

Guidance for the All-Wales Practice Assessment Document NMC standards (2022)

Specialist Community Public Health Nursing (SCPHN) and Community Nursing Specialist Practice Qualification (SPQ)

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For use by post registration SCPHN & SPQ students, practice supervisors (PS), practice assessors (PA) and academic assessors (AA)

Introduction

This guidance is to support nurses to use the Specialist Community Public Health Nursing (SCPHN) and Community Nursing Specialist Practice Qualifications (SPQ), Practice Assessment Document (PAD). It is designed to be used alongside the PAD. This guide uses the same subject headings as the PAD.

These documents are accessible in Welsh and English on **HEIW Once for Wales** website.

[Post Graduate Community Nursing SCPHN and SPQ Programmes - HEIW \(nhs.wales\)](https://www.nhs.uk/health-education-improvement-wales/)

- All Wales Practice Assessment Document for SCPHN & SPQ (all field specific variants)
- All Wales Guidelines for Part 2 NMC Standards (2023) for Student Supervision and Assessment (SSSA) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements (this is the guidance for PS/PA and AA)
- Practice Supervisor/Practice Assessor Handbook (further guidance for PS/PA)

The All-Wales Practice Assessment Document has been presented in 4 field specific variants for SCPHN and 6 field specific variants for SPQ.

Specialist Community Public Health Nursing PAD

1. All Wales Practice Assessment Document (NMC Standards 2022) SCPHN Health Visiting
2. All Wales Practice Assessment Document (NMC Standards 2022) SCPHN School Nursing
3. All Wales Practice Assessment Document (NMC Standards 2022) SCPHN Occupational Health Nursing
4. All Wales Practice Assessment Document (NMC Standards 2022) SCPHN Public Health Nursing

Community Nursing Specialist Practice Qualifications PAD

1. All Wales Practice Assessment Document (NMC Standards 2022) SPQ District Nursing
2. All Wales Practice Assessment Document (NMC Standards 2022) SPQ General Practice Nursing
3. All Wales Practice Assessment Document (NMC Standards 2022) SPQ Community Children's Nursing
4. All Wales Practice Assessment Document (NMC Standards 2022) SPQ Community Mental Health Nursing
5. All Wales Practice Assessment Document (NMC Standards 2022) SPQ Community Learning Disabilities Nursing
6. All Wales Practice Assessment Document (NMC Standards 2022) *SPQ Health and Social Care Nursing*

This guidance is generic and relates to all field specific variants of the SCPHN and SPQ PAD.

Practice supervisors, practice assessors and academic assessors need to understand the following documents to ensure students are supported successfully.

[Standards framework for nursing and midwifery education \(nmc.org.uk\)](https://www.nmc.org.uk)

[Standards for student supervision and assessment \(nmc.org.uk\)](https://www.nmc.org.uk)

[Part 3: Standards for post-registration programmes \(nmc.org.uk\)](https://www.nmc.org.uk)

[standards-of-proficiency-for-specialist-community-public-health-nurses.pdf \(nmc.org.uk\)](https://www.nmc.org.uk)

[standards-of-proficiency-for-nursing-specialist-practice-qualifications.pdf \(nmc.org.uk\)](https://www.nmc.org.uk)

The PAD Guidance works alongside several supporting documents to ensure the PAD is completed effectively to encourage and support student progression and enrichment of learning.

Students should be given protected learning time to enable them to progress through the practical aspect of their course. This should be allocated with consideration given to any additional information they have shared e.g. additional learning needs, protected characteristics, family circumstances, health (this list is not exhaustive), to ensure students have appropriate opportunity to progress. Further information can be accessed via Approved Education Institution (AEI) and Health Board policies.

If students have difficulty accessing protected learning time, they should discuss this with their PA/AA and AEI link lecturer.

N.B. The PAD should be available for discussion and completion by PS/PA/AA when the student is in their practice learning environment.

At the end of the programme, it is important for the student to continue to learn through preceptorship, allowing them the opportunity to progress from competent to proficient /expert.

Student Details: Complete all fields.

Record of Practice Supervisors, Practice Assessors and Academic Assessors

To be completed at the start of the programme and added to, as required, with the details of other relevant individuals who contribute to the PAD. This could include Practice Education Facilitators (PEF's), Education Liaison Nurse's (ELN), Team Leaders, Practice Managers, Programme Lead's, and other relevant Health Board / AEI personnel involved. You will be expected to work with several practice supervisors for the duration of the programme.

Orientation to the Practice Learning Environment

This form, including the induction checklist should be completed in full within the first week of commencing a new Practice Learning Environment (PLE). Any issues identified must be escalated to the Practice Assessor (PA).

Please complete this first box as requested. The person overseeing the student's experience in practice will usually be the Practice Supervisor (PS). The name of the University link lecturer is identified through Educational Audit for the PLE and should be included here.

Checklist

This needs to be completed in the first week in the PLE. There needs to be detailed discussion before completing this section. The Student, Practice Supervisor and Practice Assessor will participate. Correct completion is vital to ensure the student has access to all the information they need to protect themselves and others including the public in the PLE. Each section should be signed and dated by the student and PS/PA or AA as appropriate. AEI and Health Board policies should be discussed to ensure the student knows how to access and understand them.

Professional Values in Practice

This is an essential opportunity to discuss the high standard of professional conduct that post registration students, as NMC registrants, are required to demonstrate. The student should have detailed knowledge and understanding of The Code, (NMC, 2018). The values and behaviours of the host Health Board should also be discussed here.

Student Declaration, Confidentiality and Anonymity

PS/PA and Student to discuss this at the start of the PLE ensuring the student understands what is expected of them. Consider Health Board /AEI/ Employer policies on Patient Identifiable Information and General Data Protection Regulation (GDPR, 2018). The student is to sign when clear that all information written in the PAD will be anonymised.

People Who Use Services and Carers (Student Feedback Form)

heiw.nhs.wales/files/student-feedback-form-english-final-oct-25-2023pdf/

These forms are in Appendix 2 of each PAD.

- the student should have a minimum of three completed forms in their PAD by the end of their programme
- the forms should be completed by a variety of people who use services. This could include patients/clients/carers, as appropriate to the programme
- there are two styles of form, one uses photographs to represent the activity being reviewed and the other uses cartoon characters. The student should choose the form that best supports the reviewer's accessibility needs
- to reduce bias PS or PA will select and approach people who use services or carers to collect feedback
- any feedback identified which should be actioned or shared more widely needs to be addressed by the PA with the Student/PS/PLE/AA and resolution be documented in the PAD.

Self-Assessment -Strengths, Challenges, Opportunities and Barriers

This self-assessment should be completed once at the start of the programme and only repeated if an action plan is required. This should be brought to the Learning Contract, Semester/ Term 1 Initial Review, with the PS/PA.

This is an opportunity at the start of the practice learning placement to discuss and identify what the student considers to be their Strengths, Challenges, Opportunities and Barriers. Individual students have a variety of personal and professional experiences. They may need sensitive encouragement and support if they have identified challenges or barriers.

The NMC Code, (2018) states that all nurses must be self-aware and recognise how their own values, principles and assumptions may affect their practice.

Learning Contract

There will be three review points within each semester/term for the student/PS/PA and AA to meet. These are the Initial Review, Progress Review and End Review.

There are three copies of these forms in the main body of the PAD. There are extra copies in the Appendix should these be necessary.

At the beginning of the student's final semester/term it is important to ensure there is a plan in place for the student to have met all their proficiencies by the end of the programme.

Practice Supervisors

Ensure practice supervisors: have undertaken a period of preceptorship [Principles of preceptorship - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk/principles-of-preceptorship/) in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or can evidence prior learning and relevant practice supervisor experience that enables them

to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students.

Practice Assessors

Ensure practice and academic assessors: have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ. Ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking.

Initial Review

This review should be held within the first two weeks in PLE. The Self- Assessment should have been completed and be available for discussion and review. All sections should be completed including the venue of the review. Student PS/ PA/ AA to sign and date.

Following discussion with PS/PA The student needs to identify specific learning and developmental needs for this period of practice placement learning. This should be presented in bullet points. The learning plan, also in bullet points should be outlined in conjunction with PS/PA. This is an important opportunity to ensure the student feels supported and answer any questions they may have.

Before the progress review, the student should complete the 'student comments following initial review' section. This should be brought to the 'progress review'.

Progress Review

The student's initial review comments should be discussed in detail at the progress review with PS & PA. If it is identified that the self-reflection requires additional content in relation to meeting proficiencies, this should be discussed and commented on by the PS/PA.

The PS/PA will also comment on the student's conduct and ability. This process will support enrichment of learning throughout the assessment. The student, PS & PA should sign and date the self-reflection at this meeting.

The progress review should consider any outstanding/worked towards proficiencies previously identified and aim to have met these prior to the final review. There should be a discussion and the student supported to develop and record a plan on how any outstanding proficiencies will be met.

The PS and PA will record objective, evidence-based assessment of the student's conduct, expertise, and achievement.

Sources of evidence to support student assessment may include:
(This list is not exhaustive).

- Direct observation of the student
- Communication with practice supervisors and other colleagues in the practice setting
- Student documentation, such as a practice assessment document or ongoing record of achievement or patient/client records
- Communication with any other practice assessors
- Communication with the academic assessor
- Student self-reflection

For further information click on link:

[Evidenced based assessment of practice learning - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk)

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

The AA needs to complete the comments box and a date should be agreed for the end of semester/ term review. The student should then complete the 'student comments following progress review' section, using self-reflection, identifying progress made and areas to improve. This should be completed and brought to the 'final review', where the student, PS and PA should sign and date this section.

Learning Contract / End Review

The student should bring their completed 'student comments following progress review' to the end of semester/term final review meeting. As before, this should be discussed in detail with the student and signed by student, PS & PA. If there are any outstanding proficiencies these must be clearly identified and discussed with the student, with an agreed written plan to ensure they are met before the end of the programme.

Ongoing Achievement Record

Standards of Proficiency for Specialist Community Public Health Nurses and Specialist Practice Qualifications.

It is essential that you are familiar with the linked documents within this Guidance and have undergone PS/PA training before attempting to complete this section and sign that the student has achieved or not achieved the proficiency.

SCPHN (Spheres of Influence)

There are 6 Spheres of Influence within the Standards of Proficiency for SCPHN. Within these spheres of influence, outcomes are divided into proficiencies. There are core proficiencies which all fields of practice need to achieve. In addition, field specific proficiencies need to be achieved by Health Visiting, School Nursing and Occupational Health Nursing SCPHN students. The proficiencies specify the knowledge, skills and behaviours that registered nurses and midwives go on to achieve. This will enable them to support and care for people, communities, and populations across the life course in specialist community public health nursing roles.

SPQ (Platforms)

There are 7 Platforms within the Standards of Proficiency for SPQ. Within these Platforms, outcomes are divided into proficiencies. These are core proficiencies which students from all fields of practice need to achieve. Each proficiency needs to relate to their specific field of practice. These proficiencies reflect the specialist knowledge, skills and attributes required by nurses working in the community in any roles which involve more autonomous decision making.

Achieving Proficiencies

Clinical competence will be assessed using a framework devised by Benner, (1984). In accordance with Benner's criteria, students undertaking the SCPHN and SPQ Programmes, must achieve at least a COMPETENT level of practice in all Proficiencies within all Spheres or Platforms. At the end of the programme submission point, any level of Practice indicted by the PA below COMPETENT will be considered a referral, resulting in the need for resubmission.

Below is an explanation of the Ongoing Record of Achievement form.

WORKING TOWARDS

If the student is working towards achieving this proficiency, they will meet Benner's Novice or Advanced Beginner.

NOT ACHIEVED

At the end of the programme if the student remains at Novice or Advanced beginner level the proficiency has not been achieved. The PA needs to have reviewed all the objective, evident based information given by the student, PS and AA before signing and dating this.

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
	Platform or Sphere number.												

AEI THEORY MAPPING

The AEI will map course theory to these proficiencies

ACHIEVED

If the student is either Competent, Proficient or Expert in this proficiency, demonstrated by objective, evidence-based assessment the PA needs to sign and date the relevant box beneath. This proficiency has now been achieved by the student.

Reflection

At the end of each Sphere/Platform there is an opportunity for the student to write a reflection to support the achievement of the sphere or platform.

The student does not need to write a reflection on each of the Spheres or Platforms:

- the student is expected to complete 4 reflections by the end of the programme
- the student should discuss with their PS/PA which spheres or platforms they would like to reflect on
- the student may want to refer to other spheres/platforms/proficiencies within the reflection
- the student may use their choice of reflective model
- the word count should be between 500 and 1000 per reflection

The PS, PA and AA will read and discuss the content of the student's reflection, make comments and sign.

End of Programme Practice Learning Consolidation Period

The AEI will specify how long the student has at the end of the programme to consolidate their learning. This may take place in a different practice learning environment. It is essential that any outstanding proficiencies are met during this period.

During this period there should be 3 opportunities (at the beginning, middle and end) for the student, PS, PA and AA to meet and plan specific activities, reflections and assessment of learning.

Record of Practice Hours

Record the number of clinical practice hours the AEI has stated are required to complete the programme.

The student should keep a record of their practice hours throughout the programme with a weekly running total. The PS or PA will sign the practice hours at the end of each week. Any outstanding hours must be clearly identified and it must be evident when they will be made up before the end of the course.

The Practice Hours summary sheet should be completed and signed at the end of each semester/term.

The Practice Hours summary sheet for the duration of the programme should be completed and signed at the end of the programme.

Practice Assessor's End of Programme Approval

At the end of the programme the PA should identify whether the student has met the required level of proficiency in practice, has discussed this with the AA and completed the required number of practice hours. The PA needs to identify whether the student has passed, referred, or failed the practice element of the programme. This needs to be signed and dated.

Academic Assessor's End of Programme Approval

At the end of the programme the AA should identify that they have seen the PA's end of programme approval form and that they confirm or not that the student has met the requirements of the PAD.

Action Plan

This pro forma is designed to respond to situations at any point in the programme where a student is not meeting the required levels of proficiency or engagement in practice. Clear communication is required between the student, PS, PA, and AA with opportunity given to the student to redress any issues. If an action plan is required, it may be appropriate to also contact the Practice Education Facilitator or Education Liaison Nurse.

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 All-Wales Action Plan pro forma. If there are fitness to practice issues, in addition to the action plan, this should be escalated following Health Board and AEI policy.

You should be aware of the emotional effects of requiring additional support under the All-Wales Action Plan on the student and build support into the action plan appropriately.

The reason for the action plan being put in place should be clearly identified and related to the proficiencies or lack of engagement. A way forward, using Specific, Measurable, Achievable, Realistic and Timely (SMART) objectives should be agreed with the student and recorded on the form. A review of progress will be undertaken with the student, PS/PA and AA. It must be documented if the student continues to work towards the objectives identified or has achieved them.

There are 2 check lists below to which you can refer to support this process and it may be useful to revisit the NMC and HEIW guidance in relation to delegation and accountability.

[delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf](#)

[All Wales Delegation Guidelines - HEIW \(nhs.wales\)](#)

 ASSESSMENT FOOTPRINT <i>Considerations during assessment situations where a student is not meeting required levels of proficiency in practice</i> 	
Does assessment of the student's proficiency include consideration of programme progression criteria?	Interpreting proficiency
Has there been consideration of the student's ability to reflect on their own performance?	
Is assessment decision-making being documented in ways that capture the <i>specific</i> detail of supervisor and assessor concerns?	
Are the emotional effects and organisational resources of supervising a student who is not meeting required levels of proficiency being acknowledged?	Nurturing hope
Is the student's sense of vulnerability and belongingness being addressed?	
What measures are in place to support supervisors and assessors with the prospect the student may not achieve required NMC Standards?	
Have ground-rules for the learning contract been agreed between the student and supervisors/assessors?	Managing assessment progress
Is the All-Wales Action Plan format being used?	
Has the student's previous placement history been fairly considered in the context of the current assessment circumstances?	
What assurance is there the student has understood the nature of concerns fed back by supervisors and assessors?	
Is there agreement between all key personnel involved about the way in which assessment decisions have been reached?	

Checklist of key processes when reviewing or debriefing following the assessment situation

	Checklist of key processes	Key review indicators
1	Was the student's <i>fitness to Practice</i> considered?	The concern was clearly about the student's ongoing learning development rather than an immediate concern about their health or conduct
2	Were supervisors and assessors clear about the nature of concerns? Were these discussed with the student?	The concern was about the student's proficiency rather than a consequence of the learning environment or supervisor/assessor relationship. -Reasonable adjustments were implemented in relation to student's additional learning needs.
3	Was usual practice learning outcome documentation (in addition to an action plan) completed in a timely manner?	The initial statement of intent was documented as part of the student learning contract. -An intermediate placement interview took place. -Relevant criteria for the student's stage on the programme were utilised.
4	Was the impact of delivering constructive feedback to the student well thought-out?	-Key Health Board and AEI personnel involved in assessment process were identified. -The location for feedback discussions with the student was considered. -Supervisors and key assessment personnel involved understood and accepted their accountability and commitment to the decision-making process.
5	Were the implications of formulating an action plan considered?	-The action plan template included measurable objectives. -Detailed examples of concerns were provided and related to work towards achievement of particular practice learning outcomes. -Feedback was built on the student's strengths and achievements. -The student was encouraged to self-assess against programme progression criteria. -Action plan deadlines and review meetings were organised and agreed. Situations of continued lack of progress were communicated to relevant Health Board and University personnel.