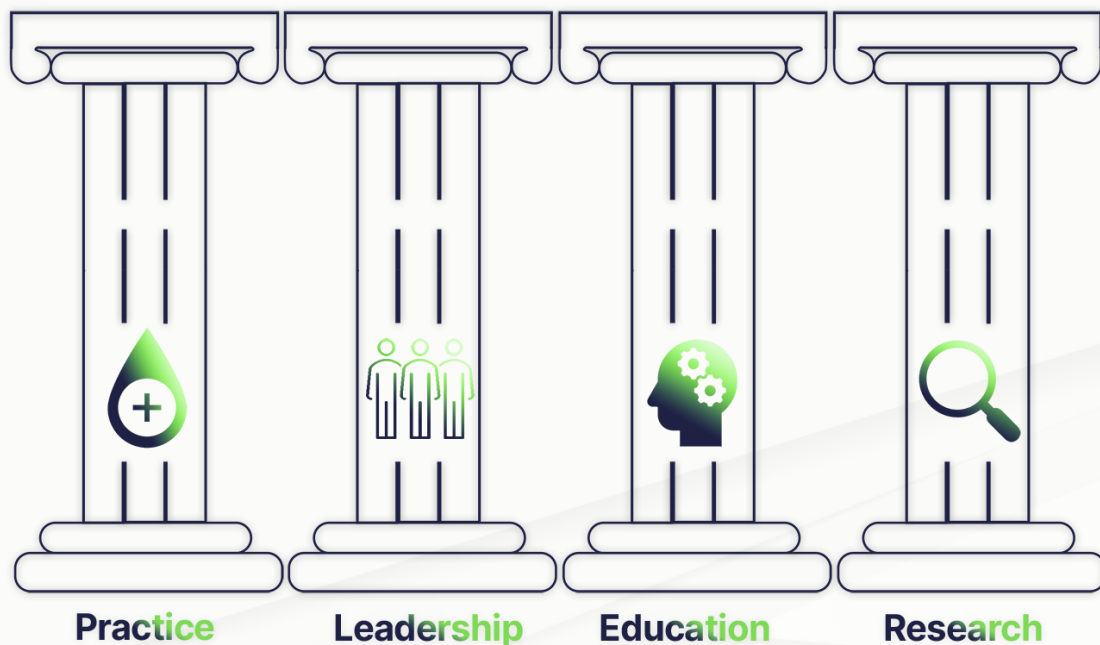


Advanced Practice Pathway Handbook



SOUTH EAST LONDON WORKFORCE DEVELOPMENT HUB (SELWDH)

ADVANCED PRACTICE TEAM

Published January 2025

Accurate at time of writing, change may be required at a later date

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1. Welcome to the Advanced Practice Pathway

South East London Workforce Development Hub (SELWDH) supports recruitment, retention, and the development of staff for practices and PCNs across our six boroughs as well as offering practice and PCN level support through our ever-growing team of Primary Care experts.

This handbook provides essential information that you will need during your undertaking of this pathway. It is not intended to be exhaustive but should help you to see at a glance key information about the pathway such as the aims and learning outcomes, the proposed schedule of delivery, assessment details, reading lists and any additional resources that may be helpful to you. Please ensure that you familiarise yourself with its contents.

The Advanced Practice (AP) team at SELWDH will do all that it reasonably can to provide educational services to support your learning pathway. Many of the strategies that we use are in response to feedback from students and are intended to improve the experience of students and student outcomes.

Advanced Practice is delivered by experienced, registered health care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by an academic level 7 master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education, and research, with demonstration of area specific clinical competence. Advanced Practitioners come from a range of professional backgrounds such as Nursing, Midwifery, Pharmacy, and the Allied Health Professions. The Multi-Professional Advanced Clinical Practice Framework provides a clear and consistent approach to the development of advanced practice across England (Advanced Practice Programme Handbook 2024/25, NHS England). For the purposes of this handbook the term Advanced Clinical Practitioner (ACP) will be replaced by Advanced Practitioner (AP).




SELWDH can also support those who are considering working towards an apprenticeship. This enables you to work whilst studying. It is however, only available at certain universities. Indicate on your application form if you are interested. Full funding for the course plus supervision funds are available to the employing practice.

For further information please visit our website:

<https://www.selwdh.co.uk/training/ap>

2. Key Contacts

The list below summarises the contact details of key individuals relevant to this module.

<p>Lead for Advanced Practice Programme: Director of Primary Care Nursing: Debbie Brown</p> 	<p>📍 Location: Third Floor, Northside House, 69 Tweedy Road, Bromley, BR1 3WA</p> <p>✉ Email: debbiebrown@nhs.net</p> <p>☎ Tel: 07946 805 197</p>
<p>Education Lead & Personal Coach for Advanced Practice: Ren Lawlor</p> 	<p>📍 Location: Third Floor, Northside House, 69 Tweedy Road, Bromley, BR1 3WA</p> <p>✉ Email: catherine.lawlor@nhs.net</p> <p>☎ Tel: 07946 319032</p>
<p>Operations Lead for Advanced Practice Programme: Nancy Pretty</p> 	<p>📍 Location: Third Floor, Northside House, 69 Tweedy Road, Bromley, BR1 3WA</p> <p>✉ Email: n.pretty1@nhs.net</p>

3. Key Pathway Specification Details

Aims:

The AP pathway aims to facilitate the student in developing advanced practice capabilities specifically in relation to the clinical practice pillars from the multi-professional framework for advanced practice. It intends that the student develop skills for data gathering, effective history taking, and for synthesis of this data to inform decisions made to determine possible differential outcomes and to implement best practice safely. The additional support SELWDH aims to provide, gives opportunity for the student to develop the relevant capabilities and skills as applicable to their scope and context of their practice, role and profession. This takes form as clinical supervision, one to one relationships with a personal coach and access to peer support via group catch ups online and via WhatsApp forums.

Pre-requisites/Co-requisites:

- i) A first degree; normally 2:2 or above; or equivalent study.
- ii) Current registration with the NMC or HCPC or other relevant PSRB.
- iii) Relevant post-qualifying experience or equivalent, with evidence of study post-qualifying /initial registration, this study providing the underpinning knowledge and skills required for the development of a specialist role/practice.
- iv) Currently working 20 hours or more per week within an appropriate role with relevant experience with confirmation of AP role on the successful completion of the programme.
- v) Agreement from their manager that they are in a role that facilitates any required assessment of clinical practice.
- vi) Appropriately trained supervisor to work alongside in clinical practice.
- vii) Applicants who do not have English as their first language must demonstrate an IELTS score of at least 7 (University requirement for non-EU students only).

Individual funding, for AP training programmes is available using the attached form found on the website which will be reviewed by the SELWDH AP Lead. From 24/25 application of high-cost courses will be commissioned across South East London. This requires an open and transparent approach, addressing equality and equity across the six boroughs in South East London. FUNDING IS ONLY AVAILABLE FOR

LONDON BASED UNIVERSITIES. UNIVERSITIES BASED OUTSIDE OF LONDON DESPITE HAVING A LONDON CAMPUS ARE NOT INCLUDED.

An identified supervisor is essential - and ideally they should have completed or be willing to complete the 3-day training if they are new to supervision – which includes multi-professional training. Please see website for training dates.

This standard needs to be in place so there is assurance of quality within supervision for the AP programme – it will also offer an opportunity for more nurses to become AP supervisors or if they do not have the AP background to do so, the course will provide a supervisors qualification looking ahead to the multi-professional PCN placements model.

4. Personal Coaching

Role of the Personal Coach for Advanced Practice Students in Primary Care and Aims of Personal Coaching in Advanced Practice Training

Personal coaching can play a critical role in supporting advanced practice students throughout their training in primary care. The aims of personal coaching in this context include:

- **Support students throughout their advanced practice training journey:** The personal coach can provide guidance and support, helping students navigate the complexities of primary care training.
- **Empower students to take ownership of their learning and professional development:** Personal coaches encourage students to actively engage in their training, take responsibility for their academic progression, and partner in their learning journey to become effective practitioners.
- **Support students to develop the skills and capacities necessary for advanced practice:** Key skills include:
 - **Clinical competencies:** Mastering the necessary clinical skills, such as patient assessment, diagnosis, treatment planning, and patient management.
 - **Ethical practice and professionalism:** Understanding the ethical responsibilities of healthcare providers, including confidentiality, consent, and patient-centred care.
 - **Assessment and feedback utilisation:** Developing the ability to critically evaluate feedback, reflect on clinical practice, and apply insights to improve future performance.
 - **Employability and leadership skills:** Preparing students for future roles in primary care, including leadership, collaboration, and community engagement.
 - **Personal and professional resilience:** Supporting students in managing the demands of

training, personal well-being, and adapting to changes in the healthcare environment.

- **Foster a sense of belonging within the primary care community:** Personal coaches help students build strong relationships with peers, supervisors, and other healthcare professionals, promoting a sense of belonging and integration into the primary care setting.
- **Encourage participation in professional activities:** Personal coaches can facilitate student engagement in opportunities beyond the core curriculum, such as:
 - **Involvement in multidisciplinary teams:** Collaborating with healthcare professionals across various specialties.
 - **Leadership roles and mentoring:** Encouraging students to take on leadership positions, mentor peers, and contribute to team-based care.
 - **Community and public health initiatives:** Supporting students in participating in public health campaigns, patient education, and other forms of community engagement.

The Personal Coach's Role in Supporting Advanced Practice Students

Key responsibilities can include:

- **Providing pastoral, academic, and professional support:** Personal coaches offer comprehensive support, helping students navigate the academic and practical challenges of their training. They serve as a first point of contact for any concerns, providing guidance and resources to address issues as they arise.
- **Facilitating reflective practice and feedback:** Personal coaches can help students engage in reflective practice, critically evaluating their clinical experiences and feedback. This reflective process is essential for continuous improvement and professional growth.
- **Utilising learning analytics and student engagement data:** Just as data can enhance student success in academic settings, personal coaches may use tools such as learning analytics to monitor student progress and identify areas where additional support may be needed. This data-driven approach helps ensure students are on track to achieve their full potential in advanced practice.
- **Supporting students in achieving their full academic and professional potential:** Through regular meetings and ongoing communication, personal coaches work closely with students to help them set goals, overcome challenges, and develop the skills necessary for success in primary care.

If students encounter difficulties during their training, the personal coach can be a resource for support. Personal coaches can often help resolve issues or provide guidance on the next steps, ensuring that

students receive the help they need to succeed in their advanced practice journey.

The Role of the Student in Their Relationship with Their Personal Coach

In advanced practice training, the relationship between the student and their personal coach is a crucial component of professional and academic development. For this relationship to be effective and mutually beneficial, students must actively engage and take responsibility for their own learning and growth. Here's how students can effectively contribute to this relationship:

1. Active Engagement in the Learning Process

- **Proactive Communication:** Students should take the initiative to communicate regularly with their personal coach. This includes scheduling meetings, discussing progress, and raising any concerns or questions as they arise. Open and honest communication is key to building a strong, supportive relationship.
- **Preparation for Meetings:** Before meeting with their personal coach, students should prepare by reflecting on their recent experiences, identifying areas where they need support, and setting specific goals they want to achieve. This helps make each meeting productive and focused on the student's needs.
- **Seeking Feedback:** Actively seeking feedback from the personal coach is essential for growth. Students should be open to constructive criticism and view feedback as an opportunity to improve their clinical skills, academic knowledge, and professional behaviour.

2. Taking Responsibility for Personal and Professional Development

- **Goal Setting:** Students should work with their personal coach to set clear, achievable goals for their training. This includes both short-term objectives, such as mastering specific clinical skills, and long-term career goals. Taking ownership of these goals helps students stay motivated and focused throughout their training.
- **Self-Reflection:** Engaging in regular self-reflection is a critical aspect of professional development. Students should critically evaluate their own performance, identify strengths and areas for improvement, and discuss these reflections with their personal coach. This practice fosters continuous learning and adaptation. You will find templates at the back of this handbook for written personal reflection.
- **Utilising Resources:** Students are responsible for making the most of the resources available to them, including the guidance provided by their personal coach. This might involve accessing additional learning materials, seeking out opportunities for hands-on experience, or participating in extracurricular activities that enhance their training.

3. Building a Collaborative Partnership

- **Mutual Respect and Trust:** A successful relationship with a personal coach is built on mutual respect and trust. Students should approach the relationship with a collaborative mindset, valuing the coach's experience and insights while also sharing their own perspectives and aspirations.
- **Engagement in Shared Decision-Making:** Students should take an active role in decisions related to their training and development. This might involve discussing different approaches to learning, exploring new opportunities for clinical experience, or adjusting their training plan based on evolving interests and needs.
- **Participation in Problem-Solving:** When challenges arise, whether academic, clinical, or personal, students should work together with their personal coach to find solutions. This collaborative problem-solving approach helps students develop resilience and critical thinking skills, which are essential in advanced practice.

4. Demonstrating Commitment to Professionalism

- **Adherence to Ethical Standards:** Students should demonstrate professionalism in all interactions, including with their personal coach. This includes maintaining confidentiality, respecting boundaries, and adhering to ethical guidelines in both academic and clinical settings.
- **Time Management and Accountability:** Managing time effectively and meeting deadlines is crucial in advanced practice training. Students should hold themselves accountable for their progress and be punctual and prepared for all meetings and assessments.
- **Commitment to Lifelong Learning:** Advanced practice requires a commitment to ongoing education and professional growth. Students should view their relationship with their personal coach as a partnership in lifelong learning, where both parties work together to ensure continuous improvement and adaptation to the evolving demands of primary care.

5. Learning Outcomes: on successful completion a student will be able to:

1. Use existing knowledge to inform and critically appraise clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations
2. Pro-actively initiate consultations, critically evaluating the efficacy of the approach used in order to facilitate positive outcomes for the individual, their family / carers
3. Critically analyse and use a range of assessment methods to gather both subjective and objective data (e.g. of history-taking; holistic assessment; identifying vulnerabilities and risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health

needs assessments)

4. Exercise critical judgement to draw evidence-based conclusions informed by a systematic approach to the synthesis of data and disseminate these findings to colleagues, individuals, families and carers to ensure safe outcomes and minimise risk

6. Employability Skills Gained

An Advanced Practitioner requires a range of employability skills to effectively perform their role in clinical settings. These skills ensure they can provide high-quality patient care, work effectively within a multidisciplinary team, and contribute to healthcare innovation. Below are the key employability skills for an Advanced Clinical Practitioner:

1. Clinical Expertise & Decision-Making

- Advanced knowledge in diagnosis, treatment, and patient management.
- Critical thinking and problem-solving to make complex clinical decisions.
- Evidence-based practice to ensure the highest standards of care.

2. Leadership & Management

- Ability to lead and coordinate healthcare teams.
- Delegation and supervision of junior staff and students.
- Engagement in strategic planning and service development.
- Promoting quality improvement initiatives.

3. Communication & Interpersonal Skills

- Effective communication with patients, families, and colleagues.
- Ability to explain complex medical conditions in an understandable manner.
- Active listening and empathy to build patient rapport.
- Conflict resolution and negotiation skills.

4. Professionalism & Ethical Practice

- Commitment to continuous professional development (CPD).
- Adherence to ethical guidelines and regulations in healthcare.

- Maintaining confidentiality and data protection (GDPR compliance).

5. Research & Innovation

- Ability to engage in clinical research and audits.
- Evaluating new treatments, techniques, and interventions.
- Applying research to enhance evidence-based practice.

6. Teaching & Mentorship

- Supporting the development of junior healthcare professionals.
- Delivering training and education sessions.
- Acting as a role model and mentor in clinical practice.

7. Digital & Technological Proficiency

- Competence in using electronic patient records (EPR) and other digital systems.
- Knowledge of telemedicine and digital health tools.
- Ability to analyse healthcare data for better decision-making.

8. Adaptability & Resilience

- Ability to work in high-pressure environments.
- Flexibility to adapt to changing healthcare policies and procedures.
- Managing stress effectively and maintaining work-life balance.

9. Collaboration & Teamwork

- Working effectively with multidisciplinary teams (MDTs).
- Coordinating with nurses, doctors, therapists, and other healthcare staff.
- Promoting a patient-centred approach to care.

10. Health Promotion & Public Health Awareness

- Encouraging patients in self-care and disease prevention.
- Implementing strategies for community health improvement.
- Engaging in public health initiatives.

7. Schedule of Teaching and Learning Activities – Dates and Times on the Website

The table below gives an example of the sessions that SELWDH offers to those on the AP pathway. The sessions are a mix of online and face to face learning, specific dates and times of sessions can be found on our website.

Topic	Teacher
How to take a history; Use of language and communication	Ren Lawlor
Effective models of consultation; motivational interviewing	Ren Lawlor
Leadership in advanced practice	Ren Lawlor
Time to take a history - Practical session	Ren Lawlor
Considering complexities and comorbidities	Ren Lawlor
Practical scenario-based session around the complex patient	Ren Lawlor
Ethico-legal considerations in advanced practice	Ren Lawlor
Practical scenario-based session around ethical dilemmas	Ren Lawlor
Critical reasoning; making decisions	Ren Lawlor
Behaviour change; Yours, your patient's and your colleague's	Ren Lawlor

SELWDH provides two sets of rolling face to face learning throughout the year. The primary set are designed to teach you the fundamentals of history-taking and physical assessment pertaining to five systems:

- Respiratory and Cardiovascular
- Neurological
- Abdominal

- Musculoskeletal
- ENT

The following set again focusses on these systems but takes an approach that is designed to explore common conditions, diagnostic pathways including blood result interpretation and treatment approaches.

See the table below for an overview.

	Assessment of the Respiratory System
Aim	<ul style="list-style-type: none"> • Identify a range of strategies to assess patients with respiratory conditions.
Outcome	<ul style="list-style-type: none"> • Evaluate the knowledge required to undertake a comprehensive respiratory assessment. • Examine the role of assessment in underpinning decision making in relation to patients with respiratory conditions. • Undertake examination of the respiratory system using inspection, palpation, percussion and auscultation. • Evaluate important red flag findings in history or examination and identify appropriate management.
	Assessment of the Cardiovascular System
Aim	<ul style="list-style-type: none"> • Identify a range of strategies to assess patients presenting with cardiac conditions.
Outcome	<ul style="list-style-type: none"> • Evaluate the knowledge required to undertake a comprehensive cardiac assessment. • Examine the role of assessment in underpinning decision making in relation to patients with cardiac conditions. • Undertake examination of the cardiovascular system using inspection, palpation, percussion and auscultation. • Evaluate important red flag findings in history or examination and identify appropriate management.
	Assessment of the Abdominal System
Aim	<ul style="list-style-type: none"> • Identify a range of strategies to assess patients presenting with abdominal conditions.
Outcome	<ul style="list-style-type: none"> • Evaluate the knowledge required to undertake a comprehensive abdominal and GI assessment. • Examine the role of assessment in underpinning decision making in relation to patients with abdominal/GI conditions. • Undertake examination of the abdomen using auscultation, inspection, palpation and percussion. • Evaluate important red flag findings in history or examination and identify appropriate management.

	Assessment of the Musculoskeletal System
Aim	<ul style="list-style-type: none"> Identify a range of strategies to assess patients presenting with musculoskeletal/back conditions.
Outcome	<ul style="list-style-type: none"> Evaluate the knowledge required to undertake a comprehensive musculoskeletal/back assessment. Examine the role of assessment in underpinning decision making in relation to patients with musculoskeletal/back conditions. Evaluate important red flag findings in history or examination and identify appropriate management.
	Assessment of the Neurological System
Aim	<ul style="list-style-type: none"> Identify a range of strategies to assess patients who require a neurological assessment.
Outcome	<ul style="list-style-type: none"> Evaluate the knowledge required to undertake a systematic neurological assessment. Examine the role of assessment in underpinning decision making in relation to patients with possible neurological conditions. Undertake a neurological assessment. Evaluate important red flag findings in history or examination and identify appropriate management.
	Assessment of Ears, Nose & Throat (ENT)
Aim	<ul style="list-style-type: none"> Identify a range of strategies to assess patients presenting with common ENT conditions.
Outcome	<ul style="list-style-type: none"> Evaluate the knowledge required to undertake a comprehensive ENT assessment. Examine the role of assessment in underpinning decision making in relation to patients with ENT conditions. Undertake examination of the Ear, Nose and Throat. Evaluate important red flag findings in history or examination and identify appropriate management.

8. Assessment Tasks

SELWDH is committed to fostering reflective practice and as such requires you to complete four reflective pieces per year, one for each of the four pillars of advanced practice:

- clinical practice
- leadership and management
- education
- research

There is a template at the back of this handbook for you to use and your personal coach will discuss them with at your one-to-one session.

9. Objective Structured Clinical Examination (OSCE)

In addition to the reflective template pieces, we also expect you to attend one formative (unmarked) OSCE in year one, two and three of your study.

This is not to test you or check on you but to support you to find, recognise and work on your strengths, and your weaker areas. This allows you to explore with your supervisor in clinical practice which areas you may need more support with. Our AP Academic lead Ren Lawlor can then assist you to develop a practical learning plan. Many APs still feel lacking in confidence even after qualification and SELWDH wants to help you avoid this!

Understanding an OSCE: What You Need to Know

An OSCE (Objective Structured Clinical Examination) is a practical exam designed to explore your clinical and communication skills in a structured and standardised way. It's commonly used in medical, nursing, and other healthcare-related training programs.

What to Expect in an OSCE

In your OSCE, you'll be given a scenario focused on a specific clinical presentation. These might include:

- Taking a patient history
- Performing a physical examination
- Communicating with a patient (e.g., breaking bad news or explaining a diagnosis)
- Determining investigations required or interpreting clinical data

A member of the SELWDH will play the part of your patient and will have a script, Ren will be there to assess you and to give you constructive feedback. The OSCE is timed – this is not to add any pressure to you but to reflect the time allocations/limitations you have out in clinical practice.

Why It Matters

The OSCEs are not mandated, however if you chose not to undertake the support as offered you will need to meet with Ren to have an informal chat about why you are not sure that it would be a helpful addition to your training.

OSCEs help ensure that you're not just learning theory but can safely and effectively apply your knowledge in a clinical setting. They're a key step in becoming a competent and confident advanced healthcare professional.

10. Reading Lists

This list offers a well-rounded foundation for an Advanced Practitioner course, covering essential knowledge, skills, and evidence-based practices. Ensure to check with your institution for any specific or additional resources required.

Core Textbooks

1. Bickley, L. S., & Szilagyi, P. G. (2020). *Bates' Guide to Physical Examination and History Taking* (13th ed.). Wolters Kluwer.
 - A comprehensive guide for conducting physical exams and obtaining patient history.
 2. Jarvis, C. (2023). *Physical Examination and Health Assessment* (9th ed.). Elsevier.
 - An essential resource for learning advanced assessment techniques.
 3. Walsh, M. (2022). *Watson's Clinical Nursing and Related Sciences* (11th ed.). Elsevier.
 - Provides clinical insights and foundational knowledge for advanced practice.
 4. Weber, J., & Kelley, J. (2021). *Health Assessment in Nursing* (7th ed.). Wolters Kluwer.
 - Focuses on developing practical health assessment skills.
 5. Prescriber's Guide (BNF).
 - British National Formulary (BNF) and/or BNF for Children for prescribing practice and guidelines.
 6. Lehne, R. A., & Rosenthal, L. D. (2021). *Pharmacology for Nursing Care* (11th ed.). Elsevier.
 - A pharmacology textbook tailored to nursing professionals.
-

Advanced Practice and Leadership

7. Hamric, A. B., Hanson, C. M., Tracy, M. F., & O'Grady, E. T. (2019). *Advanced Practice Nursing: An Integrative Approach* (6th ed.). Elsevier.
 - Explores the roles, responsibilities, and frameworks for advanced practice nursing.
8. Rolfe, G., Freshwater, D., & Jasper, M. (2020). *Critical Reflection in Practice: Generating Knowledge for Care* (3rd ed.). Red Globe Press.
 - Discusses reflective practice as a core component of advanced nursing.
9. NMC (Nursing and Midwifery Council) (2018). *The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives, and Nursing Associates*. NMC.
 - Available online for free.

Clinical Decision-Making and Diagnostics

10. Ball, J. W., Dains, J. E., Flynn, J. A., Solomon, B. S., & Stewart, R. W. (2021). *Seidel's Guide to Physical Examination: An Interprofessional Approach* (10th ed.). Elsevier.
 - Covers diagnostic reasoning and physical examination skills.
11. Epstein, O., Perkin, G. D., Cookson, J., & de Bono, D. (2022). *Clinical Examination* (6th ed.). Elsevier.
 - A deeper dive into clinical examination techniques and diagnostics.

Specialist Areas and Research

12. Kane, M., & James, J. (2022). *Nursing Pharmacology Made Incredibly Easy!* (5th ed.). Lippincott Williams & Wilkins.
 - Ideal for breaking down complex pharmacology topics.
13. Holloway, I., & Galvin, K. (2016). *Qualitative Research in Nursing and Healthcare* (4th ed.). Wiley-Blackwell.
 - A resource for learning about qualitative research methods in healthcare.
14. Polit, D. F., & Beck, C. T. (2021). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (11th ed.). Wolters Kluwer.
 - A foundational text for understanding research principles in nursing.

Journals

15. Journal of Advanced Nursing (JAN)
 - Covers advanced nursing practice, clinical research, and evidence-based practice.
16. Nurse Practitioner Journal
 - Focuses on issues relevant to nurse practitioners, including clinical guidelines.
17. British Journal of Nursing (BJN)
 - Provides clinical and professional insights for advanced practitioners.
18. International Journal of Nursing Studies (IJNS)
 - Publishes global nursing research and theoretical developments.

Online Resources and Guidelines

19. National Institute for Health and Care Excellence (NICE) Guidelines
 - <https://www.nice.org.uk>

- Up-to-date clinical practice guidelines.

20. Royal College of Nursing (RCN)

- <https://www.rcn.org.uk>
- Offers resources, position statements, and educational materials for advanced nurses.

21. NHS Digital

- <https://digital.nhs.uk>
- Provides access to UK healthcare statistics and IT support.

11. Glossary of Terms

Pre-requisites/Co-requisites	This describes the learning you are expected to have completed before starting the module or the learning (or other modules) that you should be undertaking alongside it
Aims	These define the overall educational purpose of the module
Learning Outcomes	These are subject specific statements that define the learning that will be assessed during this module
Assessment Weight	This refers to the proportion of the overall result for the module that is based on your performance in each of the assessment tasks

12. Template for Reflective Practice

As part of your supervision process with SELWDH you are required to complete four reflections per year of study, one for each of the four pillars of advanced practice. Please use this template, you are free to use a structured model such as Gibb's or John's, but use is not mandated.

STRUCTURED REFLECTIVE TEMPLATE	
Name of practitioner:	
Registering Body No:	
Date of Experience:	
Pillar of Practice the Experience Pertains to:	
Description of Experience:	
Overview of reflections/ learning from the experience:	

Describe how this learning will be put into practice:

Any further action/learning identified: