



## NMC (2022): Standards for Post-Registration Programmes

All Wales Practice Assessment Document and Ongoing Record of Achievement

# Standards of Proficiency for Community Nursing Specialist Practice Qualification Community Children’s Nursing

UK Nursing and Midwifery Council (2022) Part 3: Standards for Post-Registration Programmes



PRIFYSGOL  
**BANGOR**  
 UNIVERSITY



Prifysgol Wrecsam  
**Wrexham University**



**Acknowledgements**

**Nursing and Midwifery Council**

**Royal College of Nursing**

**Unison**

**Unite**

## Contents for Practice Assessment Document (PAD)

<b>Contents for Practice Assessment Document (PAD)</b> .....	<b>3</b>
<b>Student Details</b> .....	<b>4</b>
<b>Record of Practice Supervisors, Practice Assessors and Academic Assessors</b> .....	<b>5</b>
<b>Orientation to Practice Learning Environment Form</b> .....	<b>9</b>
<b>Professional Values in Practice</b> .....	<b>12</b>
<b>Student Declaration, Confidentiality and Anonymity</b> .....	<b>13</b>
<b>People Who Use Services and Carers (Student Feedback Form)</b> .....	<b>14</b>
<b>Self-Assessment (Strengths, Challenges, Opportunities, Barriers)</b> .....	<b>15</b>
<b>Learning Contract</b> .....	<b>17</b>
<b>Ongoing Achievement Record of Standards of Proficiency for Community Nursing Specialist Practice Qualifications (NMC 2022)</b> .....	<b>49</b>
<b>End of Programme Practice Learning Consolidation Period</b> .....	<b>122</b>
<b>Record of Practice Hours</b> .....	<b>132</b>
<b>Practice Assessor’s End of Programme Approval</b> .....	<b>143</b>
<b>Academic Assessor’s End of Programme Approval</b> .....	<b>144</b>
<b>APPENDIX 1 – Additional Orientation to Practice Learning Environment Form</b> .....	<b>145</b>
<b>APPENDIX 2 – Additional People Who Use Services and Carers (Student Feedback Forms)</b> .....	<b>148</b>
<b>APPENDIX 3 – Additional Learning Contract</b> .....	<b>155</b>
<b>APPENDIX 4 – Additional Learning Placement Experience</b> .....	<b>188</b>
<b>APPENDIX 5 - Action Plan</b> .....	<b>190</b>
<b>APPENDIX 6 – Additional Practice Hours Summary Sheet</b> .....	<b>197</b>

## Student Details

Approved Education Institution	
Student	
Student Number	
Cohort	
Field of Practice	

*\*Please ensure you have your Practice Assessment Document available during practice learning experiences for completion by Practice Supervisors, Practice Assessors and Academic Assessors as required.*

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## Record of Practice Supervisors, Practice Assessors and Academic Assessors

All relevant individuals who contribute to your Practice Assessment Document (PAD) must record their details here.

Practice Supervisor Details						
1.	Name/Initials			Specialism		Organisation/Location
	Email			Job Title		Signature
2.	Name/Initials			Specialism		Organisation/Location
	Email			Job Title		Signature
3.	Name/Initials			Specialism		Organisation/Location
	Email			Job Title		Signature
4.	Name/Initials			Specialism		Organisation/Location
	Email			Job Title		Signature



Practice Supervisor Details					
5.	Name/Initials		Specialism	Organisation/Location	
Email			Job Title	Signature	

Practice Assessor Details						
1.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature
2.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature
3.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature
4.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature

Academic Assessor Details						
1.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature
2.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature
3.	Name/Initials			Specialism		Organisation/Location
Email				Job Title		Signature

## Orientation to Practice Learning Environment Form

(Completed in the first week of the practice learning experience)

<b>Name of Practice Learning Environment</b>	
Name of nominated person overseeing student experience in practice setting	
Name of University link lecturer (or equivalent) for the practice environment	
Name of student’s Academic Assessor	

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
A general orientation to the setting has been undertaken				
An overview of the client group and the areas’ key principles of care have been discussed				
The student is aware of the need to inform the clients of their student status and accepts the clients’ right to withdraw their informed consent to students being involved in their care				
The fire procedure has been explained and telephone number given				
Please insert fire telephone number here:				

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
The Student has been made aware of:				
Locations of fire alarms, fire exits, and fire extinguishers				
Resuscitation procedures have been explained and telephone number given				
Please insert resuscitation telephone number here:				
The location of resuscitation equipment, if available, has been shown where applicable and explained. This may vary in different settings.				
The student knows how to summon help in an emergency and make an emergency phone call				
The student has been allocated a suitable workspace				
The student has been given information about how to access patient electronic records when appropriate				

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
The student has been made aware of the following policies and where they can be obtained:				
<ul style="list-style-type: none"> <li>- Health and safety.</li> <li>- Infection prevention and control</li> <li>- Medicine administration (if applicable)</li> <li>- Manual handling</li> <li>- Safeguarding</li> <li>- Information governance</li> <li>- Lone worker policy</li> </ul>				
The student has been made aware of how to raise concerns or complaints and who to contact in these circumstances				
The student has been informed of the procedure for reporting and managing accidents and incidents whilst on placement				
The student has been informed of the times of duty and uniform policy				
<p>Risk assessments and reasonable adjustments in relation to pregnancy/disability or additional learning needs have been discussed (where disclosed) and agreed.</p> <p>(See Health Board, Human Resources and Occupational Health policies)</p>				

## Professional Values in Practice

Post registration students, as NMC registrants, are required to demonstrate high standards of professional conduct at all times. You should be able to articulate the underpinning values of The Code (NMC 2018). Your conduct will be monitored against the Code.

[The Code: Professional standards of practice and behaviour for nurses, midwives, and nursing associates - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk)

Practice Supervisors or Practice Assessor may raise any concerns with students and the student should respond positively to adjusting their behaviour. Any serious or ongoing concerns must be documented by the Practice Supervisor or Practice Assessor and brought to the attention of the Academic Assessor. The student will be supported using an agreed action plan.

### Student Declaration

Tick to Confirm

I confirm that I will maintain the standard of conduct expected in practice

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

## Student Declaration, Confidentiality and Anonymity

This page must be completed within the first two weeks of your programme.

### Student Declaration

#### Confidentiality and Anonymity

All information recorded within this PAD must be anonymised to ensure the protection of patients, clients, people who use services and their carers, practitioners, and organisations, to maintain confidentiality in accordance with the NMC (2018). Forms that are completed in the PAD must not contain identifying information.

Tick to Confirm

I confirm that all information recorded within this PAD will be anonymised

Student Signature		Date	
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## People Who Use Services and Carers (Student Feedback Form)

You will need to ensure three feedback forms are completed over the course of your whole programme. There is a choice of two forms, as one may suit patients/clients/carers better than the other.

Please see the appendix 2 for the forms you must use with patients/clients/carers.

Each completed form should be saved within your PAD.

## Self-Assessment (Strengths, Challenges, Opportunities, Barriers)

Undertake this initial self-assessment at the start of your programme. This will help inform your discussions with your Practice Supervisor and Practice Assessor.

### Strengths

### Challenges

Opportunities

Barriers

Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

## Learning Contract

### Learning Contract Semester/Term 1 Initial Review

You will need to complete your Self-Assessment and bring it with you to your meeting with the Practice Supervisor and Practice Assessor, where it will be reviewed within the first two weeks.

This will be completed with your PS and PA within the first two weeks.

Student Signature		Date		
Practice Supervisor		PS Signature	Date	
Practice Assessor		PA Signature	Date	
Academic Assessor		AA Signature	Date	
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)				
Practice Learning Environments				
Date (within 1-2 weeks)				
Review self-assessment with student	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points)

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

### Student Comments following Initial Review

To be completed prior to the progress review

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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## Learning Contract Semester/Term 1 Progress Review

To be completed prior to the progress review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date
Location of Meeting			
Practice Learning Environment			
Date			

Practice Supervisor(s) comments  
 Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Record objective, evidence-based assessments on the student’s conduct, proficiency (skill and expertise), and achievement, and make recommendations for progression drawing on the student’s records, your direct observations and the student’s self-reflection.

Practice Assessor to identify areas that require further development during this learning period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor comments: Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources. Identify areas that require further development during this learning period.

Date to be agreed for end of semester/term review meeting

### Student Comments following Progress Review

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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## Learning Contract Semester/Term 1 End of semester/term Review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct.

Practice Assessors feedback on areas that were identified and not achieved or require further development as you progress through the programme.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term 1

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next review meeting in Semester/Term 2:

Academic Assessor

AA Signature

Date

### Student Comments following End of Semester/Term 1 Review

To be completed after your End of Semester/Term 1 review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract, Semester/Term 2

### Initial review

This will be completed with your PS and PA within the first two weeks.

Student Signature		Date	
Practice Supervisor	PS Signature	Date	
Practice Assessor	PA Signature	Date	
Academic Assessor	AA Signature	Date	
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)			
Practice Learning Environments			
Date (within 1-2 weeks)			

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points)

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

### Student Comments following Initial Review

To be completed prior to the progress review.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract Semester/Term 2 Progress Review

To be completed prior to the progress review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting

Practice Learning Environment

Date

Practice Supervisor(s) comments  
 Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Record objective, evidence-based assessments on the student’s conduct, proficiency (skill and expertise), and achievement, and make recommendations for progression drawing on the student’s records, your direct observations and the student’s self-reflection.

Practice Assessor to identify areas that require further development during this learning period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor comments: Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources. Identify areas that require further development during this learning period.

Date to be agreed for end of semester/term review meeting

### Student Comments following Progress Review

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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## Learning Contract Semester/Term 2 End of Semester/Term Review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct

Practice Assessors feedback on areas that were identified and not achieved or require further development as you progress through the programme.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term 2

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next review meeting in Semester/Term 3:

Academic Assessor		AA Signature	Date
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### Student Comments following End of Semester/Term 2 Review

To be completed after your End of Semester/Term 2 review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

***If you are a part time student, please go to appendix 3 for further learning contracts where you will be able to add your subsequent semester/term.***

***If you are a part time student and this is not your last semester/term, please go to appendix 3 for further learning contracts where you will be able to add your subsequent semester/term***

**Learning Contract Semester/Term 3  
Initial Review**

This will be completed with your PS and PA within the first two weeks.

**If this is your final semester/term, consider unmet proficiencies which will need to be completed by the end of this semester.**

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)			
Practice Learning Environments			
Date (within 1-2 weeks)			

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points).

**If this your final semester/term you should plan to ensure you have met all proficiencies.**

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

## Learning Contract Semester/Term 3 Progress Review

To be completed prior to the progress review.

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date
Location of Meeting			
Practice Learning Environment			
Date			

Practice Supervisor(s) comments  
 Record observations on the students conduct, proficiency and achievement/progress to date.

**If this is the student’s final semester/term, there should be a plan to ensure all proficiencies have been met.**

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
 Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
 Record objective, evidence-based assessments on the student’s conduct, proficiency (skill and expertise), and achievement, and make recommendations for progression drawing on the student’s records, your direct observations and the student’s self-reflection.

Are there any outstanding proficiencies to achieve by the end of the programme?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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If YES, the Practice Assessor should discuss next steps with an Academic Assessor.

Academic Assessor (if applicable)		AA Signature (if applicable)		Date	
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Practice Assessor to identify areas that require further development during this learning period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor to identify areas that require further development during this learning period

Date to be agreed for end of semester/term review meeting

### Student Comments following Progress Review

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

### Learning Contract Semester/Term 3 End of Semester/Term Review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct

Practice Assessors feedback on areas that were identified and not achieved or require further development.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term 3

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next assessment meeting if applicable

Academic Assessor		AA Signature		Date	
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**Student Comments following End of Semester/Term 3 Review**

To be completed after your End of Semester/Term 3 review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Ongoing Achievement Record of Standards of Proficiency for Community Nursing Specialist Practice Qualifications (NMC 2022)

Benner’s Novice to Expert Framework		
Level of Competence	Score	Description
Novice	1	Little or no previous knowledge / skills experience of the issue described and would require considerable support / teaching to improve competence.
Advanced Beginner	2	Limited previous knowledge / skills – students can demonstrate marginally acceptable performance. Would require some support / teaching to improve competence.
Competent	3	Uses their knowledge and expertise to prioritise and can see their actions in terms of long-range goals. Able to work in an efficient and organised manner due to conscious, deliberate planning. Would seek occasional support / teaching to improve competence.
Proficient	4	Considerable knowledge / skill / experience of the issue and would need little or no additional support / teaching to improve competence. The proficient performer sees the situations as whole rather than in terms of aspects. Perception is the key word here.
Expert	5	Has a vast and specialist knowledge / skill / experience of the issue described and may act as an advisor or consultant to others. No longer relies on the analytic principle (rule, guideline) to connect their understanding of the situation.

Criteria
Students’ clinical competence will be assessed using a framework devised by Benner (1984). In accordance with Benner’s criteria, students undertaking this programme must achieve at least a COMPETENT level (level 3) of practice in all platform outcomes to pass the clinical component of the programme. At the end of programme submission point, any level of practice indicated by the Practice Assessor below this level will be considered a referral, resulting in the need for re-submission.

**There are 7 Platforms with associated Standards of Proficiencies within the Community Nursing SPQ programme which need to be achieved.**

These are set out below and the outcomes to be achieved are individually presented in the **Ongoing Achievement Record**.

<b>Platform 1</b>	<b><i>Being an accountable, autonomous professional and partner in care</i></b>	<b>All Fields of Practice:</b> <ul style="list-style-type: none"> <li>• <b><i>community children’s nursing</i></b></li> <li>• <b><i>community learning disabilities nursing</i></b></li> <li>• <b><i>community mental health nursing</i></b></li> <li>• <b><i>district nursing</i></b></li> <li>• <b><i>general practice nursing</i></b></li> <li>• <b><i>health and social care nursing</i></b></li> </ul>
<b>Platform 2</b>	<b><i>Promoting health and wellbeing and preventing ill health</i></b>	
<b>Platform 3</b>	<b><i>Assessing people’s abilities and needs, and planning care</i></b>	
<b>Platform 4</b>	<b><i>Providing and evaluating evidence-based care</i></b>	
<b>Platform 5</b>	<b><i>Leading, supporting, and managing teams</i></b>	
<b>Platform 6</b>	<b><i>Leading improvements in safety and quality of care</i></b>	
<b>Platform 7</b>	<b><i>Care coordination and system leadership</i></b>	

There is a section for you to write your reflections at the end of each platform, you do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on, use your own choice of reflective model. Word count of between 500 and 1000.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 1: Being an accountable, autonomous professional and partner in care

All registered nurses with a community nursing specialist practice qualification are required to work autonomously in people’s homes, close to home or in the community, with people of all ages. They work in interdisciplinary and interagency environments, and they work with, and delegate to, diverse interdisciplinary and interagency teams involved in providing care. These teams include registered professionals, other colleagues who are not on a professional register, carers, family members, volunteers and others working in third sector organisations. They often work in unpredictable, unconventional, and complex settings, with consequently higher risks. They work independently, and require specialist knowledge and skill, in order to work effectively as an autonomous, accountable professional.

Many community nurses specialise in caring for a particular client group or are specialists in a particular field of practice. They apply their specialist community knowledge and skill in the context of their intended field of practice and the setting they practise in. As registered nurses, they abide by the Code, and meet all of the Standards of proficiency for registered nurses relevant to their field of specialist community nursing practice.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	1.1 practise autonomously, proactively, and innovatively, demonstrating self-awareness, emotional intelligence, and openness												
	1.2 lead and manage a service, with the ability to effectively admit, discharge and refer people to other professionals, services, and agencies as appropriate												
	1.3 deliver specialist person-centred care in complex, challenging and unpredictable circumstances												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	1.4 account for their decisions, actions and omissions when working with complexity, risk, unpredictability and when all of the information required might not be available												
	1.5 critically understand and apply relevant legal, regulatory and governance requirements, policies, and professional and ethical frameworks, differentiating where appropriate between the devolved legislatures of the United Kingdom												
	1.6 lead and promote care provision that is person-centred, anti-discriminatory, culturally competent, and inclusive												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	1.7 demonstrate critical awareness of stigma and the potential for bias, taking action to resolve any inequity arising from either, and educate others where necessary												
	1.8 recognise the need for, and lead on action to provide, reasonable adjustments for people, groups, and communities, influencing health policy and promoting best practice												
	1.9 demonstrate the principles of courage, transparency, and the professional duty of candour, taking responsibility to address poor practice wherever it is encountered												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	1.10 critically reflect and recognise when their personal values and beliefs might impact on their behaviour and practice												
	1.11 assess the opportunities, risk and demands of specialist community nursing practice, and take action to maintain their own mental and physical health and wellbeing												
	1.12 apply the numeracy, literacy, digital and technological skills required to deliver safe and effective specialist practice that meets the needs of people, their families, and carers												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	1.13 be an effective ambassador and role model, and a positive influence on the profession.												

**Evidence to support the achievement of Platform Outcomes 1.1 – 1.13**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 1. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 1.1 – 1.13**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 1.1 – 1.13**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 1.1 – 1.13**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 2: Promoting health and wellbeing and preventing ill health

Registered nurses with a community nursing specialist practice qualification are pivotal to health protection and the promotion of health and wellbeing. They play a central role in co-designing the provision of care that supports and improves mental, physical, and behavioural health and wellbeing with the people, families, communities and populations that they serve.

They engage effectively, working with people of all ages at home, close to home or in the community, and support them to make their own choices and decisions that can improve their health and care. They promote health and reduce health inequalities, actively promoting participation in local and national public health programmes and interventions. Using their knowledge of community assets, community nurses with a specialist qualification build on their day-to-day interactions to support people to make positive changes to their mental and physical health and wellbeing.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
2.1 apply specialist knowledge of epidemiology, demography and the social determinants of health and illness, taking action to influence policy, service design and delivery													

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.2 critically analyse the factors that may lead to inequalities in health outcomes, and their associated ethical dilemmas, to plan care in partnership with people, families, and communities to improve the												
	2.3 recognise health as a fundamental human right and evaluate the effects of social influences, health literacy, individual circumstances, behaviours, and choices on people’s current and future mental and physical health												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.4 critically assess health needs in partnership with people, families, communities, and populations, to support them to take decisions and actions that improve their own mental, physical, and behavioural health and wellbeing												
	2.5 maximise opportunities for people, families, communities, and populations to use their personal strengths and assets to make informed choices about their own health and wellbeing												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.6 conduct, interpret and evaluate health and social care assessments, screening and profiling activity for people and communities, to take appropriate action to improve health outcomes												
	2.7 apply specialist knowledge of social prescribing to support individual and community health outcomes												
	2.8 critically analyse and assess the characteristics of communities, their assets, and any areas for development in order to build networks and alliances that can enhance health outcomes for people and families												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.9 promote and support people, communities, and populations to connect effectively with local initiatives, support networks, programmes and third sector organisations that support their health and wellbeing												
	2.10 utilise and evaluate the impact of networks to enhance and support the mental and physical needs of people, families, and communities, and identify and address any deficiencies in support												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.11 understand the role and application of genomics and epigenetics in sufficient detail to inform and advise people about the implications for personalised health care												
	2.12 apply a range of advanced communication skills to develop public health information that is accessible and enables people to make informed decisions about their health and wellbeing												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	2.13 share information regarding communicable diseases and approaches necessary for communicable disease surveillance, infection prevention and control, including immunisation and vaccination programmes												
	2.14 mitigate risks of environmental factors and other pollutants that have the potential to affect the health and wellbeing of people now and in the future.												

**Evidence to support the achievement of Platform Outcomes 2.1 – 2.14**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 2. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 2.1 – 2.14**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 2.1 – 2.14**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 2.1 – 2.14**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 3: Assessing people’s abilities and needs, and planning care

People of all ages receive care and support at home and in the community. They may have complex acute care needs, or are living with life limiting or long term conditions, or have multiple co-morbidities that affect their mental and physical health.

All registered nurses with a community nursing specialist practice qualification have the knowledge, skills and attributes to be the lead professional in caring for people within their intended field of community nursing practice. Their specialist knowledge and skills gives them the ability to exercise a high level of professional judgement and be capable of complex decision making. They are highly skilled in using an evidence-based approach, and see the person before the condition, in order to undertake an individualised holistic assessment. They co-produce evidence-based care plans with people, taking the wider social and environmental context into account, along with each person’s mental, physical, cognitive, behavioural, social and spiritual abilities and needs.

They develop therapeutic relationships with people, their families, carers or nominated person to facilitate shared decision making. They take into account the diverse experiences, abilities, needs, preferences, and challenges people are living with in order to make sure that plans are achievable and capable of delivering positive outcomes.

They provide information and support people, and their families, carers or nominated persons where needed, to make decisions about how their care is delivered and agree opportunities for supported self-care. They identify and provide the appropriate level of support, education and knowledge for others such as parents, family, formal and informal carers, or nominated person. They assess and manage risks when making referrals to, or receiving referrals from other interagency teams.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.1 create and apply a person-centred approach to care, working in partnership to support shared decision making within the assessment and care planning process when working with people, their families or carers, and communities												
	3.2 use advanced communication strategies and relationship management skills when interacting with people, including families and carers, who may have a range of mental, physical, cognitive, behavioural, and social health challenges												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.3 recognise and apply the principle of the presumption of capacity, and the requirement to seek informed consent throughout the assessment and planning process												
	3.4 make reasonable adjustments to maximise opportunities for people to understand the outcome of their abilities and needs assessment, and the implications for their treatment and care												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.5 make best interests decisions within the required legislative framework if, after seeking informed consent and making reasonable adjustments, their professional judgement is that a person lacks capacity to make a decision or give consent at that time												
	3.6 assess and plan the care of people when they are vulnerable, agreeing on the required level of support needed to ensure maximum levels of independence throughout the continuum of care												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.7 escalate, report, plan and coordinate immediate and continuing care for people in need of safeguarding												
	3.8 proactively obtain and distil information from formal and informal sources to inform individual assessments, involving others as required												
	3.9 critically analyse complex assessment information and data, distinguishing between normal and abnormal findings, recognising when prompt action is required, including requesting additional investigations, and involving others when appropriate												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.10 critically apply clinical reasoning to decision making, taking into account differential diagnosis and the potential for diagnostic overshadowing												
	3.11 maximise the potential use of technology and informatics to assist with assessment and diagnosis												
	3.12 apply knowledge and understanding of new and emerging science and technology, including genomics, to inform assessment and treatment options, when agreeing personalised care plans with people and their families, carers or nominated persons												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.13 apply a range of problem solving, influencing and negotiation skills to maximise opportunities for shared decision making when co-producing care plans												
	3.14 assess individual abilities and needs when co-producing plans of care, agreeing opportunities for supported self-care and treatment interventions												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.15 take into account the impact of people’s preferences, their close relationships and support systems, their home environment, and the influence of social, environmental and spiritual factors when agreeing the plan of care												
	3.16 create and maximise opportunities for people, and where needed their families, carers or nominated person, to remain independent and to facilitate self-care												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	3.17 effectively communicate the benefits and risks of different care and treatment options, explaining how the person and their family or carers will be supported in the choices they make												
	3.18 anticipate and explain the impact that unexpected events and changes may have on the plan of care.												

**Evidence to support the achievement of Platform Outcomes 3.1 – 3.18**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 3. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 3.1 – 3.18**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 3.1 – 3.18**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 3.1 – 3.18**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 4: Providing and evaluating evidence-based care

All registered nurses with a community nursing specialist practice qualification take the lead in providing evidence-based, person-centred and safe interventions, in the context of the specific client groups and settings within their intended field of SPQ practice. They are able to initiate and deliver a range of care and treatment that can be supportive, curative, symptom relieving or palliative. They ensure that the care they provide or delegate is flexible, dynamic and is of a consistently high standard.

They are independently able to undertake a range of interventions to positively impact a person’s health and wellbeing, and to manage complete episodes of care in relation to their intended field of SPQ practice.

They can communicate complex information in a way that supports, advocates for, enables and seeks to maximise the involvement of people, their families, carers or nominated person. They support people to make decisions and choices about their care and treatment, taking into account the benefits and opportunities for supported self-management, and any risks.

They work in partnership with people, peers, and interdisciplinary and interagency colleagues to assess the impact of care on an ongoing basis, including supporting and managing transition between services. They evaluate the care outcomes and whether planned interventions continue to be effective and in line with the wishes, preferences and desired outcomes of the person receiving care, which may change over time.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.1 autonomously manage and evaluate complex episodes of care from referral to service and admission, to discharge from caseload, or referral to other appropriate services or agencies												
	4.2 assess and manage transition of people to other services or agencies, proactively collaborating with colleagues of other disciplines and agencies to find solutions to mitigate any risks												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.3 agree and negotiate with the person and where necessary their family, carer or nominated person, the implications of delegation of any aspect of their care to an alternative person												
	4.4 recognise reduced concordance, changes in motivation or dissatisfaction with the care and treatment plan, and work in partnership with people to influence and negotiate any revisions to the plan												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.5 proactively engage with, and effectively advocate for, people using services provided by other professionals or agencies to identify and find solutions where there is inconsistency, disagreement, or conflict												
	4.6 initiate a range of evidence-based care and treatment, including care, therapeutic interventions, and social prescribing, that may be supportive, curative, symptom relieving or palliative												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.7 safely and effectively manage complex medicines administration, optimisation, and medicines reconciliation, and continually evaluate to ensure optimum effectiveness												
	4.8 evaluate and adjust plans to ensure adequate safeguards for people when they are vulnerable												
	4.9 maintain therapeutic relationships with people, their families and/or carers throughout the episode of care and treatment, and actively address any differing views												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.10 understand and apply a range of techniques to educate people, their families, carers or nominated persons about their condition, treatment, and care, to promote independence and confidence in supported self-care and self-management												
	4.11 work in partnership with people, their families, carers, and other members of the team to continuously monitor and evaluate the care and treatment provided												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.12 include people and their families or carers in making decisions about their care and mitigate any risks as a result of changes in a person’s mental and physical health, their living environment, or social arrangements												
	4.13 make autonomous decisions in challenging and unpredictable situations, and be able to take appropriate action to assess and manage risk												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.14 work with people and where appropriate their families, carers or nominated person to agree and provide evidence-based person-centred nursing care for those who are dying or near to the end of life												
	4.15 sensitively accommodate the preferences, beliefs, cultural requirements and wishes of the deceased and people who are bereaved												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	4.16 clearly explain and accurately record the rationale for decisions, actions taken and resulting outcomes either in writing, or using digital technology, which can be shared with the person, their family, carers, nominated person and interdisciplinary and interagency teams.												

**Evidence to support the achievement of Platform Outcomes 4.1 – 4.16**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 4. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

Empty box for student reflection.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 4.1 – 4.16**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 4.1 – 4.16**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 4.1 – 4.16**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 5: Leading, supporting and managing teams

All registered nurses with a community nursing specialist practice se qualification provide, manage and lead services related to their intended field across a variety of settings. They act as role models for good practice in the delivery of evidence-based treatment, nursing, interdisciplinary and interagency care. They are responsible for leading services, effectively managing the coordination of care of individuals, groups of people or defined caseloads. They put the abilities, needs, preferences and best interests of people first when taking action to manage the specific risks associated with their intended field of community nursing practice and the setting in which care takes place.

They are accountable for the delegation of activities to team members, including delegation to other interdisciplinary and interagency professionals and those colleagues who are not on a professional register, and to carers. They are able to teach and support the professional development of colleagues and students.

In leading and managing an interdisciplinary team, they are able to collaborate and communicate effectively. They are able to recognise and address any disagreement or conflict between those planning and delivering care, using the skills of negotiation and advocacy to arrive at mutually acceptable solutions that recognise the abilities, needs, preferences and best interests of people receiving care. Using their influencing and negotiation skills, they build professional working relationships within and between agencies to achieve seamless effective delivery of person-centred services.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.1 demonstrate leadership in applying human rights, equality, diversity, and inclusion, to improve the health and wellbeing of people, families, and communities												
	5.2 demonstrate compassionate leadership when managing community nursing, interdisciplinary and interagency teams, to promote equality, diversity, and inclusion, support individual professionals’ wellbeing, motivate, and encourage team cohesion and productivity												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.3 lead, promote and influence the nursing profession in wider health and social care contexts and know how to influence and improve the care of communities through partnership working												
	5.4 identify available local community assets and engage with a range of providers, including third sector and faith-based support organisations and networks, to enhance the support and care of people												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.5 evaluate a range of indicators to determine the skill mix and appropriate characteristics of the workforce required to meet the needs of specific caseloads												
	5.6 review, lead and manage the people, financial and other resources required to safely meet caseload requirements, making professional risk based decisions when necessary to resolve resource issues												
	5.7 construct cogent arguments and effectively communicate complex information to justify decisions about resource allocation												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.8 delegate responsibility for the management of budget, people, and other resources to team members, while retaining overall accountability												
	5.9 critically analyse their personal workload requirements and that of the wider team to lead and prioritise activities in order to manage demand and capacity												
	5.10 safely and effectively delegate responsibilities to team members based on an assessment of their level of knowledge, skill, and confidence												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.11 use digital technology to maximise the use of resources across interdisciplinary and interagency teams												
	5.12 procure equipment and other items in line with relevant procurement policies, value for money considerations and health and safety requirements												
	5.13 articulate a clear and evidence-based rationale for complex decision making and professional judgment when leading teams in challenging situations												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.14 continually reflect on their own leadership approach and take action to adapt their leadership style to different situations, including but not limited to when working with diverse teams who may be geographically dispersed												
	5.15 effectively use systems to measure the impact, quality, productivity, and cost efficacy of interdisciplinary and interagency teams to allow effective leadership and performance management												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.16 conduct conversations with team members to provide opportunities for positive reinforcement and challenge, and agree any development plans or remedial actions in line with appraisal processes												
	5.17 lead the development of a positive learning culture for interdisciplinary and interagency teams												
	5.18 use a range of approaches and resources available to educate, support and motivate people, manage talent and succession plan												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	5.19 apply a range of leadership strategies that are effective in supporting positive team development and cohesion across disciplines and agencies												
	5.20 select, implement, and evaluate strategies which are appropriate to the composition of the team, to enable supervision, reflection, and peer review												
	5.21 recognise individual abilities and learning needs when applying the standards of education and training for pre- and post-registration nursing, midwifery, and nursing associate students, in order to educate, supervise and assess effectively.												

**Evidence to support the achievement of Platform Outcomes 5.1 – 5.21**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 5. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

Empty box for student reflection.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 5.1 – 5.21**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 5.1 – 5.21**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 5.1 – 5.21**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 6: Leading improvements in safety and quality of care

All registered nurses with a community nursing specialist practice qualification lead the development and implementation of strategies to improve care, treatment and services, to enhance the health and wellbeing of the specific client group they serve. They are proficient in quality improvement and research methodologies.

They are able to capitalise on their specialist knowledge, skills and experience to mitigate and manage the range of risks, complaints and concerns associated with providing care in diverse community settings. They are able to synthesise the outcomes of risk management activities and use these to develop strategies to promote learning and improvement.

They are able to lead evidence-based quality improvement initiatives. They are able to influence decision making across the interdisciplinary team and in interagency settings in relation to the wider service and specifically in relation to their intended field of specialist community nursing practice.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	6.1 interpret health and safety legislation and regulations in order to develop local policy and guidance to support staff working across the range of home and community environments												
	6.2 evaluate the outputs and recommendations of internal and external risk reporting to enable prioritisation, decision making and the development of action plans to mitigate risk												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	6.3 exercise the knowledge, skills and professional judgement required to balance competing risks and priorities, undertaking quality impact assessments that reflect the balance between safety, quality, and least restrictive practices												
	6.4 co-produce strategies and plans for service design with people, families, and communities to improve care outcomes												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	6.5 use innovative and emerging technology effectively to ensure collection and storage of data to allow analysis and forecasting to inform service improvement and safety plans												
	6.6 devise methods of systematically and effectively capturing and evaluating people’s lived experiences of care to lead improvements in the quality of service delivery												
	6.7 evaluate different research designs and methodologies and their application to develop and address research questions and generate evidence for service improvement												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	6.8 initiate and lead a continuous quality improvement programme, selecting an appropriate improvement methodology, collating, and presenting results and proposing improvement actions												
	6.9 critically appraise published results of service evaluation, research findings, improvement data and audit, and distil relevant learning that can be applied in practice to bring about service improvement												
	6.10 present relevant research, quality and audit findings and proposals for care improvement to a range of audiences.												

**Evidence to support the achievement of Platform Outcomes 6.1 – 6.10**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 6. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

Empty box for student reflection.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 6.1 – 6.10**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 6.1 – 6.10**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 6.1 – 6.10**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## Standards of Proficiency for Community Nursing Specialist Practice Qualifications

### Platform 7: Care coordination and system leadership

All registered nurses with a community nursing specialist practice qualification have an extensive understanding of relevant social, political and economic policies and the way they impact on the broader community, and of the wider determinants of health and health inequalities.

They understand in detail the functions of the range of different agencies within the community that have a direct or indirect impact on health and wellbeing. They understand the political and economic drivers of each agency, and the resulting opportunities, constraints and risks, which enables them to successfully build appreciative and productive working relationships for the benefit of people, families and communities they work with.

They are able to design and deliver an effective model of person-centred community nursing services, addressing the requirements of the specific client group by integrating within, and maximising the contribution of, other agencies and services. This will include an understanding of those agencies and services beyond their intended field of specialist community nursing practice, to support integration and system wide approaches and collaboration. All registered nurses with a community specialist qualification have the knowledge, skills and attributes to influence and work collaboratively with other agencies and professionals to design and deliver coordinated, sustained and productive change within the specific context in which they work.

They are able to use their specialist community nursing knowledge, skills and experience to influence and bring about evidence-based change at a local, regional and national level for the benefit of people, families and communities.

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	7.1 critically analyse political and economic policies and drivers that may have an impact on the health, care, and wellbeing of local communities												
	7.2 understand the economic principles that drive health and social care, and their impact on resource allocation in integrated primary and community care services												
	7.3 synthesise epidemiological, demographic, social, political, and economic trends to forecast their impact and influence on current and prospective community nursing services												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	7.4 build relationships between teams within different systems in health and care, appreciating the value of different approaches, skill sets and expertise												
	7.5 maximise effectiveness of different services within the system through collaboration and co-design, ensuring that services work seamlessly together to meet the needs of people and communities												
	7.6 apply a range of methodologies to drive continuous service improvement within the variety of different organisations and agencies that deliver services												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	7.7 proactively lead on the creation and development of effective system networks that enhance communication and decision making across organisations and agencies												
	7.8 demonstrate cultural competence and leadership when challenging discriminatory, oppressive cultures and behaviours at a system level												
	7.9 develop the skills required to influence the health and social care strategies and policies at a local, regional, and national level												

AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner’s Framework / Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, Registered Nurses with this qualification in their intended field of practice will be able to:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	7.10 effectively work in partnership with peers at a strategic level to promote and influence change and improve health outcomes for the people and communities served.												

**Evidence to support the achievement of Platform Outcomes 7.1 – 7.10**

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Platform 7. Student to select their preferred model of reflection. 500-1000 words.

You do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 platforms within the programme. You may refer to other platforms in your reflections. You can discuss with your practice assessor which platforms and outcomes you would like to reflect on.

Empty box for student reflection.

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Student Signature		Date	
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**Practice Supervisor (s)\* Comments for Platform Outcomes 7.1 – 7.10**

*You are required to comment on overall student achievement of the above outcomes.*

Practice Supervisor Name		PS Signature		Date	
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**Practice Assessor (s)\* Comments for Platform Outcomes 7.1 – 7.10**

*You are required to comment on overall student achievement of the above outcomes. If student has ‘Not achieved’ PA must identify the specific platform outcome and provide a rationale for this. Students must be given constructive feedback to work towards achieving the specific outcome/s. An Action Plan will be completed to support the student in their learning.*

Practice Assessor Name		PA Signature		Date	
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**Academic Assessor (s)\* Comments for Platform Outcomes 7.1 – 7.10**

Academic Assessor Name		AA Signature		Date	
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\* If there are multiple PS/PA/AAs’, please write in the same box.

## End of Programme Practice Learning Consolidation Period

<b>Name of Student</b>	
<b>Student Contact Email Address</b>	
<b>Student Contact Telephone Number</b>	
<b>Name of Practice Supervisor</b>	
<b>Practice Supervisor Contact Email Address</b>	
<b>Practice Supervisor Contact Telephone Number</b>	
<b>Name of Practice Assessor</b>	
<b>Practice Assessor Contact Email Address</b>	
<b>Practice Assessor Contact Telephone Number</b>	
<b>Name of Academic Assessor</b>	
<b>Academic Assessor Contact Email Address</b>	
<b>Academic Assessor Contact Telephone Number</b>	
<b>Practice Placement Address</b>	
<b>Placement Contact Email Address</b>	
<b>Placement Contact Telephone Number</b>	
<b>End of Programme Practice Learning Placement Address</b>	
<b>End of Programme Practice Learning Placement Contact Email Address</b>	
<b>End of Programme Practice Learning Placement Contact Telephone Number</b>	

**End of Programme Practice Learning Consolidation Period Evaluation**

One to be completed end of week 1, the middle of the period and the last week

**Evaluation 1 (Beginning)**

Programme Week		Date	
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Practice Assessor Contacts during this week

Date	Telephone/Face-to-Face	Outcome

Experiences undertaken during past week.  
*Student to self-reflect and evaluate experience gained (100-400 words)*

Evaluation of performance

Practice Assessor’s evaluation in collaboration with the practice supervisor and observations of other colleagues’ evidence from how student values and utilises feedback on performance, use of evidence-based practice, team working, client/professional interaction

Specific activity for following week(s)  
*Evidence of plan (bullet points)*

Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

**Evaluation 2 (Middle)**

Programme Week

Date

Practice Assessor Contacts during this week

Date

Telephone/Face-to-Face

Outcome

Experiences undertaken during past week.

*Student to self-reflect and evaluate experience gained (100-400 words)*


Evaluation of performance

*Practice Assessor’s evaluation in collaboration with the practice supervisor and observations of other colleagues’ evidence from how student values and utilises feedback on performance, use of evidence-based practice, team working, client/professional interaction*

Specific activity for following week(s)  
*Evidence of plan (bullet points)*

Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

<b>Evaluation 3 (End)</b>		
Programme Week		Date
Practice Assessor Contacts during this week		
Date	Telephone/Face-to-Face	Outcome
Experiences undertaken during past week. <i>Student to self-reflect and evaluate experience gained (100-400 words)</i>		

Evaluation of performance

*Practice Assessor’s evaluation in collaboration with the practice supervisor and observations of other colleagues’ evidence from how student values and utilises feedback on performance, use of evidence-based practice, team working, client/professional interaction*

Specific activity for following week(s)  
*Evidence of plan (bullet points)*

Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

## Record of Practice Hours

**To be completed as per your Approved Educational Institute requirements.**

Ensure details are printed CLEARLY and sickness/absence hours identified.

All clinical practice hours must be recorded and all alterations and totals must be signed off by the Practice Supervisor or Practice Assessor.

Name of Accredited Education Institution		
Number of clinical practice hours required to complete this programme		
Signature of AA		Date
Signature of PA		Date

Practice Placement	PP
University	U
Annual Leave	AL
Bank Holiday	BH
Sickness	S
Absence	A



All-Wales Practice Assessment Document – SPQ. Community Children’s Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		
1		<i>04 Sept (Example)</i>											
2													
3													
4													
5													
6													
7													
8													
9													
10													



All-Wales Practice Assessment Document – SPQ. Community Children’s Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													



All-Wales Practice Assessment Document – SPQ. Community Children’s Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													



All-Wales Practice Assessment Document – SPQ. Community Children’s Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		
31													
32													
33													
34													
35													
36													
37													
38													
39													
40													



All-Wales Practice Assessment Document – SPQ. Community Children’s  
Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		
41													
42													
43													
44													
45													
				w									



All-Wales Practice Assessment Document – SPQ. Community Children’s  
Nursing

Programme Week	Semester/ Term	Date of W/C	(Record Hours Worked)							Total Hours Worked		Practice Supervisor/ Assessor Signatures	Date
			SUN	MON	TUE	WED	THU	FRI	SAT	WEEK TOTAL	CUMULATIVE		

Practice Hours summary for Semester/Term 1					
Total Practice Hours Completed					
Total Sickness Hours					
Total Absence Hours					
Total Annual Leave Hours					
Bank Holidays Hours					
Any comments by Practice Assessor about attendance					
Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

Practice Hours summary for Semester/Term 2					
Total Practice Hours Completed					
Total Sickness Hours					
Total Absence Hours					
Total Annual Leave Hours					
Bank Holidays Hours					
Any comments by Practice Assessor about attendance					
Student Signature		Date			
Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	
Academic Assessor		AA Signature		Date	

**Practice Hours summary for Semester/Term 3**

Total Practice Hours Completed

Total Sickness Hours

Total Absence Hours

Total Annual Leave Hours

Bank Holidays Hours

Any comments by Practice Assessor about attendance

Student Signature

Date

Practice Supervisor

PS Signature

Date

Practice Assessor

PA Signature

Date

Academic Assessor

AA Signature

Date

Practice Hours Summary for Duration of Programme				
This summary is to be completed by the Practice Assessor at the end of the programme.				
Total Practice Placement Hours				
Semester/Term	Number of Practice Hours			
Semester/Term 1				
Semester/Term 2				
Semester/Term 3				
Total Sickness/Absence Hours				
Semester/Term	Number of Sickness/Absence Hours		Action taken to make up Hours	
Semester/Term 1				
Semester/Term 2				
Semester/Term 3				
Student Signature		Date		
Practice Supervisor		PS Signature	Date	
Practice Assessor		PA Signature	Date	
Academic Assessor		AA Signature	Date	

## Practice Assessor’s End of Programme Approval

This form is to be completed by the Practice Assessor at the end of the programme.

### Practice Assessor’s Confirmation

Student	Student Number				
I confirm that I have been in communication with the Academic Assessor regarding the student’s performance and achievement	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
I confirm that the student has achieved the required level of proficiency in practice and provided sufficient evidence to demonstrate their attainment within their field of practice	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
I confirm that I have verified the student’s practice hours record as accurate	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Final Outcome					
PASS	<input type="checkbox"/>	REFER	<input type="checkbox"/>	FAIL	<input type="checkbox"/>
Practice Assessor	PA Signature		Date		

## Academic Assessor’s End of Programme Approval

This form is to be completed by the Academic Assessor at the end of the programme.

### Academic Assessor’s Confirmation

I confirm that I have seen the Practice Assessor's End of Programme Approval	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
I confirm that this SPQ student has met the requirements of the Practice Assessment Document	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Academic Assessor		AA Signature		Date

## APPENDIX 1 – Additional Orientation to Practice Learning Environment Form

(Completed in the first week of the practice learning experience)

<b>Name of Practice Learning Environment</b>	
Name of nominated person overseeing student experience in practice setting	
Name of University link lecturer (or equivalent) for the practice environment	
Name of student’s Academic Assessor	

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
A general orientation to the setting has been undertaken				
An overview of the client group and the areas’ key principles of care have been discussed				
The student is aware of the need to inform the clients of their student status and accepts the clients’ right to withdraw their informed consent to students being involved in their care				
The fire procedure has been explained and telephone number given				
Please insert fire telephone number here:				

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
The Student has been made aware of:				
Locations of fire alarms, fire exits, and fire extinguishers				
Resuscitation procedures have been explained and telephone number given				
Please insert resuscitation telephone number here:				
The location of resuscitation equipment, if available, has been shown where applicable and explained. This may vary in different settings.				
The student knows how to summon help in an emergency and make an emergency phone call				
The student has been allocated a suitable workspace				
The student has been given information about how to access patient electronic records when appropriate				

Checklist	Student		Practice Supervisor/Practice Assessor/Academic Assessor	
	Signature	Date	Signature	Date
The student has been made aware of the following policies and where they can be obtained:				
<ul style="list-style-type: none"> <li>- Health and safety.</li> <li>- Infection prevention and control</li> <li>- Medicine administration (if applicable)</li> <li>- Manual handling</li> <li>- Safeguarding</li> <li>- Information governance</li> <li>- Lone worker policy</li> </ul>				
The student has been made aware of how to raise concerns or complaints and who to contact in these circumstances				
The student has been informed of the procedure for reporting and managing accidents and incidents whilst on placement				
The student has been informed of the times of duty and uniform policy				
<p>Risk assessments and reasonable adjustments in relation to pregnancy/disability or additional learning needs have been discussed (where disclosed) and agreed.</p> <p>(See Health Board, Human Resources and Occupational Health policies)</p>				

## APPENDIX 2 – Additional People Who Use Services and Carers (Student Feedback Forms)

### Student feedback form from people who use services and their carers

The involvement of people who use services in the assessment of practice for students is an integral part of your personal and professional development. Formative feedback from people who use services supports your reflection on progress towards achievement of proficiency outcomes.

The ideas and content contained within the feedback form are the result of consultation with people who use services and their carers across Wales as ‘experts by experience’. It is intended that the feedback forms can be selected and used by children, young people and adults as appropriate given service user/carer preference at the time, taking account of reasonable adjustments and non-biased assistance that may be required to complete the feedback.

During the programme you should aim to obtain feedback from people who use services and/or carers or relatives on a **minimum of three occasions**.

Consideration must be given to any reasonable adjustments required in assisting individuals’ completion of the form including an advocate where required. Service users and carers must be informed that they can withdraw their consent for student involvement in care activities at any stage. It is acknowledged there may be some situations when it may not be feasible or appropriate to obtain feedback.

**Practice Supervisors or Practice Assessors will select and approach service users or carers.** The Practice Supervisor or Practice Assessor should emphasise that any feedback given by a person who uses services will not impact on their care in any way.

Once consent has been obtained, the Practice Supervisor or Practice Assessor will collect the feedback from the service user, carer or relative, feed the information back to you, and assist you to reflect on how the feedback contributes to your personal and professional development. Keep these feedback forms in your Practice Assessment Document.

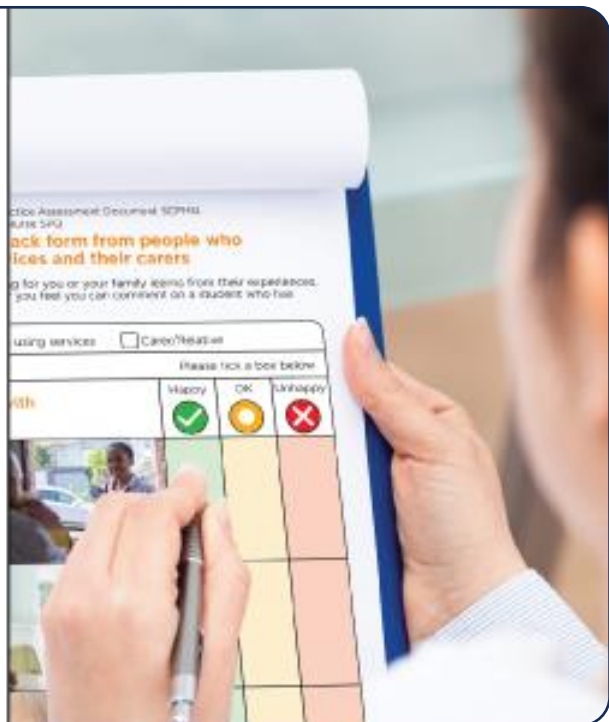
People who use services and carers may choose one of the following feedback forms to use:

**Student feedback form from people who use services and their carers**

It is important that a student caring for you or your family learns from their experiences.










Please complete the form if you feel you can comment on a student who has been involved in caring for you.



**Thank you!**

## Student feedback form from people who use services and their carers

It is important that a student caring for you or your family learns from their experiences. Please complete the form below if you feel you can comment on a student who has been involved in caring for you.

<b>Who are you?</b>	<input type="checkbox"/> Person using services	<input type="checkbox"/> Carer/Relative		
Please tick a box below				
<b>How happy were you with the way the student...</b>	Happy 	OK 	Unhappy 	
<b>Introduce themselves?</b>				
<b>Looked after you?</b>				
<b>Listened to you?</b>				
<b>Talked to you?</b>				

**What did the student do well?**

**What could the student do to improve?**

**For student use only:**

**What have you learned from this feedback?**

Student name	Signature	Date
Practice Supervisor name	Signature	Date

## Student feedback form from people who use services and their carers

It is important that a student caring for you or your family learns from their experiences.










Please complete the form if you feel you can comment on a student who has been involved in caring for you.



**Thank you!**

## Student feedback form from people who use services and their carers

It is important that a student caring for you or your family learns from their experiences. Please complete the form below if you feel you can comment on a student who has been involved in caring for you.

<b>Who are you?</b>	<input type="checkbox"/> Person using services	<input type="checkbox"/> Carer/Relative		
Please tick a box below				
<b>How happy were you with the way the student...</b>	Happy 	OK 	Unhappy 	
<b>Introduce themselves?</b>				
<b>Looked after you?</b>				
<b>Listened to you?</b>				
<b>Talked to you?</b>				

**What did the student do well?**

**What could the student do to improve?**

**For student use only:**

**What have you learned from this feedback?**

Student name	Signature	Date
Practice Supervisor name	Signature	Date

## APPENDIX 3 – Additional Learning Contract

For students completing a Part-Time Over Two-Year course.

### Learning Contract, Semester/Term \_ Initial review

This will be completed with your PS and PA within the first two weeks.

Student Signature		Date	
Practice Supervisor	PS Signature	Date	
Practice Assessor	PA Signature	Date	
Academic Assessor	AA Signature	Date	
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)			
Practice Learning Environments			
Date (within 1-2 weeks)			

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points)

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

### Student Comments following Initial Review

To be completed prior to the progress review.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract Semester/Term \_ Progress Review

To be completed prior to the progress review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting

Practice Learning Environment

Date

Practice Supervisor(s) comments  
 Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of  
proficiencies, in each of the platforms.  
Record objective, evidence-based assessments on the student’s conduct, proficiency (skill  
and expertise), and achievement, and make recommendations for progression drawing on  
the student’s records, your direct observations and the student’s self-reflection.

Practice Assessor to identify areas that require further development during this learning  
period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor comments: Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources. Identify areas that require further development during this learning period.

Date to be agreed for end of semester/term review meeting

### Student Comments following Progress Review

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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**Learning Contract Semester/Term \_**  
**End of Semester/Term Review**

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct

Practice Assessors feedback on areas that were identified and not achieved or require further development as you progress through the programme.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term \_

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next review meeting in Semester/Term \_:

Academic Assessor		AA Signature		Date	
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**Student Comments following End of Semester/Term \_ Review**

To be completed after your End of Semester/Term \_ review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
Practice Assessor		PA Signature		Date	

## Learning Contract, Semester/Term \_ Initial review

This will be completed with your PS and PA within the first two weeks.

Student Signature		Date	
Practice Supervisor	PS Signature	Date	
Practice Assessor	PA Signature	Date	
Academic Assessor	AA Signature	Date	
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)			
Practice Learning Environments			
Date (within 1-2 weeks)			

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points)

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

**Student Comments following Initial Review**

To be completed prior to the progress review.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract Semester/Term \_ Progress Review

To be completed prior to the progress review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting

Practice Learning Environment

Date

Practice Supervisor(s) comments  
 Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of  
proficiencies, in each of the platforms.  
Record objective, evidence-based assessments on the student’s conduct, proficiency (skill  
and expertise), and achievement, and make recommendations for progression drawing on  
the student’s records, your direct observations and the student’s self-reflection.

Practice Assessor to identify areas that require further development during this learning  
period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor comments: Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources. Identify areas that require further development during this learning period.

Date to be agreed for end of semester/term review meeting

### Student Comments following Progress Review

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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**Learning Contract Semester/Term \_**  
**End of Semester/Term Review**

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of  
proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct

Practice Assessors feedback on areas that were identified and not achieved or require  
further development as you progress through the programme.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term \_

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next review meeting in Semester/Term \_:

Academic Assessor

AA Signature

Date

**Student Comments following End of Semester/Term \_ Review**

To be completed after your End of Semester/Term \_ review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract, Semester/Term \_ Initial review

This will be completed with your PS and PA within the first two weeks.

Student Signature		Date	
Practice Supervisor	PS Signature	Date	
Practice Assessor	PA Signature	Date	
Academic Assessor	AA Signature	Date	
Location of Meeting (e.g.: Virtual, Face-to-Face, AEI, Practice Placement)			
Practice Learning Environments			
Date (within 1-2 weeks)			

Student to identify specific learning and developmental needs for this period of practice placement learning (bullet points)

Outline of learning plan with practice supervisor and/or practice assessor (bullet points)

Date to be agreed for progress review meeting

**Student Comments following Initial Review**

To be completed prior to the progress review.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## Learning Contract Semester/Term \_ Progress Review

To be completed prior to the progress review

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting

Practice Learning Environment

Date

Practice Supervisor(s) comments

Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of  
proficiencies, in each of the platforms.  
Record objective, evidence-based assessments on the student’s conduct, proficiency (skill  
and expertise), and achievement, and make recommendations for progression drawing on  
the student’s records, your direct observations and the student’s self-reflection.

Practice Assessor to identify areas that require further development during this learning  
period

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Tick to confirm

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	If YES, date			

Academic Assessor comments: Record objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression, drawing on student records and other resources. Identify areas that require further development during this learning period.

Date to be agreed for end of semester/term review meeting

**Student Comments following Progress Review**

To be completed following your review meeting

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
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Reviewed by

Practice Supervisor		PS Signature		Date	
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Practice Assessor		PA Signature		Date	
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**Learning Contract Semester/Term \_**  
**End of Semester/Term Review**

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Location of Meeting	
Practice Learning Environment	
Date	

Practice Supervisor(s) comments  
Record observations on the students conduct, proficiency and achievement/progress to date.

Practice Assessor’s comments and recommendations

Identify the student's key strengths and achievements to date.  
Include comments about the student’s progress towards and achievement of proficiencies, in each of the platforms.  
Comment on student attendance and punctuality including student’s conduct

Practice Assessors feedback on areas that were identified and not achieved or require further development as you progress through the programme.

You must contact the Academic Assessor and complete an action plan if there is insufficient engagement or evidence of achievement.

Academic Assessor contacted?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The Practice Assessor to review the student’s practice hours record and confirm that it is accurate and sufficient.  If No, agree a plan with the student about how and when missed practice hours will be made up	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Academic Assessor comments at the end of Semester/Term \_

Record objective, evidence-based decisions on conduct, proficiency, and achievement, and make recommendations for progression, drawing on student records and other resources.

Date/time of next review meeting in Semester/Term \_:

Academic Assessor		AA Signature		Date	
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**Student Comments following End of Semester/Term \_ Review**

To be completed after your End of Semester/Term \_ review meeting.

Student to self-reflect and comment on the progress you feel you have made during this Practice Learning Experience. Identify aspects of your learning and development that you feel went well and areas you feel you could improve on moving forward (200-400 words).

Student Signature		Date	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

## APPENDIX 4 – Additional Learning Placement Experience

Location		Date(s)	
Who you learnt from (individual or team)			
Identify which platform outcome/s this learning experience meets			
Select your preferred model of reflection and write a short critical analysis (between 100-500 words) on your learning from this experience			

Practice Supervisors comments

Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

## APPENDIX 5 - Action Plan

*The following pages contain an Action Plan Pro forma to support you if you are not meeting required levels of proficiency in practice in line with the assessment criteria for the programme.*

*The action plan is for use following collaboration and agreement between you and your designated Practice Supervisor(s), Practice Assessor, Academic Assessor and other key personnel involved in the practice learning environment. It is essential you are made aware of any concerns should you not be meeting required proficiency outcomes so you can be afforded further opportunities to achieve, and an action plan can be developed. \**

*Should an action plan be required, your Academic Assessor must be informed. A copy of any action plan must be retained in your Practice Assessment Document.*

*Action plans must identify specific, measurable objectives and review dates, reference to relevant proficiencies within the platforms within the Practice Assessment Document and indicate areas for your continuing development.*

*All action plan documentation must be signed by you, your Academic Assessor, Practice Supervisor, and Practice Assessor. You must be kept fully informed regarding the ways this information is intended to be shared, used, and stored.*

*\* This pro forma is designed to respond to situations where a student is not meeting the required levels of proficiency. A distinction must be made between any health-related issues impacting on a student’s fitness for practice as distinct from a student’s ongoing learning needs requiring use of the pro forma.*

Action Plan								
Name of Student		Cohort		Student Numbers				
Practice Setting		Placement Start Date		Placement End Date				
Student Signature			Date					
Practice Supervisor Name			Practice Supervisor Signature		Date			
Practice Assessor Name			Practice Assessor Signature		Date			
Academic Assessor			Academic Assessor Signature		Date			
Other Key Practice/AEI Personnel Involved			Names and Roles					
<i>Other key personnel may include the Practice Education Facilitator (or equivalent); Personal Tutor (or equivalent); Link Lecturer; Programme Manager</i>								
Dates of Meetings	Initial Discussion Date		Review Dates					



Practice Assessors Summary of Current Circumstances

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Practice Assessors Review of Progress

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Student Comments

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**Forward plan: Please add rows as necessary**

Action No.	Date Identified	Specific-Concern	Related Proficiency Outcomes	Agreed (SMART) Objectives	Review Date	Working Towards or Achieved

Action No.	Date Identified	Specific-Concern	Related Proficiency Outcomes	Agreed (SMART) Objectives	Review Date	Working Towards or Achieved
Student Signature					Date	
Practice Supervisor Name				PS Signature	Date	
Practice Assessor Name				PA Signature	Date	
Academic Assessor Name				AA Signature	Date	

## APPENDIX 6 – Additional Practice Hours Summary Sheet

Practice Hours summary for Semester/Term _			
Total Practice Hours Completed			
Total Sickness Hours			
Total Absence Hours			
Total Annual Leave Hours			
Bank Holidays Hours			
Any comments by Practice Assessor about attendance			
Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Practice Hours summary for Semester/Term _			
Total Practice Hours Completed			
Total Sickness Hours			
Total Absence Hours			
Total Annual Leave Hours			
Bank Holidays Hours			
Any comments by Practice Assessor about attendance			
Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Practice Hours summary for Semester/Term _			
Total Practice Hours Completed			
Total Sickness Hours			
Total Absence Hours			
Total Annual Leave Hours			
Bank Holidays Hours			
Any comments by Practice Assessor about attendance			
Student Signature		Date	
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date
Academic Assessor		AA Signature	Date

Practice Hours Summary for Duration of Programme				
This summary is to be completed by the Practice Assessor at the end of the programme.				
Total Practice Placement Hours				
Semester/Term	Number of Practice Hours			
Semester/Term _				
Semester/Term _				
Semester/Term _				
Total Sickness/Absence Hours				
Semester/Term	Number of Sickness/Absence Hours	Action taken to make up Hours		
Semester/Term _				
Semester/Term _				
Semester/Term _				
Student Signature		Date		
Practice Supervisor		PS Signature	Date	
Practice Assessor		PA Signature	Date	
Academic Assessor		AA Signature	Date	