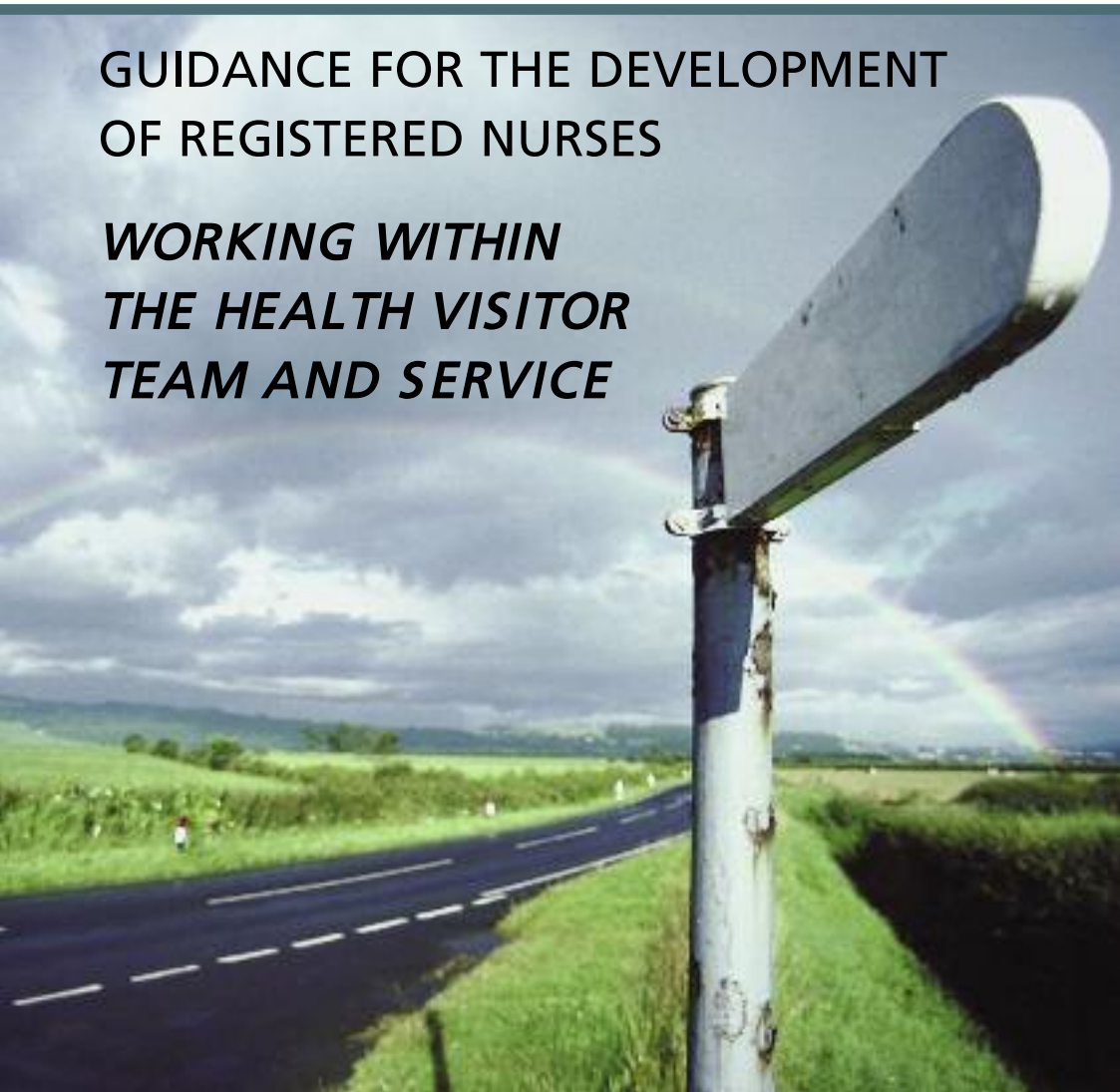




GUIDANCE FOR THE DEVELOPMENT OF REGISTERED NURSES

WORKING WITHIN THE HEALTH VISITOR TEAM AND SERVICE



Unite/CPHVA Health Visitor Forum

& Rita Newland, Professional Officer, Unite/CPHVA

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■ INTRODUCTION

The role and function of the registered nurse within the health visitor team/service has been the subject of much debate, especially during the last decade when the number of registered nurses employed to work within health visitor teams has increased in response to the decreasing number of health visitor applicants, and the need to reduce the cost of service provision with the introduction of grade mix. Anecdotal evidence from members of Unite/CPHVA suggests that many teams have flourished with the introduction of the registered nurse role especially when these nurses have completed the child branch pre-registration nurse education programme. It is clear that these roles are now well established and embedded in many health visitor teams/services across the country and that they provide a huge potential for nurses within these roles to develop their skills and knowledge in preparation for undertaking a recognised programme leading to the qualification of Specialist Community Public Health Nurse (health visitor).

It is imperative that measures are taken to maximise the potential that this role has both to the profession, the nurse and the cost effectiveness of the service. One way of doing this is to develop a way in which to objectively illustrate the role and function of the registered nurse in terms of a programme for work based learning and career progression. This publication will:

- 1. Provide a framework for facilitating and assessing the learning and development of the registered nurse within the health visitor team/service.**
- 2. Provide a framework which the registered nurse member of the health visitor team/service can use to illustrate her/his learning, continuing professional development and achievement of PREP requirements during their time in the role.**

This guidance aims to support individuals in practice and help them to prepare for career progression within the health visitor profession. There is no intention to reproduce a review of the role of the registered nurse in relation to Agenda for Change (i.e. in terms of banding and pay). People seeking this route are referred to the Agenda for Change job evaluation process which is based on a clear job description, the preceptorship policy, and the

requirements for progression at the foundation and second gateways within the Knowledge and Skills Framework¹.

The registered nurse role in the health visitor team/service is illustrated by *some* of the requirements of the Knowledge and Skills Framework and NHS Job Evaluation criteria^{1,2,3}. This will vary from one organisation to another. These requirements are represented in the tables as the Core and Specific Dimensions. Each dimension relates to the anticipated job content and the expectations of the registered nurse in practice and is illustrated in the following way:

1. **Practice:** the capability/ability that the registered nurse must be able to achieve in her/his practice, specific know-how.
2. **Illustrating practice:** the ways in which to illustrate the use of the knowledge and skills in practice.
3. **Measuring achievement of practice:** the ways in which the registered nurse must illustrate that s/he has achieved the required knowledge and skills and is able to use them in her/his practice.
4. **Suggested actions:** the actions that the registered nurse could undertake in order to illustrate the development of their practice.

The aim throughout the guidance is to encourage the registered nurse to work through the learning process in a systematic way which allows objective measurement at each stage. For example, the aim is to encourage the registered nurse to gather information, analyse/make sense of it, understand it in the context of her/his role and function within the team/service and use it in her/his practice. The following assessment tool will help the registered nurse and the line manager to measure and describe the development of practice over time. The descriptions provided for each stage (observed, supported and competent practice) will enable them to identify areas of achievement as well as areas for development. The registered nurse must also reflect on her/his practice and outline the ways in which s/he will use learning to influence current and future practice.

MEASURING THE DEVELOPMENT OF PRACTICE

		Competent Practice
		<ul style="list-style-type: none"> • Practice is safe, accurate and effective. • Shows confidence in some areas of practice and not in others. • Focuses on one dimension of care/need at a time. • Care delivery is coordinated most of the time.
	Supported Practice	
	<ul style="list-style-type: none"> • Misses some aspects of care delivery. • Practice is inaccurate some of the time. • Fails to coordinate care delivery. • Delivers skilled care. • Takes more time than required to complete care delivery. • Focuses on one dimension of care/need at a time. 	
Observed Practice		
<ul style="list-style-type: none"> • Observes others doing the practice. • Collects and collates information. • Asks questions. 		



■ ADDITIONAL READING

The following publications will prove to be invaluable when used alongside this guidance:

DH (2009) Nursing Careers Framework: Developing a Visual Map Design. The Stationery Office, London.

http://www.dh.gov.uk/en/Aboutus/Chiefprofessionalofficers/Chiefnursingofficer/DH_108368

DH (2009) Getting it Right for Children and Families. Maximising the Contribution of the Health Visiting Team, Action, Ambition and Achievement. The Stationery Office, London. www.dh.gov.uk/publications

Newland R (2009) Exploring the Role of the Health Visitor and the Registered Nurse in the Health Visitor Team and the Health Visitor Service. Unite the Union/CPHVA, London. <http://www.unite-cphva.org/Default.aspx?page=660>

Newland R (2009) Entry Routes into Health Visitor Education: Opening the Door and Embracing the Future. Unite the Union/CPHVA, London. <http://www.unite-cphva.org/Default.aspx?page=660>

Newland R (2008) The New Birth Visit. Unite the Union/CPHVA, London. <http://www.unite-cphva.org/Default.aspx?page=660>

Unite the Union/CPHVA Health Sector (2009) Professional Briefing: Regulatory Issues and the Future Legal Status of the Health Visitor Title and Profession. Unite the Union/CPHVA, London.

Unite the Union/CPHVA Health Sector (2009) The Universal Health Visiting Service. Unite the Union/CPHVA, London.

Unite/CPHVA Health Visitors' Forum (2008) The Distinctive Contribution of Health Visiting to Public Health and Wellbeing: A Guide for Commissioners. Unite the Union/CPHVA, London.

■ CORE DIMENSIONS

Domain (DH 2004)	Practice	Illustrating Practice
<p>Communication and relationship skills</p>	<p>Communication with clients</p> <p>Should be able to communicate with people using verbal and non-verbal communication strategies.</p> <p>Should be able to use verbal and non-verbal communication strategies when communicating with clients who have learning difficulties.</p> <p>Should be able to use verbal and non-verbal communication strategies when communicating with clients who have special needs which create a barrier to communication e.g. impaired hearing, vision and speech.</p> <p>Should be able to use verbal and non-verbal communication strategies when communicating with clients who have a limited vocabulary and understating of the English language e.g. new entrants to the UK.</p>	<p>Communication with clients</p> <p>Actively listens to others using questions and paraphrasing.</p>

Measuring Achievement of Practice

Suggested Actions

Develops and delivers the care plan for clients with learning difficulties.

Works in partnership with the health advocate.

Confirms client understanding of the information given.

Actively contributes to the discussion during team meetings and professional meetings (e.g. core group meetings).

Provides a written up-date in the care plan and contributes to the initial and ongoing development of the content with indirect supervision.

Contributes to the completion of the common assessment framework documentation.

Contributes to the completion of a written referral of a client to another service/agency.

Complete client contacts with the health visitor e.g. to include a home visit and/or a clinic contact, write a reflective account of the event to include aspects of learning, a rationale for the learning and the impact that the learning will have on your future practice.

Actively contribute to the content and development of the assessment and care plan of clients within the health visitor caseload.

Take a lead role in delivering the care under indirect supervision and negotiate/agree the way in which you will report client condition and any changes in care requirements to your team leader/health visitor.

Develop a resource file for other members of the team to use which includes principles and practice of communicating with clients when barriers exist, and details of local resources for people with communication difficulties.

Arrange to spend some time shadowing a practitioner from the learning difficulties team/service to gain more information about the strategies used to communicate with people who have learning difficulties.

Undertake a consultation with a client who has English as a second language, the health advocate and the health visitor and observe the process and outcome of communication.

Complete a university accredited course/module about the use and value of communication skills in practice.

Read policies/protocols/guidance that have been developed by the employing organisation including:

- Equality and diversity
- Safeguarding
- Consent

Domain (DH 2004)	Practice	Illustrating Practice
	<p>Communication with professionals</p> <p>Should be able to use verbal and non-verbal communication strategies when communicating with other professionals.</p>	<p>Communication with professionals</p> <p>Is able to verbally communicate changes in client condition and client need.</p> <p>Is able to communicate client condition, events and needs using written communication (paper and electronic).</p>

Measuring Achievement of Practice

Suggested Actions

- Data protection/information governance
- Lone working
- Conflict resolution
- Accountability and delegation
- Risk management
- Medication/drug administration

Make notes about the key messages from these documents.

Explain to another person, what the content of these documents means e.g. to a student nurse undertaking practice experience with the health visitor team.

Provide verbal feedback about client progress during care delivery at the health visitor team meeting.

Complete a short course/work based learning programme about record keeping and documentation.

Read the NMC⁵ guidance about record keeping and documentation and explain the content to another person e.g. a student nurse undertaking practice experience with the health visitor team.

Explain and show another person how to use the principles of record keeping and documentation in practice e.g. a student nurse undertaking practice experience with the health visitor team, or a health care support worker member of the health visitor team.

Read the employing organisation's policy about information governance, including consent, confidentiality, maintaining confidentiality.

Explain to another person, how to apply this guidance in practice to another person e.g. a student nurse undertaking practice experience with the health visitor team, or a health care support worker member of the health visitor team.

Domain (DH 2004)	Practice	Illustrating Practice
<p>Personal and people development</p>	<p>Should be aware of research and literature that has been published about the subject area in the last five years.</p> <p>Should be aware of changes in practice, care and treatment which have been implemented locally and nationally in the last twelve months.</p> <p>Should be aware of the requirements for professional regulation as outlined in PREP⁶.</p> <p>Should know how to support and facilitate the learning of others in the specific area of practice.</p>	<p>Uses the Internet and searches databases to access research papers relating to the specific practice area.</p> <p>Leads the collection and collation of information about a specific subject relating to practice.</p> <p>Is a mentor for student nurses undertaking the pre-registration nurse education programmes, which are completing their placement with the health visitor team.</p> <p>Leads the delivery of the induction programme for staff who are new to the practice area e.g. community nursery nurse and health care assistant.</p>

Measuring Achievement of Practice

Suggested Actions

Explain the way in which education and training has influenced personal practice.

Develop a personal development plan in relation to the requirements of the job description.

Achieve the content of the personal development plan within the required time scale.

Facilitate learning in practice.

Complete an NMC approved mentorship programme and gain the mentorship qualification⁷.

Complete the required practice as a mentor to gain the qualification of sign-off mentor⁷.

Share the responsibility and activity of mentorship with another member of the health visitor team in order to observe the way in which they plan, facilitate and deliver learning events and assess the practice of others⁷.

Actively take part in 4-6 weekly clinical supervision (individual/group) to help develop your reflective practice skills and ability.

Take full responsibility for a student nurse who is undertaking a pre-registration nurse education programme and who is on placement with the health visitor team. Develop the learning plan and schedule for activities that will take place during the placement and communicate directly with the lecturer from the university.

Keep a reflective diary/journal in which you record events from practice and use a model of reflection (e.g. Gibbs model) to illustrate your personal learning and development.

Keep an up-to-date professional portfolio in which you record and evidence your practice and learning experiences.

Take an active role in developing and delivering the induction programme for junior staff that are new to the health visitor team.

Develop learning resources for the team members to use relating to key issues for practice e.g. infant feeding (breastfeeding and formula feeding), infant massage, child accident prevention strategies/resources, child and family nutrition (prevention of anaemia in children, obesity and faltering growth).

Develop, design and display information for clients/service users e.g. relating to specific health promotion

Domain (DH 2004)	Practice	Illustrating Practice
<p>Health, safety and security</p>	<p>Should be able to access and use the information to decide her/his actions that are required to keep self safe in the work base and the client's home/home environment.</p> <p>Should be able to access and use information to decide on actions that are required to keep clients safe when they are in the health care/service delivery premises.</p>	<p>Explains and describes the content of the lone worker policy for the employing organisation and uses the information to decide on actions when planning and undertaking visits to client's home in the community.</p> <p>Explains and describes the content of the moving and handling policy for the employing organisation and uses the information to decide on actions when planning moving and handling activity in situations of unpredictability.</p> <p>Explains and describes the content of the fire safety policy for the employing organisation and uses the information to decide on the actions required to prevent a fire and required when discovering a fire.</p> <p>Explains and describes the content of health and safety legislation and uses the information to decide on the actions required to promote the health and safety of self and other people.</p>

Measuring Achievement of Practice

Suggested Actions

issues including nutrition, play, mental health, infection control.

Attend in-service development days which promote and outline changes in practice.

Take on a link role which involves collating information about a specific subject relating to practice and share the information with other people in the team/service.

Organise and complete work activity in line with the relevant health and safety policy and guidelines.

Complete mandatory health and safety training on an annual basis, which includes:

fire safety, moving and handling, lone working, display screen equipment, risk assessment and incident reporting, infection control, resuscitation for children and adults.

Complete risk assessment as part of routine practice, record outcome and discuss the content and actions arising with your line manager/health visitor team leader.

Develop and display presentations for specific health and safety issues e.g. child accident prevention in the home and at play, fire safety in the home, the use and maintenance of smoke alarms.

Domain (DH 2004)	Practice	Illustrating Practice
<p>Service improvement</p>	<p>Should know how to access audit reports which outline the features of service provision, delivery and effectiveness.</p> <p>Should know how to access local and national policies and guidelines which outline features of service provision, delivery and effectiveness.</p>	<p>Accesses and reads audit reports and integrates the information into her/his personal approach to service delivery.</p> <p>Accesses and reads audit reports and explains the information to other members of the team/service when suggesting changes to the way in which the service is delivered.</p>

Measuring Achievement of Practice

Become an active member of a change/development working group.

Act as a source of information/resource for other members of the team/service.

Suggested Actions

Take on the role of link nurse for a specific area of practice/service delivery in order to become a resource for other members of the team/service e.g. infant and child feeding, child and family nutrition, dermatology, skin care, continence, enuresis.

Become a member of a working group/steering group investigating and implementing service change/redesign and take an active role by completing allocated work in the agreed timescale.

Develop and work to a personal study plan which enables you to spend time on a regular basis, searching the research, literature and policy to identify new information about specific areas of practice/service delivery and share this with other members of the team/service.

Attend study days/conferences about a specific area of practice; reflect on what you have learnt and how this new learning will impact on your practice.

Outline and explain the information gathered during the study day to others in the team/service through a presentation and/or facilitated discussion with the team members about the subject area.

Domain (DH 2004)	Practice	Illustrating Practice
Quality	<p>Should know how to plan, organise and coordinate workload in order to complete allocated workload within the prescribed timescale.</p> <p>Should know the structure of the organisation and the team/service and be able to identify her/his position within the team in relation to personal and professional responsibility and accountability.</p> <p>Should know the process that must be undertaken to report and record concerns about quality of service design and delivery.</p>	<p>Works in a coordinated and timely way.</p> <p>Works alone and with other team members.</p> <p>Works within the prescribed reporting structures to update line manager/team leader of changes in client needs, service delivery and issues of concern.</p> <p>Works within the governance structures e.g. policy/guideline structure of the employing organisation.</p>

Measuring Achievement of Practice

Suggested Actions

Complete allocated workload in a coordinated and organised way in the required time.

Achieve expected/required outcomes of care/service delivery when working alone.

Achieve expected/required outcomes of care/service delivery when working with others.

Produce written (paper and electronic) records about care planned and delivered and explain the rationale for the content and the outcome of care/service provision.

Shadow a member of the clinical governance team within the organisation to learn more about the structures and process for quality assessment, provision and evaluation in the organisation.

Plan, deliver and evaluate the care/service provision for specific individuals over time.

Read national policy guidance which outlines Government aspirations for identifying, achieving and maintaining quality in health and social care services. Summarise the content of the guidance and reflect/outline ways in which you will use this information to influence your practice.

Read national policy guidance which outline Government aspirations for identifying, achieving and maintaining quality in health and social care services. Summarise the content of the guidance and explain this to other members of the team/service.

Work with another member of the team as a critical friend to complete a peer review of each others records and record keeping and documentation practice.

Work with another member of the team as a critical friend to complete a structured observation of each others practice over a specified time period.

Take part in clinical supervision on a regular and consistent basis e.g. four weekly.

Take part in management supervision on a regular basis e.g. at least four weekly.

Actively seek and complete an annual appraisal with your line manager and an appraisal review every six months.

Actively complete a personal development plan and discuss with your line manager.

Maintain a reflective journal/diary using a model of reflection so that you identify learning from events in practice.

Complete the required mandatory training on an annual basis, record and report personal learning and development following course attendance and illustrate this in written form within your personal professional portfolio.

Domain (DH 2004)	Practice	Illustrating Practice
Equality and diversity	<p>Should know how to access the legislation, policy and guidance about promoting equality.</p> <p>Should know where to access the legislation, policy and guidance about promoting equality.</p> <p>Should know how the achievement of equality is measured in different situations/circumstances within health and social care services.</p>	<p>Works within the policy structure for equality and diversity.</p> <p>Works with clients to promote equality and celebrate diversity.</p> <p>Works with clients to recognise their specific needs and preferences in relation to e.g. age, race, religion, culture, sexuality, gender, health/mental health.</p>

Measuring Achievement of Practice

Suggested Actions

Identify people who may be at risk of discrimination.

Explain the factors that increase the risk of discrimination and describe how to prevent discrimination.

Plan and deliver care which recognises the needs and preferences of the client in relation to: age, race, religion, culture, sexuality, gender, health/mental health.

Explain and describe the reason and importance of an individual client's specific care requirements.

Read the local and national policy about equality and diversity, make notes about the content and reflect on the measures that you will take in your practice to promote equality and diversity.

Read the local and national policy about equality and diversity, make notes about the content and explain how this can be implemented in practice to other members of the team/service.

Attend a study day about equality and diversity, reflect on the key things that you have learnt and make a plan about how you will integrate this learning into your practice.

Attend a study day about equality and diversity and prepare and deliver a presentation to the rest of the team/service about the key points of interest. Explain how they can use the information to prevent discrimination when delivering care/the service.

Shadow the lead person for dignity at work investigations in the human resources department of your employing organisation to find out how the policy was developed, and how it is used in practice.

Meet with leaders of the different religious communities in your local area to find out about the specific needs and issues of vulnerability in relation to discrimination.

■ SPECIFIC DIMENSIONS

Domain (DH 2004)	Practice	Illustrating Practice
<p>Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing</p>	<p>Should be able to collect information from several sources and use it to identify the health promotion needs of individuals.</p> <p>Should be able to collect information from different sources about actual and potential factors that may have an adverse effect on the individual's health and wellbeing.</p>	<p>Works with individuals from the caseload/geographical area to identify issues that need health promotion advice.</p> <p>Consults with individuals from the caseload/geographical area to identify the health promotion advice that they feel they need.</p>

Measuring Achievement of Practice	Suggested Actions
<p>Explain health promotion information to clients.</p>	<p>Work alongside the dietician for children and families to learn about the local guidelines and ways in which to explain this to clients in practice.</p> <p>Undertake a university accredited course/module about audit.</p> <p>Read national and local policies and guidelines e.g. nutrition, obesity prevention, immunisation, child accident prevention. Make notes on the content and explain the content to someone else e.g. a student nurse on placement.</p> <p>Take on the role of link nurse for an area of practice e.g. immunisation, accident prevention, healthy eating/nutrition. In this role collect information, identify key points and explain their importance and meaning to other people in the team.</p> <p>Undertake a course in group facilitation and communication to help you learn about ways in which to develop and facilitate groups of people.</p> <p>Work alongside a person in the team/service who is proficient at facilitating groups to learn about ways in which to develop and facilitate groups in practice.</p> <p>Undertake a university accredited course about evidence based practice to learn about ways in which to search the literature and collect research about specific health promotion topics/areas of practice.</p> <p>Work with a group of parents to help them gain confidence about healthy eating in relation to buying, preparing and cooking food.</p> <p>Collect and collate information about the shops in the local area which identifies, location, food availability, general costs of staple foods e.g. brown and white loaf of bread, fresh fruit and vegetables, meat and fish. Use this information to help people make healthy food choices.</p>

Domain (DH 2004)	Practice	Illustrating Practice

Measuring Achievement of Practice

Suggested Actions

Work with a member of the child health information department to obtain data about the number of children who are not fully immunised by the age of 9 months and 15 months. Contact the parents of the children who have not had the required immunisations and identify the reasons for not accessing immunisation.

Work with the health visitor to formulate a plan of care for a child who has not received the required immunisation.

Collate the information about immunisation refusal to identify the reasons why people from the caseload do not access this service. Report to the health visitor and work together to devise an action plan to promote change.

Collect and collate information about the number and type of accidents that children within the caseload experience. Report to the health visitor and work together to devise an action plan to promote change (reduce the number of accidents).

Work with the people who provide the local accident prevention loan scheme and help clients to use it.

Collect and collate information about the use of the local accident prevention loan scheme (audit) and make suggestions for ways in which to increase the uptake of the service.

Domain (DH 2004)	Practice	Illustrating Practice
<p>Assessment and care planning to meet health and wellbeing needs</p>	<p>Should be able to collect and collate information from several sources about the health and wellbeing of clients that they are delegated responsibility to deliver care to.</p> <p>Should be able to contribute to the planning of the written care plan/plan of care for the client that they are caring for.</p> <p>Should be able to work with other team members to decide the way in which to deliver the care plan.</p> <p>Should be able to work with other team members to deliver the care plan.</p>	<p>Completes ongoing assessment of needs for clients (children and families) within the caseload using correct documentation and terminology.</p> <p>Contributes to the ongoing development of the care plan for clients within the caseload and reports changes in condition and achievement of outcomes.</p>

Measuring Achievement of Practice

Suggested Actions

Complete the care plan/assessment documentation using electronic and/or paper methods.

Contribute to the care review process.

Undertake a course about record keeping and documentation.

Undertake a university accredited course about needs assessment.

Work alongside the team leader/health visitor to learn more about the documentation and the requirements for completion.

Read the trust policy and guidelines about record keeping and documentation. Make notes about the content and explain them to another person e.g. student nurse on placement or a person new to the team during their induction.

Domain (DH 2004)	Practice	Illustrating Practice
<p>Protection of health and wellbeing</p>	<p>Should be able to collect and collate information from several sources to identify when someone's health and wellbeing is not changing as a result of the service intervention provided.</p> <p>Should be able to collect information about the environment and identify risks to client and personal safety.</p>	<p>Completes ongoing assessment of needs for clients (children and families) within the caseload.</p> <p>Contributes to the team discussion in order to provide information about progress/ lack of progress.</p> <p>Recognises when the environment and/or the situation which the client is in appears to be unsafe and/or not appropriate.</p>

Measuring Achievement of Practice

Explain the principles and practice of protection.

Outline the key factors that increase the need for protection.

Suggested Actions

Complete the employing organisation's safeguarding course level one and two. Make notes on the content and make a plan of how you will use the information in your practice.

Read the national guidance about protecting children from harm e.g. documents from the Department of Health and the National Institute of Health and Clinical Excellence (NICE). Make notes about the content and explain it to another person e.g. a student nurse on placement, the health care assistance in the team.

Read the standards for practice developed by the service/employer and include the content in the way that you practice.

Work alongside the health visitor to increase your knowledge about the categories of child protection and the ways in which they are identified in practice.

Undertake a university accredited course/module about child development.

Plan and deliver immunisation sessions for children within the caseload.

Develop and maintain the required conditions to promote client safety during immunisation sessions e.g. recognition and treatment of anaphylaxis.

Collect information about immunisation uptake and identify the children/clients within the caseload who are at risk because they have not received the required immunisations.

Use the framework for assessing children, families and young people in your practice to enable you to identify issues that may indicate that the client (child, family) is at risk and in need of further support and intervention.

Domain (DH 2004)	Practice	Illustrating Practice
Provision of care to meet health and wellbeing needs	Should be able to deliver care to clients in line with the care plan.	Delivers care to clients and reports the outcome.
Information processing	Should be able to input information into the relevant database about work activity.	Documents work activity and records it in the required database (paper and/or electronic system).

Measuring Achievement of Practice

Suggested Actions

Deliver care as per written and verbal instructions.

Explain to the client the purpose and aims of the care plan.

Recognise when changes in the situation require changes to the care plan.

Develop a strategy for recording the information and storing it on a daily basis.

Work alongside the health visitor and observe assessment and care delivery.

Work alongside the health visitor and observe the development of the care plan. Ask questions to identify the rationale for care delivery choices. Make notes about the answers to the questions.

Actively work with your allocated preceptor and arrange regular (at least on a monthly basis) supervision/ reflection sessions to discuss the content of your workload and identify the learning achieved.

Work with your preceptor to develop a profile of your work activity over a six month and twelve month period. Review this information on a yearly basis to identify change, learning achieved, learning needs and potential areas for career development and progression.

Read the employers guidelines and policy for recording and storing activity data.

■ REFERENCES

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