

Core Capabilities Framework for Advanced Clinical Practice (Nurses) Working in General Practice / Primary Care

Portfolio Guidance

This guide is designed to help develop a portfolio of evidence to demonstrate capability as an ACP (Primary Care Nurse). National and regional work is underway to look at how portfolios will be reviewed in general practice/primary care. It is envisaged that there will be an electronic portfolio for all advanced level practitioners in the future to aid this process.

Portfolios should contain a range of evidence which is linked to the capabilities. Each piece of evidence should state why it demonstrates capability. It is often the case that one piece of evidence can demonstrate more than one capability.

For example - a learning log entry about a consultation seen may demonstrate data gathering/communication skills, clinical examination skills, and management/personalised care and support plan skills.

It is about quality of evidence rather than quantity.

Both existing and trainee ACP (Primary Care Nurses) will need to develop a portfolio. As ACP (Primary Care Nurses) they need evidence across the four pillars of advanced practice. Portfolios can also be used for appraisal and revalidation purposes.

Trainee ACP (Primary Care Nurses) may have portfolio requirements set by higher education institutes which can be included as evidence and link to the framework capabilities. This will help them to evidence their progress and identify learning needs.

Each pillar of advanced practice should not be seen in isolation but more as four areas of practice that come together to allow a clinician to work at an advanced level. For example, a quality improvement project could lead to a change in process requiring leadership skills to implement. Shared learning from this type of work, when presented at a local group/meeting could demonstrate some educational competencies.

Portfolio Contents

It is advised that the portfolio should include the following;

- A record of achievement - modules successfully completed at university, and other training environments.
- Personal Development Plan (PDP) identifying SMART objectives.
- A record of workplace-based assessments to include;
 - consultation observation tool assessments (COT)
 - case-based discussions (CBD)
 - clinical examination procedures (CEPs).
- Learning Log – including reflection & identifying learning/impact on practice.
- Person satisfaction questionnaires (PSQ).
- Multi-Source feedback from colleagues (MSF).
- Any peoples' compliments or complaints.
- Significant Event Analysis.
- Quality Improvement Projects/Audit:
 - This must demonstrate the audit cycle/show systematic change.
 - It should include two data collections and any learning/changes should be shared with colleagues.
 - It should leave a legacy in the workplace/i.e. a systematic change.
- Information relating to management and leadership.
- Information relating to education.