

Guidance Document

ASSESSING AND SUPERVISING NMC STANDARDS OF PROFICIENCY (2018)

Pre-Registration Nursing Students in Student Wellbeing Hub –
Schools and Colleges - Further and Higher Education

NMC Proficiencies:- Year 2 students



UNIVERSITY OF
PLYMOUTH

PROFICIENCY	EXAMPLES OF SKILL/ACTIVITY	SUGGESTED EVIDENCE
Support people to make informed choices to promote their wellbeing and recovery, assessing their motivation and capacity for change using appropriate therapeutic interventions e.g. cognitive behavioural therapy techniques.	<ul style="list-style-type: none">• Understanding of psycho education and health promotion to students• Person centred assessment and care planning• Participate in groups run by the team.• Referrals to relevant services• Health prevention advice• Psychosocial interventions and formulation.	<ul style="list-style-type: none">• Patient's documentation.• Results/Reports.• Staff and/or Service User Feedback.• Practice protocols and policies.• Reflection
Apply the principles underpinning partnerships in care demonstrating understanding of a person's capacity in shared assessment, planning, decision-making and goal setting.	<ul style="list-style-type: none">• Understanding of Mental capacity Act 2005• Understanding capacity and consent with children and young people.• Communication styles (verbal & non-verbal) and barriers to communication• Understanding and engagement in MDTs and professional meetings• Informed Consent• Person centred assessment and care planning	<ul style="list-style-type: none">• Client/Patient's documentation.• Staff and/or Service User feedback.• Reflection.
Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed.	<ul style="list-style-type: none">• Assessment and crisis interventions• Communication skills• Safeguarding• Risk assessment• I Cared and shared• Safety planning• Attending high risk meetings.	<ul style="list-style-type: none">• Staff and/or Service User feedback.• Reflection.• Observe I cared and shared assessment and planning
Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required.	<ul style="list-style-type: none">• Consultation activities with service users, young people and carers.• Support for teachers and academics• Information Boards and additional information (i.e. leaflets etc)	<ul style="list-style-type: none">• Example of leaflet/info board etc.• Staff and/or Service User feedback.• Q&A.• Practice website/social media/Apps.

	<ul style="list-style-type: none"> • Access to Braille, Large print etc. • Awareness of Language line. • Liaison with Learning disability services. • Working with International students 	
Works in partnership with people, families and carers to monitor and evaluate the effectiveness of agreed evidence based care plans and readjust goals as appropriate drawing on the person's strengths and assets.	<ul style="list-style-type: none"> • Holistic person centred support plans • Monitoring pre-established care plans from specialist services. • Social inclusion and referral to community groups • Morning meeting and MDT meetings • Liaison with teachers and academic for supporting students and young people. 	<ul style="list-style-type: none"> • Documentation. • Notes from support meetings. • Staff and/or Service User feedback. • Reflection
Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required.	<ul style="list-style-type: none"> • Student records and other documentation kept online • Referrals to other agencies. • Using digital technology to communicate with service users, MDT members and carers. 	<ul style="list-style-type: none"> • Documentation. • Meeting minutes. • Audit results etc. • Interpretation and location of data required.
Makes informed judgements and initiates appropriate evidence based interventions in managing a range of commonly encountered presentations.	<ul style="list-style-type: none"> • Initial assessment • Risk assessment tools • Sexual safety tool • Psychosocial interventions • CBT, Mindfulness and self-help interventions • De-escalation and conflict resolution 	<ul style="list-style-type: none"> • Staff and/or Service User feedback. • Q&A. • Theory/Evidence documentation. • Action Plan.
Effectively uses evidence based nutritional assessment tools to determine the need for intervention.	<ul style="list-style-type: none"> • Regular Nutritional assessments and understanding of nutrition impact on mental health outcomes. • Making appropriate referrals to MDT members (disability, dietician), • Refer to GP or local EDS. • Health Promotion • Educating clients and carers • Demonstrate understanding of BMI tool. 	<ul style="list-style-type: none"> • Service user documentation. • Staff and/or Service User feedback. • Completed assessment tool.
Provide information and explanation to people, families and carers and responds appropriately to questions about their treatment and care.	<ul style="list-style-type: none"> • Understanding of confidentiality and consent to sharing of information across age demographics 	<ul style="list-style-type: none"> • Staff/Service User feedback. • Q&A • Research notes. • Reflection • Practice assessor feedback

	<ul style="list-style-type: none"> • MDT meetings with family involvement • Liaising with families and carers on action plans and health prevention advice. 	
Applies an understanding of the differences between risk management, positive risk-taking and risk aversion to avoid compromising quality of care and health outcomes.	<ul style="list-style-type: none"> • MDT and Professionals meetings. • Therapeutic risk taking and action plans with at risk students. • Can attend MARAC and CHANNEL meetings • Working with teachers, families and carers. 	<ul style="list-style-type: none"> • Meeting Minutes. • Review Notes. • Assessment Tool explained. • Staff Feedback. • Practice assessor feedback • Reflection.
Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice. (e.g. solution focused therapies or talking therapies).	<ul style="list-style-type: none"> • Understanding of evidence base for specific talking therapies, ie CBT, DBT, solution focus • Group work and individual sessions. • CBT techniques • Demonstrate resilience through attendance of supervision, support and de-brief 	<ul style="list-style-type: none"> • Q&A • Staff/Service User Feedback. • Documentation. • Reflection.
Participates in the planning to ensure safe discharge and transition across services, caseloads and settings demonstrating the application of best practice.	<ul style="list-style-type: none"> • MDT and multi-agency meetings • Referrals to specialist services. • Social inclusion • Discharge process and discharge care plans • Referral to local services 	<ul style="list-style-type: none"> • Referral/Discharge/F/U documentation. • Q&A • Staff/Service User Feedback. • Reflection • Practice assessor feedback.
Negotiates and advocates on behalf of people in their care and makes reasonable adjustments to the assessment, planning and delivery of their care.	<ul style="list-style-type: none"> • Documentation. • Simulated activity or Case Load. • Safeguarding. • Liaison with other services, including care co-ordinators, voluntary and private services. • Person centred care planning • MDT and professionals meetings • Effective telephone consultations • Attend student support meetings 	<ul style="list-style-type: none"> • Discussion of student history/care with staff. • Competent reviewing of existing care pathways. • Local policy/guidelines explained.
Demonstrates effective persons and team management approaches in dealing with concerns and anxieties using appropriate de-escalation strategies when dealing with conflict.	<ul style="list-style-type: none"> • Communication with staff, service user, family and external HCP's. • Understanding of individualised care planning • MDT meetings • Effective telephone/ online consultations • De-escalation and conflict resolution 	<ul style="list-style-type: none"> • Demonstrates professional, calm approach. • Reflection and debriefs • Practice assessor feedback.

If a student has been assessed as proficient but does not maintain proficiency in subsequent years, relevant plans can be drawn up and they can be reassessed. A Proficiency can be assessed by Practice Supervisors or Assessors, or anyone occupationally competent (such as phlebotomists).

Practice Assessors will be verifying Proficiencies at the end of placement assessment.