



Royal College of  
General Practitioners



RCGP  
General Practice Foundation

# General Practice Advanced Nurse Practitioner Competencies

Assessment documentation for use with Mentor / Assessor  
[Document 2 of 2]

May 2015

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## Advanced Nurse Practitioner Student Contact details

**Name**

**Name of GP Practice**

**Named Mentor / Facilitator**

**Contact details**

**Start Date**

## Introduction

This assessment documentation is to be used in conjunction with the General Practice Advanced Nurse Practitioner Competencies Framework.

## Work Based Practical Assessment [WBPA]

Assessment in clinical practice will form part of the assessment format, so the ANP student will be expected to work with their assessor / mentor to find suitable opportunities to enable this to happen.

## Acute Care Assessment Tool (ACAT)

**ACAT** is preferably used in an observed situation assessing clinical assessment and management, decision making, team working, time management, record keeping and follow up for a specific period of time and multiple patients.

Most of the assessments are formative and are intended to provide feedback in a non-judgemental way.

The competencies specific to areas of practice should be completed initially as a self-assessment, to guide learning and development and consolidation of skills and knowledge.

## Becoming proficient

Benner's (1984) Stages of Skill Acquisition 'are used to finely describe practice, in terms of advanced level. As such, the ANP student, new to working at this level of practice may be seen as an 'advanced beginner'. Alternatively the ANP student who has been working at this advanced level for some time will have moved from the 'novice' stage to another stage, for example, that of 'proficient'. All ANP students may vary in differing aspects of their roles.

Benner's stages of skill acquisition have been adapted for use within the following Taxonomy of Achievement, which has aimed to provide a guide for advanced level practice considered to be at levels 3, 4 & 5.

*The stages of development of competency in Benner's model:<sup>2</sup>*

**Stage 1: Novice**

**Stage 2: Advanced Beginner**

**Stage 3: Competent**

**Stage 4: Proficient**

**Stage 5: Expert**

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<sup>1</sup> Benner P. (1984). 'From novice to expert: Excellence and power in clinical nursing practice' Menlo Park: Addison-Wesley, pp. 13-34

<sup>2</sup> Adapted from Benner, P. (1984). 'From novice to expert: Excellence and power in clinical nursing practice' Menlo Park: Addison-Wesley, pp. 13-34.

## Taxonomy of Achievement (TOA)

Grade	Classification	Description of behaviour The ANP student:
<b>0</b>	<i>Potentially Unsafe "Novice"</i>	<ul style="list-style-type: none"> <li>• Has minimal history taking and examination skills</li> <li>• Has minimal theoretical knowledge and/or is unable to apply theoretical knowledge to the situation</li> <li>• Fails to take into account patients' (carers') concerns</li> </ul>
<b>1</b>	<i>Inexperienced but advanced beginner</i>	<ul style="list-style-type: none"> <li>• Is able to practise under close supervision</li> <li>• Has reasonable theoretical knowledge</li> <li>• Has prior knowledge of the situation and has observed relevant practice</li> <li>• Respects the patient</li> </ul>
<b>2</b>	<i>Borderline competent</i>	<ul style="list-style-type: none"> <li>• Is able to practise with minimal supervision</li> <li>• Has sound underpinning theoretical knowledge</li> <li>• Can integrate theory into practice and identify which priorities</li> <li>• Can communicate satisfactorily with other health professionals</li> <li>• Can manage his/her workload with minimal supervision</li> <li>• Has a patient centred approach and recognises circumstances that threaten patient dignity</li> </ul>
<b>3</b>	<i>Competent and Proficient</i>	<ul style="list-style-type: none"> <li>• Is able to practise autonomously</li> <li>• Has very good theoretical knowledge</li> <li>• Can demonstrate a systematic application of knowledge and a critical awareness to the current situation</li> <li>• Can demonstrate high levels of decision making</li> <li>• Can act autonomously in planning and implementing care</li> <li>• Can work effectively in a multidisciplinary team</li> <li>• Can liaise appropriately and communicate effectively with health care workers from own and other specialities and with other agencies</li> <li>• Treats the patient with respect and dignity and is able to address and discuss circumstances which may threaten this</li> <li>• Can communicate effectively with patients and relatives</li> </ul>
<b>4</b>	<i>Expert</i>	<ul style="list-style-type: none"> <li>• Is able to act autonomously and can disseminate knowledge and supervise learners within the multidisciplinary team</li> <li>• Has excellent in-depth theoretical knowledge</li> <li>• Shows an intuitive understanding of critical situations and perceives possibilities that may arise</li> <li>• Has the capability to creatively move practice forward</li> <li>• Demonstrates an ability to put the patient at the heart of all developments and an ability to empower the patient</li> </ul>

## Core Competencies

### 1. Core Competency: Direct Clinical Care

Demonstrates ability to carry out the effective health assessment and management of individual patients and their families including health protection, risk management, management of their health and cultural needs within a climate of mutual trust.

Examples may be drawn from experience of care of patients across a range of conditions including: Long term conditions; Child health; mental and physical care; acute presentation of minor illness; men's health matters; women's health matters; child health; family planning and sexual health; public health and well being; end of life care.

#### 1.1 - Competence Statement

Practice autonomously using a person centred approach within their scope of extended practice.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.1	Performs a comprehensive medical history. Includes principal content, history and present illness, past medical history, and review of symptoms	Observe ANP successfully performing a comprehensive history with accurate findings.  Presents a brief summary of patient history and proposed management plan to assessor
1.1.1	Document a comprehensive history including accepted format	Review documentation with assessor
1.1.2	Conducts and documents a relevant health history, including a comprehensive obstetric and gynaecological history, with emphasis on gender-based differences	
1.1.3		Promote sexual health (e.g. safe sex) and offer risk assessment and management of patients who have sexual health concerns which may include TOP and contraception, infertility and sexually transmitted infections [10.4]
1.1.4		Demonstrates effective communication skills in addressing sensitive topics related to sexuality, risk-taking behaviours, and abuse. [10.5]
1.1.5		Work collaboratively with multi professional team and outside agencies in managing sexual health and care such as HIV, Hep B, TB, [10.2]
1.1.6		Collaboratively provides first contact care and access to appropriate health care professional as indicated by individual circumstances [10.3]
1.1.7	Performs an appropriate physical examination including cognitive and functional status	
1.1.8	Documents of physical examination using accepted format	Review documentation of physical examinations

**Competence Evidence**

Competency	1.1	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8
Self Assessment									
Workplace Based Assessment [WBPA]									
Evidence Type	Minimum 10 patients								
Evidence Obtained [dd/mm/yyyy]									
Grade									

## 1.2 - Competence Statement

Assesses, diagnoses, monitors, co-ordinates and manages the health /illness status of individuals during acute or enduring episodes.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.2	Discussing presents the patients disease process and the patient's current health status.	Is able to accurately describe patients at risk of a change in health status in next 30 days. Is able to provide accurate management plan demonstrating sound clinical reasoning skills.
1.2.1		Work with other healthcare professionals to diagnose, monitor and manage patients - in line with practice policy and refer appropriately to specialist services. [5.1]
1.2.2	Provide evidence of treatments effectiveness and standards of care.	Review care plans to assess appropriateness of planned monitoring.
1.2.3	Review documentation of significant medical problems and a plan plant to monitor disease decline.	Describes on-going cooperation with GP on the unstable patient. Provide evidence.
1.2.4		Develops and maintains the patient's control over decision-making, assesses the patient's commitment to the jointly determined plan of care and fosters personal responsibility for health. [5.2]
1.2.5		Evaluates outcomes of care against existing standards internally and externally [5.3]
1.2.6		Acts as an advocate for the patient to ensure health needs are met consistent with patient's informed choices. [5.7]
1.2.7	Presents and evaluate acute bonus episode relating to chronic illness. Verbally presents changing condition to detect acute illness and exacerbation of chronic illness.	Described patients who have had an acute episode relating to chronic disease and management.
1.2.8	Review and revise plan of care after acute admission and significant health events.	Discuss with assessor and review at least two patients with acute and chronic episodes
1.2.9		Demonstrate knowledge and sensitivity to women's' health issues and recognises that some issues present differently in women such as sexual abuse, the caring role, depression, eating disorders and domestic violence for example. [9.1]
1.2.10		Advocate the public screening programmes to individuals as appropriate and ensure findings are communicated effectively and on-going surveillance measures are managed according to local and national guidance. [9.2]



**Competence Evidence**

Competency	1.2	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10
Self Assessment											
Workplace Based Assessment [WBPA]											
Evidence Type	Minimum 10 patients										
Evidence Obtained [dd/mm/yyyy]											
Grade											

### 1.3 - Competence Statement

Applies clinical reasoning and principals of evidenced based practice pertinent to their area of practice (this may include non drug based treatment, prescribing medication and evaluating the effectiveness of the interventions).

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.3	Demonstrates sound clinical reasoning.	
1.3.1		Provides appropriate assessment, diagnosis and management of acute and chronic conditions within their clinical competence while being sensitive to the patients experience (within the practitioners scope of practice - which may include children and pregnant women) [7.1].
1.3.2		Diagnoses unstable and complex health care problems utilizing collaboration and consultation with the multidisciplinary health care team as indicated by setting, specialty, and individual knowledge and experience, such as patient and family risk for violence, abuse, and addictive behaviours. [7.2]
1.3.3	Analyse the current status of the patient identifying individual complexities, which may influence the effectiveness of treatments.	Discuss and describe the management of the patient who has experienced negative effects of treatment options.

**Competence Evidence**

Competency	1.3	1.3.1	1.3.2	1.3.3
Self Assessment				
Workplace Based Assessment [WBPA]				
Evidence Type	Minimum 10 patients			
Evidence Obtained [dd/mm/yyyy]				
Grade				

#### 1.4 - Competence Statement

Orders and may perform and interpret common screening and diagnostic tests and plans. Conducts appropriate follow up, delegating and referring on to other health care professionals and agencies when required to optimise health outcomes and resources

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.4	Medication review and pharmacology	
1.4.1	Review medication for each patient and identifies drug class, dosage, expected drug action and possible side effects. Regularly reviews concerns/questions about medication.	Discusses medication issues of patients. Describes interactions on patients.
1.4.2	Prescribes medications (if legally authorised) based on efficacy, safety and cost from the formulary in accordance with regional and national guidance.	Manage and adjust medications in line with prescribing guidelines and evaluates patient follow up and outcomes including consultation and referral. [5.5]
1.4.3	Conduct clinical examination and document abnormal findings.	Order appropriate blood tests and clinical diagnostic tests as appropriate to the examination findings and differential diagnosis.
1.4.4	Discuss the plan of action in relation to the diagnostic tests.	Discuss how you have reviewed the patient's diagnostic tests and any results. Discuss your plan of action.
1.4.5		Develops and uses a follow-up system within the practice workplace to ensure that patients receive appropriate services. [5.8]
1.4.6	Coordinate the numerous health needs of the patients.	Discuss patients for whom care was facilitated between primary and secondary care.
1.4.7	Enable and facilitate communication among team members.	Discuss how you have communicated with other team members and what steps you have taken to ensure communication is strengthened in the team.
1.4.8	Coordinate referrals to other team members.	Describe referrals you have made to other team members and your clinical reasoning.
1.4.9	Support and manage conflicting priorities and needs for the patient.	Describe any patients with multiple issues and how you have managed their needs.
1.4.10	Integrates care between care settings.	Discuss patients whom services were facilitated between health and social services.
1.4.11	Identifies consistent gaps in service delivery.	Identify opportunities for service redesign to directly benefit patient care

**Competence Evidence**

Competency	1.4	1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11
Self Assessment												
Workplace Based Assessment [WBPA]												
Evidence Type	Minimum 10 patients per scenario			Minimum 10 patients								Minimum 2 examples
Evidence Obtained [dd/mm/yyyy]												
Grade												

### 1.5 - Competence Statement

Communicates a sense of 'being there' for the individual, carers and family and provides comfort and emotional support.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.5	Demonstrate ability to communicate effectively with patient's and carers.	Describe / present cases to demonstrate.
1.5.1		Provides guidance, counselling, advice and support regarding management of the health/illness condition. [5.4]

**Competence Evidence**

Competency	1.5	1.5.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Minimum 10 patients	
Evidence Obtained [dd/mm/yyyy]		
Grade		

### 1.6 - Competence Statement

Recognizes commonly occurring conditions including differential diagnosis and applies appropriate screening tools to confirm diagnosis

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.6	Demonstrates ability to diagnose commonly occurring conditions. Give examples of appropriate ordering of diagnostic tests.	
1.6.1	Uses professional judgement in managing complex and unpredictable care events. Captures the learning from these experiences to improve patient care and service delivery.	Presents cases to assessor. Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences.



**Competence Evidence**

Competency	1.6	1.6.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Minimum 10 patients	
Evidence Obtained [dd/mm/yyyy]		
Grade		

**1.7 - Competence Statement**

Evaluate information effectively, gathering data, scanning widely, and thinking creatively in order to make evidence based decisions and plans.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.7		Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences. Presents cases to assessor

**Competence Evidence**

Competency	1.7
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Minimum 10 patients
Evidence Obtained [dd/mm/yyyy]	
Grade	

### 1.8 - Competence Statement

Communicates the individuals health status using appropriate terminology, format and technology resources available and provides educational material that supports the language and cultural beliefs of the individual.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.8		Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences. Presents cases to assessor.
1.8.1	Demonstrate effective communication directly and indirectly with male patients and awareness of the specific challenges to promoting equitable health care. [8.1]	
1.8.2	Delivers non judgemental and opportunistic care to minimise patient embarrassment. [8.3]	
1.8.3	Conduct risk assessments understanding that some concerns may present differently e.g. depression. [8.4]	

**Competence Evidence**

Competency	1.8	1.8.1	1.8.2	1.8.3
Self Assessment				
Workplace Based Assessment [WBPA]				
Evidence Type	Minimum 10 patients			
Evidence Obtained [dd/mm/yyyy]				
Grade				

**1.9 - Competence Statement**

Assists individuals to meet their spiritual needs in the context of health and illness experiences and their health care behaviours and incorporates these preferences in the decision making process and care delivery plan.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.9		Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences. Presents cases to assessor.

**Competence Evidence**

Competency	1.9
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Minimum 10 patients
Evidence Obtained [dd/mm/yyyy]	
Grade	

### 1.10 - Competence Statement

Recognizes and acts on the influence of cultural variations on child health practices, including child rearing, and the impact on adult health seeking behaviours

	Behavioural objectives	Behavioural / Observations / Assessment Questions
1.10		Presents cases to assessor. Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences.
1.10.1		Develop and maintain links with outside agencies to ensure best practice is in place for the more vulnerable groups. [6.1]
1.10.2		Encourage and support communication links with Child Protection Lead/ Vulnerable Adult and other outside agencies (rural care, homeless, asylum seekers, refugees) to ensure safeguarding policies and services within the Practice, reflect up to date local and National recommendations and provide appropriate access to disadvantaged patient groups. [6.3]
1.10.3		Manage and support clinicians consulting with vulnerable patients ensuring appropriate tools and evidenced based care is applied and available in appropriate forms. [6.4]



**Competence Evidence**

Competency	1.10	1.10.1	1.10.2	1.10.3
Self Assessment				
Workplace Based Assessment [WBPA]				
Evidence Type	Minimum 10 patients			
Evidence Obtained [dd/mm/yyyy]				
Grade				

### Competency Sign Off

Competency Reference	Signature of assessor / date	Position [job title]	Overall Grade	Comments
1				

## 2. Core Competency: Leadership and Collaborative Practice

Demonstrates effective leadership behaviour and qualities to secure an appropriate culture and climate to advance nurses' contribution to the healthcare team, patient's care and the wider health and social care team.

### 2.1 - Competence Statement

Demonstrates resilience and leadership qualities in engaging and maintaining networks and partnerships to influence and improve the health and social care of patients.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.1	Undertakes complex and advanced leadership roles to initiate and guide change.	
2.1.1	Demonstrate Leadership Qualities that uses critical and reflective thinking.	Describe examples of the following: <ul style="list-style-type: none"> <li>• Reflecting on clinical consultations.</li> <li>• Influencing and negotiation in leadership.</li> <li>• Conflict management in leadership.</li> </ul>

### Competence Evidence

Competency	2.1	2.1.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Uses reflective practice in clinical supervision. Educates peers and wider team about experiences. Presents cases to assessor.	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]		
Grade		

## 2.2 - Competence Statement

Functions in a variety of role dimensions (educator, coach, advocate, advanced care provider etc).

Behavioural objectives		Behavioural / Observations / Assessment Questions
2.2		Apply leadership, change, and management theories with application to practice.
2.2.1	Educate patient and families regarding disease process.	
2.2.2	Discuss disease and disease progression to educate patients about outcomes/ effects.	Describe or observe a clinical encounter where disease outcomes have been discussed with a patient.
2.2.3	Encourage the patient to describe their health status (patient/family perception).	Describes one patient who has a more realistic view of their health following contact with the ANP.
2.2.4	Educate the patient about early warning signs of acute illness/exacerbation of chronic illness. Encourage the patient to describe their health status (patient/family perception).	Describe 2 calls from patients to report an acute episode of illness.
2.2.5	Signposts patient and gives advice re in hours and out of hours care. Provide point of contact for patients.	
2.2.6	Review care pathways to achieve desired outcomes for patients and respect the patient's wishes for treatment.	
2.2.7	Works with GP/Consultant to identify available treatment options to manage illness, especially at the end of life, for individual patients.	
2.2.8	Identifies the probable benefits and burdens of treatment options.	Works with GP/Consultant to identify available treatment options to manage illness, especially at the end of life, for individual patients.
2.2.9	Communicate effectively with the patient, their family and outside agencies e.g. McMillan to manage the range of physical, social and spiritual needs the individual may have. [12.2]	
2.2.10	Educates patient/families about relative benefits versus burdens of available treatment options, especially at the end of life.	Observe (or describes ANP educate a patient/family who is nearing end of life about benefits and burdens of life sustaining treatments.

**Competence Evidence**

Competency	2.2	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	2.2.8	2.2.9	2.2.10
Self Assessment											
Workplace Based Assessment [WBPA]											
Evidence Type	Minimum 10 patients				Uses reflective practice in clinical supervision sessions. Educates peers and wider team about experiences. Presents cases to assessor		Minimum 10 patients		Minimum 5 patients		
Evidence Obtained [dd/mm/yyyy]											
Grade											

### 2.3 - Competence Statement

Participates as a key member of a multi-professional team and advocates the development of collaborative and innovative practice using high level negotiating and influencing skills.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.3	Collaborates with other health care professionals to plan comprehensive patient care.	Describes (or assessor observes) a team meeting to plan care for a patient involved with many primary/community providers.
2.3.1	Discusses patient care plans with team members with a need to know, respecting patient confidentiality and data protection standards.	
2.3.2	Works with CCG leadership to address issues related to the health and wellbeing of practice population.	
2.3.3	Provides leadership to promote collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care for patients.	Describe how you understand political processes, decision-making processes, and health care advocacy in relation to clinical practice.
2.3.4	Advocate and participate in the development of a culture that supports life long learning and development, using evidenced based practice and succession planning. [4.6]	Give examples.
2.3.5	Opportunities for multidisciplinary team/inter-professional collaboration for patient care.	Give examples of where you have created opportunities for multidisciplinary working that enhanced patient care.

**Competence Evidence**

Competency	2.3	2.3.1	2.3.2	2.3.3	2.3.4	2.3.5
Self Assessment						
Workplace Based Assessment [WBPA]						
Evidence Type	Minimum 5 patients		Discussion with assessor			
Evidence Obtained [dd/mm/yyyy]						
Grade						

## 2.4 - Competence Statement

Evaluates implications for practice providing professional advice to colleagues and other organisations on therapeutic interventions, practice and service development to better meet the needs of patients and the service

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.4	Influencing and negotiation. Conflict management. Managing change.	Understands how to build effective teams. Understands how to manage teams. Principles of change management.

## Competence Evidence

Competency	2.4
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	



### 2.5 - Competence Statement

Understands and demonstrates financial acumen across boundaries to enhance quality, productivity and value.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.5	Advocates, quality and cost effective health care.	Promotes trust across organisations. Understands project management concepts Principles of effective decision making. Demonstrates strategic thinking.

### Competence Evidence

Competency	2.5
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

**2.6 - Competence Statement**

Applies appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy. [7.3]

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.6	Applies appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy. [7.3]	
2.6.1	Advances practice through the development and implementation of innovations incorporating principles of change.	Describe examples of: Managing change. How you have implemented innovation.
2.6.2	Proactively contributes to policy and the public health agenda. [11.3]	

**Competence Evidence**

Competency	2.6	2.6.1	2.6.2
Self Assessment			
Workplace Based Assessment [WBPA]			
Evidence Type	Discussion with assessor		
Evidence Obtained [dd/mm/yyyy]			
Grade			

**2.7 - Competence Statement**

Provides a caring safe environment to enable the team to do their jobs effectively.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.7	Evaluates access to and offers opportunistic advice and information on screening and services to individual, families and groups of patients. [11.2]	

**Competence Evidence**

Competency	2.7
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

## 2.8 - Competence Statement

Can demonstrate how to engage the team to provide collaborative, compassionate patient centred care.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
2.8	Promotes health and well being through collaborative working using a variety of health promotion and disease prevention strategies in line with local and national policies. [11.1]	Participates in professional groups that influence advanced practice.
2.8.1	Support colleagues to assist individuals where appropriate in formulating advanced directives, ethical decisions and end of life care plans. [12.3]	

### Competence Evidence

Competency	2.8	2.8.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Discussion with assessor	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]		
Grade		

## Competency Sign Off

Competency Reference	Signature of assessor / date	Position [job title]	Overall Grade	Comments
2				

### 3. Core Competency: Improving quality and developing practice

Applies and promotes quality governance strategies to ensure consultations, interventions and services are fit for purpose, evolving and dynamic.

#### 3.1 - Competence Statement

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.1	Acquires and critiques evidence, research and evaluations and applies the information to improve practice. Discussion with assessor	Discussion with assessor

#### Competence Evidence

Competency	3.1
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Through a mixture of self assessment and work place based assement but must be verified by the assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

**3.2 - Competence Statement**

Participate in mentoring colleagues and others in the health care team.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.2		

**Competence Evidence**

Competency	3.2
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

### 3.3 - Competence Statement

Promotes and uses an evidenced based approach to the management of an individuals care and applies research findings or best practice pertinent to the individuals care management and outcomes.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.3	Uses best available evidence to continuously improve quality of clinical practice.	Applies evidence in practice Generates knowledge from clinical practice to improve practice and patient outcomes.
3.3.1	Generates knowledge from clinical practice to improve practice and patient outcomes.	
3.3.2	Proactively monitors chronic medical conditions and recognises the early symptoms of disease exacerbations, acute illness, based on an understanding of the disease process, using current evidence and practice standards.	Able to discuss early symptoms of disease progression and suggest appropriate treatment recommendations and the management of the condition.
3.3.3	Understands and utilises evidenced-based tools and processes to identify level of risk.	Able to articulate the principles behind these tools.



**Competence Evidence**

Competency	3.3	3.3.1	3.3.2	3.3.3
Self Assessment				
Workplace Based Assessment [WBPA]				
Evidence Type	Minimum 10 patients			Discussion with assessor
Evidence Obtained [dd/mm/yyyy]				
Grade				

### 3.4 - Competence Statement

Demonstrate an understanding of research methodologies.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.4	Understands how research applies to practice.	Describe how you have used evidence and research methodology in practice with regards to patient care.
3.4.1	Distributes new evidence from research to team members in order to influence change in practice.	

### Competence Evidence

Competency	3.4	3.4.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Discussion with assessor	Minimum 5 examples
Evidence Obtained [dd/mm/yyyy]		
Grade		

**3.5 - Competence Statement**

Monitors quality of own practice and participates in continuous quality improvement.

Behavioural objectives		Behavioural / Observations / Assessment Questions
3.5	Carry out audits of your own clinical practice and implement changes as a result of findings.	Discuss how you use audit tools to improve quality of services.

**Competence Evidence**

Competency	3.5
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Minimum 5 examples
Evidence Obtained [dd/mm/yyyy]	
Grade	

### 3.6 - Competence Statement

Identifies the need for change, builds capability for service improvement amongst colleagues and the wider team, and utilises evidence based tools and techniques to redesign or influence modification of services around patients needs.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.6	Uses leadership skills to challenge, change and improve the current situation.	Give examples of tools and techniques used to build capability for service improvement amongst colleagues and wider health team. How did this work?
3.6.1		Give examples of outcomes of use of tools ie audit results, PDSA
3.6.2		Give examples of use of influence to make changes.

### Competence Evidence

Competency	3.6	3.6.1	3.6.2
Self Assessment			
Workplace Based Assessment [WBPA]			
Evidence Type	Minimum 5 examples		Minimum 3 examples
Evidence Obtained [dd/mm/yyyy]			
Grade			

### 3.7 - Competence Statement

Acquires knowledge and skills in information technology and its application to clinical practice.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.7	Integrates technology to improve healthcare in the clinical setting. Contribute to the strategy of clinical information systems that promote safe, effective and cost effective.	Use technology to support patient encounters. Use technology to record patient encounters. Demonstrate the use of electronic resources to support diagnosis in clinical practice.
3.7.1	Use electronic clinical guidelines for individual application into practice.	Use electronic databases to support clinical decisions and provide patient information. Use data to support evidence based changes in clinical management. Use templates.

### Competence Evidence

Competency	3.7	3.7.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Minimum 3 examples	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]		
Grade		

### 3.8 - Competence Statement

Understand how to use Telehealth resources in clinical practice whilst ensuring privacy and patient confidentiality and applying data protection standards.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
3.8	Understand how Telehealth can contribute to the health and wellbeing of patients.	Describe how you use Telehealth in clinical practice and give examples of using this.
3.8.1	Understand the importance of data protection Act 1998.	Describe a telephone consultation and provide evidence of documentation ensuring patient confidentiality.

### Competence Evidence

Competency	3.8	3.8.1
Self Assessment		
Workplace Based Assessment [WBPA]		
Evidence Type	Discussion with assessor	
Evidence Obtained [dd/mm/yyyy]		
Grade		

### Competency Sign Off

Competency Reference	Signature of assessor / date	Position [job title]	Overall Grade	Comments
<b>3</b>				

## 4. Core Competency: Developing self and others

Works to increase personal self-awareness and develops capability in others. Advocates the principals of continuous professional development and supports colleagues and peers in understanding and contributing to the quality governance agenda and advocates the advanced role of nursing in healthcare provision.

### 4.1 - Competence Statement

Participate in activities (for example audit) that monitor and improve the quality of healthcare and the effectiveness of their own and others practice.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
4.1	Use audit tools to assess effectiveness of own practice.	Describe an audit you have undertaken in practice and show how you applied the findings to improve your practice.

### Competence Evidence

Competency	4.1
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	



**4.2 - Competence Statement**

Contributes in organisational decision-making, interpret variations in outcomes and uses data from a variety of information sources to improve practice.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
4.2	Attend clinical meetings and present clinical findings to colleagues.	Give examples of how you have been involved in decision making within the practice or CCG.

**Competence Evidence**

Competency	4.2
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Minimum 5 examples
Evidence Obtained [dd/mm/yyyy]	
Grade	

**4.3 - Competence Statement**

Accepts personal responsibility for professional development and the maintenance of professional competencies and credential and maintains a suitable record of this development.

**Competence Evidence**

Competency	4.3
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion about portfolio and other examples with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

#### 4.4 - Competence Statement

Monitors and reflects on own response to interaction with individuals, carers and families and uses this knowledge to further therapeutic interaction.

#### Competence Evidence

Competency	4.4
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

#### 4.5 - Competence Statement

Advocate and participate in the development of a culture that supports life long learning and development, using evidenced based practice and succession planning.

	Behavioural objectives	Behavioural / Observations / Assessment Questions
4.5	Opportunities for multidisciplinary team/inter-professional collaboration for patient care.	

#### Competence Evidence

Competency	4.5
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

#### 4.6 - Competence Statement

Enable individuals learning specific information or skills by designing an appropriate plan of care which incorporates the individuals preferred approach, motivation and development stage comprising of sequential, cumulative steps acknowledging relapse and the need for practice, reinforcement, support and re-teaching when necessary.

#### Competence Evidence

Competency	4.6
Self Assessment	
Workplace Based Assessment [WBPA]	
Evidence Type	Discussion with assessor
Evidence Obtained [dd/mm/yyyy]	
Grade	

#### Competency Sign Off

Competency Reference	Signature of assessor / date	Position [job title]	Overall Grade	Comments
4				

Competency	SA	WBPA	Evidence Type	Evidence Obtained										Grade	
1.1			Minimum 10 patients												
1.1.1															
1.1.2															
1.1.3															
1.1.4															
1.1.5															
1.1.6															
1.1.7															
1.1.8															
1.2				Minimum 10 patients											
1.2.1															
1.2.2															
1.2.3															
1.2.4															
1.2.5															
1.2.6															
1.2.7															
1.2.8															
1.2.9															
1.2.10															
1.3			Minimum 10 patients												
1.3.1															
1.3.2															
1.3.3															

Competency	SA	WBPA	Evidence Type	Evidence Obtained										Grade	
1.4															
1.4.1			Minimum 10 patients per scenario												
1.4.2															
1.4.3			Minimum 10 patients												
1.4.4															
1.4.5															
1.4.6															
1.4.7															
1.4.8															
1.4.9															
1.4.10															
1.4.11			Minimum 2 examples												
1.5			Minimum 10 patients												
1.5.1															
1.6			Minimum 10 patients												
1.6.1															
1.7			Minimum 10 patients												
1.8			Minimum 10 patients												
1.8.1															
1.8.2															
1.8.3															
1.9			Minimum 10 patients												
1.10			Minimum 10 patients												
1.10.1															

Competency	SA	WBPA	Evidence Type	Evidence Obtained										Grade	
1.10.2			Minimum 10 patients												
1.10.3															
2.1			Presents cases to assessor												
2.1.1			Discussion with assessor												
2.2			Minimum 10 patients												
2.2.1															
2.2.2															
2.2.3															
2.2.4			Presents cases to assessor												
2.2.5															
2.2.6			Minimum 10 patients												
2.2.7															
2.2.8			Minimum 5 patients												
2.2.9															
2.2.10															
2.3			Minimum 5 patients												
2.3.1															
2.3.2			Discussion with assessor												
2.3.3															
2.3.4															
2.3.5															
2.4				Discussion with assessor											
2.5			Discussion with assessor												
2.6			Discussion with assessor												



Competency	SA	WBPA	Evidence Type	Evidence Obtained										Grade			
2.6.1			Discussion with assessor														
2.6.2																	
2.7			Discussion with assessor														
2.8			Discussion with assessor														
2.8.1																	
3.1			Discussion with assessor														
3.2			Discussion with assessor														
3.3			Minimum 10 patients														
3.3.1																	
3.3.2																	
3.3.3			Discussion with assessor														
3.4			Discussion with assessor														
3.4.1			Minimum 5 examples														
3.5			Minimum 5 examples														
3.6			Minimum 5 examples														
3.6.1																	
3.6.2			Minimum 3 examples														
3.7			Minimum 3 examples														
3.7.1			Discussion with assessor														
3.8			Discussion with assessor														
3.8.1																	
4.1			Discussion with assessor														
4.2			Minimum 5 examples														
4.3			Discussion about portfolio														

Competency	SA	WBPA	Evidence Type	Evidence Obtained								Grade	
4.4			Discussion with assessor										
4.5			Discussion with assessor										
4.6			Discussion with assessor										