OXFORD BROOKES UNIVERSITY

PRACTICE EDUCATION IN PARTNERSHIP

PAG July 12_01 Setting Professional Behaviour Objectives
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FACULTY OF HEALTH AND LIFE SCIENCES

PRACTICE EDUCATION UNIT

Setting objectives pre-qualifying students for professional behaviour issues: A guide for practice assessors/supervisors

These are some suggested objectives/goals for **professional behaviour issues** (please feel free to adapt amend for individual student issues). These can be used to set objectives with students when they have already been given **specific verbal feedback** regarding an area of concern regarding competency or professional behaviour. This should be documented in the students practice assessment document (PAD). Do involve your Link Lecturer in all discussions regarding unprofessional behaviour.

You should also see the guide for giving specific feedback in the students Practice Assessment Document (PAD)

For all issues relating to professional behaviour					
	Objective: I will be able to…	**Related competencies:**	**Timeframe:** **I will have achieved this by…**	**Support /resources:** **To complete this I will require…**	**Midway Evaluation** **Achieved/on-going/review date**
	Access and read the guidelines for professional behaviour	Criteria and competencies relating to professional behaviour will need to be achieved and demonstrated your placements.			
Issues relating to attendance/sickness/absence (See the Practice Assessment Handbook (PEH) for advice on reporting sickness)					
No.	**Objective:** **I will be able to…**	**Related competencies:**	**Timeframe:**	**Support /resources:**	**Midway Evaluation**

1			I will have achieved this by…	To complete this I will require…	Achieved/on-going/review date
1a.	**Record** all planned shifts/practice sessions (in advance) on my time sheet for as far ahead as the off duty/placement allocation is done. I will **indicate** with the correct code (see timesheet) if I have been absent from a planned practice session.				
1b.	**Negotiate** and **agree** with my practice assessor and link lecturer the practice sessions/shifts I will work when I return to placement following sickness/absence. I will **access**, **read and complete** the policy on returning to placement following sickness.				
1c.	**Inform immediately** the manager/team leader if there are any problems with my practice assessor (sickness/shifts etc.) and **inform** my link lecturer if access to a practice assessor is problematic and not sorted within one or two days of the problem occurring				
1d	**Take responsibility for assessing** if I am fit/safe/well enough to be in practice. Immediately **Inform** my academic advisor and **seek** university support from appropriate student support or counselling services if I am under pressure and unable to cope. I will **not attend** placement if I am not able to function in a professional and consistent way.				

Personal organisation/responsibility.					
2	**Objective:** **I will be able to…**	**Related competencies:**	**Timeframe:** **I will have achieved this by…**	**Support /resources:** **To complete this I will require…**	**Midway Evaluation** **Achieved/on-going/review date**
2a.	Always **make appointments** and **arrange** in advance to meet with my link lecturer/mentor rather than expect to have a meeting by just arriving and expecting them to discuss my progress				
2b.	**Bring** all my practice assessment documentation (PAD) into the placement at the start of my placement, midway and before final deadlines and at additional times when requested by my mentor or link lecturer.				
Behaviour/presentation of self					

3	**Objective:** **I will be able to…**	**Related competencies:**	**Timeframe:** **I will have achieved this by…**	**Support /resources:** **To complete this I will require…**	**Midway Evaluation** **Achieved/on-going/review date**
3a.	**Demonstrate** at all times, professional communication and avoid inappropriate, flippant or rude behaviour. I will **act on** feedback about what is/isn't professional and appropriate behaviour and communication				
3b.	**Respond to feedback** regarding how I present myself professionally including maintaining adequate personal hygiene and **respond to** feedback if I am not meeting these standards.				
3c.	**Always comply** with the dress and appearance code.				
3d.	**Always present myself** in a professional way (this includes being alert, willing, proactive, professional) when attending shifts/practice sessions				
3e.	**Actively seek feedback** regarding my level of competency (e.g. specific examples) or knowledge (e.g. specific examples)				
3f.	**Act in a professional way** to ensure my own health and wellbeing when arranging shifts/practice sessions **(be aware of and read** the guidance regarding maximum hours.				

3g.	**Always acts** in a way that respects others				
3h.	**Always demonstrate consistency** in my professional behaviour (e.g. specific examples)				
Knowledge and skills					
4	**Objective:** **I will be able to…**	**Related competencies:**	**Timeframe:** **I will have achieved this by…**	**Support /resources:** **To complete this I will require…**	**Midway Evaluation** **Achieved/on-going/review date**
4a	**Practice at a level expected** by my year of study(I will read the level of competency and **discuss** with practice assessor and link lecturer if I am unsure what this level is)				
4b	**Discuss the knowledge/rationale/evidence** for my practice at the expected level for my year (I will read the level of competency and **discuss weekly** with practice assessor/link lecturer if unsure what this level is)				

4c.	**Not practice at an inappropriate level** or **undertake tasks** that I am not knowledgeable or competent to undertake.				
4d.	**Always and proactively seek out** opportunities to **help** the team/**contribute** to the workload. If there are any periods when I am unsure what to do/or of my role I will **ask my practice assessor/other practice colleagues**				
4e.	**Always respond** to specific feedback and **explain** to practice assessor/link lecturers if there are reasons why I do not respond or act on feedback given.				