

SSEF Remote Log in & Profiling Instructions

Step 1 - Register

In your internet browser type <http://www.stroke-education.org.uk/sign-up/>

You will see the screen below, complete all fields and click "Sign Up":

Step 2 - Retrieve Password

Make a note of (or Copy, CTRL + C) the auto-generated Password displayed on this page.

Click the "Sign in" hyperlink within the text:

Should you misplace your password it has also been sent to the email address you entered in Step 1

Please see Step 6 to change your password to something more memorable

Step 3 - Sign In

Complete all fields, entering the Password you made a note of in Step 2, and click the "Sign in" button:

If you have any difficulties please click "Can't access your account" for further help

Stroke-Specific Education Framework

Sign up to get started + Sign in

Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Sign In

Sign in to see Your Profile, use the Staff Calculator or to update your courses if you are a Course Provider or sign up to get started

Email *

Password *

Enter the code * UARJ

Remember me

[Sign in](#)

[Can't access your account?](#)

uclan School of Health
University of Central Lancashire

Step 4 – Define Your Role and Band

You should now be able to see the screen below, click "Define role/band":

Stroke-Specific Education Framework

Welcome, lottiemilla@live.co.uk

Logout Staff Calculators Your Dashboard

Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Profile

[Change password](#) [Instructions](#)

Define Your Role and Skills

Please setup your role and skills in steps 1 and 2 below. Once you have done this you can view the reports generated in steps 3 and 4.

Step 1
Define your role and band
Set your role and profile here
Role:
Band:
[Define role/band](#)

Step 2
Define your skills
Set your skills here
0 % Complete
E1 E2 E3 E4 E5 E6 E7 E8 E9 E10
E11 E12 E13 E14 E15 E16
[Define skills](#)

View reports below in steps 3 and 4

Step 3
Your Skills against the SSEF
View a report on your skills against your role on the SSEF.
Your skills are **0 % complete** for your Role on the SSEF
[View your knowledge and skills report](#)

Step 4
Courses to update your skills
View a report on what courses will help you update your skills to the levels defined on the SSEF.
There are **0 courses** that will help you update your skills

Step 4 – Define Your Role and Band - Continued

Complete all fields of the form below, click “Save and return to dashboard”:

Stroke-Specific Education Framework

Welcome, lottiemilla@live.co.uk

Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Profile [Change password](#) [Instructions](#)

Step 1: Define Your Role and Band

Set your role, grade, employing organisation below along with your country and click Save to return to the dashboard.

Your role:

Your grade:

Country:

Employing organisation:

Can't find your organisation then please specify:

[Save and return to dashboard](#)

The screen below should now be displayed:

Check that Step 1 now shows the correct details for your Role and Band

Stroke-Specific Education Framework

Welcome, lottiemilla@live.co.uk

Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Profile [Change password](#) [Instructions](#)

Define Your Role and Skills

Please setup your role and skills in steps 1 and 2 below. Once you have done this you can view the reports generated in steps 3 and 4.

Step 1

Define role and band

Set your role and profile here

Role: Nurse
Band: Band 5 (new)

[Define role/band](#)

Step 2

Define your skills

Set your skills here

0% Complete

E1

E2

E3

E4

E5

E6

E7

E8

E9

E10

E11

E12

E13

E14

E15

E16

[Define skills](#)

View reports below in steps 3 and 4

Step 3

Your Skills against the SSEF

View a report on your skills against your role on the SSEF.

Your skills are **0% complete** for your Role on the SSEF

[View your knowledge and skills report](#)

Step 4

Courses to update your skills

View a report on what courses will help you update your skills to the levels defined on the SSEF.

There are **0 courses** that will help you update your skills

Step 5 – Completing your SSEF Role Profile

Click “Define skills”:

Stroke-Specific Education Framework | Welcome, lottie.milla@live.co.uk | UK Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Profile

Change password | Instructions

Define Your Role and Skills

Please setup your role and skills in steps 1 and 2 below. Once you have done this you can view the reports generated in steps 3 and 4.

Step 1
Define role and band
Set your role and profile here
Role: Nurse
Band: Band 5 (new)
Define role/band

Step 2
Define your skills
Set your skills here
0 % Complete
E1 E2 E3 E4 E5 E6 E7 E8 E9 E10
E11 E12 E13 E14 E15 E16
Define skills

View reports below in steps 3 and 4

Step 3
Your Skills against the SSEF
View a report on your skills against your role on the SSEF.
Your skills are **0 % complete** for your Role on the SSEF
View your knowledge and skills report

Step 4
Courses to update your skills
View a report on what courses will help you update your skills to the levels defined on the SSEF.
There are **0 courses** that will help you update your skills

You are automatically taken to “E1” or Element 1 of the SSEF, which relates to Awareness Raising:

Take a moment to read and understand the definitions of Basic, Factual, Working, In-depth and Critical

Stroke-Specific Education Framework | Welcome, lottie.milla@live.co.uk | UK Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Your Profile | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Profile

Change password | Instructions

Step 2 – Define Your Skills

Create A Snapshot
Profile not completed

Nurse - Band 5 (new)

Consider the element below. For each element of knowledge ask yourself "What sort of level of knowledge do I have about this?" then choose the response that reflects how you feel about it. Do you think it's not necessary for your job role (not needed) or do you have a basic, factual, working, in-depth or critical level of knowledge and understanding? Then do the same for skills - ask yourself "What level of skill do I have in relation to this statement?". Respond by clicking on the button next to your answer. You will automatically be taken to the next question until you get to the end.

Progress 0%

E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16

- Basic** – a generalised understanding that something exists but an individual would not need to know any details
- Factual** – a knowledge that is detailed on a factual level, but does not involve any more than a superficial understanding of any principles or theories
- Working** – the ability to apply knowledge in a manner that takes account of widely understood technical principles and implications within the field of practice
- In-depth** – a broad understanding of the theoretical underpinning of an area of practice, including conflicting theories and constructs
- Critical** – the ability to evaluate and devise approaches to situations that depend on the critical application of theories and conceptual constructs within the area of practice

E1: Awareness raising - Knowledge Not needed

Signs and symptoms of stroke
 not needed - 0 basic level - 1 factual level - 2 working level - 3 in-depth level - 4 critical level - 5

Features of less common (atypical) presentation of stroke
 not needed - 0 basic level - 1 factual level - 2 working level - 3 in-depth level - 4 critical level - 5

Step 5 – Completing your SSEF Role Profile – Continued

Read the statements relating to your Knowledge and Skills regarding E1 and rate yourself according to the SSEF Self-Rating definitions:

Basic - a generalised understanding that something exists but an individual would not need to know any details

Factual - a knowledge that is detailed on a factual level, but does not involve any more than a superficial understanding of any principles or theories

Working - the application of factual knowledge in a manner that takes account of widely understood technical principles and implications within the field of practice

In-depth - a broad and detailed understanding of the theoretical underpinning of an area of practice, including conflicting theories and constructs

Critical - the ability to evaluate and devise approaches to situations that depend on the critical application of theories and conceptual constructs within the area of practice

NB: You are rating your CURRENT level of Knowledge & Skills, not what you think they should be

Should you feel an Element is not necessary in your role click the “Not needed” button. This will populate the entire Element on your behalf automatically moving you to the next Element. Should you choose this option you will receive a rating of zero for the Element.

E1: Awareness raising - Knowledge Not needed

<input checked="" type="radio"/>	Signs and symptoms of stroke	<input type="radio"/> not needed - 0	<input checked="" type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Features of less common (atypical) presentation of stroke	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input checked="" type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Stroke mimics and likely presentation	<input type="radio"/> not needed - 0	<input checked="" type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Stroke and TIA as medical emergencies	<input type="radio"/> not needed - 0	<input checked="" type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Emergency response, investigations, interventions and treatments for stroke and TIA	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input checked="" type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Timeframe for emergency investigations, interventions and treatments for stroke and TIA	<input type="radio"/> not needed - 0	<input checked="" type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Anatomy and physiology of the central nervous system	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input checked="" type="radio"/>	Timeframe of physiological and neurological changes during a stroke	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input type="radio"/>	Advocates for stroke patients when there is a legal duty to instruct an IMCA, taking account of religious and cultural aspirations	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
E1: Awareness raising - Skill							
<input type="radio"/>	Initiate emergency protocol (Stroke Improvement Programme)	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5
<input type="radio"/>	Communicate current event and need for emergency treatment	<input type="radio"/> not needed - 0	<input type="radio"/> basic level - 1	<input type="radio"/> factual level - 2	<input type="radio"/> working level - 3	<input type="radio"/> in-depth level - 4	<input type="radio"/> critical level - 5

Repeat Step 5 for each Element until you have completed all 16 Elements

Your progress is automatically saved enabling you to complete in one sitting or multiple sessions depending on your available time

SSEF Elements – Definitions

Some Knowledge and Skill Competencies are repeated across Elements. Please rate yourself against the competency according to the particular Element you are completing. For a detailed description of the scope of an Element, please see the next page.

Element	Definition
1. Awareness Raising	Members of the public, and health and care staff are able to recognise and identify the main symptoms of stroke and know to treat it as an emergency
2. Managing Risk	Those at risk of stroke and those who have had a stroke are assessed for and given information about risk factors and lifestyle management issues so that action can be taken to reduce overall vascular risk.
3. Information	Those affected by stroke have access to practical advice, emotional support, advocacy and information throughout the care pathway and lifelong.
4. User Involvement	Those affected by stroke are meaningfully involved in the planning, development, delivery and monitoring of services. (Key: e = element
5. Assessment (TIA)	Immediate referral for appropriately urgent specialist assessment and investigation is considered in all patients presenting with a TIA or minor stroke.
6. Treatment (TIA)	All people with TIA or minor stroke are followed up one month after the event, in either primary or secondary care. (Key: e = element
7. Urgent Response	All people with suspected acute stroke are immediately transferred by ambulance to a receiving hospital providing hyper-acute stroke services.
8. Assessment (Stroke)	People with suspected acute stroke receive an immediate structured clinical assessment from the right people.
9. Treatment (Stroke)	People who have had a stroke have prompt access to an acute stroke unit and spend the majority of their time at hospital in a stroke unit with high-quality stroke specialist care.
10. Specialist Rehabilitation	People who have had a stroke access high-quality rehabilitation and, with their carer, receive support from stroke-skilled services as soon as possible, in hospital, immediately after transfer, and for as long as needed.
11. End of Life Care	People who are not likely to recover from their stroke receive care at the end of their lives, which takes account of their needs and choices.
12. Seamless Transfer of Care	A workable, clear discharge plan that has fully involved the individual (and their family where appropriate) is developed by health and social care services, together with other services such as transport and housing.
13. Long-term Care	A range of services are in place and easily accessible to support the individual long-term needs of those affected by stroke.
14. Review	Those affected by stroke are offered a review of their health and social care status and secondary prevention needs from primary care services, typically within around six weeks and six months of leaving hospital.
15. Participation in community	Those affected by stroke are enabled to live a full life in the community.
16. Return to work	Those affected by stroke are enabled to participate in paid, supported and voluntary employment.

Step 6 – Change Password

To change your password to something more memorable you must be logged in

Click “Your Dashboard”

You will see the blue button “Change password” (See below), click this and follow the on-screen instructions

Stroke-Specific Education Framework | Welcome, CLWatkins@uclan.ac.uk | Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Carer Profile | Staff Calculator | Courses | Links | Contact

Your Dashboard [Change password](#)

Define Your Role and Skills

Please setup your role and skills in steps 1 and 2 below. Once you have done this you can view the reports generated in steps 3 and 4.

Step 1
Define role and band
Set your role and profile here
Role: GP
Band: Single band
[Define role/band](#)

Step 2
Define your skills
Set your skills here
6 % Complete
E1 E2 E3 E4 E5 E6 E7 E8 E9 E10
E11 E12 E13 E14 E15 E16
[Define skills](#)

[View reports below in steps 3 and 4](#)

Further Assistance

Should you require further help please visit the “Contact” page

Here you can complete an electronic enquiry form which will be sent to the SSEF Team

Stroke-Specific Education Framework | Welcome, CLWatkins@uclan.ac.uk | Stroke Forum Education & Training

Home | About | The Framework | Role Profiles | Carer Profile | Staff Calculator | Courses | Links | Contact

Contact Us

Postal Address

Clinical Practice Research Unit
School of Health
University of Central Lancashire
Preston
PR1 2HE

Fax: 01772 894935
Email: SSEFEnquiries@uclan.ac.uk

For comments or questions about the job role profiles or if you would be interested in contributing to the development of additional profiles, use the email address above and insert the following words in the subject line: *SSEF role profiles*

For comments about the staffing guide please use the email address above and insert the following words in the subject line: *staffing guide*

Individual contact details

Caroline Watkins
Professor of Stroke and Older People's Care
clwatkins@uclan.ac.uk
01772 895542

Michael Leathley
Senior Research Fellow
mjleathley@uclan.ac.uk
01772 893647

Colette Miller
Senior Research Assistant
cmiller5@uclan.ac.uk
01772 893693

Lucy Cross
Clerical Assistant
lrcross1@uclan.ac.uk
01772 893650

If you would like further information about the UKSF Education and Training:
Web: <http://www.ukstrokeforum.org>

Send us a message

Title:

First name:

Surname:

Telephone:

Email:

Organisation (optional):

Enquiry:

Please enter the code: 8 E 4 C

[Send](#)