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Addysg a Gwellu Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Practice Supervisor and Practice Assessor Training

All-Wales SCPHN & SPQ Practice Assessment Document (NMC 2022)

HEALTH EDUCATION AND IMPROVEMENT WALES

Aim

To support Practice Supervisors (PS) and Practice Assessors (PA) to use the Specialist Community Public Health Nursing (SCPHN) and Community Nursing Specialist Practice Qualifications (SPQ), Practice Assessment Document (PAD)

- PAD Guidance is developed in line with the All-Wales PAD and mirrors its' format
- All supporting HEIW documents are available on HEIW Once for Wales website in Welsh and English in the Postgraduate section



<https://heiw.nhs.wales/our-work/once-for-wales-2020/post-graduate-community-nursing-scpnh-and-spq-programmes/>

Background. The PAD was developed following the publication of:

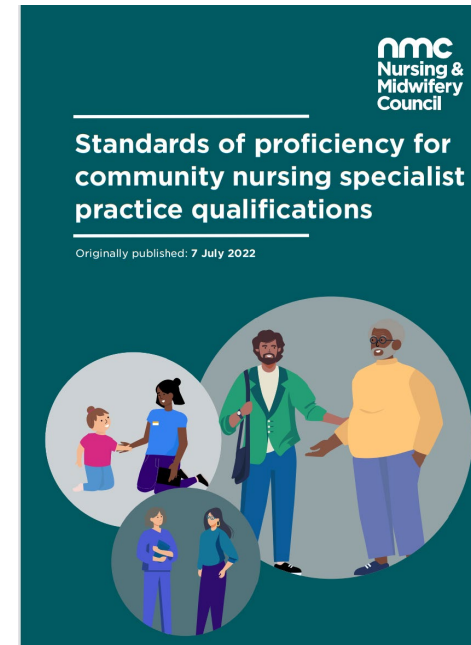
The Standards of Proficiency for Specialist Community Public Health Nursing (NMC, 2022, updated 2024)

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



The Standards of Proficiency for Community Nursing Specialist Practice Qualifications (NMC, 2022, updated 2024)

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





Using the PAD effectively: additional documents

All students studying an NMC approved programme must be provided with safe, effective and inclusive learning experiences.

PS and PA's need to have access to, understand and comply with the new NMC (2022) SCPHN and SPQ standards of proficiency and the NMC Standards for education and training:

- Part 1 [Standards framework for nursing and midwifery education \(nmc.org.uk\)](https://www.nmc.org.uk/standards-framework-for-nursing-and-midwifery-education)
- Part 2 (SSSA) [Standards for student supervision and assessment \(nmc.org.uk\)](https://www.nmc.org.uk/standards-for-student-supervision-and-assessment)
- Part 3 [standards-for-post-registration-programmes.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/standards-for-post-registration-programmes.pdf)

Together these are the NMC standards for education and training for the nursing and midwifery professions.

Further supporting documents can be found on the SSSA supporting information hub [SSSA Supporting Information hub - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk/SSSA-Supporting-Information-hub-The-Nursing-and-Midwifery-Council)



Using the PAD effectively: additional documents

- 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
- Practice Supervisor/Practice Assessor Handbook
- Guidance for the All-Wales Practice Assessment Document NMC standards (2022) Specialist Community Public Health Nursing (SCPHN) and Community Nursing Specialist Practice Qualification (SPQ)

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



PS and PA requirements for supporting SCPHN & SPQ students

Part 3: Standards for post-registration programmes (NMC 2023)

4.4 ensure practice supervisors:

- have undertaken a period 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

4.5 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



All-Wales Practice Assessment Documents

There are 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

Contents of the PAD

Student details – identify to whom the PAD belongs

‘Students actively participate in their own education, learning from a range of people across a variety of settings’ NMC SSSA (2023)

Record of Practice Supervisors, Practice Assessors and Academic Assessors –

- complete at start of programme, add to as required.
- other relevant individuals who may contribute to the PAD could include -
 - Practice Education Facilitators (PEF’s)
 - Education Liaison Nurse’s (ELN)
 - Team Leaders
 - Practice Managers
 - Programme Lead’s or other relevant Health Board / AEI personnel involved in supervising
- students are expected to work with several practice supervisors, to support their learning, for the duration of the programme



Contents of the PAD cont.

Orientation to the Practice Learning Environment

- complete within the first week a new Practice Learning Environment (PLE)
- first box - the person overseeing the student's experience in practice will usually be the Practice Supervisor
- the University link lecturer can be identified on the Educational Audit for the PLE
- the AEI will identify the students' Academic Assessor
- detailed discussion needs to take place between student, PS and PA or AA when completing this section
- ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation (NMC Part 1)
- AEI and Health Board policies should be discussed to ensure the student knows how to access and understands them
- the checklist needs to be completed even if the PLE is where the student previously or currently works to ensure the student has access to all the information they need to protect themselves and others including the public
- any issues identified must be escalated to the Practice Assessor (PA)

Contents of the PAD cont.

Professional Values in Practice

- 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



Contents of the PAD cont.

Student Declaration, Confidentiality and Anonymity

- student and PS/PA discuss this at the start of the PLE
- the student needs to show they understand confidentiality and anonymity
- consider Health Board /AEI/ Employer policies on Person Identifiable Information and General Data Protection Regulation (GDPR)
- all information written in the PAD must be anonymised



Discussion points

The post graduate community nursing student is required to gain feedback on the service they provide from their patient/client/carer.

1. Who could supply feedback for the student?
2. In the context of **people who use services and their carers** how can we decrease bias when asking for feedback on the service provided by the student



Contents of the PAD cont.

People who use services and their 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 (currently as a stand-alone PDF link on Once for Wales website)

- 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 (patient/client/carer) accessibility needs
- to reduce bias PS or PA will select and approach people who use services or carers to collect feedback

Any feedback which should to 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



Contents of the PAD cont.

Self-Assessment. Strengths, Challenges, Opportunities and Barriers

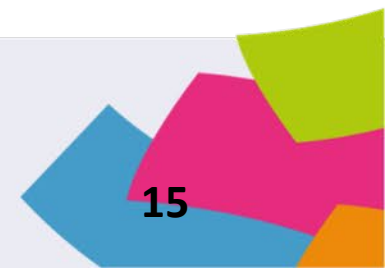
- to be completed once at the start of the programme and repeated if an action plan is required
- it should be brought to the Learning Contract, Semester 1 / Term 1 Initial Review, with the PS/PA
- it is an opportunity to discuss and identify what the student considers to be their Strengths, Challenges, Opportunities and Barriers
- it should be recognised that students have a variety of personal and professional experiences and may evidence prior learning
- 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



Remember:

Consider the Standards of Proficiency within the PAD as a whole

- the timescale for meeting each of these depends on the individual student's prior learning and experience and their practice learning opportunities
- students come with individual learning needs and will have varying nursing or midwifery prior experience
- a flexible approach to learning opportunities is required to individualise and enrich each student's development through their learning experience
- theoretical learning for the programme will be linked to the proficiencies by the AEI and documented against each proficiency in the Ongoing Achievement Record





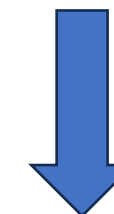
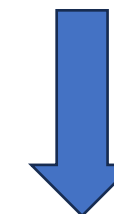
Assessment Process. Learning Contract

- all student assessments should be fair and objective
- this is in place to support the students learning in practice
- student needs, views and support are paramount within the assessment process
- there are 3 contact meetings in each term/semester between the student, Practice Supervisor, Practice Assessor and Academic Assessor
- student assessments are evidence-based, robust and objective
- student to self-reflect and comment on progress and achievements made during each practice placement experience



Assessment Process. Learning Contract- Initial Review

- held within the first two weeks in practice learning environment (PLE)
- the Self- Assessment should have been completed and be available for discussion and review
- this is an important opportunity to ensure the student feels supported and have any questions answered
- all sections should be completed including the venue that the review takes place
- following discussion with PS/PA the student needs to identify specific learning and developmental needs for this period of practice placement learning
- use bullet points
- the learning plan, also in bullet points, should be outlined in conjunction with PS/PA
- before the progress review, the student should complete the 'student comments following initial review' section (200-400 words)
- this should be brought to the 'progress review'



Assessment Process. Learning Contract - Progress Review



- **Student/PS/PA** discuss initial progress review
- bullet points can be used to outline areas of achievement or where further development is needed
- evidence based assessment must be used when commenting on the students' progress (see Sources of evidence slide or NMC, (2023) SSSA
- consider any outstanding/working towards proficiencies previously identified and aim to have met these prior to the final review
- **student** to comment/self-reflect before the end of semester/term review completing the 'student comments following progress review' section (200-400 words)

Assessment Process. Progress review cont.

After directly and indirectly supervising the student the;
PS to discuss with and comment on the student's

- Conduct
- proficiency (skill and expertise)
- achievement to date

After periodically observing the student across environments to inform decisions for assessment and progression the;
PA will also comment on the student's

- Conduct
- proficiency
- key strengths
- progress towards achievements of proficiencies using evidence-based assessment
- identify areas that require further development during this learning period

After communication and collaboration between student, PS & PA the;
AA is to discuss with and comment on the student's

- Conduct
- proficiency (skill and expertise)
- achievement to date
- identify areas that require further development during this learning period
- make recommendations for progression all based on evidence-based assessment

Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement.

At any point in time, it may be noticed that there is insufficient engagement or evidence of achievement.

In this situation the PA will discuss this with the student and PS and contact the Academic Assessor (AA) to initiate an **Action Plan** to address specific issues



Assessment Process. Learning Contract - End of Semester/Term review

The End of Semester/Term review follows the same process as the Progress review

- **Student/PS/PA** discuss progress review comments before moving on through the learning contract

The **PA** also needs to comment on:

- student attendance, punctuality and conduct
- practice hours, confirm accuracy and plan with the student/ PS and AA, and record how any deficit will be made up
- any areas identified which the student needs to further develop over the remainder of the programme

The **AA** needs to make recommendations for progression and highlight any areas for further development over the remainder of the programme

Assessment Process.

Learning Contract – Students Final Semester/Term

ATTENTION

- in the students last semester/term of their programme the PS/PA need ensure all proficiencies have been met
- if there are outstanding proficiencies the student, PS/PA should plan and record how these can be met
- there are several highlighted reminders in this section of the PAD to remind the student, PS, PA and AA of the above

Assessment Process. Learning Contract – Sources of evidence to support student assessment

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

Further information click here;
[Evidenced based assessment of practice learning - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

This is not an exhaustive list



Assessment Process. Ongoing Achievement Record

- it is essential that you are familiar with the linked documents within this Guidance and comply with the NMC SSSA (2023) before attempting to complete this section and sign that the student has achieved or not achieved the proficiency
- this section of the PAD has all the core and field specific outcome focused standards of proficiency which the RN/RM will go on to achieve throughout the programme
- at the end of the programme the SCPHN or Community Nursing SPQ student will have the knowledge, skills and behaviours to support and meet the holistic care needs for people, communities and populations
- the post graduate Specialist Community Public Health Nurse or nurse with Community Nursing Specialist Practitioner Qualification 'will build on these proficiencies as they gain experience and fulfil their professional responsibility' (NMC 2023)

Structure of the Standards SCPHN Spheres of Influence

There are 6 **Spheres of Influence** within the Standards of Proficiency for SCPHN.

- within the Spheres of Influence, outcomes are divided into **proficiencies**
- proficiencies are the knowledge, skills and behaviours that nurses and midwives need in order to practice as a SCPHN
- **core** proficiencies which all fields of practice need to achieve
- and **field specific** proficiencies for Health Visiting, School Nursing, Occupational Health Nursing and Public Health Nursing students

All the specific proficiencies for each field of practice need to be achieved by the end of the programme

Structure of the Standards

SPQ Platforms

There are 7 **Platforms** within the Standards of Proficiency for community nursing SPQ.

- within these Platforms, outcomes are divided into **proficiencies**
- proficiencies are the knowledge, skills and behaviours that nurses and midwives need in order to practice as a community nursing SPQ
- these are **core** proficiencies which students from all fields of practice need to achieve

All the proficiencies for each field of practice need to be achieved by the end of the programme

Achieving Proficiencies

- clinical competence will be assessed using a framework devised by Benner (1984)
- 'ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met' (NMC Part 3)
- using 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

Novice

Advanced beginner

Competent

Proficient

Expert

Standards of Proficiency

<p>WORKING TOWARDS</p> <p>If the student is working towards achieving this proficiency, they will meet Benner's Novice or Advanced Beginner</p>	<p>NOT ACHIEVED</p> <p>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</p>
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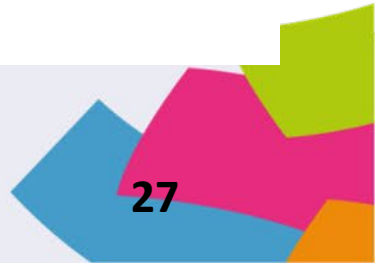
AEI Theory Mapping	Status	Working Towards				Achieved						Not Achieved	
	Benner's Framework/Criteria	1 Novice		2 Advanced Beginner		3 Competent		4 Proficient		5 Expert		1 Novice	2 Advanced Beginner
	At the point of registration, the SCPHN will be able to meet the following CORE outcomes:	PS/PA Initials	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



Signatures

Wherever there is a name, signature and date box for the Student, Practice Supervisor, Practice Assessor or Academic Assessors these need to be completed.



Contents of the PAD cont.

Reflection

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

The student;

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

Contents of the PAD cont.

End of programme practice learning consolidation period

- each AEI will determine the length of this practice learning period
- this may take place in different practice learning environments
- it is essential that any outstanding proficiencies are met during this period
- during this period there will 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

Contents of the PAD cont.

Record of practice hours

- each AEI will determine the number of clinical practice (CP) hours to be completed and recorded in the PAD at the beginning of the programme
- the student, PS, PA and AA need to be aware of the total number of CP hours to be completed
- student to keep a record of practice hours throughout the programme
- student to keep a weekly running total
- PS &/or PA - sign the completed practice hours at the end of each week
- outstanding hours must be clearly identified, and plan recorded to identify when they will be made up
- a practice hours summary sheet should be completed and signed at the end of each semester/term
- a practice hours summary sheet for the duration of the programme should be completed and signed at the end of the programme

Contents of PAD. Practice Assessor's End of Programme Approval

At the end of the programme the PA needs to complete this form to confirm :

- they have communicated with the AA regarding the students' performance and achievement
- the student has achieved the required level of proficiency in practice and provided sufficient evidence to demonstrate their attainment within their field of practice
- the required practice hours have been completed and are recorded accurately
- the outcome as Pass, Refer or Fail

Contents of the PAD cont.

Academic Assessors 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
- that they confirm or not that the student has met the requirements of the PAD



Contents of the PAD cont.

Action Plan

This pro forma is designed to support the student and respond to situations at any point in the programme where a student is not meeting the required levels of proficiency or engagement in practice.

Student, PS, PA and AA should collaborate, agree and record;

- clear, specific issues or areas for improvement
- plan opportunities to redress these (SMART objectives)
- way forward
- recommendation for progression must be discussed and agreed between the PA/AA
- practice and academic assessors should ensure that recommendations are made in line with NMC, HB and AEI policies and procedures
- the Action Plan pro forma needs to be retained in the PAD

Contents of the PAD cont.

Action Plan

- consideration needs to be taken of the students individual learning needs
- make any reasonable adjustments students may need for personal circumstances or disabilities whilst managing risk effectively
- any issues raised by people who use services or their carers, colleagues or employers about the student's conduct, should be discussed with the PA and AA and the student be given opportunities to redress the issue
- if a student poses a clear and present risk to patient safety, it may be appropriate to remove them from a programme immediately. However, this must be supported by evidence and clear record keeping, following NMC, HB and AEI processes
- Other individuals the PA/AA will consult where necessary could, include -
 - Practice supervisor(s)
 - Practice Education Facilitator (PEF)
 - Education Liaison Nurse (ELN)
 - Team Leader
 - Practice Manager
 - Programme Lead or other relevant Health Board / AEI personnel involved in supervising the student.

Appendix

1	Additional Orientation to Practice Learning Environment Form
2	People Who Use Services and Carers (Student Feedback Forms) <u>Post Graduate Community Nursing SCPHN and SPQ Programmes 2024 - HEIW (nhs.wales)</u>
3	Additional Learning Contract's; Initial, Progress and End of semester/term review x3
4	Additional Learning Placement Experience
5	Action Plan
6	Additional Practice Hours Summary Sheets

Diolch
Thank you