

Advanced Practice The Portfolio



Asiantaeth Genedlaethol
Arwain ac Arloesi mewn
Gofal Iechyd
National Leadership
and Innovation Agency
for Healthcare

Cefnogi GIG Cymru i gyflwyno gofal iechyd o safon fyd-eang
Supporting NHS Wales to deliver world class healthcare

Advanced Practice Framework Task and Finish Group Membership

Dave Barton (Chair)

Academic Lead for Nursing,
Swansea University

Sandy Harding

Senior Education and Contracting
Manager, Workforce Development,
National Leadership and Innovation
Agency

Charlette Middlemiss

Associate Director, Workforce
Development, National Leadership
and Innovation Agency

Kim Atkinson

Clinical Lead Occupational Therapist,
ABM ULHB, Forge Centre, Port Talbot

Lesley Bevan

Assistant Director of Nursing,
ABM ULHB, Neath Port Talbot Hospital

Linda Theophilus

Strategic Lead - Therapies,
Cwm Taf LHB, Prince Charles Hospital

Julie Hayes

Rehab Nurse Practitioner/Medicine
and Elderly Care, Princess of Wales
Hospital

Ruth Emanuel

Physiotherapy Clinical Manager,
ABM ULHB, Singleton Hospital

Georgina Hourahane

Lecturer in Adult Nursing,
Cardiff University School of Nursing
and Midwifery

Jayne Lavin

Clinical Manager and Lead for
Education, Training and Staff
Development, Aneurin Bevan Health
Board, Royal Gwent Hospital

Helen Rogers

Director, Royal College of Midwives,
RCM, Cardiff

Martin Semple

Associate Director (Professional
Practice), RCN, Cardiff

Wendy Mashlan

Senior Nurse Practitioner, Community
Integrated Intermediate Care,
ABM ULHB Princess of Wales Hospital

Denise Richards

Nursing Officer, Department for
Public Health and Health Professions,
Welsh Government

Nicola Ryley

Assistant Director of Nursing,
Aneurin Bevan Health Board,
Llanfrechfa Grange Hospital

Alison Strode

Therapy Advisor for Wales,
Welsh Government

Glynis Hudson

Leadership & Organisation
Development Manager, Leadership
and Organisation Development
Directorate, National Leadership and
Innovation Agency for Healthcare

Rhian Barnes

Lecturer/Professional Head:Adult
Nursing, Cardiff School of Nursing
and Midwifery, Heath Campus, Cardiff
Government

Gemma Ellis

Consultant Nurse Adult Critical Care
Services, Cardiff & Vale UHB, Heath
Park, Cardiff

Tim Jones

Advanced Paramedic Practitioner,
Welsh Ambulance Service NHS Trust,
SE Region, Vantage Point House,
Cwmbran

Contents

Purpose	5
Introduction	5
Section One: Personal Details	6
Section Two: Job Description	6
Section Three: Advanced Practice Criteria	7
Section Four: Self Assessment	9
Section Four: Evidence to support the self-assessment process	12
Section Five: 360-degree Feedback	13
Section Six: Reflective Practice	14

Purpose

These guidelines aim to assist advanced practitioners engaged in research, education, management, leadership and clinical activity in the development of a portfolio of evidence that demonstrates advanced level practice as outlined in the Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales (NLIAH 2010).

Introduction

The portfolio is intended to be used as a resource to support the annual appraisal process. In accordance with local governance arrangements, assessment of your clinical practice will be undertaken by appropriate clinicians and managers and should be recorded in the portfolio. In addition, these individuals will review your portfolio, including an academic peer reviewer if required. The Professional Lead of your service and Clinical Lead will need to determine who the lead assessor is, in order to co-ordinate and quality assure the assessment activity.

The Advanced Practice Portfolio supports your development whatever your field of practice both in the post you currently hold and as you progress in your career. Advanced practice enhances the development of services that better meet the needs of patients and the public in accordance with strategic and regulatory guidance.

As part of the Governance Framework, Health Boards are advised to develop and maintain a database of Advanced Practitioners. Once a practitioner is placed on the Advanced Practice Database, portfolios should be reviewed on an annual basis in accordance with the local Health Boards Governance Framework.

The following format is offered as guidance to good practice for the development of Advanced Practitioner Portfolios. The content should be easy to read and any signposting and cross referencing should be easy for the reader / assessor / reviewer to follow. For example, acronyms are not understood by all people and should be given in full.

Section One: Personal Details

This section captures the following types of information:

- Contact details (name, address, place of work, phone numbers and email address)
- Qualifications (professional and academic). The practitioner may wish to include relevant and current course documents
- Continuing Professional Development undertaken
- Curriculum Vitae
- Narrative context i.e. personal context / and observation context
- Current Personal Development Plan and future plans for role / service

Section Two: Job Description

This section is a good place for you to keep an up to date copy of your Job Description, personal specification and your roles Knowledge and Skills Framework outline.

It is essential for you to familiarise yourself with both the Job Description and Knowledge and Skills Framework documents in maintaining a portfolio and as part of your preparation for your annual review process.

Both these documents should be reviewed in accordance with your local governance arrangements; you may have several reviewers and these could include the identified lead assessor, another professional lead, a clinical lead, and the line manager.

You need to ensure that your portfolio reflects all the skills and knowledge necessary to fulfil the requirement of the Advanced Practice Criteria, Job Description and Knowledge and Skills Framework outline. In preparation for your portfolio review you will need to undertake a self assessment of your competency level against the Advanced Practice Criteria set out by your local clinical governance leads, and in line with the advance Practice Pillars shown in Table 1:

Section Three:

Advanced Practice Criteria

The Framework for Advanced Practice in Wales 2010 (p.14) describes the four Pillars of Advanced Practice and articulates the core principle that advanced practice is a level of practice rather than a role. It is not exclusively characterized by the clinical domain but includes those working in research, education or managerial / leadership roles. Evidence of advanced practice will be gathered under the following 4 pillars that are shown in Table 1.

Table 1 - Advanced Practice Pillars - Adapted from NES (2007)

1. Management and Leadership

- Identifying need for change, leading innovation and managing change, including service development
- Developing case for change
- Negotiation and influencing skills
- Networking
- Team development

2. Education (either within clinical practice or education sector)

- Principles of teaching and learning
- Supporting others to develop knowledge and skills
- Promotion of learning/creation of learning environment
- Service user/carer teaching and information giving
- Developing service user/carer education materials
- Teaching, mentorship and coaching

3. Research

- Ability to access research/use information systems
- Critical appraisal/evaluation skills
- Involvement in research
- Involvement in audit and service evaluation
- Ability to implement research findings into practice - including use of and development of policies/protocols and guidelines.

- Conference presentations
- Publications

4. Advanced Clinical Practice

- Decision making/clinical judgement and problem solving
- Critical thinking and analytical skills incorporating critical reflection
- Managing complexity
- Clinical governance
- Equality & diversity
- Ethical decision-making
- Assessment, diagnosis referral, discharge
- Developing higher levels of autonomy
- Assessing and managing risk
- Non-medical prescribing in line with legislation.
- Developing confidence
- Developing therapeutic interventions to improve service user outcomes
- Higher level communication skills
- Service user focus/public involvement
- Promoting and influencing others to incorporate values based care into practice
- Development of advanced psychomotor skills

Table 1: Advanced Practice Pillars-Adapted from National Executive Scotland (2011). NOTE: The Toolkit content are subject to periodical updates.

NB: The prevalence of evidence of advanced practice for each pillar will vary in accordance with the particulars of an individual's role. Nevertheless, the advanced practitioner SHOULD produce some evidence for all four pillars.

The portfolio should be structured in such a way that there are clearly defined sections that capture the evidence identified within the 4 pillars, and these sections should constitute the main body of the portfolio. The nature and the quantity of evidence in each section may vary depending on the particular role the practitioner is engaged in. The template is a guideline to presentation of evidence and should not be seen as a constraint on the creative presentation of evidence of advanced practice. Each section should commence with an overall summary and reflection regarding the evidence submitted.

Section Four: Self Assessment

In this guidance we have used an adapted version of Benner's (1984) model of skill acquisition and skill development which describes five levels or stages of nursing performance: novice, advanced beginner, competent, proficient and expert. We suggest that you use this model at the point where you are to undertake a self assessment against the Advanced Practitioner criteria. This self assessment will assist your reviewers in evaluating your competence and development.

It is proposed that the stages of performance (refer to Table 2) can be used to describe your performance at this advanced level (level 7).

For example, in Pillar 1, titled 'Leadership and Management', the first criterion is described as:

'Identifying need for change, leading innovation and managing change, including service development'.

In assessing your current level of performance against this particular criterion consider whether you would assess yourself as functioning at the stage of 'novice', 'advanced beginner', 'competent', 'proficient' or 'expert'.

Here, Benner's (1984) stages of skill acquisition are being used to more finely describe your practice in terms of this advanced level. As such, the practitioner new to working at this level of practice may be seen as 'an advanced beginner' in this particular criterion of level 7 practice; alternatively the practitioner 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'.

Furthermore, you may assess yourself as being at different stages of skill acquisition against different criterion and domains. For example, in the 'Leadership and Management' Pillar, for criterion number 1 of you may be at the stage of 'novice', however within criterion number 4 you may see yourself as working at the stage of 'competent'

Figure 1: Levels of skill acquisition (Benner 1984)

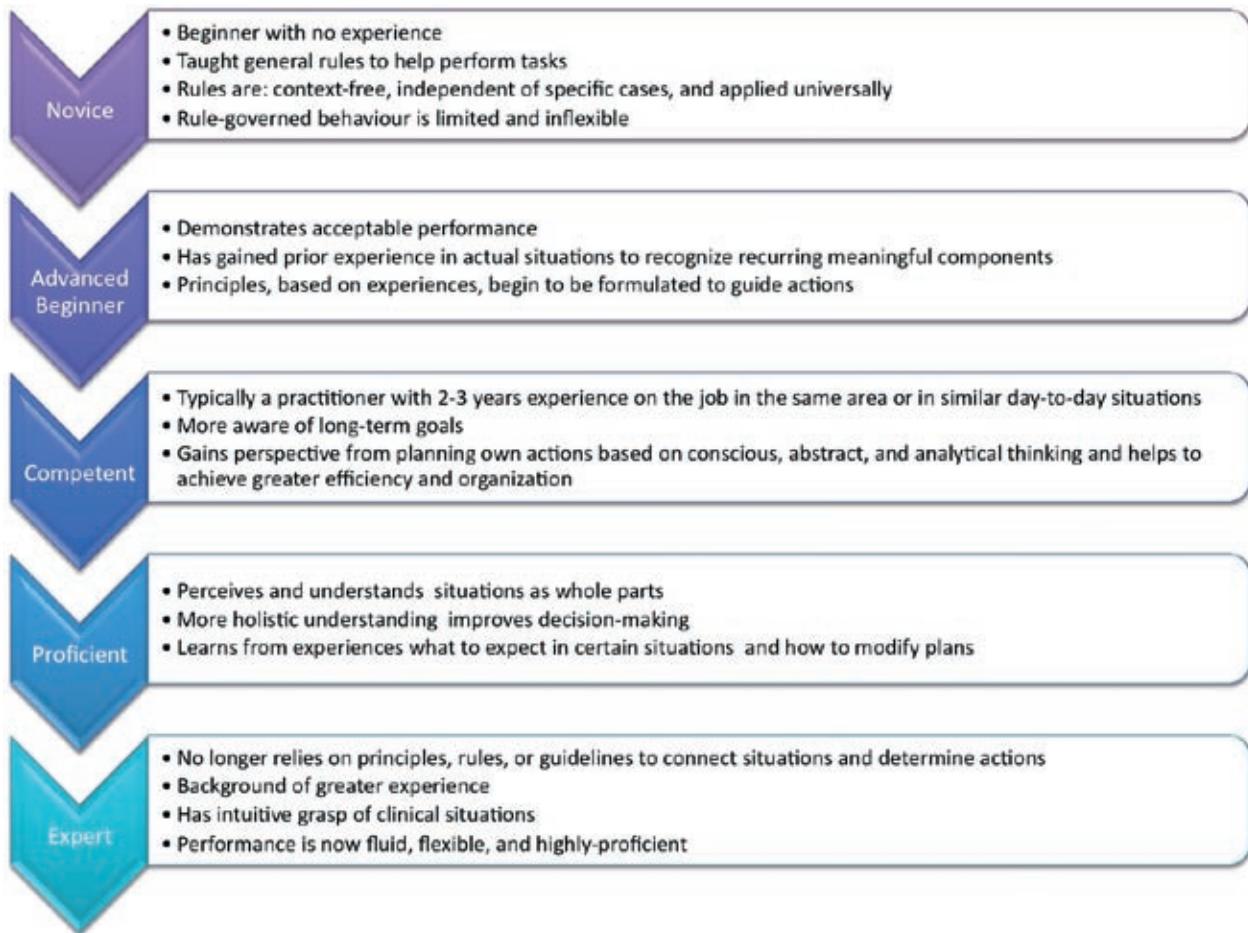


Table 2

Pillar 2 Management and Leadership		Evidence
No.	Criteria	
1	Identifying need for change, leading innovation and managing change, including service development <input type="checkbox"/> Novice <input type="checkbox"/> Advanced Beginner <input type="checkbox"/> Competent <input type="checkbox"/> Proficient <input type="checkbox"/> Expert	
2	Developing case for change <input type="checkbox"/> Novice <input type="checkbox"/> Advanced Beginner <input type="checkbox"/> Competent <input type="checkbox"/> Proficient <input type="checkbox"/> Expert	
3	Negotiation and influencing skills <input type="checkbox"/> Novice <input type="checkbox"/> Advanced Beginner <input type="checkbox"/> Competent <input type="checkbox"/> Proficient <input type="checkbox"/> Expert	
4	Networking <input type="checkbox"/> Novice <input type="checkbox"/> Advanced Beginner <input type="checkbox"/> Competent <input type="checkbox"/> Proficient <input type="checkbox"/> Expert	
5	Team Development <input type="checkbox"/> Novice <input type="checkbox"/> Advanced Beginner <input type="checkbox"/> Competent <input type="checkbox"/> Proficient <input type="checkbox"/> Expert	

Section Four: Evidence to support the self-assessment process

This section supports you in collecting robust evidence.

When collating evidence for assessment and review you should be mindful of the following, so that the portfolio is not seen as a paper storing exercise.

- Evidence can be presented in a number of different ways. Care must be taken to ensure confidentiality e.g. patient names and any details that might identify a patient must not appear in the portfolio.
- Evidence should be entered into the portfolio to support each of the relevant criteria.
- The evidence presented needs to be verifiable (documents, testimonials, comments signed and dated).

Quality

A few powerful examples of evidence and performance are better than many trivial examples.

Quantity

Make good judgements about how much evidence is needed. There are no benefits in the over collection of information.

Reliability

Reviewers need to be satisfied that the examples are drawn from a suitably wide range of application of knowledge and skills and not duplication of the same activity.

Validity

Self-reporting of competence needs to be tested. Reviewers need to make sure that the (self-) assertions of competence match evidence drawn from other sources, such as their own observations or witness statements.

Currency

Evidence has a shelf-life. Fresh, current exemplars are always better. Usually, examples of competence or knowledge acquisition that are more than two years old need to be re-tested.

Section Five: 360-degree Feedback

This section explains the benefits of Multidisciplinary Team Feedback

The Benefits

360-degree feedback can be used to support individual, team and organisation development.

360-degree feedback helps you to understand how others interpret the behaviour you are exhibiting and to compare this with your own perception. It also helps you to identify your known and unknown strengths. As a result you can tailor your development to support you in being more effective and successful in your practice and your relationships and therefore your role. You may wish to use it to establish a baseline at the start of a period of development and to repeat it at the end to review your progress. It can inform any coaching you are receiving.

The Process

There are different tools for obtaining 360-degree feedback and the selection of the most appropriate one will depend on what you are hoping to learn from the process. They are similar in that the process is confidential and typically involves asking people to complete questionnaires about you and the way that you behave.

Those who contribute may include your line manager/s, peers, direct reports and other stakeholders as appropriate.

On-line tools usually provide guidance on how to prepare for a 360, who to invite to provide feedback and what steps you might take as a result of the information that has been gathered. Most commercially available tools incur a fee and require a feedback facilitator who is accredited to administer the tool. You may wish to discuss your options with your line manager, professional lead, or workforce and organisation development colleagues.

Section Six: Reflective Practice

This section supports your reflective practice, which is an important technique for optimising your learning experiences and developing your practice. It should form part of your evidence within this portfolio.

Each main section should be pre-ceded by an overall summary and reflection regarding the evidence presented. This reflective section is important as it demonstrates the thinking processes of the advanced practitioner. It allows the reader or assessor of the portfolio to form a judgment as to the level of thinking the practitioner brings to practice. The reflective summary should also highlight how the key principles of advanced practice are applied to the practice of the individual practitioner.

Thus, reflection is a continuing cycle of planning, implementation and reviewing that is mutually beneficial to you and your organisation. It is your responsibility to ensure that all information is correct and up to date.

**National Leadership and
Innovation Agency for Healthcare**

Innovation House
Bridgend Road
Llanharan
CF72 9RP

Tel: 01443 233333
Fax: 01443 233334

Designed at Design Stage www.designstage.co.uk