**Professional Behaviours**

Proficiencies below demonstrates progression though the parts in terms of complexity and self-direction, direct through to in-direct supervision. They reflect the NMC Code (2018)

* Prioritise People
* Practice Effectively
* Preserve safety
* Promote Professionalism and Trust

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| PART 1 |  | PART 2 |  | PART 3 |
| **Prioritise People** |
| 1. The student maintains confidentiality in accordance with the NMC code.
 |  | 1. The student maintains confidentiality in accordance with the NMC code.
 |  | 1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality, for example public interest and protection from harm.
 |
| 1. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.
 |  | 1. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.
 |  | 1. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues.
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| 1. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf.
 |  | 1. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf.
 |  | 1. The student maintains the person's privacy and dignity, seeks consent prior to care, challenges discriminatory behaviour and advocates on their behalf.
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| 1. The student is caring, compassionate and sensitive to the needs of others.
 |  | 1. The student is caring, compassionate and sensitive to the needs of others.
 |  | 1. The student is caring, compassionate and sensitive to the needs of others demonstrating positive role modelling.
 |
| 1. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others.
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| **Practise Effectively**  |
| 1. The student maintains consistent, safe and person-centred practice.
 |  | 1. The student maintains consistent, safe and person-centred practice based on best available evidence.
 |  | 1. The student consistently delivers safe, person-centred and evidence based care ensuring patients/service users/carers are at the centre of decision-making.
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| 1. The student is able to work effectively within the inter-disciplinary team with the intent of building professional relationships.
 |  | 1. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships.
 |  | 1. The student is able to work confidently and as an equal partner within the inter-disciplinary team and can build effective professional relationships.
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| 1. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence.
 |  | 1. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others.
 |  | 1. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others.
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|  |  | 1. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback.
 |  | 1. The student demonstrates leadership skills and is able to work autonomously, seeks support where appropriate and responds positively to feedback.
 |
| **Preserve Safety** |
| 1. The student demonstrates openness (candour), trustworthiness and integrity.
 |  | 1. The student demonstrates openness (candour), trustworthiness and integrity.
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 |
| 1. The student reports any concerns to the appropriate professional member of staff when appropriate, e.g. safeguarding.
 |  | 1. The student reports any concerns to a member of staff when appropriate, e.g. safeguarding.
 |  | 15. The student reports any concerns to a member of staff when appropriate, and escalates as required (as per local policy/professional guidance) e.g. safeguarding.  |
| 1. The student demonstrates the ability to listen, seeks clarification and carries out instructions safely.
 |  | 1. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely.
 |  | 16.The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely |
| 1. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.
 |  | 1. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.
 |  | 17.The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.  |
| **Promote Professionalism and Trust** |
| 1. The student's personal presentation and dress code is in accordance with the local policy.
 |  | 1. The student's personal presentation and dress code is in accordance with the local policy.
 |  | 18.The student's personal presentation and dress code is in accordance with the local policy.  |
| 1. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.
 |  | 1. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.
 |  | 19 The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.  |
| 1. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations.
 |  | 1. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process.
 |  | 20 The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process.  |
|  |  |  |  | 21 The student acts as a role model in promoting a professional image and acts as an ambassador for the profession.  |