

# **BRANCH PROGRAMME**

## **MAPPING OF PROFICIENCIES FOR PLACEMENTS IN A COMMUNITY NURSE (DISTRICT) SETTING**

# Standards of Proficiency to be achieved for Entry to the Register

## Domain 1. Professional and Ethical Practice

### 1.1 Manage oneself, one's practice, and that of others, in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics, recognising one's own abilities and limitations.

Standards of Proficiency		Example of learning opportunities	Examples of Evidence
1.1.1	Practice in accordance with The NMC code of professional conduct; standards for conduct, performance and ethics	<ul style="list-style-type: none"> <li>• Participate in handover</li> </ul>	<b>RD</b> – With mentor around community nursing issues and NMC Code of Conduct
1.1.2	Use professional standards of practice to self-assess performance	<ul style="list-style-type: none"> <li>• Undertakes assessment visits</li> </ul>	<b>RW</b> – production of a reflective piece that discusses any issue that has arisen in practice – patient confidentiality, duty of care etc.
1.1.3	Consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence	<ul style="list-style-type: none"> <li>• Discusses risk assessment issues for both staff and patients.</li> </ul>	<b>QA</b> – What would you do if you witness a moving and handling scenario that presented a clear risk to all those involved?
1.1.4	Consult other health care professionals when individual or group needs fall outside the scope of nursing practice	<ul style="list-style-type: none"> <li>• Discusses issues relating to NMC Code of Conduct and community nursing role, accountability</li> </ul>	<b>WP</b> – Copy of a risk assessment undertaken – pressure ulcer , moving and handling
1.1.5	Identify unsafe practice and respond appropriately to ensure a safe outcome	<ul style="list-style-type: none"> <li>• Acknowledges limitations</li> </ul>	<b>WS</b> – demonstrates participation in MDT meetings or liaison with other members of the primary health care team - confidentiality
1.1.6	Manage the delivery of care services within the sphere of one's own accountability	<ul style="list-style-type: none"> <li>• Ensure can utilise local documentation</li> <li>• Works with members of multi-disciplinary team</li> <li>• Aware of incident reporting procedure</li> <li>• Participates in case conferences</li> </ul>	<b>DO</b> – observation of mentor or other member of staff (adequately trained) undertaking the application of compression bandaging.

**1.2 Practise in accordance with an ethical and legal framework, which ensures the primacy of patient and client interest and well-being and respects confidentiality.**

<b>Standards of Proficiency</b>		<b>Examples of Evidence</b>	<b>Examples of Learning opportunities</b>
1.2.1	Demonstrate knowledge of legislation and health and social policy relevant to nursing practice	<ul style="list-style-type: none"> <li>• Demonstrates awareness of national policies – Essence of Care, NICE, the NSFs etc</li> <li>• Awareness of the Caldicott Report recommendations and Data Protection</li> <li>• Aware of issues that pertain to vulnerable adults and/or children</li> <li>• Considers individuals differences in the way they wish to live</li> <li>• Gaining of consent</li> </ul>	<p><b>RD</b> – With mentor around community nursing issues and any legislation affecting current practice</p> <p><b>RW</b> – production of a reflective piece that discusses any issue that has arisen in practice – patient confidentiality, obtaining of consent before treatment.</p> <p><b>QA</b> – What legal and ethical issues arise when nursing someone who’s living conditions do not meet with our own standards?</p> <p><b>WP</b> – Copy of a nursing assessment undertaken</p> <p><b>WS</b> – demonstrates participation in MDT meetings or liaison with other members of the primary health care team - confidentiality</p> <p><b>DO</b> – observation of mentor or other member of staff seeking access to clients’ homes.</p>
1.2.2	Ensure the confidentiality and security of written and verbal information acquired in a professional capacity		
1.2.3	Demonstrate a knowledge of contemporary ethical issues and their impact on nursing and health care		
1.2.4	Manage the complexities arising from ethical and legal dilemmas		
1.2.5	Act appropriately when seeking access to caring for patients and clients in their own homes		

**1.3 Practice in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups.**

<b>Standards of Proficiency</b>		<b>Examples of Learning Opportunities</b>	<b>Example of Evidence</b>
1.3.1	Maintain, support and acknowledge the rights of individuals or groups in the health care setting	Considers the following when delivering nursing care:	<b>WS</b> – engages carer in assessment process
1.3.2	Act to ensure that the rights of individuals and groups are not compromised	<ul style="list-style-type: none"> <li>• NMC Code of Conduct</li> <li>• Human Rights Act</li> </ul>	<b>WP</b> – produces decision making document having assessed the carer’s position
1.3.3	Respect the values, customs and beliefs of individuals and groups	<ul style="list-style-type: none"> <li>• Trust policies addressing diversity and cultural issues</li> <li>• Disability issues/Act</li> </ul>	<b>DO</b> – Observes equality in care delivery from mentor and other staff <b>Example of Evidence</b>
1.3.4	Provide care which demonstrates sensitivity to the diversity of patients and clients		<b>RW</b> – Reflects on visits, discussing the care of patients from both affluent and disadvantages areas  <b>QA</b> – Considers any cultural beliefs that may affect treatment decisions e.g. Muslims and Ramadan  <b>RD</b> – Discusses issues around providing equity in care for those from disadvantaged back grounds.

## **Domain 2. Care Delivery**

### **2.1 Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills.**

#### **2.1**

<b>Standards of Proficiency</b>		<b>Examples of Learning Opportunities</b>	<b>Examples of Evidence</b>
2.1.1	Utilise a range of effective and appropriate communication and engagement skills	<ul style="list-style-type: none"> <li>• Introduces self to patient and carers</li> <li>• Refrains from the use of jargon</li> <li>• Explains any procedures undertaken</li> <li>• Responds appropriately in one-to-one interpersonal communication</li> </ul>	<p><b>WS</b> – Participation in MDT meetings and handovers</p> <p><b>RW</b> – reflects on a particular incident where communication was an issue – unacceptance of diagnosis of a terminal condition</p> <p><b>QA</b> – What would you do if a patient asks you not to tell his/her relatives that they were terminally ill?</p>
2.1.2	Maintain and, where appropriate disengage from professional caring relationships that focus on meeting the patient's or client's needs within professional therapeutic boundaries		

### **2.2 Create and utilise opportunities to promote the health and well-being of patients clients and groups.**

<b>Standards of Proficiency</b>		<b>Examples of Learning Opportunities</b>	<b>Examples of Evidence</b>
2.2.1	Consult with patients, clients and groups to identify their need and desire for health promotion advice	<ul style="list-style-type: none"> <li>• Observes the opportunities for Health promotion – venous leg ulceration, wound healing</li> <li>• Participates in opportunities, advice for health eating with diabetes</li> <li>• Aware of how to access specialist services – diabetes nurses, dieticians etc</li> </ul>	<p><b>RW</b> – reflects on an occasion when health information was given, e.g. wound healing</p> <p><b>QA</b> – What methods can be used to provide health education information to patients?</p> <p><b>WS</b> – Education with patient about health eating.</p> <p><b>DO</b> – session with specialist nurse – Tissue viability, diabetes etc</p>
2.2.2	Provide relevant and current health information to patients, clients and groups in a form which facilitates their understanding and acknowledges choice/individual preference		
2.2.3	Provide support and education in the development and/or maintenance of independent living skills		
2.2.4	Seek specialist/expert advice as appropriate		

**2.3 Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of patients, clients and communities.**

Standards of Proficiency		Examples of Learning Opportunities	Examples of Evidence
2.3.1	Select valid and reliable assessment tools for the required purpose	<ul style="list-style-type: none"> <li>Participates in assessment, planning and evaluation of patients with available and appropriate tools</li> <li>Understands results and significance in terms of referral to other agencies</li> </ul>	<b>WP</b> – Waterlow assessment, moving and handling, nutrition etc
2.3.2	Systematically collect data regarding the health and functional status of individuals, clients and communities through appropriate interaction, observation and measurement		<b>QA</b> – What would you do if you used one of these tools – e.g. waterlow and the patient appeared to be at risk?
2.3.3	Analyse and interpret data accurately to inform nursing care and take appropriate action		<b>RD</b> – Discussion that focuses on need to implement further nursing goals to prevent at risk situation developing.

**2.4 Formulate and document a plan of nursing care, where possible, in partnership with patients, clients, their carers and family and friends, within a framework of informed consent.**

Standards of Proficiency		Examples of Learning Opportunities	Examples of Evidence
2.4.1	Establish priorities for care based on individual or group needs	<ul style="list-style-type: none"> <li>Prioritises care needs following holistic assessment</li> <li>Develops care plan in partnership with the patient based on this assessment</li> <li>Effectively evaluates care provision and re prioritises in accordance with this evaluation</li> </ul>	<b>WP</b> – provide an anonymised plan of care to demonstrate assessment process
2.4.2	Develop and document a care plan to achieve optimal health, rehabilitation, and rehabilitation based on assessment and current nursing knowledge		<b>RW</b> – discuss your role in the assessment, planning and evaluation process
2.4.3	Identify expected outcomes, including a time frame for achievement and/or review in consultation with patients, clients, their carers and family friends and with members of the health and social care team		<b>WS</b> – demonstrates planning process in partnership with patient and or carers

**2.5 Based on the best available evidence, apply knowledge and an appropriate repertoire of skills indicative of safe and effective nursing practice.**

<b>Standards of Proficiency</b>		<b>Examples of Learning Opportunities</b>	<b>Examples of Evidence</b>
2.5.1	Ensure that current research findings and other evidence are incorporated in practice	<ul style="list-style-type: none"> <li>• Use current up to date evidence when undertaking procedures in practice, e.g. tissue viability, continence, palliative care</li> <li>• Under supervision demonstrates care/skills appropriate for the management of the patient in community setting</li> <li>• Awareness of procedures not currently able to perform under local Trust guidelines</li> <li>• Uses current literature to inform and support practice decisions</li> </ul>	<b>WS</b> – Clinical skills handbook
2.5.2	Identify relevant changes in practice or new information and disseminate it to colleagues		<b>RW</b> – writes a reflective account of a procedure undertaken, evaluating the evidence accordingly (this will contribute to the module assignment)
2.5.3	Contribute to the application of a range of interventions which support and optimise the health and well-being of patients and clients		<b>DO</b> – Mentor observes care delivery
2.5.4	Demonstrate the safe application of the skills required to meet the needs of patients and clients within the current sphere of practice		<b>WP</b> – include a research paper that relates to an element of care that you have participated in or observed
2.5.5	Identify and respond to patients and client’s continuing learning and care needs		
2.5.6	Engage within, and evaluate, the evidence base that underpins safe nursing practice		

**2.6 Provide a rationale for the nursing care delivered which takes account of social, cultural, spiritual, legal, political and economic influences.**

<b>Standards of Proficiency</b>		<b>Examples of Learning Opportunities</b>	<b>Examples of Evidence</b>
2.6.1	Identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care	<ul style="list-style-type: none"> <li>• Demonstrates awareness of resource implications.</li> <li>• Reflects on wound formulary and other produce guidance documents</li> </ul>	<p><b>RW</b> – uses care study to reflect issues pertaining to wound produce selection</p> <p><b>RD</b> – discusses resource implications with mentor, considering evidence base and ethical issues.</p>

## 2.7 Evaluate and document the outcomes of nursing and other interventions.

Standards of Proficiency		Examples of Learning Opportunities	Examples of Evidence
2.7.1	Collaborate with patients and clients and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes	<ul style="list-style-type: none"> <li>• Discusses with patient and/or carers care provision implications</li> <li>• Utilises the single assessment process to facilitate this</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WP</b> – uses appropriate part of assessment process to demonstrate this</li> <li>• <b>RD</b> – discusses with mentor the implications of partnership approach and the need for reassessment on a regular basis</li> </ul>
2.7.2	Analyse and revise expected outcomes, nursing interventions and priorities in accordance with changes in the individual's condition, needs or circumstances		

## 2.8 Demonstrate sound clinical judgement across a range of differing professional and care delivery contexts.

Standards of Proficiency		Examples of Learning Opportunities	Examples of Evidence
2.8.1	Use evidence based knowledge from nursing and related disciplines to select and individualise nursing interventions	<ul style="list-style-type: none"> <li>• Looks at evidence supporting care management decisions</li> <li>• Relates how policy (national and local) affects treatment decisions</li> <li>• Uses evaluation process to consolidate and reflection on effective care provision</li> <li>• Adherence to NMC's code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WP</b> – Uses care plan to identify supporting evidence (part of Care study)</li> <li>• <b>Q&amp;A</b> – why is evidence important to support care decisions?</li> <li>• <b>RD</b> – reflects with mentor any issues that potentially conflict with adherence to evidence and/or code of conduct</li> </ul>
2.8.2	Demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings		
2.8.3	Recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances		
2.8.4	Ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public		



## **Domain 3. Care Management**

### **3.1 Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies.**

<b>Standards of Proficiency</b>		<b>Example of Learning Opportunity</b>	<b>Example of Evidence</b>
3.1.1	Apply relevant principles to ensure the safe administration of therapeutic substances	<ul style="list-style-type: none"> <li>Adheres to local Trust policy and NMC guidelines</li> </ul>	<p><b>DO</b> – Observes team members carrying out effective strategies to ensure safe practice</p> <p><b>RD</b> – with mentor regarding potential risks and how to avoid</p> <p><b>RW</b> – Discusses policy issues that safe guard both patient and team members. Including incident reporting procedures</p>
3.1.2	Use appropriate risk assessment tools to identify actual and potential risks	<ul style="list-style-type: none"> <li>Demonstrates knowledge of actual and potential risks for individuals</li> </ul>	
3.1.3	Identify environmental hazards and eliminate and/or prevent where possible	<ul style="list-style-type: none"> <li>Awareness of correct reporting procedure in the event of an incident</li> </ul>	
3.1.4	Communicate safety concerns to a relevant authority	<ul style="list-style-type: none"> <li>Multidisciplinary team's involvement in risk reduction</li> </ul>	
3.1.5	Manage risk to provide care which best meets the needs and interests of patients, clients and the public		

### **3.2 Demonstrate knowledge of effective inter-professional working practices which respect and utilise the contributions of members of the health and social care team.**

<b>Standards of Proficiency</b>		<b>Example of Learning Opportunity</b>	<b>Example of Evidence</b>
3.2.1	Establish and maintain collaborative working relationships with members of the health and social care team and others	<ul style="list-style-type: none"> <li>Awareness of role of multidisciplinary team in care provision</li> </ul>	<p><b>RD</b> – with mentor about the partnership approach with other agencies</p> <p><b>WS</b> – produces statement following insight visit to MDT meetings (GP case conferences, social services etc)</p> <p><b>WP</b> – uses single assessment process to demonstrate need for involvement with other agencies</p>
3.2.2	Participate with members of the health and social care team in decision-making concerning patients and clients	<ul style="list-style-type: none"> <li>Insight visit which consolidates these essential partnerships</li> </ul>	
3.2.3	Review and evaluate care with members of the health and social care team and others	<ul style="list-style-type: none"> <li>Acknowledges when other agencies need to be involved in care management package (e.g. Tissue Viability Nurse)</li> </ul>	

### 3.3 Delegate duties to others, as appropriate, ensuring that they are supervised and monitored.

Standards of Proficiency		Example of Learning Opportunity	Example of Evidence
3.3.1	Take into account the role and competence of staff when delegating work	<ul style="list-style-type: none"> <li>• Develops understanding of team roles and responsibilities within community nursing</li> <li>• Understands issues around delegation and individual competency.</li> <li>• Under supervision participates in team meetings and work delegation</li> </ul>	<p><b>WS</b> – participates in delegation of work load (under supervision)</p> <p><b>Q&amp;A</b> – why is it important to ensure that work is delegated effectively (considering staffing competency levels)?</p> <p><b>DO</b> – observes mentor or team leader delegating work load</p>
3.3.2	Maintain one's own accountability and responsibility when delegating aspects of care to others		
3.3.3	Demonstrate the ability to co-ordinate the delivery of nursing and health care		

### 3.4 Demonstrate Key Skills.

Standards of Proficiency		Example of Learning Opportunity	Example of Evidence
3.4.1	Literacy – interpret and present information in a comprehensible manner	<ul style="list-style-type: none"> <li>• Awareness of NMC's guidance for record keeping</li> <li>• Reads local policy which pertains to record keeping</li> <li>• Demonstrates ability to interpret information that may affect treatment decisions (e.g. Doppler readings)</li> <li>• Acknowledges limitations of protocols and guidelines in some circumstances (i.e. not all information not available to make treatment decision)</li> </ul>	<p><b>WP</b> – produces assessment document showing ability to undertake procedure (e.g. Blood pressure or Doppler Study)</p> <p><b>RW</b> – discusses individual scenario which reflects the need to ensure that information is as accurate as possible (e.g. application of 4 layer compression therapy)</p> <p><b>DO</b> – observes mentor or other member of staff undertaking measurement and relating information back to care manager (e.g. GP) to facilitate treatment decision</p>
3.4.2	Numeracy – accurately interpret numerical data and their significance for the safe delivery of care		
3.4.3	Information technology and management – interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care		
3.4.4	Problem-solving – demonstrate sound clinical decision-making which can be justified even when made on the basis of limited information		

## **Domain 4. Personal and Professional Development**

### **4.1 Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice.**

<b>Standards of Proficiency</b>		<b>Example of Learning Opportunity</b>	<b>Example of Evidence</b>
4.1.1	Identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning	<ul style="list-style-type: none"> <li>• Discusses placement objectives</li> <li>• Formulates an action plan with mentor to ensure objectives are identified and worked towards</li> <li>• Demonstrates the additional knowledge often require in complex management situations</li> <li>• Identify any additional learning opportunities that will enhance the learning experience</li> </ul>	<p><b>WP</b> – Portfolio</p> <p><b>RW</b> – Action plan and or SWOT analysis</p> <p><b>RD</b> – Discussion of progress and identification of additional learning objectives as required</p>
4.1.2	Develop a personal development plan which takes into account personal, professional and organisational needs		
4.1.3	Share experiences with colleagues, patients and clients in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations		
4.1.4	Take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice		

### **4.2 Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching.**

<b>Standards of Proficiency</b>		<b>Example of Learning Opportunity</b>	<b>Example of Evidence</b>
4.2.1	Contribute to creating a climate conducive to learning	<ul style="list-style-type: none"> <li>• Discuss learning environment</li> <li>• Produce or contribute to existing learning resources</li> <li>• Undertaken a relevant literature review or appraisal</li> </ul>	<p><b>Q&amp;A</b> – what may affect the learning environment?</p> <p><b>WP</b> – any resource developed or appraised</p> <p><b>RD</b> – discuss any issues of leadership that may have arisen</p>
4.2.2	Contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience		
4.2.3	Demonstrate effective leadership in the establishment and maintenance of safe nursing practice.		