

## Performance Readiness Plan

The Performance Readiness Plan may be used when more indepth education is required to attain necessary competencies, for example to perform delegated controlled acts, and procedures that are not controlled acts but are beyond principal expectations of practice.

### INSTRUCTION TEMPLATE

**Procedure:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Plan Endorsed by:**

*(name, position, signature)*

Identify the sponsoring authorizer(s) who has agreed with the plan

Identify Educators

**Designated Educators**

*(if applicable; name, position, signature)*

Educators are generally implementers with additional competencies to teach the procedure who are involved in delivering education

#### 1. Competence and Authority of Educator(s) (if applicable)

Identify whether any applicable educators have the scope, authority from their College and competencies to perform and teach the procedure.

**Comments:**

**Considerations:**

- Additional competencies are necessary to teach a procedure.
- Colleges may have guidelines about participation in the education program. Refer to the relevant College for information.
- Authorizers designate competent educators to teach the program. The [Implementer Performance Readiness Form - Individual](#) may be used to indicate that an educator is competent.

#### 2. Education Plan

Identify the:

2.1. Knowledge, Skills and Judgment Component (Attach any relevant slides, references and hand-outs).

2.2. Supervised Practice Component (If any).

2.3. Evaluation of Competence Component (Attach any relevant test materials).

**Comments:**

**Considerations:**

- Identify processes and criteria for how competencies will be taught and evaluated, identifying how evaluation will occur – e.g. demonstration or written test or both - and how failure to meet the standard will be addressed.
- The Implementer Performance Readiness Forms - [Individual](#) and [Group](#) may be used to indicate competence and successful completion of the program.
- An external program, the curriculum of which is satisfactory to the authorizer(s), may be used to fulfill the components

#### 3. Plan for Assuring Ongoing Competence

3.1. Identify the plan for assuring ongoing competence.

**Comments:**

**Considerations:**

- Identify the plan (e.g. return demonstration, review of materials, renewal of authority upon renewal of directive or delegation), and the interval for implementing it (e.g. 1 year, 3 years, ongoing). Both the plan and the interval depend upon the opportunities implementers have for maintaining competence.
- Where the practice is part of day-to-day practice, it may be appropriate to renew an implementer's authorization as part of regular performance reviews and renewal of the directive or delegation.

**4. Practical Arrangements**

4.1. Identify the arrangements for delivering the education, both initially and ongoing.

**Comments:**

**Considerations:**

- Practical arrangements include necessary equipment and materials for delivering the education, room bookings, schedules and the like.