke Opportunities and Useful Links for Learners

Spoke / Short Visit Opportunities.

Utilising spoke opportunities during placement periods can be a very effective way of enhancing learning experiences. This being with regards gaining increased knowledge and exposure to a patient journey and the context of local service delivery and provision.

Utilising spoke placements can also support the development of knowledge and skills in relation to proficiencies. This being specifically with regards to proficiencies that may be difficult to achieve due to the opportunities of exposure, within the learners allocated placement area.

For example, a learner placed within a nurse-led clinic, may not have the opportunity to gain exposure to proficiencies regarding end-of-life care. So a spoke within a bereavement team or with a palliative care specialist nurse, would support learning and development.

Spoke placements can be useful to if there is limited exposure to a proficiency in a specific field of nursing. For example; a mental health nursing student may arrange an “out of field” spoke placement to gain access to and participate in the care for a patient requiring urethral catheterisation (under direction supervision) if exposure is limited in their current practice learning environment.

Learners should be proactive, in terms of identifying possible spoke opportunities in discussion with their practice assessor. From this, learners should liaise with appropriate Practice education facilitators/services and / or colleagues in order to arrange the desired spoke learning opportunity.

Spoke opportunities could range from half a day to a week, depending on the nature of the opportunity and capacity of the area / individual to accommodate the learner.

Click here for further eLearning opportunities; geekymedics.com. Including penile catheterisation and blood glucose measurement.

Click here for The Royal Marsden Manual of Clinical and Cancer Nursing Procedures

Click here for further eLearning opportunities; https://www.clinicalskills.net/

Click here for supportive guidance on “How to Make the Most out of Student Nurse Placements in Social Care Settings”.

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Myth Busting

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Myth Busters

Accountability/Signing of PAD

If a learner has or can provide evidence to the Practice Supervisors and/or Practice Assessor that, at that time, confirms to them the learning has been achieved and they document this in the relevant documentation (PAD) then there is clear evidence base for the decision of the Practice Assessor. If a learner then, at a later date, demonstrates poor professionalism (or anything else against the Code) then it is not the accountability of the Practice Assessor as they have clear documented evidence their assessment was appropriate at that time.

Assessment responsibilities

Each practice assessor is responsible for the assessment and confirmation of the achievement of proficiencies and programmes outcomes in practice learning for the student(s) they are assigned to, for the period they are assigned to them. A good assessment is evidenced based, objective and fair, taking into account a variety of views and inputs, and student diversity, such as different learning styles, cultural backgrounds and communication styles. The practice assessor should take into account the student's history of achievement and their achievement across theory and practice. Assessment should be continuous throughout the time in which a practice assessor is assigned to a student. The practice assessor should be up to date on the progress of the student they are assigned to; collation of information on a student's performance should be managed in a way that enables this. Feedback to the student about their achievement and collaborating with them to review possible areas for improvement also forms a fundamental part of the assessment process. We do this via the PAD/ePAD

When contributing to the recommendation for progression practice assessors should take into account the student's achievement over the whole period for which they are making the decision, e.g. a placement or a year. They should also consider the student's achievement in previous parts of the programme (if any) and how they have progressed over the programme.

Once they have assessed the student's practice learning for the placement(s) they are assigned to the student, they should ensure that there is a proper handover to the next practice assessor, and any other relevant people involved in the education of the student. This includes ensuring that all relevant documentation is up to date, and any particular issues with the student's performance have been recorded or communicated with the next practice assessor and all relevant people.

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Proficiency Clustering

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Clustering Proficiencies

During assessment, it is important that consideration is given to proficiencies. However, proficiencies do not operate as stand alone assessments, pre-registration learners may in fact demonstrate a range of proficiencies within a given nursing intervention.

For example, a part three / year three learner completing a Nursing Discharge under direct supervision

In participating in or completing agreed learning opportunities with regards to safe discharge and transition in practice, while also demonstrating knowledge and understanding, the learner could within this demonstrate a number of other proficiencies. This being representative of the role of nurse, in utilising a number of skills to facilitate positive outcomes for service delivery, patient experience and health outcomes

	Nursing Discharge
P1.9	understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions
P1.13	demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues
P1:14	provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments
P2.1	understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people
P2.4	identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances
P3.4	understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages
P3.16	demonstrate knowledge of when and how to refer people safely to other professionals or services for clinical intervention or support
P4.3	demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions

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Platform One: Being an accountable professional

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Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.1	Understand and act in accordance with The Code (2015): Professional standards of practice and behaviour for nurses and midwives, and fulfil all registration requirements	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain an understanding of* The NMC Code*, information sharing, ethical and legal parameters, the promotion of the NMC 4 P's (prioritise people, practise effectively, preserve safety and promote professionalism and trust) and their relationship to the provision of care.* *Gain an understanding of the legal and ethical aspects of information sharing.* *Gain an understanding and demonstrate the importance of professionalism in the clinical setting.* *Gain an understanding of the importance and value of clear, accurate record keeping* *Explore the Promotion of infection control and prevention.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Observed practicing effectively, using evidence-based practice guidelines and demonstrate risk assessment of the situation to ensure patient safety is preserved 2. Observed and supported using the documentation of records and assessments 3. Demonstrate uniform adherence to infection prevention and control measures 4. Participate in Information sharing, confidentiality of all patients, relatives, clinicians, and with 3rd party i.e. social work, police unless in the interests of public/ individual safety. Demonstrate under supervision the ability to act honestly and with integrity and ensure that you do not discriminate.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.2	Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion	*Gain understanding of the legal requirements of being a registered Nurse (NMC Code) and the standards that apply to preregistration courses and Future Nurse) -* Principles of nursing practice *Gain understanding and apply confidentially to patients within your care* *Gain understanding of the whistle blowing policy (*Whistleblowing Policy Overview) *Gain an understanding of the concept of safeguarding and reporting according to local policy.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss the legal requirements to enter and maintain a nursing registration with the NMC. 2. Discuss and review the whistle blowing policy and principles of nursing practice documentation, to demonstrate and understanding of policy and professional standards 3. Discuss and provide rationale for the 8 principles of nursing and the impact they have on care i.e. safeguarding Principles : Protecting an adult's right to live in safety, free from abuse and neglect 4. Discuss and demonstrate the use of the Datix system for reporting events and near misses.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.3	Understand and apply the principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion	*Gain understanding and demonstrate The Nurse's professional duty to put the interests of the people in their care first and to act to protect them if they are at risk.* *Gain an understanding of how to raise a concern appropriately and the outcome potential if not raised appropriately.* Raising Concerns. *Gain understanding of the Duty of Candour.* Duty of candour *Gain understanding of the safety risk of medication errors and how to escalate these.* Medication errors *Gain Understanding of the importance of reporting near misses and the mechanism of reporting through processes such as DATIX and whistleblowing.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss and demonstrate using risk assessment tools at admission i.e. cognitive assessment, domestic abuse determine the risk to patients 2. Demonstrate under supervision advocacy for patients to safeguard against abuse/neglect 3. Discuss and demonstrate to your PS/PA the raising of a concern through documentation and reporting via local mechanism (Datix) 4. Demonstrate understanding of the duty of candour and transparency when breaking news to patients or relatives, the escalation process for medication errors i.e. omissions wrong dose wrong medication and the importance of duty of candour.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.4	Demonstrate an understanding of, and the ability to challenge, discriminatory behaviour	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion	*Gain understanding, identify and refer to the equalities act 2010 and the 4 main types of discrimination Direct, Indirect, harassment and Victimisation.* Equalities Act 2010 *Gain understanding of the 9 protected characteristics: Age, Gender, Race, Disability, Religion or belief, Sexual orientation, Gender affirmation, Marriage or civil partnerships and Pregnancy and maternity.* Protected characteristics *Gain understanding of equity is not treating all people the same and the inequalities in healthcare and the factors that underpin this inequality* *Gain understanding of 'the prevention and dealing with bullying and harassment' Policy.* Bullying and harassment **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate ability to build effective therapeutic relationships with those within our care with protected characteristics and act as an advocate for those within our care and feedback to others when discriminatory behaviours are identified 2. Demonstrate the ability to challenge and escalate discriminatory behaviours as appropriate 3. Discuss and ensure support mechanisms are available for patients that require them i.e. BSL, Makaton, hearing aid and assistance animal 4. Demonstrate under supervision the ability to support/independently, challenge behaviours and actions that are discriminatory or discuss examples of discriminatory behaviour and how it can be managed.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.5	Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health	Part One, Part Two, Part Three	Direct Observation	*Gain Understanding of the local policy on absence and sickness.* *Gain Understanding of the importance of self-care and seek support for self or others* *Explore the effects of well-being on Mental Health and Judgement in professional practice.* Mental wellbeing and medical professionalism *Gain Understanding of the resources available to Student Nurses to aid with self-care and support with health issues* *Gain Understanding of the importance of positive well-being to meet the standards of the NMC code (2018).* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate ability to report sickness absence in line with local and HEI policy 2. Participates in reflection of events in practice, written and oral 3. Discuss and demonstrate supporting others experiencing vulnerability i.e. stress, Discuss the Importance of good sleep, hygiene and physical activity 4. Demonstrate under supervision of mindfulness, and breathwork for other staff patients and relatives. Able to signpost resources and services that facilitate personal physical and mental health (Wellbeing Team, Gym, Activity Clubs).	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
P1.6	Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care		Demonstration of proficiency through discussion		

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Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.7	Demonstrate an understanding of research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion	*Gain Understanding of the importance of pre-practice learning activities.* Practice learning resources *Gain an understanding of the current evidence base related to the clinical environment* *Gain Understanding of the importance of sourcing evidence to support learning* *Gain Understanding of how research is integrated within practice to inform decisions within practice.* Research perspectives *Gain Understanding of current research to problem solving in care delivery* *Explore and promote using research to supplement knowledge and understanding* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participates in the sharing and description with the PA/PS or other students the current evidence relating to the clinical environment 2. Observed other students with sourcing and interpretation of the research and critical evaluation. Apply knowledge of evidence-based materials to inform knowledge gaps and understanding i.e. literature reviews in nursing journals 3. Observed to Share and describe how research in integrated into practice decisions, i.e. NEWS, MUST, Wound Care 4. Apply knowledge and demonstrate the use of the wound formulary to solve specific wound issues or types i.e. vacuum therapy, pressure bandaging moisture management.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
P1.8	Demonstrate the knowledge, skills and ability to think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations		Spoke Placement / Short Visit / Training Opportunity		

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.9	Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain skills with holistic assessment of the patient, physical and mental assessments.* *Gain skills in relation to communication gathering and listening with patients and significant others.* *Understand and utilise the holistic assessment to deliver person centred care.* *Gain understanding and knowledge of patients' needs and preferences being aware of cultural differences and incorporate into care planning.* *Gain an understanding of unconscious bias.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in the holistic assessment of the patient and significant others using various assessment tools and effective communication skills. 2. Demonstrate under supervision , supporting patients to make care decisions that support a person-centred approach. 3. Demonstrate under supervision or discussion, incorporating cultural differences into care planning, i.e. diet options, prayer adherence and hygiene requirements. 4. Demonstrate an understanding of unconscious bias and its effect on patient care and care access.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.10	Demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain skills and confidence engaging with patients, significant others and staff by engaging taking responsibility for essential care delivery.* Share decision making guide *Gain the skills in information gathering from patient and significant other* *Gain understanding and give a rationales for care provision and care decisions.* NICE Share decision making resources *Engage with and communicate with people in and outside of the practice setting.* *Demonstrate under supervision that care is adapted in line with patients' needs and requirements.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participates in communicating with patients, significant other and staff around a range of issues from simplistic to complex with a range of health care professionals i.e. specialist nurse, doctors, social worker, key worker, mental Health nurse, occupational therapist or physiotherapist. 2. Demonstrate ability to undertake a range of care activities for patients under your care and challenge inadequate care provision: i.e. medication, bed bath, mouth care, personal care, toileting, nutrition and hydration. 3. Observed undertaking admissions and dialogue with patient/significant other to gain information which impacts on care provision. 4. Discuss the rationale for care provision and adaption, i.e. medication route, form, use of manual handling equipment, used of topical medications, thickened fluids build up drinks, position changes.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.11	Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of verbal and non-verbal communication skills and respond appropriately to verbal and non-verbal communication* *Gain experience with active listening.* *Gain documentation skills ensuring clear concise and accurate documentation.* *Gain experience undertaking handover and information exchange to multi professional groups.* *Lead in sharing of information with individuals, groups.* *Gain experience with digital documentation.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in communicating with patients, significant others and staff ensuring that verbal and non-verbal communication is accounted for. i.e. dysphagic, hearing loss, sight impairment. 2. Complete under supervision, documentation and e documentation (eOBS, HEPMA TURAS Datix EMIS) for the patient within your care, i.e. procedures such as wound care personal care, or psychological support. Ensuring that documentation is clear concise and accurate to facilitate handover and transition of care for healthcare professionals. 3. Demonstrate an ability to undertake handover for a patient or a groups of patients to nursing or other health care professionals. 4. Demonstrate an ability to take a lead role in the presentation of information on a patient or group of patients within a multi-disciplinary team meeting, surgical pause, safety brief.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent → Part 2: Developing Independence → Part 3: Independent

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.12	Demonstrate the skills and abilities required to support people at all stages of life who are emotionally or physically vulnerable	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of the importance of reassurance to patients.* Empathy in nurse patient interactions, Why empathy is important *Gain exposure to and understanding of the support available to patients.* *Gain exposure to empathetic communication towards patients.* *Gain understanding and undertake referrals to appropriate agencies.* *Gain exposure to when to report vulnerability.* *Gain understanding and gain skills in de-escalation.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate under supervision providing patients with information prior to procedures, or tests. i.e. MRI, Venepuncture, IM injection. 2. Demonstrate understanding, awareness of signposting and referral to various supports available to patients/significant other, i.e. Patients Association, Cruze Bereavement support, citizen advice, NHS 24, Samaritans and Haven as examples. 3. Discuss when patients are vulnerable and refer to specialist support if appropriate i.e. social services, spiritualist care team or psychiatry. 4. Demonstrate under supervision registered nurse with de-escalation of patients and significant others, taking an active role In de-escalation an upset or angry patient.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.13	Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of verbal and non-verbal communication skills.* *Gain skills to respond appropriately to verbal cues.* Person centred approaches, Verbal and non verbal communication in nursing *Gain demonstrating empathy for patient significant others an colleagues.* *Gain knowledge of information sharing.* Shared decision making (SDM), *Gain experience and understand the need to develop and maintenance of professional behaviour.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate an ability to communicate with patients, significant others and staff ensuring that verbal cues are identified and responded too i.e. understanding the difference and use of direct and indirect cues, understanding that these cues are seeking a response. 2. Demonstrate an ability to support service users to get their perspective hearing via active listening " I hear" " is this correct?" 3. Demonstrate an ability to ensure that information you share is appropriate and aligns with policy and guidance i.e. GPDR, Social Media Policy. 4. Demonstrate an ability to maintain and develop professional manner, awareness of professional boundaries and the expectations of the registered nurse are per the NMC code 2018.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.14	Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain exposure to active listening and questioning techniques.* Active listening *Understand and assess social and cultural differences and ensure that this is used to provide appropriate care.* *Gain exposure and understanding of the delivery of person-centred care.* *Gain understanding of and appreciation of unconscious bias in relation to care provision to provide non-discriminatory person-centred care.* Unconscious bias *Gain understanding and promoted non-discriminatory person-centred care.* Non discriminatory care *Gain understanding of the importance of social and cultural norms, facilitation of individual care provision.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participates in communication with patients, significant others and staff ensuring using an active listening approach when undertaking assessments or admission. 2. Participates in allowing patients to have choice, i.e. meal selection, clothing choice, activity choices, facilitating of choice through daily activities. 3. Demonstrate understanding of unconscious bias and its effect on patient care. Identify, challenge and advocate for patients experiencing discriminatory behaviours. 4. Observed to support the patient and significant others via assessment and communication. Deliver care that supports patient cultural norms i.e. Prayer, eating restrictions, language support translator or documentation in suitable format and language.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.15	Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice	Part One, Part Two, Part Three	Direct Observation	*Gain skills and demonstrate numeracy.* Healthcare numeracy, Numeracy questions *Gain skills in digital technologies and digital health care provision.* *Gain Knowledge of the use of technology to monitor medication.* *Gain skills with documentation of patient care using digital systems.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Undertake medication calculations for patient i.e. Iv antibiotics, IV analgesics, syringe drivers, dose calculation, dose by body weight etc. 2. Undertake the use of digital system in placements to record and administer medications i.e. HEPMA, record vital signs eOBS and recording of near miss or actual adverse event Datix. 3. Participate in drug rounds with calculation of dose, number of tablets and the conversion of units. Use HEPMA to monitor and record medications regimes and review medications. 4. Use digital systems in nursing such as EMIS, TrakCare, MORSE etc.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
			Demonstration of proficiency through discussion		

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.16	Demonstrate the ability to keep complete, clear, accurate and timely records	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Develop skills with documentation, able to document statements and reports within notes and patient documentation.* Documentation in nursing practice *Develop Experience in sharing information from reports or statements in handovers.* *Develop experience, providing information in verbal written and digital format as instruction for delegation and care handover.* Accountability and delegation **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate under supervision accurate completion of patient documentation i.e. admission, occurrence of an event or in response to patient of significant other concern 2. Demonstrate under supervision sharing information recorded in notes or documentation with people within handovers, MDT's etc 3. Demonstrate under supervision that information is recorded in the appropriate notes of documentation to ensure continuity of care and clear instruction for care handover, ongoing care record, admission documentation or assessments.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.17	Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain skills and understanding of the importance of reflection on practice, the use of reflection to guide knowledge and skills development, and facilitating greater understanding of events or issues.* Reflection in nursing *Gain and understanding of using feedback for development/improvement of future practice.* *Seek feedback from other healthcare professionals.* *Active engagement with reflection, undertake reflection as per NMC guidance for revalidation.* Revalidation **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in reflection with PS/PA on practice placement events, i.e. falls, pressure ulcer formation, medication errors or a lack of knowledge which limits interaction. 2. Demonstrate an ability to use feedback from healthcare professionals to shape practice, and identify any gaps in knowledge, understanding or skills. i.e. de-escalation techniques, injection techniques, falls risk assessment, and medication errors. 3. Participates in reflection within the clinical setting with the PS/PA using a reflection model and template and having full open and transparent discussions about the reflective process and finding/outcomes. 4. Observed to seek feedback from patients and significant others and healthcare professionals eg completion of the service user feedback form and subsequent reflection within the student PAD.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.18	Demonstrate the knowledge and confidence to contribute effectively and proactively in an interdisciplinary team	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate under supervision attending and participate in MDT, meetings and ward rounds.* Benefits and barriers in multidisciplinary teams *Develop communication skills using appropriate communication with team members.* *Participates in MDT, meetings, ward rounds with informed communication with team members.* Information sharing *Gain understanding of the roles and responsibilities of the multi-disciplinary team within the PLE and their influence on the patient journey.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in delivery of MDT and other patient related meetings i.e. funding meetings social work, MDT and ward rounds. 2. Demonstrate under supervision the use of communication skills to clearly, accurately and concisely deliver relevant information within meetings ensuring that patient information is shared to provide best care outcomes. 3. Participates in sharing specific information to specialists within the team i.e. occupational therapists and physiotherapists to improve patient care outcomes.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.19	Act as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Understand and demonstrate the professional values of the registered nurse. Professional values* *Understand and maintain privacy dignity.* *Gain awareness of challenges of information sharing and the ethical and legal dimension of information sharing.* *Gain an understanding of the local policies and protocols relating to professional practice.* *Understand the process of reporting poor/discriminatory behaviour.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate the 4 themes; prioritise people (delivering patient centred care), practice effectively (ensure that your skills and knowledge is current with evidence-based practice), preserve safety(deal with any safety issues that impact patients and staff), and promote professionalism and trust (ensure that we don't bring the profession into disrepute with actions or omissions and seek to build trust with the public that nurse are informed skilled and effective. 2. Demonstrate an understanding of patient privacy and dignity when undertaking care but also in relation to the information shared. 3. Demonstrate an ability to ensure that information sharing is in accordance with local and national polices and protocols i.e. GPDR. Have an awareness of when confidentially might need to be breached if harm to self or others. 4. Demonstrate an ability to seek out local and HEI polices and protocol in relation to professional practice, uniform policy, social media use, information governance, duty to care, and documentation..	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P1		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.20	Safely demonstrate evidence-based practice in all skills and procedures stated in Annexes A and B	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Undertake those skills offered within the clinical setting that are appropriate to stage of training and which do not require simulation training to be delivered initially.* *Actively engage in the identification and undertaking of skills as they present throughout the practice placement.* *Use of the Student Procedural Safety Programme and Skills Rubric to guide and inform skills achievement within the PAD.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. The Student Procedural Safety Programme can be used to identify and allow students to develop skills that are within the academic year. 2. Students should identify skills at the preplacement stage of preparation and throughout the placement, seeking opportunities to demonstrate the skills in the practice setting.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Two: Promoting health and preventing ill health

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Assessment of Proficiencies – Platform Two: Promoting health and preventing ill health

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.1	understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate knowledge and understanding of local demographic and health needs and relevant health promotion initiatives* *Identify and understand cultural expectations with patients, family and carers.* *Develop and demonstrate ability to provide health promotion interventions.* *Demonstrate understanding of the importance of effective signposting.* *Discuss the importance of appropriate health promotion advice.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Understand and discuss with your Practice Assessor the rationale for giving practical advice and support relating to health promotion. 2. Identify local health promotion initiatives 3. Discuss how you assess patient understanding of health promotion. 4. Appropriately complete documentation of discussion in relation to health promotion	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Two: Promoting health and preventing ill health

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.2	demonstrate knowledge of epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes	Part One, Part Two, Part Three	Demonstration of proficiency through discussion	*Shows an awareness of different cultures and knows how to accommodate cultural needs into care.* *Ensure person centred care through discussing the cultural, physical, psycho-social needs experienced by the patient and those around them* *Understands the implications of socio-economic factors e.g., access to food, financial situation, access to exercise, health education* *understand the factors that may lead to inequalities in health outcomes* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discussing wider determinants of health for the placement population 2. Be able to discuss how the determinants of health for the local area will affect discharge plans and future care 3. Consider a spoke placement/observational visit relating to health inequalities to third party organisations/Support groups – for example, smoking cessation. 4. Compile a presentation on a health promotion activity of your choice relevant to the placement population.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
P2.3	understand the factors that may lead to inequalities in health outcomes		Spoke Placement / Short Visit / Training Opportunity		

Assessment of Proficiencies – Platform Two: Promoting health and preventing ill health

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.4	identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate knowledge and understanding of local demographic and health needs.* *Develop and demonstrate ability to provide health promotion interventions, such as; stop smoking, healthy eating and wellbeing strategies.* *Demonstrate understanding of the importance of effective signposting in relation to promotion of self-worth, sleep hygiene, healthy eating..* *Provide patients and families with advice and support in managing their chronic condition e.g., referral for social prescription/voluntary support.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Give practical advice and support, assessing patients understanding via health promotion initiatives, utilizing local resources and tools such as motivational interviewing. 2. Identify local 3rd sector organisations such as Obesity UK, slimming world, Scottish Association for Mental Health, young minds, The Corner (Dundee) and discuss the need and impact the 3rd sector can have on individuals/family/community. 3. Appropriately complete documentation of service user visits/discussion in relation to health promotion and capacity	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.5	promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate understanding of health screening programmes such as breast screening, bowel screening, infant heel prick tests, utilizing appropriate screening tools and documentation.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Identify the frequency of some health screening programmes relevant to the placement area 2. Participates in completion of tools such as the Body Mass Index (BMI), Malnutrition Universal Screening Tool (MUST), or Bristol Stool Chart and discusses appropriate nursing interventions based on calculation of the score. 3. Undertake a visit/conversation with professionals who routinely undertaken health screening, such as midwives, breast screening service	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.6	understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate understanding of Adverse Childhood Experiences and the impact on life choices, mental health, physical and behavioural health and wellbeing.* *Learners should consider how person-centred care is achieved if adverse childhood experiences are identified.* *Using the service user's voice where appropriate, identify the physical, psycho-social impact that is experienced by the patient.* *Develop the skills to deliver person-centred care for a patient where physical/psycho-social impact is identified.* *Understand potential barriers to communication and care. Gain an understanding of strategies that could be utilised.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Undertake visits with Health Visitors, School Nurses, sexual health teams, adult protection team, Child and Adolescent Mental Health, addictions services, midwifery services. Ensure debrief and feedback is undertaken following such visits. 2. Take part in Child Protection Case conferences, Team around the child meetings, Child Planning Meetings, Multi-disciplinary team meetings, Adult protection meetings.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.7	understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Can be inclusive of all service users taking into consideration their social, cultural, psychological and physical needs.* *Discuss the concept of health literacy and the impact on service users* *Understand social influences and the impact on health* *Demonstrate the ability to build effective professional relationships with patients that promote trust and openness.* *Develop communication skills which are adapted to fit the needs of the person and the situation.* *Where appropriate remove barriers to communications e.g., such as ensuring a comfortable place for your discussion, checking your patient can understand you.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate ability to adapt their communication skills, verbal and non-verbal, to assess the needs of patients, families and carers. 2. Be able to communicate effectively with service users and families asking questions about lifestyle choices and individual circumstances 3. Demonstrate effective discharge planning taking into consideration individual circumstances including provision of information in different forms, such as verbal, written or images 4. Undertake visits with Health Visitors, School Nurses, sexual health teams, adult protection team, Child and Adolescent Mental Health, addictions services, midwifery services. Ensure debrief and feedback is undertaken following such visits.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.8	explain and demonstrate the use of up-to-date approaches to behaviour change to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Identify and understand cultural expectations in relation to behaviour change.* *Assist the patient to identify relevant health promotion or rehabilitation groups/services, such as weight loss services, sporting groups.* *Provide appropriate opportunities to promote self-worth i.e., peer support such as men's shed.* *Provide patients and families with appropriate health promotion advice e.g., smoking cessation, safe sleeping, and healthy eating.* *Provide patients and families with advice and support in managing their chronic condition e.g., referral for local social prescription/voluntary support such as gardening groups, befrienders, peer support.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss the cultural norms and the perceived barriers in changing these to enable people to manage their own health. 2. Sourcing local groups and resources for your patient group, and demonstrate through a poster/presentation to your PS/PA. 3. Consider a visit to areas such as 'the men's shed'	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.9	use appropriate communication skills and strength-based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Build on existing communication skills.* *Provide patients and families with advice and support in managing their chronic condition e.g., referral for social prescription/voluntary support.* *Communicate effectively with patients and carers and promote positive collaboration.* *Communicate effectively with members of the multi-disciplinary and integrated care teams and wider stakeholders such as social prescribing link workers, community groups.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates a range of evidence-based age-appropriate communication skills and tools which are adapted to fit the needs of the person and the situation. 2. Take part/lead in multi-disciplinary team meetings, case conferences, child planning meeting 3. Design and present a poster relevant to the health condition and age of patient/carer/family within your placement setting	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.10	provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Works proactively to ensure the patient has a voice.* *Acts as an advocate for the patient when communicating on their behalf.* *Develop and demonstrates communication skills to promote collaborative working to assist the patient in making decisions and life choices, including the service users and their caregivers where possible.* *Works collaboratively to ensure the care giver has a voice.* *Provide information via different mediums to ensure individuals understand and aid in their decision-making process.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Provide information in a range of mediums to help patients/carers understand when making decisions about their health. i.e., signpost to TV programmes, leaflets, website, support groups. 2. Identify local health promotion initiatives and how they can be accessed by the public 3. Collate feedback from the patient/carer/families to whom you have provided health promotion advice	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.11	promote health and prevent ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Understands infection prevention and control policies and procedures within the relevant NHS board.* *Understand reportable conditions and how these are reported to Public Health Scotland* *Understands initiatives such as influenza vaccinations and legal frameworks such as patient group directives* *Identify the relevant infection control measures for different conditions/diseases/situations.* *Identify common diseases and the relevant vaccines for different age groups, and discuss the ramifications of non-uptake of the vaccine* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Uphold and maintain infection control measures. 2. Discuss with the PS/PA disease process 3. Discuss with the PS/PA appropriate vaccines for a variety of identified diseases using the 'The Green Book'. 4. Consider spoke placements with infection prevention and control teams, immunisation team or public health team. 5. Discuss with your PS/PA the patient groups directives used in the placement area.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Two: Promoting health and preventing ill health

Platform and Proficiency: P2		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P2.12	protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Understands infection prevention and control policies and procedures within the relevant NHS board.* *Identify reportable conditions and how these are reported to Public Health Scotland* *Understands initiatives such as influenza vaccinations and legal frameworks such as patient group directives* *Be aware of antimicrobial stewardship.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Uphold and maintain infection control measures. 2. Explain antibiotic therapy to a service user 3. Discuss reportable conditions with the PS/PA and note how these will be reported to Public Health Scotland. 4. Discuss antimicrobial stewardship with your PS/PA or nurse prescriber 5. Spoke placement/visit to pharmacy, nurse prescriber, infection prevention and control team or the immunisation team.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Three: Assessing needs and planning care

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Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.1	demonstrate and apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding with the participation, initiation or completion in nursing assessment and planning of care. Explore with PS/PA the stage of human development and the implications for care planning.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in using assessment tools and records, patient care plans and seek feedback 2. Be observed in the completion of these and information gained in the process 3. Participate in the attainment of the service users voice and utilising this to form a holistic nursing assessment to inform appropriate care planning. For example – elective admission into a surgical ward. Emergency admission into an acute mental health ward. Assessment of a child in the child community team.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.3	demonstrate and apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plans	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding in the participation, initiation or completion in nursing assessment and planning of care. Explore this with PS/PA the aspects listed in 3.2 and impact and influence on nursing assessment and care planning.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss and reflect on what you have learned about patient conditions 2. Participate, initiate or complete assessment, assessment tools and care plans and incorporate how the condition impacts on patient lives eg mobility, pain or undertaking hobbies/interests For example: Completion of health and development review with health visitors. Completion of 4AT assessment. Completion of sepsis bundle. Completion of NEWS/SEWS/FEWS/PEWS	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.4	understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Engage, participate, initiate or complete nursing assessment and planning of care. For each, explore the importance of working in partnership with people to assess and plan care.* *Engage collaboratively with people, assess, plan, deliver and evaluate care devising individualised goals.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Observed to encourage patient and family/carers to be involved in all aspects of assessment and planning their care 2. Demonstrate under supervision you check patient and family/carers understand what's been agreed as part of assessment and care planning ie use Teach-back technique 3. Demonstrate ability to measure what's been agreed by setting assessment and care plan review dates 4. For example: Participating in support groups such as smoking cessation. Educational visit with the discharge liaison team or Social Work.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.5	demonstrate the ability to accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Assist with participation in nursing assessment and planning of care and in discussion with your PS/PA, develop a person-centred plan of care with agreed goals.* *Gain skills to interpret and synthesise data gathered* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1.Participate and complete accurate nursing assessment which incorporates agreed person centred evidenced based care plans 2 Demonstrate understanding of all information gathered and what this means for the individual through questioning and/or scenarios 3. Be observed to actively be involved with ward rounds and act on prescribed treatment including interpretation of test results and referrals to other services. For example: consider and include in assessment processes - social work reports, blood results, adult/child support and protection reports, risk assessments, ECGs	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.6	effectively assess a person's capacity to make decisions about their own care and to give or withhold consent	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*In collaboration with PS/PA utilise skills in the ability to assess a person's capacity to consent and make decisions about care.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1.Apply knowledge and understanding of the evidence surrounding consent and capacity 2.Discuss and consider what care a person requires and the importance of making safe, evidence based and informed decisions 3.Be observed to complete the documentation used to support the assessment process related to capacity and consent to make decisions For example: using appropriate language when communicating with a child. Initiating use of the AWI form. Actively using realistic medicine.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.7	understand and apply the principles and processes for making reasonable adjustments	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	YEAR TWO AND YEAR THREE ONLY *Develop skills in recognising or assessing individual needs and adapts practice to meet individual care requirements.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part Two: Developing Independence, Part Three: Independent)*** 1.Demonstrate the ability to recognise the importance of viewing everyone as individuals and the requirement to tailor care to patient own needs 2.Demonstrate understanding of reasonable adjustments, such as environmental factors and adapting practise accordingly 3.Demonstrate understanding around the process for supporting individuals who require reasonable adjustments at the PLE For example: Requesting appropriate cutlery, chair type, communication aid, translation services.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.8	understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	<u>YEAR TWO AND YEAR THREE ONLY</u> *Develop knowledge of legal frameworks to inform assessment of capacity.* *Develop knowledge of implications for assessing and planning care.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part Two: Developing Independence, Part Three: Independent)*** 1.Demonstrate understanding of the mental health act in relation to capacity assessment 2.Discuss legalities with PS/PA and how this applies in the PLE informs healthcare decisions 3.Demonstrate knowledge and understanding of above by participating in assessing patient capacity and what the process is once assessment completed For example: Refer to Scottish Government adults with incapacity policy. Arrange a spoke visit to child/adult support and protection team	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.9	recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain skills in the ability to identify people who are or may be vulnerable. In collaboration with your PS/PA, engage with and participate or independently identify and assess people at risk of harm and initiate safeguarding measures.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1.Participate in the assessment of an individual who may be at risk of harm or vulnerable 2.Demonstrate understanding of how to recognise an individual is at risk of harm and what actions to take 3.Demonstrate understanding of how to safeguard individuals who may be at risk of self harm 4.Consider seeking additional learning opportunities from PLEs to enhance understanding. For example: child/adult support and protection teams, crisis teams, social work	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.10	demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	<u>YEAR TWO AND YEAR THREE ONLY</u> *In collaboration with your PS/PA explore or independently identify how to recognise and discuss / participate in assessing people who show signs of self-harm and/or suicidal ideation.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss understanding of recognising the signs of a patient showing signs of self-harm with PS/PA 2. Demonstrate understanding of an individual showing signs of suicidal ideation 3. Participate in the assessment of an individual who shows signs of self-harm or suicidal ideation 4. Consider seeking additional learning opportunities from PLE to enhance experience. For example: mental health community or inpatient teams, Emergency Department, Young Persons Unit and School nurses	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.11	undertake routine investigations, interpreting and sharing findings as appropriate	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain exposure to complete observations (eg Temp, P, BP) and investigations (eg specimen collection) and discuss findings with PS/PA.* *Gain exposure to complete routine investigations, analyse findings and in collaboration with your PS/PA share as appropriate. Assist with identifying appropriate investigations based upon assessment data* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** • Participate and demonstrate understanding in patient observations including NEWS, BP, pulse, temperature, respirations, specimen obtaining and ECGs. Identify when investigations, eg bloods, specimen collecting are appropriate • Observed use equipment or records/IT related to this and escalation processes. • Demonstrate understanding of how investigation data is shared and acted upon For example: caring for a patient who is having a routine investigations including collection equipment, explaining procedure, answering patient questions and following correct processes	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.12	interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Engage with interpreting any abnormalities from 3.11 and with assistance from your PS/PA, consider further investigations required.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in interpreting findings from observations taken or investigations. 2. Demonstrate understanding when to consider further investigations and when to escalate to others 3. Participate in further investigation if appropriate 4. For example: accompanying patients to x-ray, CT, cardiology clinic, paediatric continence service, diabetic clinic	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.13	demonstrate an understanding of co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	<u>YEAR TWO AND YEAR THREE ONLY</u> *Gain understanding of or in collaboration with your PS/PA gain exposure to an understanding of co-morbidities to identify priorities of care when planning care.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part Two: Developing Independence, Part Three: Independent)*** 1. Complete an assessment of an individual with more than one conditions at the same time and develop care plans to meet their complex needs 2. Demonstrate understanding of how to prioritise the care plans devised which incorporates patient nursing and social care needs 3. Participate in liaising or referring to other agencies to prioritise and meet the care needs of patients For example: community paediatric nurses, district nurses, community mental health team, drug and alcohol service	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.14	identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Develop an understanding of assessment or contribute to the assessment and planning of palliative care.* *In collaboration with people and families, gain exposure to assess and plan palliative care to meet individual preferences and requirements.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in the comprehensive assessment of a patient at the end of life or palliative care situation using a variety of assessment tools including eg pain assessment, symptom management/symptom relief, pressure area management , continence assessment 2. Demonstrate ability to ensure patient and carers/family are at the centre of the assessment and discussions relating to any treatment options or care preferences. 3. Observed to refer and liaise with health and social care colleagues as appropriate to meet their individual needs 4. For example: Macmillan Nurse service, Home Social Care team, specialist childrens nurse, district nurses	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.15	demonstrate the ability to work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain skills in reviewing plans of care with PS/PA and in documenting progress and any appropriate adjustments to plans of care.* *In collaboration with people, gain exposure to evaluate plans of care, document progress and implement appropriate adjustments to plans of care* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in the review of nursing care plans and demonstrate to PS/PA they are meeting the needs of patients 2. Be observed to make appropriate adjustments to care plans when required and record the rationale in patient records 3. Be observed to ensure patient, carers and family are at the centre of any care plan review and provide them with updates on care plan adjustments 4. In collaboration with PS/PA participate in enabling patient, carers and family to participate in sharing of decisions related to plan of care	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Three: Assessing needs and planning care

Platform and Proficiency: P3		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P3.16	demonstrate knowledge of when and how to refer people safely to other professionals or services for clinical intervention or support	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	<u>YEAR TWO AND YEAR THREE ONLY</u> *In collaboration with your PS/PA, engage in relevant referral processes and action where opportunities arise.* *Assist with safely referring people to relevant services based upon assessment of need.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate understanding of the agencies and teams commonly referred to from the PLE 2. Participate in and demonstrate understanding of the process of appropriate referral depending on patient needs For example: referral to loan equipment service, social care, District Nurses, OT, physio, MS nurse, Parkinsons Nurse or Macmillan services, learning disability liaison nurses, intensive home treatment team, hospital at home	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Four: Assessing needs and planning care

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Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.1	demonstrate and apply an understanding of what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain understanding on communicating effectively with people to identify their goals and uses this information to plan and evaluate care with increasing independence. Undertakes risk assessments whilst delivering care. Gain exposure to documentation and maintain accurate records. Ensures care promotes patient safety dignity and privacy.* *Develop as a role model for others.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate supporting a service user to make their sleeping area/environment more comfortable. 2. Participate in individual pain management plans that also consider patients' concerns and expectations. 3. Observed to promote and assist with personal care, maintain privacy when collecting personal information, support them with composing daily/weekly planner with various activities for example exercise, reading, crafts, TV and bedtime to promote healthy lifestyle. 4. Observed / supports in completing holistic admissions and assessments of service users that inform care planning and delivery.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.2	work in partnership with people to encourage shared decision making in order to support individuals, their families and carers to manage their own care when appropriate	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Explore the use of appropriate communication skills to support people, families and carers to manage their care when appropriate.* **Suggested actions, not limited to *(consideration must be given to the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Arrange a spoke visit with a social care provider or charity to seek exposure of wider community and social care provision including health coaches and social prescribing link workers and how they support individuals to self-manage their health and wellbeing. 2. Participation in nursing assessments, such as admissions, that includes the attainment of the service users voice and utilising this to form a holistic nursing assessment. 3. Be observed to encourage independence with activities of daily living and identify areas for support or signposting to the MDT e.g., physiotherapists/occupational therapists/community mental health team. 4. Be observed in encouraging independence with activities of daily living and identify areas for support or signposting to the MDT For example: spoke visits with physiotherapists, occupational therapists, community pharmacist, specialist teams, liaison nurses to shadow/participate in shared decision making about care.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.3	demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain understanding in obtaining informed consent prior to nursing interventions. In collaboration with PS/PA, develop skills in answering questions from patients/families or referring on as appropriate. Gain exposure to using a range of information sources e.g. translators, alternative language, audio or graphics, props to meet individual needs.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates evidence-based communication skills which are adapted to fit the needs of the person and the situation. 2. Observed engaging in therapeutic conversation with service users and receives feedback on therapeutic encounters from service users and/or carers 3. Apply knowledge to strategies in order to support patients and families through difficult decisions, breaking bad news, palliative care, safeguarding. 4. Demonstrate understanding and discuss potential barriers to communication and gain understanding of strategies that could be utilised to reduce the impact e.g., bereavement or personal trauma. For example: referring patient to translation and interpretation service or spiritual care team	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.4	demonstrate the knowledge and skills required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Develop ability to support people with a number of common mental health conditions. Communicates effectively with people of all abilities. Assist in techniques and aides to ensure effective communication. Explore evidence based nursing care to reduce the negative impacts of mental ill health.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates evidence-based communication skills which are adapted to fit the needs of the person and the situation including use of equipment such as talking mats. 2. Observed engaging in therapeutic conversation with for example service users in a mental health environment or with a patient who lacks capacity e.g., dementia 3. Demonstrate adaptability in care delivery according to patient need, such as motivational interviewing, assets-based approaches	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.5	demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain understanding in the ability to support people with a number of common physical health conditions. Engage effectively with people regarding their medicines management. Gain skills as a role model and engage with evidence-based nursing care to reduce the negative impacts of physical ill health.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participates in the completion of a patient admission assessment including physical observations and completion of a social history. 2. Demonstrate appropriate use of BNF for a group of patients and their physical needs 3. Discuss specific medication for physical health conditions with pharmacist in relation to patient group including use of dosette boxes and blister packs 4. Apply knowledge to assess and make recommendations for physical nursing care based on evidence in research and local policy (such as: catheter care pathways, wound care, use of mobility aids).	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.6	demonstrate the knowledge, skills and ability to act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Engage with assessment of individual fluid and nutritional needs using evidence based tools and reports back to PS/PA. Explore assessment of bladder and bowel function using evidence based tools and reports back to PS/PA. Gain understanding when people may need referral to other health care professionals or services. Utilise communication effectively with people to set appropriate goals regarding fluid and nutritional intake. Develop skills with eg toileting whilst maintaining privacy and dignity.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Completion of a baseline continence assessment including review of medications, bladder/bowel charts and fluid/food intake. 2. Demonstrate knowledge and understanding of potential side effects to medications such as constipation, nausea or enuresis and appropriate actions required . 3. Observed to support a patient with their dietary needs, completing meal choices with individuals and identifying dietary requirements, cultural beliefs or assisting a patient to eat their meal. For example: educational visits to dietician, enuresis clinic, continence nurse service, stoma nurse, speech and language therapists	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.7	demonstrate the knowledge, skills and ability to act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of evidence-based tools to assess people's needs regarding mobility, hygiene, oral care, wound care and skin integrity and reports back to PS/PA. Explore evidence-based care which meets people's needs regarding mobility, hygiene, oral care, wound care and skin integrity with increasing independence.* *Identifies when people may need referral to other health care professionals or services.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates appropriate use of mobility aids e.g., hoists, slide sheets, pat slides, stand aids or wheelchair. 2. Demonstrates knowledge of and participates in assessments for mobility, falls, nutrition, skin and hygiene. 3. Participate in a spoke placement For example: with a physiotherapist, occupational therapist, MDT assessment or discharge planning meeting with a focus on mobility, hygiene, oral and wound care and skin integrity.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.8	demonstrate the knowledge and skills required to identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain exposure to evidence-based tools to assess commonly encountered symptoms and discusses findings with PS/PA.* *Engage with evidence-based care to people with commonly encountered symptoms with increasing independence.* *Assist with identifying when people may need referral to other health care professionals or services.* **Suggested actions, not limited to (*considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discusses examples of open and closed questioning, therapeutic touch or is observed applying these during a therapeutic encounter with a service user. 2. Participates in supporting a service user with self-management skills such as; relaxation or mindfulness techniques, anxiety reduction strategies or provides examples of de-escalation techniques. 3. Apply knowledge to appropriate care planning and documentation in the assessment of service users, including for example pain assessment or 4AT tools.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.9	demonstrate the knowledge and skills required to prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Assist with evidence based palliative care with increasing independence. Gain understanding when people may need referral to other health care professionals or services.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss the role of the nurse in end-of-life care planning; including; assessment, delivery and evaluation. If appropriate, undertake the opportunity to contribute to end-of-life care planning. 2. Demonstrate understanding of local policy and guidance for patients at the end of their life including symptom control – Care of Dying Adults in the Last Days of Life (NICE). Understand Do not attempt cardiopulmonary resuscitation (DNACPR) decision making, Advanced Care Planning, Children and young people end of life care (RCN) 3. Arrange an appropriate spoke visit For example: palliative care team, Macmillan team or local hospice, spiritual care team, CHAS or third party organisations such as CRUSE	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.10	demonstrate the knowledge and ability to respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Develop understanding in assessment of people for signs of deterioration in mental or physical health and alerts clinical staff promptly and appropriately in the event of a deterioration.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participates in a service user assessment and can report variances from baseline information 2. Discuss or be observed to respond appropriately to signs of deterioration or distress. For example: stress, distress, confusion, consciousness, agitation, acute changes in baseline observations. 3. Discuss key risk assessments such as Glasgow Coma Scale, falls risk assessment tool, wound assessment, cognitive/memory assessment, paediatric assessment tools including PEWS, continence assessment.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.11	demonstrate the knowledge and skills required to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain understanding when people show signs of self-harm and/or suicide ideation and alerts clinical staff promptly and appropriately. Gain knowledge and skills required to support person-centred care using evidence based risk assessment tools.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in the assessment of a person who is at risk of self-harm and/or suicide, including how to ask appropriate questions and completion/contribution of risk assessments. 2. Demonstrate evaluation of interventions such as medication, therapeutic observation and talking therapies, and be able to report appropriately 3. Consider a spoke to another PLE For example: Emergency department, mental health crisis teams or CAMHS.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.12	demonstrate the ability to manage commonly encountered devices and confidently carry out related nursing procedures to meet people's needs for evidence based, person-centred care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Engage with devices commonly encountered in the practice area with increasing independence where appropriate. Gain skills in recognising when devices are not functioning as required and makes sound clinical decisions regarding malfunction.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates/discuss understanding of the use of devices (such as infusion pumps). For example - in terms of pressure limits and how these are programmed and checked. 2. Demonstrate/discuss understanding of principles of safety, in terms of the correct labelling of fluids and medications administered via an infusion pump etc. Also understand the process and importance of changing lines in line with local guidance and policy, including consent. 3. Arrange spoke visits to observe and be involved with devices For example: palliative care (syringe drivers), cardiology (ecgs and cardiac monitoring), dieticians (feeding pumps), diabetic teams (blood glucose monitors and insulin pumps)	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.13	demonstrate the knowledge, skills and confidence to provide first aid procedures and basic life support	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Feedback	*Gain skills in first aid procedures. Gain understanding to know where in the learning environment to find first aid equipment and personnel.* *Gain awareness of basic life support procedures and ways of summoning help. Engage with orientation to BLS equipment in the learning environment and an awareness of the student role in life support. Assist with how to summon assistance and escalate as required.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss procedures basic life support training. 2. Discuss the use of the items on the emergency trolley and be involved with correctly locating and checking this 3. Discuss the emergency procedures for the environment and how to call for help and use the equipment	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.14	understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Assist with carrying out medications administration and participate in supervised medications management. Explore safe and effective practice in supervised medicines administration and drug calculations. Gain exposure to having an understanding of medicines management policies and where to seek assistance should support be required. Develop skills in safe and effective disposal of waste*. **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates understanding of the patient plan of care and the reason for medication, demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area. 2. Observed to check prescription thoroughly. (Right patient/service user, Right medication, Right time/Date/Valid period, Right dose/last dose, Right route/method, Special instructions) and checking for allergies/adverse reactions 3. Participate in maintaining accurate records. 4. Demonstrate accurate drug calculation using a variety of routes, for example – IV, IM, oral and SC Arrange a spoke visit to an inpatient area if no medication administration learning opportunities available in the current PLE	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.15	demonstrate knowledge of pharmacology and the ability to recognise the effects of medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy and over the counter medication usage	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Develop knowledge of the effects of common drugs. Assist in identifying signs of allergy or adverse drug reactions and know how to summon help. Develop understanding of polypharmacy and use of OTC medication. Develop understanding of where to find pharmacological information. Gain knowledge of prescribing error procedures. Gain skills and knowledge of prescribing error procedures and of the safe prescription processes.* • Also see 4.14 **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrates understanding of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area. 2. Observed to checks prescription thoroughly. (Right patient/service user, Right medication, Right time/Date/Valid period, Right dose/last dose, Right route/method, Special instructions and checking for allergies 3. Participate in monitoring effects, using BNF, and demonstrates understanding of common side effects, contraindications incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.16	demonstrate knowledge of how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of safe prescription generation. Develop awareness of risks associated with prescribing, alternative sources of medication and understand reporting procedures. Assist in having ability to source pharmacological information from both written sources and practitioners.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate knowledge and understanding of potential side effects to medications such as constipation and appropriate actions required as increased fluids, pharmacological interventions 2. Discuss role of prescribers (including non-medical prescribers) and use of BNF and the formulary, and reasons for prescription generation with risks of off-label prescribing 3. Consider focussed educational visits. 4. For example: with the pharmacist, advanced nurse practitioner or community nurse	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.17	apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualifications on following registration	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding in prescribing procedures, supervised by your PS/PA. Explore the pharmacological effects of medications encountered in the learning environment and demonstrate understanding of the necessary administration procedures.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss effects, side effects and contra-indications of commonly used medications in the PLE 2. Apply knowledge of anatomy, physiology and pathophysiology to prescribed medication and demonstrating understanding of appropriate prescribing. 3. Consider focussed educational visit with the pharmacist	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Assessment of Proficiencies – Platform Four: Assessing needs and care planning

Platform and Proficiency: P4		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P4.18	demonstrate the ability to co-ordinate and undertake the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between care settings	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Assist with patient discharge home/transfer. Gain understanding of the details and arrangements which need to be considered and how to make the necessary plans. Develop your ability to document arrangements made in records. Develop awareness of the necessary communication required for safe and effective discharge/transfer. Make arrangements, with support of your supervisor and record these arrangements appropriately.* *Engage with initiating and carry out communication between stakeholders in the discharge or transfer of an individual.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Participate in safe discharge/transfer of patient between services. 2. Be observed to complete documentation, arrange medications on discharge, provide discharge advice, arrange transport, complete discharge/transfer documentation e.g. letter to community paediatric nurse, community mental health nurse or District Nurse. 3. Consider arranging spoke visits with different services and multi-disciplinary team members. For example: discharge liaison team and care home liaison nurse	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Five: Leading and managing nursing care and working in teams

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Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.1	understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss with PS/PA principles of leadership and team working* *Demonstrate ability to work effectively within a team recognising how dynamics and culture influence decision making* *Initiate leadership in care delivery and demonstrate understanding of organisational dynamics and culture* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Spend time with members of the MDT – i.e. Observe and reflect on the variety of staff roles within the clinical environment. Discuss the differences with your PA/PS 2. Demonstrate effective communication in the wider team initiating discussion regarding patient care with appropriate health professionals within clinical setting 3. Demonstrate the organisation of caseload in the community or ward areas taking into consideration patient needs, staff skill mix, remote areas, lone working and staff safety	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.2	understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss with PS/PA principles of effective team working* *Demonstrate ability to recognise how human and environmental factors impact on team function* *Demonstrate ability to effectively lead and promote team cohesion and function* ***Suggested actions, not limited to (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent***) 1. Discuss the importance of being aware of the different roles within teams taking cognisance of personalities and personal situations. 2. Demonstrate the importance allocation of workload using a strength-based approach to team members to allow person centred care in the right place at the right time. For example, consider staff numbers on shift and dependency scores of patient, the care required and the environment within which this will occur. 3. Discuss how environmental factors influence team working 4. Discuss the importance of relationship management within the team	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.3	understand the principles and application of processes for performance management and how these apply to the nursing team	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss how performance concerns can affect practice .* *Discuss local policies for escalation and seeking support* *Gather and reflect on feedback from a variety of sources, using it to improve your practice and performance.* ***Suggested actions, not limited to (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate how to locate NHS policies on the Intranet pertaining to absence management and staff support 2. Seek feedback on your own practice from colleagues, patients and carers using the code to ensure your best practice and identify relevant training needs. 3. Discuss the importance of using best practice in performance management. 4. Review NMC Fitness to Practice hearing and discuss with PA/PS	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.4	demonstrate an understanding of the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss with PS/PA the principles of an effective multi-disciplinary team, their roles and how they impact on the delivery of care.* *As an active member of the MDT lead and manage team collaboration to enhance and coordinate patient care* ***Suggested actions, not limited to (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Spend time with the MDT team members within your location reflecting on the care given 2. Discuss the different team roles and their impact on patient care 3. Demonstrate an understanding of the requirement for different roles in the patient's journey , show your understanding by feeding back to the rest of the team via PowerPoint or poster 4. Be able to discuss the changing roles of all members of the MDT – i.e., Nurses, paramedics, AHPs and the impact on patient care	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.5	safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate leadership of prioritisation, delegation and assignment of care to other appropriate care providers.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Read NMC code in relation to delegation of skills 2. Watch Delegation video on NMC website – discussing with PS/PA 3. Discuss prioritisation of patients and skill mix of staff with PS/PA prior to delegation of nursing care to others. 4. Undertake the planning of workload using all members of the MDT appropriately to achieve person centred care 5. Ensure documentation is accurate and timely and written in accordance with NMC guidelines for any delegated tasks. 6. Reflect with PS/PA aspects of using professional judgement in delegation of tasks and professional responsibilities	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.6	exhibit leadership potential by demonstrating an ability to guide, support and motivate individuals and interact confidently with other members of the care team	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate ability to interact and communicate with members of the care team* *Demonstrate the appropriate use of support and motivational skills with members of the care team* *Demonstrate leadership in guiding, supporting and motivating individuals to interact confidently* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Communicate professionally with a range of patients and members of the team, showing compassion, friendliness and ability to listen to all opinions. 2. Use appropriate communication techniques as required by individuals to support them to reach their goals 3. Identify and utilise the appropriate motivational tools to guide and support members of the care team	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.7	demonstrate the ability to monitor and evaluate the quality of care delivered by others in the team and lay carers	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*In collaboration with the PS/PA demonstrate ability to appraise, monitor, and evaluate the quality-of-care delivery* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Utilise appropriate tools to effectively evaluate care 2. Be able to discuss the rationale for the care given making adjustment to care planning in conjunction with your PA/PS 3. Identify, compare, and contrast, patient/client documentation with PS/PA highlighting areas of good practice 4. Provide feedback to other team members in a constructive and supportive manner	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Five: Leading and managing nursing care and working in teams.

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Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.8	support and supervise students in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate effective support and supervision of junior students, through reflective discussions and evaluation and document performance* ***Suggested actions, not limited to (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Act as a PS under supervision of a registered nurse for a junior student offering guidance and support in the delivery of care. With the support of the PS provide constructive feedback on the student's performance ensuring the student fully understands the feedback given. 2. Act as a PS under supervision of a registered nurse escalating any concerns on the student performance to the appropriate people 3. Find and discuss the relevant Cause for concern process for the student 4. Encourage student to reflect on their performance from the feedback given 5. Act as a role model to junior students and unregistered staff providing high-quality person-centred 6. Reflect on your own performance as a PS	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.9	demonstrate the ability to challenge and provide constructive feedback about care delivered by others in the team, and support them to identify and agree individual learning needs	Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss with the PS/PA challenging situations involving others.* *Reflect on own personal learning outcomes and identifying needs* *Demonstrate the ability to discuss, challenge and provide construct positive feedback within the team.* *Encourage others to identify learning needs.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Using simulation/possible scenarios from clinical practice, demonstrate the ability to challenge and provide constructive feedback about care delivered by others 2. Provide constructive feedback to other team members and formulate a plan of learning needs. 3. Develop a supportive plan of action for the identified learning needs	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.10	contribute to supervision and team reflection activities to promote improvements in practice and services	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss and explore with PS/PA methods to promote and demonstrate good practice and activities to improve services within a team* *Lead a group in discussing activities to promote and formulate improvements in practice* ***Suggested actions, not limited to* (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)** 1. Contribute constructively to team meetings being mindful of the view of others. 2. Take part in relevant placement audits and discuss results with PS/PA to identify service improvements. 3. Discuss the implications of not acting upon identified issues	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.11	effectively and responsibly use a range of digital technologies to access, input, share and apply information and data within teams and between agencies	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Discuss and identify with PS/PA a range of digital technologies within the working environment* *In collaboration with the PS/PA demonstrate ability to share and record information within the team and their agencies utilising digital technologies* *Ability to input, access and share relevant information/data utilising digital technologies within the team and other agencies* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss IT access to NHS services and its implication for your practice if not available 2. Discuss the advantage of IT systems within patient care. 3. Demonstrate the use of IT systems within your placement area. 4. Identify the implications of inappropriate sharing of information. 5. Discuss the NMC document 'Guidance on using social media responsibly'.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Five: Leading and managing nursing care and working in teams

Platform and Proficiency: P5		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P5.12	understand the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*In collaboration with PS/PA distinguish between organisational and political changes* *Ability to analyse and recognise internal and external influences on organisational change policies and political awareness* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Identify a local organisational change within your placement area 2. Identify a report/action which has resulted or may result in a recent political change in healthcare 3. Discuss with your PS/PA how you may be able to influence change within the clinical area 4. Discuss the concept of change management within the NHS	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform Six: Improving safety and quality of care

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Assessment of Proficiencies – Platform Six: Improving safety and quality of care

Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.1	Understand and apply the principles of health and safety legislation and regulations and maintain safe work and care environments	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain an understanding of national and local policies surrounding health and safety: i.e. moving and handling, fire safety* *Utilise legislations and guidelines whilst in clinical practice.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate under supervision with the PS/PA how the principles of health and safety are applied in working environment, identify situations within the clinical area that demonstrate these are being followed (safe storage of chemicals, utilising moving/handling equipment, applicable audits). 2. Discuss the potential risks/implications of unlawful practice. 3. Demonstrate understanding of your responsibilities within health and safety legislation. 4. Observed to act as a role model in challenging unlawful practices.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.2	Understand the relationship between safe staffing levels, appropriate skills mix, safety and quality of care, recognising risks to public protection and quality of care, escalating concerns appropriately	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain an understanding of the relationship between safe staffing levels, appropriate skills mix, safety and quality of care* *Explore recognising risks to public protection and quality of care and escalating concerns appropriately* *Gain an understanding of where to access the HEI and NMC guidance about raising concerns of care, recognising risks to public protection and quality of care.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss local guidelines surrounding safe staffing levels and appropriate guidelines 2. Spend time with a member of staff who is responsible for safe staffing levels and skill mix within the clinical area and understand their rationale behind their decisions 3. Participates in the creation of a mock staff roster with your PS/PA in-line with local/NMC guidelines and discuss your rationale 4. Discuss with your PS/PA the evidence that demonstrates the relationship between safe staffing levels, appropriate skills mix, safety and quality.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.3	Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Explore local and national frameworks and regulation and your responsibilities in the assessment, management and reporting of risk* *Gain an understanding of the reporting tools used within the clinical areas (for example DATIX etc).* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss with your PS/PA the potential scenarios and the appropriate assessment, management and reporting of the risks i.e. MUST NEWS, PURPA, Surgical Pause 2. Participate in assessment, management and reporting of risk in compliance with local and national frameworks i.e. MUST NEWS, PURPA, Surgical Pause 3. Demonstrate an understanding of audit and it use in risk management and service improvement. Participates in audit data collection, data interpretation and actioning of response measures 4. Demonstrate and understand of how risk should be reported and escalated in required (DATIX, Whistleblowing).	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
P6.4	Demonstrate an understanding of the principles of improvement methodologies, participate in all stages of audit activity and identify appropriate quality improvement strategies				
P6.5	Demonstrate the ability to accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools				

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Assessment of Proficiencies – Platform Six: Improving safety and quality of care

Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.6	identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain understanding of risk reduction strategies supervision/independently within the PLE* *Gain understanding of the various risk assessment tools and how they influence risk reduction and nursing actions* *Gain understanding of the various risks within the clinical setting* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss risk reduction strategies already in place in the PLE for example, patient placement, medicine administration processes etc 2. Discuss with your PS/PA and consider risk reduction strategies and their use within the clinical area, including the origin of the strategies for example policy, guidelines or from previous incidents 3. Observed reduction strategies under supervision/independently within the PLE as appropriate 4. Demonstrate under supervision risk reduction strategies to your PS/PA explaining your rationale.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Six: Improving safety and quality of care

Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.7	Understand how the quality and effectiveness of nursing care can be evaluated in practice, and demonstrate how to use service delivery evaluation and audit findings to bring about continuous improvement	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Demonstrate the principles and importance of quality improvement, methodologies available to improve practice and how audit outcomes can inform quality improvement* *Explore changes or improvements that have taken place as a consequence of service evaluation and consider the evidence base to support them.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss with your PS/PA the various methods that care delivery is evaluated within the PLE, Participate in the collection of service user feedback 2. Identify areas for improvement within audit data, feedback or other methods which may inform quality improvement 3. Demonstrate ability to identify potential tests of change to improve service delivery considering the evidence base for improvement 4. Participates in evaluations in and of practice, for example completing audits or assisting people to complete evaluations.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.8	demonstrate an understanding of how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Familiarise and adhere to local and national policies in the identifying and reporting of near misses and incidents* *Gain an understanding of the reporting of near misses, critical incidents, major incidents and serious adverse events* *Explore how challenging events/near misses, influence future practice in the clinical settings.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Explore real life/potential scenarios that may be applicable to the clinical area and the appropriate methods for identifying and reporting. 2. Participate in the identifying, reporting and reflection of near misses, critical incidents., major incidents and serious adverse events as/when they occur within the PLE 3. Participate in completion of e appropriate documentation to report near misses, critical incidents, major incidents and serious adverse events 4. Develop understanding of how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events i.e. Quality Improvement Scotland or Healthcare Improvement Scotland websites.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.9	Work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety, sharing feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain an understanding of the importance of developing effective improvement strategies and sharing good practice* *Gain an understanding of the importance of improving patient experience and outcomes.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate an ability to actively seek feedback from service users, carers and colleagues via different methods such as verbal, written and reflects on these (i.e. service user feedback form, care opinion website) 2. Demonstrate ability to reflect on feedback received personally and as the PLE, discussing how these will influence your practice with your PS/PA 3. Demonstrate an ability to review patient relation feedback, identifying themes for celebration and development 4. Participate in debrief and action planning with PS/PA following mistakes, adverse outcomes and experiences.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.10	Apply an understanding of the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain an understanding of the difference between risk management and risk aversion.* *Explore maintenance of care quality and health outcomes factoring risk management* *Develop knowledge of the methodologies in creation of guidance i.e. SIGN and NICE.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate under supervision of your PS/PA review a SIGN/NICE guideline relevant to the PLE and reflect on the evidence for risk management 2. Demonstrate understanding with your PS/PA reflect on how risk aversion and risk assessments in the PLE will influence your delivery of safe effective, person centred care in different situations 3. Discuss with your PS/PA consider the methodologies used to develop for example SIGN or NICE Guidelines and their potential use 4. Demonstrate ability critically reflect on the difference between risk aversion and risk assessment and the implications for safe effective person-centred care.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.11	Acknowledge the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*In conversation with your PS/PA develop an understanding of the concept of resilience.* *Use reflection as an approach to help you accept and manage uncertainty.* *Create opportunities to participate in critical reflection.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Share with your PS/PA what resilience means to you 2. Scope out HEI's and local health board opportunities to engage in resilience and reflective practices such as clinical supervision 3. Highlight the benefits of developing resilience and engaging in reflective practice to others 4. Utilise a reflective diary.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P6		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P6.12	Understand the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity Feedback	*Gain an understanding of the role, of the registered nurse and other care professional .* https://www.nhstayside.scot.nhs.uk/OurServicesA-Z/ResiliencePlanning/index.htm *Gain an understanding of staff, role and responsibilities due to experience and seniority* *Gain an understanding of the management and prioritising actions and care in event of major incident.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss with your PS/PA develop an understanding of what may be considered a major incident – e.g. public health, traumatic event, adverse weather 2. Review the major incident protocols for your PLEs and share your understanding with your PS/PA 3. Demonstrate an ability to critically reflect on any major incidents that have recently occurred and consider the various roles and responsibilities of registered nurses and other health and care professionals 4. Participates in any major incidences that occur and reflect on your own role and responsibilities and that of the registered nurses and other health care professionals that participated.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform Seven: Coordinating Care

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Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.1	understand and apply the principles of partnership, collaboration and interagency working across all relevant sectors	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Learners should consider the importance and value of partnership working across sectors – experiences with GPs, PNs, Specialist Nurses, Voluntary Organisation.* *Demonstrate understanding of the potential barriers to interagency working – communication, conflicting priorities.* *Understand the value and importance of evidenced based care and what policies influence the coordination of care – 2030 Vision, Integration Digital Systems, finance and funding, staff training and development* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Observed engaging in the care of people in your placement area including making and receiving referrals in the service – social care, independent care providers, DNs, OT , Physio, Specialist nurses (respiratory, cardiology) 2. Plan and coordinate complex care and consider the influence local and national policy may have on care. 3. Understand the principles of partnership and interdisciplinary working. 4. Contribute to processes of organisational change 5. Attend and contribute (if appropriate), in MDT/Strategy meetings.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.2	understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Simulation Spoke Placement / Short Visit / Training Opportunity	*Learners should consider some of the health and social care policies that influence the practice learning environment.* *Understand the key methodologies applied to influence policy.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate understanding of policies related to practice learning environment – GIRFEC, Scottish Government Drug and Alcohol guidance, Mental Health Strategy 2. Discuss and reflect the value and importance of evidence-based care and how policy influences change. Link some improvements in public health over the decades. 3. Observed engaging in the application of relevant policy to practice – use of assessment tools to support delivery of care. 4. Seek out opportunities to speak with others about health and social care legislation and apply the knowledge to your practice – collaborate with social care managers, MDTs, OT, Physio, Podiatrist, Dietician	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.3	understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain an understanding of Health Economics.* *Gain an understanding of how resources should be used efficiently to improve the population's health.* *Gain an understanding of how the various health, social care organisation and other agencies implement Health Economics within the clinical care setting.* *Gain understanding and exposure to the various implementations of health economics within the practice learning environment. including spoke placements.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss with PS / PA the various aspects of health economics; i.e., return on investment, clinical effectiveness vs cost. 2. Discuss and reflect: The guidance that influences health economics and care treatment options i.e., NICE and SIGN. 3. Consider a spoke opportunity. Attend the pharmacy department and shadow the pharmacist to gain an understanding of the costs of medication and how procurement and generic medication assists in the reduction of cost. 4. Engage with SCN or budget holder, on the cost implications of healthcare supplies and the impact on care provision : Staffing, Consumables, Training and development, Capital Purchases, Equipment, (PPE) off-book treatment.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.4	identify the implications of current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain an understanding of how health policies affect: Nursing and Nursing Roles.* *Gain an understanding of how health policies are impacted by healthcare practitioners.* *Gain an understanding of the drivers for policy change.* *Understanding the impact of digital integration on nursing and nursing care.* *Understand how health policy frame the role of nurse, in mental health care.* *National care service, 2030 vision and transforming Nursing Roles Advanced Nursing Practice.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Discuss with PS PA the implications of current health policy and future policy changes for nursing and other professions. 2. Demonstrate knowledge of the role of policy in creating a vision for care. 3. Discuss and reflect: Review and summarise the key themes and implications of a number of health policies such as the 2030 vision, Mental Health and Wellbeing Strategy for Scotland 2022 and the National Care Service. 4. Demonstrate and discuss how Nurses influence health policy and the translation of policy into practice. 5. Use and identify the various Digital systems within the clinical area HEMPA, eOBS Clincial Portal etc, Understand and consider the costs and impact on nursing workloads.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.5	understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Develop awareness of the risks associated with multiple health conditions and the benefits of effective interagency working.* *Communicate with and promote collaborative working within the multi-disciplinary team (MDT), to assess and implement care decisions. Including the service user and their caregivers where possible.* *Work alongside the MDT, in the development of care planning and decision making.* *Works holistically, to identify evolving needs of patients and their caregivers and allowing this to inform care planning and ensuring the care plan is amended accordingly.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. In conversation with your PS/PA consider the needs of a person with co-morbidities and complex care needs. Share your understanding of person-centred care. 2. In conversation with your PS/PA explain how you recognise and respond to the challenges of providing safe, effective person-centred care. 3. With your PS/PA critically reflect on your practice when providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs. 4. Discuss with your PS/PA the challenges involved in patient centred care in patients with co morbidities and long-term conditions in the hospital and community settings 5. Liaise with teams who work alongside the PLE to ensure safe effective care i.e. physiotherapist	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.6	demonstrate an understanding of the complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Develop understanding of the complexities of mental, cognitive, behavioural and physical care.* *Develop and demonstrate your understanding of the complexities of mental, cognitive, behavioural and physical care in the placement area.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. In conversation with your PS/PA and in your practice, demonstrate your understanding of the complexities of mental, cognitive, behavioural and physical care in a range of PLEs. 2. Observe and discuss with your PS/PA the care given and the challenges with patients with mental, behavioural and physical needs. 3. Taking part in providing care under supervision of the PS/PA 4. Discuss care given and reflect with your PS/PA the impact on the patient and families. 5. Demonstrate your understanding of the complexities of care in care planning considering mental, cognitive behavioural and physical care. 6. Discuss the legal implications of providing care to patients with mental, cognitive behavioural and physical care	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.7	understand how to monitor and evaluate the quality of people's experience of complex care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Develop skills and understanding, in the attainment of the service users and their caregiver's voice. Empowers service users to be active participants in the delivery, implementation, and evaluation of care.* *Works within the multidisciplinary team (MDT), in the development of care planning and decision making. Working holistically, to identify evolving needs of patients and their caregivers and allowing this to inform care planning and ensuring the care plan is amended accordingly.* *Actively seeks feedback from service users and their caregivers, utilising different methods of engagement. Gain understanding of how patient feedback informs practice and policies in the placement area.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate the development of communication skills to discuss with patients their care experience and their patient journey. 2. Reflect on your experiences with patients sharing their care experiences. 3. Identify a range of methods (eg. care plans, patients notes, conversations, goal setting, MDT meetings, what matters to me?) within the placement area which monitors and evaluates care and explore in conversation with your PS/PA how these are used to benefit the patient experience. 4. Evidence how you use a range of methods in the placement area to monitor and evaluate the quality the patients experience of care. 5. Highlight common positive and identified development themes to your PS/PA and explore how these may be celebrated/improved to promote positive care experiences.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.8	understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Works proactively to obtain the service-users voice. Act as advocate the service user when communicating with the multi-disciplinary team (MDT) and in the care planning process.* *Communicate with and promote collaborative working within the MDT, to assess and implement care decisions.* *Understand and as much as possible, maintain a sense of the service users and their caregiver's normality.* *Aware of patient feedback mechanisms and how this is used to inform care delivery, governance and quality improvement strategies. Aware of role of regulatory bodies.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. In conversation with your PS/PA consider some of the principles and processes that may optimise a person's independence 2. In conversation with your PS/PA share your understanding of some of the principles and processes that enable people and families with a range of care needs to maintain optimal independence. (part 2) 3. Demonstrate your understanding of how to optimise independence and avoid unnecessary interventions and disruptions to people's lives 4. Conversation with PS/PA identify members of the multidisciplinary team and how they work together to maintain a patients optimal independence 5. Identify and discuss with your PS/PA, processes within the placement area used to maintain and promote independence (e.g discharge pathway) to optimise, maintain and avoid unnecessary interventions and disruption to people's lives)	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

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Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.9	facilitate equitable access to healthcare for people who are vulnerable or have a disability, demonstrate the ability to advocate on their behalf when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Works proactively to obtain the service user's voice. Acts as advocate the service user when communicating with the MDT and in the care planning process.* *Develop and demonstrates communication skills to promote collaborative working within the multi-disciplinary team, to assess and implement care decisions. Including the service users and their caregivers where possible.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate understanding of the principles of Gillick Competence and understand how this applies to decision making. 2. Uphold the principles of the Duty of Candour. 3. Acts as an advocate, understands what reasonable adjustments are. 4. Consider arranging spokes with multi-disciplinary team (MDT).	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.10	understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain understanding of the different roles within the MDT, how they work to meet the specific needs of the service users and their caregivers. utilise spoke opportunities to support this, with such professionals as, specialist nurses. Through assessment identifies possible barriers to communication and works proactively to reduce these barriers. An example, engaging support from a translator, or providing written information to support education for service user and their caregivers.* *Works proactively to obtain the service user voice. Act as advocate the service user when communicating with the MDT and in the care planning process.* *Develop communication skills to promote collaborative working within the MDT, to assess and implement care decisions. Including the service user and their caregivers where possible.* *Works within the MDT, in the development of discharge planning and decision making. Working holistically, to identify evolving needs of patients and their caregivers and allowing this to inform discharge planning.* *Works to empower service users and their caregivers to have input in care planning. Provides education and support to enable service users to understand information regards to their plan of care and promote independence and self-care.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Under supervision, complete / contribute to a nursing discharge. 2. Attend and contribute to care planning / strategy meetings.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Part 1: Dependent | Part 2: Developing Independence | Part 3: Independent

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.11	demonstrate the ability to identify and manage risks and take proactive measures to improve the quality of care and services when needed	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Gain understanding and assist in ward-based / area-based audits, such as ward metrics (handwashing audit etc). Gain understanding of how these are reported and how results are collated and utilised to inform practice.* *Actively seeks feedback from service users and their caregivers, utilising different methods of engagement.* *Gain understanding of how patient feedback informs practice and policies in the placement area.* *Gain understanding of service improvement initiatives taking place in the placement area and contribute if appropriate.* *Gain understanding of trust wide and external agencies auditory practices regarding quality, such as ward accreditations, CQC inspections.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Identify and discuss national and local health and safety legislation. Discuss how this will ensure maintenance of safe work and care environments. 2. Identify appropriate risk assessment tools within a variety of patient care arenas and complete to ensure the patient receives the best care 3. Identify safe staffing levels and its relationship to quality care, use of dependency tools will enhance this learning 4. Participation in clinical audit and identify improvements 5. Through discussion identify the way practice can be evaluated. Take part in patient surveys and review ward feedback. 6. Demonstrate/discuss how to report incidents and the learning that can take place and improvements which can be made	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.12	demonstrate an understanding of the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels	Part One, Part Two, Part Three	Direct Observation Demonstration of proficiency through discussion Spoke Placement / Short Visit / Training Opportunity	*Assist and shadow shift co-ordinator / nurse in charge, to gain understanding of leadership skills required for the role.* *Demonstrate team working skills, in order support colleagues meet care objectives.* *Gain understanding of policies within the placement area, such as the escalation policy, in response to acuity or staffing levels and escalation processes to Site Managers or enquiries with other organisations regarding patient transfers/bed status.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Consider a shadowing opportunity, with the nurse in charge / coordinator / senior colleague. 2. Under supervision, gain an opportunity to coordinate the team area/lead a caseload of patients. Gain and develop skills to assess workload, identifying any potential issues in meeting care outcomes (acuity, staffing, skill mix etc). 3. Under supervision and support gain opportunity to co-ordinate in the clinical area. 4. Consider educational visits with; People in leadership roles in the organisation, Recruitment offices, with Team Leaders/SCNs/managers with a focus on staffing and budgets.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/

Assessment of Proficiencies – Platform Seven: Coordinating care

Platform and Proficiency: P7		Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P7.13	demonstrate an understanding of the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness	Part One, Part Two, Part Three	Direct Observation	*Develop and enhance awareness of organisational leadership structure, key people and roles* *Explore and develop an understanding of the role of Scottish Government in health policy.* *Develop knowledge and understanding of the influences on care quality, safety and cost effectiveness. Consider the demographics of the local community, community initiatives such as food banks, community groups, support groups* *Explore and develop understanding of skill mix and staffing in the clinical environment – how this is calculated and the use of supplementary staffing.* **Suggested actions, not limited to *(considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)*** 1. Demonstrate an awareness of organisational leadership structure, key people and roles 2. Demonstrate an understanding of the role of Scottish Government in health policy. 3. Demonstrate an understanding of the influences on care quality, safety and cost effectiveness. Considering the demographics of the local community, community initiatives such as food banks, community groups, support groups 4. Demonstrate an understanding of skill mix and staffing in the clinical environment – how this is calculated and the use of supplementary staffing. 5. Consider educational visits with: People in leadership roles in the organisation, Bed managers, Recruitment offices, voluntary community organisations, discharge meetings, team Leaders/SCNs/managers with a focus on staffing.	E-Learning for Health Online Learning for Students (ELFH – Elearning for Health) TURAS https://learn.nes.nhs.scot/
			Demonstration of proficiency through discussion		

Glossary of Terms

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Roles in Practice Learning – Glossary of Terms

Roles in Practice Learning	
Approved education institutions (AEIs)	• The status awarded by the NMC to an institution, or part of an institution, or combination of institutions that works in partnership with practice placement and work placed learning providers. AEIs will have provided us with assurance that they are accountable and capable of delivering NMC approved education programmes. • It should be noted that acronym HEI may also be used interchangeably but where possible AEI should be the correct term. HEI does not necessarily mean that HEI has not been approved but HEI is the more recognised term.
Practice learning partners	• Organisations that provide practice learning necessary for supporting pre-registration and post-registration students in meeting proficiencies and programme outcomes.
Learning Environments:	• Includes any environment in terms of physical location where learning takes place as well as the system of shared values, beliefs and behaviours within these places. Examples include - any environment delivering or providing a healthcare service, digitally (telehealth) or a library. What must be in place - The Nursing and Midwifery Council (nmc.org.uk)
Student/Learner	• Any individual enrolled onto an NMC approved education programme whether full time or less than full time.
Educators	• In the context of the NMC Standards for education and training educators are those who deliver, support, supervise and assess theory, practice and/or work placed learning.
Practice Assessor (PA)	• Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors. Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency, and achievement. The Practice Assessor works in partnership with the Academic Assessor to evaluate and recommend the student for progression for each part of the programme.
Practice Supervisor (PS)	• Practice supervisors enable students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates can supervise students, serving as role models for safe and effective practice and stated in the NMC Code (nmc-code.pdf – section 9). • Students may be supervised by other registered health and social care professionals.

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Roles in Practice Learning – Glossary of Terms

Roles in Practice Learning	
Academic Assessor (AA)	• Academic Assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. The Academic Assessor works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies
Nominated Person (NP)	• There is a nominated person for each practice setting to actively support students and address student concerns. Student and practice staff should be made aware who this person is in the learning environment. This may be a Practice Education Facilitator, Practice Educator or named placement area student link or similar.
Practice Education Facilitator (PEF)	• Most commonly located in NHS Organisations, Practice Education Facilitators provide advice, support and guidance to students and practice staff to ensure optimum practice learning experiences. Acting as an intermediary between student, practice and AEIs, as required, PEFs provide consistency in the completion of processes such as when an individual student requires additional support in order to successfully achieve any elements of their practice learning and development.
Service Users/Clients/Patients	• Individuals or groups who receive services from nurses and midwives, healthy and sick people, parents, children, families, carers, representatives, also including educators and students and others within and outside the learning environment.
Stakeholders	• Any person, group or organisation that has an interest or concern in the situation in question, and may affect or is affected by its actions, objectives or policies. In the context of the NMC Standards for education and training this includes students, educators, partner organisations, service users, carers, employers, other professionals, other regulators and education commissioners.

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Supervision and Assessment – Glossary of Terms

Supervision and Assessment	
Practice Assessment Documents (PAD/MORA)	• These documents are the online document that PS/PAs complete to inform the AEIs the student has met the required outcomes in practice. The PAD/MORA must be completed accurately and in a timely manner to enable to student's assessment to be processed in the AEI and allow the student to progress or be re-assessed (see below) if necessary.
Formative	• Usually more informal and developmental opportunities that enable student to receive feedback and develop their skills, understanding and competence. Usually, in formative placement/practice experience only a Practice Supervisor is required to support the student.
Summative	• Formal assessments that have clear outcomes to be met within a timeframe e.g., assessment document outcomes by the end of practice experience or the Part of the programme. The results of summative assessments are usually significant and are used to determine whether a student progresses on programme or not. It is the responsibility of the PA and student to ensure that these are fully completed in practice.
Retrieval/Re-assessment	• 'Reassessment' or 'Retrieval' is the wording used when a student has not achieved the outcome(s) required and therefore requires a further attempt in practice to achieve those outcomes. The AA and PA can agree an appropriate timeframe for achievement in this period but should be a maximum of 4 weeks. Students do not necessarily need a 4-week period for assessment of an element of the assessment document e.g., if they just have an Episode of Care to complete, that doesn't need 4 weeks to complete.
Simulation	• An artificial representation of a real-world practice scenario that supports student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills. Simulation can be undertaken in any environment and can be through scenarios, role play etc.
Supernumerary	• Students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. For apprentices, this includes practice placements within their place of employment; this does not apply when they are working in their substantive role. Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency, and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students' knowledge, proficiency and confidence. • *Students aren't in the staffing numbers, but they are part of the team*
Supported learning time	• Time to facilitate learning. This may include supernumerary status that enables students to be supported in safely and effectively achieving proficiency. This could also be time facilitated and agreed away from a clinical learning environment to undertake a different type of learning e.g., researching evidence-based practice or time in a different learning environment.

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Supervision and Assessment – Glossary of Terms

Supervision and Assessment	
Assessment Methods	• Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence. There are many methods to assess a student's proficiency/competence. • Simulation – see below. • Practical assessment - involves a PS/PA observing a student undertaking a set task or a series of set tasks in a simulated environment for example at an AEI, training provider or specialist centre. • Observation - involves a PS/PA observing a student undertaking a task or series of tasks in the learning environment. This should be complemented by questioning from the PS/PA during or/and after the observation. Observational assessment is deemed the most appropriate assessment method for practical skills; by watching the student complete a task, they can demonstrate their competence. • Discussion - A professional discussion can a communication between PSs, PAs, student and/or AA to assess the student's in-depth understanding of their work and clinical performance. This is not an interview! There should be more interaction and discussion than a Q&A scenario. • Another professional's feedback – receiving feedback from colleagues is a good way to get a 360-degree view of a student's performance so PAs should seek and consider other colleagues' feedback on a student's performance of skills, knowledge, attitude and values. If you think of when you receive a handover of a patient from colleagues, then you should treat the information being past to you about a student the same. • Presentation and questioning - A presentation involves a student presenting to PS/PA or a staff group on a particular topic. It can be followed by a questioning session from PS/PA or group. This maybe a good way to continue to make sure your learning environment is working to the latest evidence-based practices. • Project work - Using a project as an assessment method involves the student completing an appropriate and defined piece of work. This could involve a written project e.g., patient friendly guidance or information leaflets. The project should be reviewed by the PS/PA The project should be designed to ensure that the student's work meets the needs of the assessment and is relevant to their role and allows the relevant outcomes to be demonstrated for their assessment document. Therefore, the project's subject and scope should be agreed between the PS, PA and student. • Coaching - Coaching should empower students. It is about students being allowed to take more responsibility for their learning. A coaching model supports this, and PS/PA should, where possible and appropriate, utilise a coaching framework to enable the student to identify solutions to practice-based problems in a safe environment.
Reasonable adjustments	• Where a student requires a specific amendment to their practice related to a disability or adjustment relating to any protected characteristics as set out in the equalities and human rights legislation.

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Supervision and Assessment	
Equalities and human rights legislation	• Prohibits unlawful discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and other characteristics. Anti-discrimination laws can be country specific and there are some legally binding international protections.
(Good) health and character requirements	• As stipulated in NMC legislation (Articles 9(2)(b) and 5(2)(b) of the Nursing and Midwifery Order 2001) 'good health' means that the applicant is capable of safe and effective practice either with or without reasonable adjustments. It does not mean the absence of a health condition or disability. Each applicant seeking admission to the register or to renew registration, whether or not they have been registered before, is required to declare any pending charges, convictions, police cautions, and determinations made by other regulatory bodies.
Professional, Statutory and Regulatory Bodies (PSRBs)	• PSRBs are external bodies which formally accredit, approve and recognise university programmes, setting standards for and regulating entry into particular professions. For example: Nursing & Midwifery Council (NMC), Health Care Professions Council (HCPC).
Quality Assurance	• Cheshire and Merseyside workstreams and their processes for making sure all AEIs and Practice Learning Partners comply with the PSRB standards.
Co-produced/Co-production	• When an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered.

Useful Resources

Standards for student supervision and assessment - The Nursing and Midwifery Council (nmc.org.uk)
SISSSA - The Nursing and Midwifery Council (nmc.org.uk)
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates - The Nursing and Midwifery Council (nmc.org.uk)
New NHS Education Contract | Health Education England (hee.nhs.uk)
Quality | Health Education England (hee.nhs.uk)
OnlinePARE.net - Practice Assessment Record and Evaluation

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Supporting Resources

Service User Videos, discussing experiences in healthcare settings regarding procedures.

Venepuncture

- Carole's experience of venepuncture (click icon to listen)
- Daniel (age 11), talks about how he feels before he has his bloods taken (click icon to listen)
- Daniel (age 11), talks about how he feels after he has his bloods taken (click icon to listen)
- Mark, talks about his experience of venepuncture (Click icon to listen.

Blood Transfusion

- Audrey's experience of having a blood transfusion (click icon to listen)
- Andrew's experience of having a blood transfusion (click icon to listen)

ECG

- Peter's ECG experiences (click the icon to listen)
- Lily shares her experience of having a ECG (click icon to listen).

Cannulation

- Lily's experience of cannulation(click icon to listen)
- Harriet's experience of cannulation(click icon to listen)
- Jodie's experience of cannulation(click icon to listen)

Nasogastric Tube (NGT)

- A patients experience of Nasogastric tubes (click the icon to listen)
- Lily shares her experience of having a NGT (click icon to listen).
- Jodie shares her experience of having a NGT (click icon to listen).

Catheterisation

- Phil's experience of having a urinary catheter (click the icon to listen)
- Jodie's experience of having a urinary catheter (click the icon to listen)

We would like to extend a huge thank you to all those who participated in supporting the development of these videos and for support the development of the future nursing workforce.

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