



NMC (2022): Standards for Post-Registration Programmes

All Wales Practice Assessment Document and Ongoing Record of Achievement

Standards of Proficiency for Specialist Community Public Health Nursing School 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

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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.*

THE PDF VERSION OF THIS DOCUMENT IS AVAILABLE FROM [ONCE FOR WALES 2020 - HEIW \(NHS.WALES\)](#)

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)

Name of Practice Learning Environment	
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"> - Health and safety. - Infection prevention and control - Medicine administration (if applicable) - Manual handling - Safeguarding - Information governance - Lone worker policy 				
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

Empty space for recording opportunities.

Barriers

Empty space for recording 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	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

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

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 spheres.
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

	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Academic Assessor contacted?	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	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

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 spheres.
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 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 spheres.
 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 spheres.
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. Standards of Proficiency for Specialist Community Public Health Nurses, Spheres of Influence A-F (NMC 2022) Core & Field-Specific - School Nursing (SN)

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 sphere 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 6 Spheres of Influence with associated Standards of Proficiencies within the SCPHN 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**.

Sphere A	<i>Autonomous specialist community public health nursing practice</i>	<i>Core to all SCPHN</i>
Sphere B	<i>Transforming specialist community public health nursing practice: evidence, research, evaluation, and translation</i>	<i>Core to all SCPHN</i>
Sphere C	<i>Promoting human rights and addressing inequalities: assessment, surveillance, and intervention</i>	<i>Core to all SCPHN and field specific outcomes for SN</i>
Sphere D	<i>Population health: enabling, supporting, and improving health outcomes of people across the life course</i>	<i>Core to all SCPHN and field specific outcomes for SN</i>
Sphere E	<i>Advancing public health services and promoting healthy places, environments, and cultures</i>	<i>Core to all SCPHN and field specific outcomes for SN</i>
Sphere F	<i>Leading and collaborating from investment to action and dissemination</i>	<i>Core to all SCPHN and field specific outcomes for SN</i>

There is a section for you to write your reflections at the end of each sphere, you do not have to write six reflections. You are expected to complete 4 pieces of reflective writing aligned to these 6 spheres of influence within the programme. You can discuss with your practice assessor which sphere 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 Specialist Community Public Health Nurses

Sphere of Influence A: Autonomous specialist community public health nursing practice

SCPHN Health visitors, school nurses, occupational health nurses and SCPHN public health nurses understand that health and access to health support is a fundamental human right. They use their professional autonomy to adapt and tailor their response to the health and wellbeing needs of people, communities, and populations within diverse and changing contexts at home, in school, in the workplace and in communities. They are sensitive to different cultural perspectives and advocate for and protect those people, communities and populations who are most vulnerable. They are innovative, creative, promote health literacy and maximise the use of new technologies in their day to day 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	A.1 demonstrate the ability to practice with a high level of autonomy, entrepreneurship, and innovation as a specialist community public health nurse												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	A.2 be an effective ambassador, role model and compassionate leader, and a positive influence on the profession												
	A.3 use an expanded knowledge of the links between global and national socio-economic and political strategies and policies and public health to drive and influence their own field of SCPHN 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	A.4 select and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks to their specialist community public health practice, differentiating between the devolved legislatures of the UK												
	A.5 lead on the application of legislation, guidance, and advice regarding sustainable development goals, including environmental factors and other pollutants that affect the health and wellbeing of people now and in the future												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	A.6 influence and promote health as a fundamental human right and as a shared value through engagement, inclusion, and participation												
	A.7 make professional judgements and decisions, and work in complex, unfamiliar, and unpredictable environments, proactively identifying actions and solutions to problems that may have many interacting factors												
	A.8 lead and promote public health 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials
	A.9 demonstrate critical awareness of stigma and the potential for bias, taking action where necessary to educate others and resolve issues arising from both												
	A.10 recognise the need for and lead on action to provide reasonable adjustments for people, groups, and communities, influencing public health policy change and best 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials
	A.11 demonstrate the advanced numeracy, literacy, digital and technological skills required to meet the needs of people, communities, and the wider population, to ensure safe and effective specialist public health nursing practice												

Evidence to support the achievement of Sphere of Influence Outcomes A.1 – A.11

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence A . 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere 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 Sphere of Influence Outcomes A.1 – A.11

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 Sphere of Influence Outcomes A.1 – A.11

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes A.1 – A.11

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 Specialist Community Public Health Nurses

Sphere of Influence B: Transforming specialist community public health nursing practice: evidence, research, evaluation, and translation

SCPHN Health visitors, school nurses, occupational health nurses and SCPHN public health nurses locate, critique, use, generate and apply evidence, data and information that seeks to promote health and prevent ill health and disability from life choices, environmental factors, non-communicable diseases, trauma, or other health conditions. They evaluate public health interventions to better understand what works and what may need to change and why. They propose new and innovative ideas and concepts to inform and improve the health and wellbeing of people across the life course and apply an evidence-based approach to optimise public health programmes and 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	B.1 assess the impact and benefits of local and national health and other policies on the health and wellbeing of people, communities, and populations												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	B.2 identify, evaluate, and proficiently use multiple sources of evidence and research relevant to people, communities, and populations to inform specialist community public health nursing practice												
	B.3 identify gaps in research, evidence, and policy that impact on public health nursing practice and influence how to address these												
	B.4 utilise and effectively participate in new areas of research across interdisciplinary and interagency teams related to public health priorities and 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	B.5 use reliable data, statistics, and informatics to lead on and support policies and programmes that improve the health outcomes of people, communities, and populations												
	B.6 identify where insufficient information and data is available to inform public health priorities and national intervention strategies and how this may be addressed by refining data sets or in recognising the need for further study												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	B.7 critically appraise epidemiological research and demonstrate its use in evidence-based specialist public health nursing practice												
	B.8 synthesise and apply knowledge from research, evaluation, audit, and global innovation that leads to improvements in the health of people, communities and populations and addresses health inequalities												
	B.9 apply the evidence base theory and principles of public health and nursing practice to support innovative approaches to influence people's motivation, choices, and behaviours												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	B.10 critically appraise the evidence that informs new innovations in public health programmes, including genomics, and evaluate early success measures and impact on population health outcomes												
	B.11 share outcomes and lessons learned from audit, research, and evaluation in specialist public health nursing practice locally and nationally and across sectors through professional and peer reviewed processes												

Evidence to support the achievement of Sphere of Influence Outcomes B.1 – B.11

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence B . 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere 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 Sphere of Influence Outcomes B.1 – B.11

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 Sphere of Influence Outcomes B.1 – B.11

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes B.1 – B.11

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 Specialist Community Public Health Nurses

Sphere of Influence C: Promoting human rights and addressing inequalities: assessment, surveillance, and intervention

School nurses are in a unique position to advocate for the rights of all school-aged children and young people, including those who may be vulnerable but not visible to other services or agencies. They seek to address health inequalities in school-aged children and young people, and their families. They consider the impact of the home dynamic and complex family situations on school-aged children and young people, and the impact of their educational experiences on their health, wellbeing, and future life prospects.

Standards of Proficiency for Specialist Community Public Health Nurses														
Sphere of Influence C: Promoting human rights and addressing inequalities: assessment, surveillance, and intervention														
School nurses are in a unique position to advocate for the rights of all school-aged children and young people, including those who may be vulnerable but not visible to other services or agencies. They seek to address health inequalities in school-aged children and young people, and their families. They consider the impact of the home dynamic and complex family situations on school-aged children and young people, and the impact of their educational experiences on their health, wellbeing, and future life prospects.														
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, the SCPHN will be able to meet the following CORE outcomes:		PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.1 critically analyse the factors that may lead to inequalities in health outcomes and health inequity and take appropriate action to mitigate their impact on people, communities, and populations													

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.2 demonstrate compassionate leadership in applying human rights, equality, diversity, and inclusion, to improve the health and wellbeing of people, communities, and populations												
	C.3 appreciate the legal, ethical, moral, and spiritual needs and challenges that may be faced when promoting population health, helping to mitigate barriers that enable people and families to live to their full potential												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials
	C.4 assess the impact of complexity and comorbidity and their impact on people, communities, and populations, in order to share knowledge and lead on person-centred public health approaches												
	C.5 develop, promote, and support opportunities to educate individuals on the risks to themselves and others of the abuse of tobacco, alcohol and other substances and potentially addictive behaviours												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.6 conduct, interpret, and evaluate health assessment and screening, surveillance and profiling checks and interventions, and immunisation and vaccination programmes for people, communities, and populations												
	C.7 ensure equitable and accessible services for all through improved health literacy communication and networking												
	C.8 consult with, listen to and support people, communities and populations when assessing, planning, and co-producing public health 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.9 use models, evidence, and concepts to plan, conduct and evaluate population level interventions to address specific public health issues												
	C.10 apply understanding of determinants of health to develop culturally responsive and inclusive public health interventions with people, communities, and populations												
	C.11 lead on identifying vulnerable people, families, communities, and populations and take action to support, safeguard and protect them, and coordinate timely care and other responsive support when needed.												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.SN1 proactively promote, support, and improve the health and wellbeing of school-aged children and young people, recognising the rights of the child at all times												
	C.SN2 evaluate the relationship between school, life, mental and physical health and ill health and lead on proactive approaches to promote and protect health and wellbeing of school-aged children and young people in and outside of school												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.SN3 lead evidence-based interventions that are holistic, inclusive, and responsive to the needs of school-aged children and young people												
	C.SN4 evaluate the impact of intergenerational cycles of dependency and adversity on school-aged children and young people, and how protective factors, early help, and interventions improve health outcomes												
	C.SN5 apply an evidence-based approach to identify vulnerability and inequality within the school-aged population, identifying those needing support and those at 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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.SN6 safeguard and prioritise support for school-aged children and young people most at risk, escalating concerns and provide specialist expertise for safeguarding and child protection pathways												
	C.SN7 use specialist evidence-based knowledge of capacity, consent, and confidentiality to safely manage challenges and potential conflicts when applying safeguarding and child protection pathways to individual school-aged children and young 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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	C.SN8 assess the risk for vulnerability in school-aged children and young people and families that are impacted by changes to their circumstances, to maximise access and support from relevant services												
	C.SN9 foster positive relationships and facilitate inclusion, recognising the potential impact of stigma, bias, and assumptions that people may make about school-aged children and young 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
		PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	At the point of registration, the SCPHN School Nurse will be able to meet the following SN outcomes:												
	C.SN10 demonstrate knowledge and understanding of the factors that influence identity and support school-aged children and young people to develop their identity												

Evidence to support the achievement of Sphere of Influence Outcomes C.1 – C.11, C.SN1 – C.SN10

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence C . 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere and outcomes you would like to reflect on.

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Student Signature

Date

Practice Supervisor (s)* Comments for Sphere of Influence Outcomes C.1 – C.11, C.SN1 – C.SN10

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 Sphere of Influence Outcomes C.1 – C.11, C.SN1 – C.SN10

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes C.1 – C.11, C.SN1 – C.SN10

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 Specialist Community Public Health Nurses

Sphere of Influence D: Population health: enabling, supporting, and improving health outcomes of people across the life course

School nurses understand the impact of socio-economic factors on school-aged children’s and young people’s long term health and wellbeing. They proactively develop open and meaningful conversations with school-aged children, young people and families and use their knowledge to make appropriate interventions to support and empower school-aged children and young people in their life choices to prevent ill health, manage emerging risks and improve ongoing health and life 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.1 recognise, critically evaluate, and monitor trends in global and national strategies and programmes for preventative interventions and promotion of health to inform specialist public health practice locally, nationally, and globally												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.2 recognise and accommodate any future developments in the application of genomics into their SCPHN practice to support prevention and early intervention in the health of the population across the life course												
	D.3 appreciate and use community assets and resources to support positive health and wellbeing of people, communities, and populations												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.4 in partnership with people, adopt a life course approach when assessing the public health needs of people, communities, and populations												
	D.5 empower people, communities, and populations to connect effectively with local initiatives, support networks, community assets, programmes and resources that support 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.6 apply specialist knowledge of social prescribing to support individual, community and population health outcomes												
	D.7 critically apply knowledge of behavioural, psychological, and social sciences to the health of people across the life course, and to communities and populations, to enhance collaborative, strength-based therapeutic relationships												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.8 appreciate the importance of medicines management with respect to administration, optimisation and reconciliation, and the positive impact of correct medicines management on people's current and future health outcome												
	D.9 assess the health status and health literacy of populations across the life course and their related determinants of 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials
	D.10 use culturally appropriate, evidence-based approaches to assess, support and monitor the health and wellbeing of people, and appropriately refer to specialist services if necessary												
	D.11 critically apply knowledge of populations, places, communities, and determinants of health to inform key areas of specialist public health 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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials
	D.12 in partnership with communities, develop and implement plans for local communities and populations to positively affect public health outcomes												
	D.13 lead on and contribute to policy and reporting into environmental, social-structural factors, and individual behaviours that impact on the health of people across the life course												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.14 use data and observation to evaluate the effectiveness and acceptability of services that seek to improve health outcomes of their intended users and be able to identify trends or a need for 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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN1 apply specialist knowledge of the healthy development of school-aged children and young people and use of validated tools to deliver holistic health assessments and programmed development reviews that aim to improve individual, community, and population health outcomes												
	D.SN2 critically analyse and apply specialist knowledge of the biopsychosocial, moral, and spiritual development of school-aged children and young people at all key phases in the life course												

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
		PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	At the point of registration, the SCPHN School Nurse will be able to meet the following SN outcomes:												
	D.SN3 evaluate how age and biopsychosocial development influence communication skills in the school-aged population, using advanced communication techniques to facilitate positive, trusting relationships with school aged children and young people, parents, carers, and families												
	D.SN4 evaluate how biopsychosocial influences in adolescent years impact on behaviour, life skills and transition to adulthood, recognising adolescence as a distinct stage of the life course												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN5 assess the impact of key transition periods and events for school-aged children and young people including starting and leaving school, change of care provider, illness, and bereavement, and apply appropriate intervention to support their development of self-managing behaviours												
	D.SN6 use a range of evidence-based interventions to support young people's safe transition to adulthood												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN7 optimise positive behaviours in parents, carers, families, and peers and, through evidence-based interventions, promote trust and self-efficacy to improve health and wellbeing for school-aged children and young people												
	D.SN8 support school-aged children and young people, parents, and families to develop motivation and self-advocacy when raising awareness of opportunities for local grants, financial support and other local community assets and 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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN9 use evidence-based observations, assessment and apply professional judgement when taking action to prevent and minimise the risk of adverse childhood experiences and build on protective factors to support and guide school-aged children and young people, parents, and carers												
	D.SN10 demonstrate knowledge and understanding of school-aged children and young people's emotional literacy, cognitive ability, wellbeing, and resilience skills when observing, assessing, and making decisions on the appropriate intervention												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN11 use professional judgement to assess for early signs of low mood and anxiety in school-aged children and young people, and provide early interventions to support emotional and mental health and wellbeing												
	D.SN12 evaluate how evidence-based interventions help school aged children and young people consider the impacts of and risks associated with specific behaviour choices related to social media, alcohol/substances, violence, exploitation, and gang culture												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	D.SN13 evaluate the effects of trauma on children and young people's development and adjustment and use culturally appropriate, evidence-based, trauma-informed approaches to assess, support and monitor, using professional judgement when making decisions to refer to specialist services.												

Evidence to support the achievement of Sphere of Influence Outcomes D.1 – D.14, D.SN1 – D.SN13

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence D . 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere and outcomes you would like to reflect on.

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Student Signature		Date	
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Practice Supervisor (s)* Comments for Sphere of Influence Outcomes D.1 – D.14, D.SN1 – D.SN13

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 Sphere of Influence Outcomes D.1 – D.14, D.SN1 – D.SN13

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes D.1 – D.14, D.SN1 – D.SN13

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 Specialist Community Public Health Nurses

Sphere of Influence E: Advancing public health services and promoting healthy places, environments, and cultures

School nurses actively promote the value of school nursing services when working collaboratively with educators, local authorities, voluntary sector organisations, the youth justice sector, and their local community. They encourage the development of healthy environments and cultures and evaluate the impact of these on the health and wellbeing of school-aged children and young 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
		PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	At the point of registration, the SCPHN will be able to meet the following CORE outcomes:												
	E.1 critically appraise and apply strategies and initiatives that improve home, community and workplace cultures and environments to enhance the health and wellbeing of people and communities in the places they live, learn and work												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.2 critically appraise the use of new and assistive technologies that support and influence people's choices for their own health and wellbeing, and assist with access to services												
	E.3 demonstrate professional business and financial acumen when developing and presenting business cases to create investment for change and value for money												
	E.4 tailor nationwide programmes or commission new services that promote healthy cultures, environments and behaviours for local implementation and evaluate their effectiveness												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.5 lead and support a culture of learning and continuous professional development for colleagues, and with interdisciplinary and interagency teams												
	E.6 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												
	E.7 promote and lead effective public health workplace cultures that benefit people, communities, and populations												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.8 advance public health through identifying sustainable development goals and prepare to take action on risks to the environment and its impact on the health and wellbeing of people												
	E.9 share information regarding communicable diseases and approaches necessary for communicable disease surveillance, infection prevention and control, including immunisation and vaccination programmes												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.10 know how to assess and manage major incidents and outbreaks including contamination and communicable disease across local or wider boundaries												
	E.11 know how to identify, critically analyse, and manage new and enduring hazards and risks to health at local, national, and global levels												
	E.12 plan for emergencies and pandemic threats to population health taking account of the direct and wider risk, impacts and hierarchy of controls on health and wellbeing and service provision.												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.SN1 use community and population profiling to identify and assess health and wellbeing needs and priorities for school-aged children and young people												
	E.SN2 lead, support, and advocate for collaborative cultural and community developments that improve health and wellbeing in the school-aged population												
	E.SN3 lead, co-design, provide and evaluate local health education, health promotion and safety campaigns aligned to key public health priorities for school-aged children and young 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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.SN4 recognise the impact of the school environment, its culture, and relationships that school-aged children and young people form and their effect on their health, wellbeing, and achievement												
	E.SN5 raise awareness of the impact of socio-economic disadvantage including digital poverty, and work with others to facilitate policy changes that support school-aged children and young people to achieve their potential												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	E.SN6 evaluate lived experiences which may impact on school-aged children and young people's behaviour, health, and wellbeing, ensuring that their needs, rights, and safety remain paramount and central to all planning interventions												
	E.SN7 respect parents' and carers' need for autonomy and control with sensitivity to a wide range of attitudes, values, beliefs, expectations, faiths, cultures and approaches to parenting, using a transparent approach whilst simultaneously safeguarding the welfare of school-aged children and young people at all times												

Evidence to support the achievement of Sphere of Influence Outcomes E.1 – E.12, E.SN1 – E.SN7

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence E . 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere 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 Sphere of Influence Outcomes E.1 – E.12, E.SN1 – E.SN7

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 Sphere of Influence Outcomes E.1 – E.12, E.SN1 – E.SN7

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes E.1 – E.12, E.SN1 – E.SN7

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 Specialist Community Public Health Nurses

Sphere of Influence F: Leading and collaborating: from investment to action and dissemination

School nurses lead, manage and coordinate school nursing services and individual caseloads. They collaborate with interdisciplinary and interagency teams and services to ensure that public health programmes are embedded in schools and within the local community. School nurses lead safe and effective universal services, early help interventions and provide targeted interventions to school-aged children and young people when needed.

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.1 lead public health services that promote and improve the health and wellbeing of people, communities, and populations												
	F.2 lead teams that are effective in delivering public health services, both on their own and in collaboration with others												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.3 assess service requirements influencing and leading on policy development and strategic planning to address population health needs incorporating approaches for prevention and risk management												
	F.4 monitor and report on the outcomes of strategy and policy implementation and make recommendations for improvement including changes to commissioning												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.5 evaluate the efficacy of service provision by triangulating information obtained from audit, continuous improvement activity, governance, risk management and performance monitoring												
	F.6 compassionately lead and support a culture of critical reflection and continuous professional development that promotes team and interdisciplinary learning												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.7 build alliances and partnerships that support equality, diversity and inclusion, collaboration and sharing of new ideas and innovations and be able to agree shared goals and priorities												
	F.8 use a range of advanced communication skills with people, communities, peers, and interdisciplinary and interagency colleagues, including use of digital and other modalities to support communication in virtual and remote environments												

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, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.9 communicate simple and complex public health information in a variety of formats, tailored for different community and population audiences												
	F.10 use a range of techniques to influence, challenge, and persuade peers and senior stakeholders in relation to public health strategies and policies that affect people, communities, and populations.												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.SN1 synthesise data, information and intelligence related to home, school, and community environments, and apply professional judgement to determine how this intelligence can be widely reported to positively influence policy and strategy to improve health and wellbeing												
	F.SN2 evaluate existing services to identify gaps in available support for school-aged children and young people and develop strategies to maximise support and access to relevant services according to age and maturity												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	<p>F.SN3 advocate for school-aged children and young people in public health services, ensuring their voice is heard, supporting co-production, co-design, and development at universal, targeted and specialist service levels</p> <p>F.SN4 design and lead the delivery and evaluation of evidence-based school nursing services, educational campaigns and co-produced interventions aligned to regional and national public health initiatives to protect and promote the health and wellbeing of school-aged children and young people</p>												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.SN5 use specialist public health knowledge, skills and evidence when influencing and advocating and making decisions for the safety and wellbeing of school-aged children and young people at interagency meetings and hearings												
	F.SN6 capture the lived experience and lived existence of school-aged children and young people and evaluate how this and other sources of evidence influences and informs current and future specialist practice, policy decisions and school nursing service design												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.SN7 lead and promote visibility of school nursing services and ensure accessibility through engagement with school-aged children and young people, parents, carers, families, school staff, other professionals, and voluntary sector organisations												
	F.SN8 use specialist skills and knowledge to design school nursing services which recognise and respect children and young people's privacy and dignity												

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, the SCPHN School Nurse will be able to meet the following SN outcomes:	PS/PA Initials	Date	PS/PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date	PA Initials	Date
	F.SN9 critically analyse the opportunities, benefits and risks for school nursing services when communicating with school-aged children and young people face to face and via social media and virtual platforms												
	F.SN10 work in partnership with relevant professionals and services to ensure the transition of support for school-aged children and young people to adult services mitigates risks and is positive, seamless and effective.												

Evidence to support the achievement of Sphere of Influence Outcomes F.1 – F.10, F.SN1 – F.SN10

To be completed by the student. You can cross reference to other evidence in the PAD to support attainment of Sphere of Influence F. 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 spheres of influence within the programme. You may refer to other spheres in your reflections. You can discuss with your practice assessor which sphere and outcomes you would like to reflect on.

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Student Signature

Date

Practice Supervisor (s)* Comments for Sphere of Influence Outcomes F.1 – F.10, F.SN1 – F.SN10

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 Sphere of Influence Outcomes F.1 – F.10, F.SN1 – F.SN10

You are required to comment on overall student achievement of the above outcomes. If student has 'Not achieved' PA must identify the specific sphere 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 Sphere of Influence Outcomes F.1 – F.10, F.SN1 – F.SN10

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

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

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

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	

Evaluation 3 (End)		
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 – SCPHN. School 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		04 Sept <i>(Example)</i>											
2													
3													
4													
5													
6													
7													
8													
9													
10													



All-Wales Practice Assessment Document – SCPHN. School 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 – SCPHN. School 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 – SCPHN. School 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 – SCPHN. School 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													

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	
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 SCPHN 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)

Name of Practice Learning Environment	
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"> - Health and safety. - Infection prevention and control - Medicine administration (if applicable) - Manual handling - Safeguarding - Information governance - Lone worker policy 				
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.

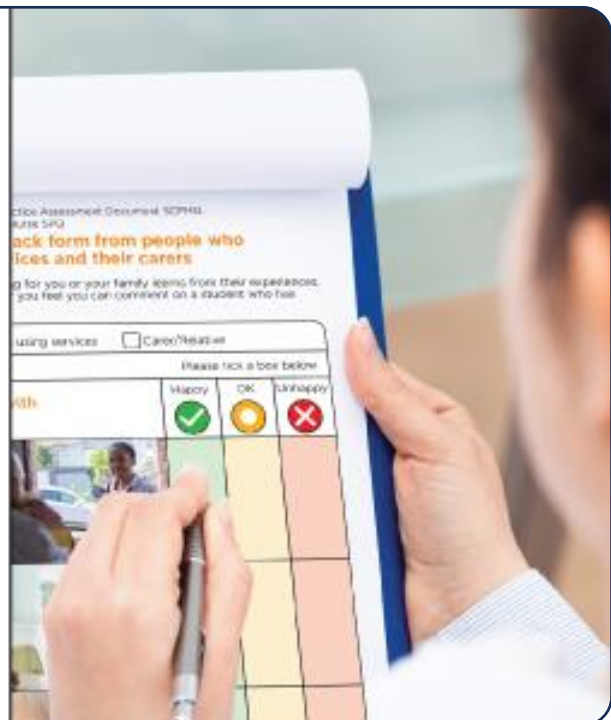
People who use services and carers may choose one of the following feedback forms to use:

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.

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

What did the student do well?

What could the student do to improve?

For student use only:

What have you learned from this feedback?

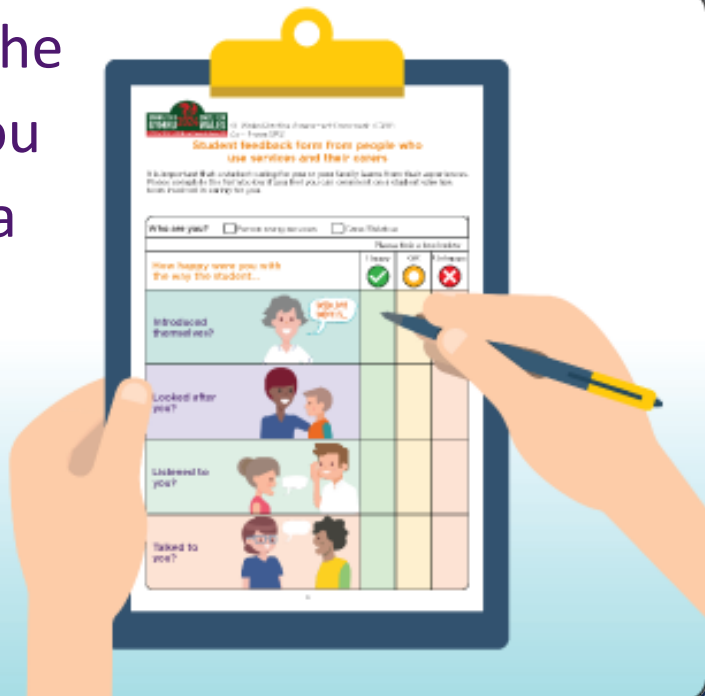
Student name	Signature	Date
Practice Supervisor name	Signature	Date

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.

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

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

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 spheres.
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

	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Academic Assessor contacted?	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	
Reviewed by			
Practice Supervisor		PS Signature	Date
Practice Assessor		PA Signature	Date

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 spheres.
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

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

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

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 spheres.
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 spheres.
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

APPENDIX 4 – Additional Learning Placement Experience

Location		Date(s)	
Who you learnt from (individual or team)			
Identify which Sphere 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 spheres 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

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	