

Black Country STP

General Practice Nurse Education and Careers Framework (incorporating HEE Framework for GPNs)

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1.0	12/7/2019	Circulated to local CCG and STP colleagues for consultation including nurses
1.1	21/1/2019	Amendments made re-sent to previous stakeholder group for consultation
1.2		Final amendments made for approval

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Practice Nurse Forums	All CCGs	13/2/2019	Version 1.1
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LMC	All CCGs	13/2/2019	Version 1.1

APPROVALS

This document has been approved by:

GROUP/COMMITTEE	DATE	VERSION

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RELATED DOCUMENTS

These documents will provide additional information:

REF NUMBER	DOCUMENT REFERENCE NUMBER	TITLE	VERSION
1.	N/A	The Black Country STP GPN Strategy	1.7
2.	N/A	The Black Country STP GPN and HCA Induction Framework	1.3
3.	N/A	The Black Country STP GPN Competency Framework	1.4

General Practice Nursing Services Education and Career Framework (HEE, 2015¹)

The framework aims to standardise the training and education of practice and district nurses across England. The framework is split into two sections one for district and the other for practice nursing. Each section then splits further into 9 distinct levels; starting at apprentices and assistants at level 1-3 leading to advanced nurses at level 8-9. The levels relate then to underlying role descriptors. The document sets out the educational and professional requirements to progress through the levels. This offers nurses a clearer direction and more of an understanding of what is expected at each level. The evolving nature and rapid pace of change in 21st century healthcare requires nurses, midwives and allied health professionals to be able to respond flexibly to meet the changing needs of patients and their families. Adaptability, transferable skills and consistency across the different levels of the Career Framework are vital in meeting these needs.

This framework will be communicated to all practice nurses through the Nurse Forums. The organisation would like staff to engage with the framework and embed it into practice, benchmarking practice and mapping future training needs to support continuing professional development. It is hoped that through appraisal nurses will feel confident referring to the framework for their development with their line managers.

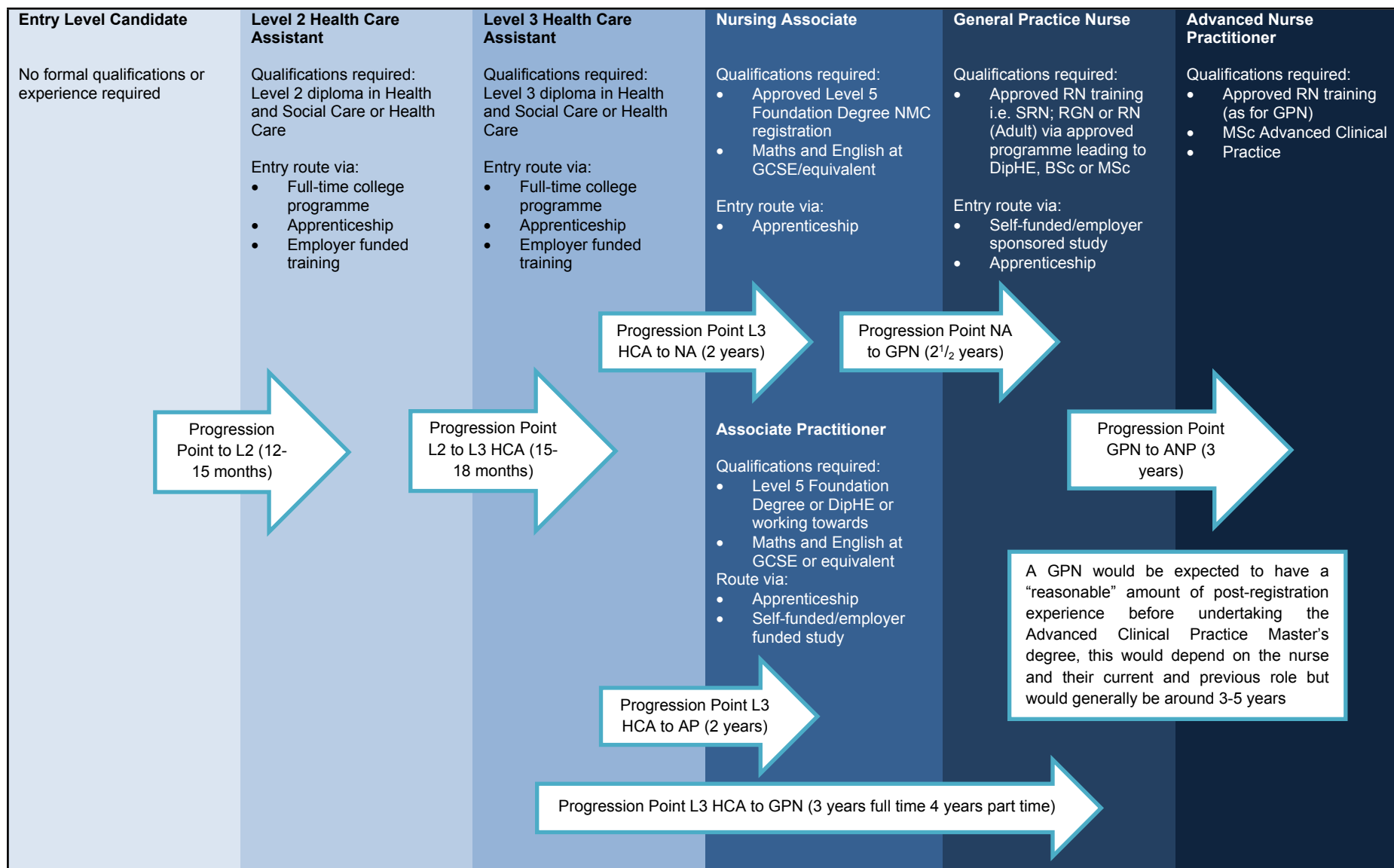
The interactive framework can be accessed online [here](#). This tool is designed to be used in conjunction with the STP GPN Strategy and the STP GPN Competency Framework documents.

This document is aimed at Nurses, Nursing Associates, Associate Practitioners and Health Care Assistants.

¹ Health Education England (2015) General Practice and District Nursing Service – Education and Career Framework. HEE: London.

CAREER AND EDUCATION ILLUSTRATION (Based on HEE Framework Illustration)

Level	Minimum professional and educational requirements for the role
<p>8</p> <p>Advanced Nurse Practitioner/Clinical Academic</p>	<ul style="list-style-type: none"> • NMC registration. Masters degree or PG diploma meeting ANP requirements and to include level 8 high intensity interventions; level 3 extended brief interventions (see NICE guidance) • V300 independent and supplementary prescribing; NMC mentorship or practice educator qualification. • Clinical academics will have or be working towards a research-based award at masters or PhD level.
<p>7</p> <p>Senior General Practice Nurse</p>	<ul style="list-style-type: none"> • NMC registration; first degree working towards PG level qualification. • V300 independent and supplementary prescribing; NMC mentorship qualification; level 3 extended interventions.
<p>6</p> <p>General Practice Nurse</p>	<ul style="list-style-type: none"> • NMC registration; first degree/relevant experience; NMC specialist practitioner qualification/relevant experience in primary care • NMC mentorship qualification; level 3 extended interventions.
<p>5</p> <p>General Practice Nurse</p>	<ul style="list-style-type: none"> • NMC registration; working towards Fundamentals of General Practice Nursing • Level 3 extended interventions.
<p>4</p> <p>Nursing Associate/Associate Practitioner</p>	<ul style="list-style-type: none"> • Nursing Associates will hold an approved Level 5 Foundation degree and be registered with NMC. • Associate Practitioners will hold or be working towards a relevant Higher Care Certificate or level 5 qualification.
<p>3</p> <p>Health Care Assistant</p>	<ul style="list-style-type: none"> • Care Certificate; achieved a relevant Level 3 QCF qualification/Level 3 Apprenticeship; training for working in community settings and role specific skills; Maths and English at Level 2 (GCSE/Functional Skills) • Level 2 brief intervention training
<p>2</p> <p>Health Care Assistant</p>	<ul style="list-style-type: none"> • Care Certificate; holding or working towards relevant Level 2 QCF qualification; training for working in community settings and role specific skills; holding or working towards Maths and English at Level 2 (GCSE/Functional Skills)



NHS Career Descriptors

The elements below were identified by General Practice and Community Colleagues as fundamental to clinical practice, links to educational programmes will reflect local provision, but other providers are available regionally and nationally.

Health Care Assistant – Skills for Health Level 2 and 3

The requirements of this role are likely to vary in organisations and may require one single skill to be applied in a range of settings such as phlebotomy. Staff in this role work under the supervision of a registered practitioner but supervision may be remote or indirect. They will have achieved the basic competencies of the Care Certificate, but will need induction to working as part of the practice nursing team or in community settings. It is expected that level 2 staff would proceed to level 3 as a minimum when working in primary care. HCAs undertake responsibility for routine clinical and non-clinical duties as delegated by a registered practitioner including defined clinical or therapeutic interventions within the limits of their competence. Their work is guided by standard operating procedures, protocols or systems of work but the worker may be expected to respond to patient questions and report these back to assist in patient care evaluation. They will be expected to demonstrate key behaviours consistent with the values identified for delivering compassionate care. If they are highly skilled in a specific clinical activity such as phlebotomy they may be asked to support the development of this skill in other staff.

Level 2 HCA	
Qualifications	Skills
<ul style="list-style-type: none"> • Care Certificate (highly recommended) to include, or have as an addition, training for working alone in community settings and specific skills needed for the role • Hold or working towards level 2 QCF Diploma/Apprenticeship in Clinical Healthcare Support or equivalent • Maths and English functional skills qualification 	<ul style="list-style-type: none"> • Works under direct or indirect supervision in a structured context. • Demonstrates self-directed development and practice. • Presents themselves in a credible and competent manner. • Works to agreed protocols and procedures in stable, structured work areas. • Solves routine problems using simple rules and tools, escalates when necessary. • Makes judgements involving straightforward work-related facts or situations.

	<ul style="list-style-type: none"> • Has responsibility for care of equipment and resources used by themselves or others. • Supports change management. • Contributes to the effectiveness of teams.
Level 3 HCA – all skills at Level 2 plus the following	
Qualifications	Skills
<ul style="list-style-type: none"> • Level 2 brief intervention training (see NICE guidelines) • QCF level 3 diploma/Apprenticeship in Clinical Healthcare Support or the equivalent 	<ul style="list-style-type: none"> • Underpinning knowledge of key interventions and conditions cared for in general practice settings. • Recognise factors that impact on health and be able to offer simple health advice and support strategies for patients and carers. • Must understand the concepts of accountability and responsibility and be confident to accept delegation, ensuring they have undergone the necessary preparatory training. • Will be expected to understand basic reflective techniques to enhance their self-awareness and to develop resilience when facing adverse situations. They must be able to report back on any difficult situations encountered to enable support and guided learning to be offered. • Will offer a range of care to patients in a variety of community and general practice settings. e.g. <ul style="list-style-type: none"> • simple dressings • Preparing patients for complex dressings • Administering eye drops, • Undertaking new patient checks in general practice. • Must understand the principles of team working and actively contribute to the team. • Will follow the care plan, undertaking defined clinical procedures or therapeutic interventions, recording care given appropriately and reporting back progress or deterioration to the registered practitioner. • Will exercise a degree of autonomy as they are working alone whilst recognising the limits of their competence. • Must have an understanding of the concept of risk and be aware of how risk is assessed and managed and ensure any change in

	<p>risk status is reported promptly according to agreed policies and protocols.</p> <ul style="list-style-type: none"> • Must be skilled in communicating with patients and carers, acting as advocates when necessary and recognising how to support brief intervention behaviour change and self-management for patients or refer on if this is beyond their competence. • Must role model the values identified in Compassion in Practice, and evaluation of care should identify positive experiences of care from patients, families and carers. • Within their delegated workload they will be able to prioritise, plan and organise their work. • Where appropriate they must participate in the support and teaching of students, new members of staff and other HCAs. • Must have knowledge of a broad range of resources available in the community along with an understanding of the other agencies and professionals that support patients at home to ensure that these services are accessed and utilised appropriately. • Are able to work effectively in a team that may include disciplines other than nursing and participate in team development, design and development of service improvements and a range of quality assurance activities, including involvement with audits.
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Nursing Associate/Associate Practitioner – Skills for Health level 4

Staff in the [NA or AP role](#) work under the supervision of a registered healthcare practitioner but have received a level of educational preparation to enable them to take responsibility for delegated activity including defined clinical or therapeutic interventions. Nursing Associates will have completed an accredited programme that will allow them entry onto the NMC register. Their work is guided by standard operating procedures, protocols or systems of work but within this the worker will be expected to work alone in a variety of community and general practice settings and make decisions whilst reporting back objectively to assist in patient care evaluation and in broader service development and quality assurance activities. Depending on the skill mix of the team they may allocate work to

other HCAs of a lower grade and may supervise, develop, teach, mentor and assess other HCAs and may take a role in supporting students experiencing community placements and the roles within the nursing teams.

Level 4 Nursing Associate/Associate Practitioner – in addition to level 2 and 3 skills	
Qualifications	Skills
<ul style="list-style-type: none"> • Nursing Associates must hold an NMC approved QCF level 5 Foundation degree • Associate Practitioners may hold or working towards Foundation degree at level 5 or QCF level 5 diploma 	<ul style="list-style-type: none"> • Have underpinning knowledge of basic anatomy and physiology, key conditions cared for in community and general practice settings, organisational structures and resources available across health, social and third sector organisations. They must be able to recognise factors that impact on health and be able to offer health advice and support strategies for patients and carers. • Must understand the concepts of accountability and responsibility and be confident to accept delegated responsibility from a registered practitioner and be accountable for the care provided, ensuring they have undergone the necessary preparatory training. • Will be expected to use reflection to enhance their self-awareness and to develop resilience when facing adverse situations. • They must recognise the personal impact on them of any difficult situations and have strategies to enable personal learning and development, recognising the limits of their competence and personal strengths. • Level 4 staff will offer a range of care to patients in a variety of community and surgery settings. Examples may include phlebotomy, non-complex wound dressings, supporting and developing staff in residential homes to enhance basic care of patients, supporting patients in lifestyle and behaviour changes to meet agreed care plans, teaching patients to administer eye drops, and supporting the development of level 3 HCAs. • Will follow the care plan, undertaking defined clinical procedures or therapeutic interventions, recording care given appropriately and reporting back progress or deterioration to the registered practitioner.

	<ul style="list-style-type: none">• Must have an understanding of the concept of risk and be aware of how risk is assessed and managed within patients' homes and other settings and ensure any change in risk status is reported promptly according to agreed policies and protocols.• Must be skilled in communicating with patients and carers, acting as advocates when necessary and recognising how to use and support level 2 brief intervention behaviour change and self-management for patients.• Must role model the values identified in Compassion in Practice (NHSE 2014) and evaluation of care should identify positive experiences of care from patients, families and carers.• Within their delegated workload they will be able to prioritise, plan and organise their work.• Will be able to assess patients' and carers' learning needs and implement or support the implementation of teaching strategies to enable better understanding and management of their conditions for patients and carers and utilise basic behaviour change techniques.• Where appropriate, they must participate in the support and experience of students, new members of staff and other HCAs.• Must have knowledge of a broad range of resources available in the community along with an understanding of the other agencies and professionals that support patients at home to ensure that these services are accessed and utilised appropriately.• Be able to work effectively in a team that may include disciplines other than nursing and participate in team development, design and development of service improvements, and a range of quality assurance activities, including involvement with audits.• Will exercise a degree of autonomy as they are working alone whilst recognising the limits of their competence
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Registered Nurse (newly qualified or new to primary care) – Skills for health level 5

For staff new to practice nursing; within the first 12 months of post there is an opportunity to access a foundation course delivered through local universities. This course provides an introduction to all aspects of General Practice and will provide all students with a solid foundation to work in general practice.

The NMC strongly recommends that all “new registrants” have a period of preceptorship on commencing employment², this applies to those newly admitted to the NMC Register who have completed a pre-registration programme in the UK for the first time, or have subsequently entered a new part of the register. New registrants also include those newly admitted to the register from other European Economic Area States and other nation states.

The role of the “preceptor” is to:

- Facilitate and support the transition of a new registrant.
- Facilitate the application of new knowledge and skills.
- Raise awareness of the standards and competencies that the new registrant is required to achieve and support to achieve these.
- To providing constructive feedback on performance.

A good preceptor will be someone who will support the consolidation of knowledge and skills, be a listening ear and be positive in their approach to ensure that there is a low attrition rate.

Level 5 Registered Nurse Foundation Year

- Application of health policy, law and ethics in the community – to include Care Quality Commission (CQC) regulations and outcomes
- Enhanced Communication
- Care planning, working in partnership with patients and their families
- Principles of managing long term conditions and co-morbidities
- Assessing patients in home care settings and Interagency working
- Recognising and managing the deteriorating patient

² Royal College of Nursing (2008) Nursing and Midwifery Council On-line Advice Guides. RCN: London.

<ul style="list-style-type: none"> • Dementia care • Health promotion and MECC 'Making Every Contact Count' - principles of motivational Interviewing • Introduction to caring for patients in the community with long term conditions and co-morbidities, such as – COPD, cardiovascular disease, Mental Health illness, Diabetes, hypertension • Caring for patients in the community at the end of their life i.e., palliative care and /or with a terminal illness • Introduction to Minor Illness 			
Fundamentals of General Practice Nursing			
Programme	Length of study	Core components	Delivery and assessment
<p>Introductory foundation programme Fundamentals of General Practice Nursing: This is a programme that builds on the standards for competence achieved on registration and introduces nurses to the key differences in working in primary and community settings and how their prior knowledge can be transferred and adapted to this new setting.</p> <p>The following resource is very useful to staff new to Practice Nursing.</p> <p>Resource: Transition to General Practice Nursing: QNI (2015)³</p>	<p>Flexible. To be determined by the needs of the practitioner and their employer – depending on their previous experience and level of competency against these elements</p> <p>Accreditation The learner may achieve accreditation if required at level 6 or level 7, with support of the HEI and should be completed within one year.</p>	<p>This should include:</p> <ul style="list-style-type: none"> • Organisational structures and funding for primary and community care services. • Accountability and responsibility in the context of lone working and decision-making. • Electronic record keeping and IT applications used in these settings. • Developing partnership with patients and families and negotiation skills and supporting self-care • Recognising and managing risk in these settings, • Transferring skills to these settings • Inter-professional and interagency collaboration • Principles of managing long term conditions. 	<p>Work based learning Emphasis on work based learning Workbooks / electronic portfolios maybe considered to demonstrate progressive learning and reflective practice</p> <p>Mentorship Assigned mentor / assessor in practice required. The mentor will be required to work with the learner to teach and assess their competence.</p> <p>Assessment of competency This will be decided locally but most practical aspects will be assessed in practice</p>

³ Queen's Nursing Institute (2015) Transition to General Practice Nursing. QNI: London.

		<ul style="list-style-type: none"> • Holistic assessment in patient's homes and surgery settings using a range of assessment tools • Recognition of multiple pathology, depression, anxiety and frailty and referral systems. • Principles of anticipatory care and identification and management of deteriorating patients. • Immunisation 	
<p>In addition nurses and working in General Practice are likely to need the following skills:</p> <ul style="list-style-type: none"> • Cervical sampling • Information on the Quality Outcomes Framework • Basic contraception and sexual health advice • Childhood immunisation programme and travel health 			

Registered Nurse having completed introductory foundation programme– Skills for health level 5

Registered nurses entering primary and community care settings may come with a plethora of prior knowledge and skills. Some may come straight from qualifying whereas others may come from hospitals and other settings with varying experience and competencies in many fields of practice, potentially bringing highly transferable skills to the new setting. Whilst it is acknowledged that nursing in primary and community care requires skills not required in the hospital, given those entering this role will be at different levels of knowledge and competence, it is important to create a flexible pathway of learning to enable those new to primary and community care to focus on areas of need within the first year. Those entering the workplaces that are newly qualified can create with their employer and the education provider a structured pathway of learning mapped to suit the individual and practice needs.

Advanced assessment modules should prepare health professionals to undertake a competent and comprehensive health assessment of a patient. This includes development of the ability to take an in-depth history, conduct an appropriate physical examination and use clinical reasoning skills to formulate appropriate differential diagnoses. This should include comprehensive history taking, clinical problem solving (theory and practice), physical examination of the ENT, eye, lymphatic, respiratory, peripheral vascular, and cardiac, abdominal, musculoskeletal and neurological systems with an emphasis on clinical indications that warrant further assessment and/or appropriate onward referral. The module should also include mental health assessment in recognition of the importance of a holistic approach. Assessment strategy should include Objective Structured Clinical Examination and ideally practice based learning activities with a mentor qualified at this level.

Level 5 Registered Nurse Post foundation year

- Quality Outcomes Framework (QOF) and service redesign
- Mentor preparation
- Appraisal of others
- Pharmacology and Medicines management
- Audit, review, research
- Leadership and management
- Palliative care and symptom control

Registered Nurse: General Practice Nurse– Skills for health level 6

In addition to the level 5 requirements this role requires consolidation of specialist knowledge and skills in general practice nursing demonstrating a depth of knowledge, understanding and competence that supports evidenced informed, complex, autonomous and independent decision-making, and care in general practice and related settings. Those new to this role will need a period of preceptorship. This role will require personal resilience, management, clinical leadership and supervision and mentorship of others in the general practice nursing team and providing an effective learning environment for staff and students in the wider team. The role will require an innovative approach in supporting and developing new models and strategies for service delivery, usually

incorporating inter-professional and inter-agency approaches to monitor and improve care. GPN deliver care to the practice population, but also need to have an understanding of the public health profile and population needs in order to be proactive in ensuring services are, as far as possible, matched to need. This role requires the ability to work independently and collaboratively, using freedom to exercise judgement about actions while accepting professional accountability and responsibility.

Level 6 General Practice Nurse	
Qualifications	Skills
<ul style="list-style-type: none"> Registered on Part 1 NMC register NMC Specialist Community Practitioner Qualification – Practice Nurse. Mentorship qualification/preparation Educated to degree level or have equivalent experience Successful completion of post registration accredited foundation course in general practice nursing at level 6 or 7 and able to meet RCGP Practice Nurse competencies - courses should be at a minimum of degree level (level 6) but by 2020 all courses to be at postgraduate level (level 7). To include extended brief interventions level 3 (see NICE guidelines for descriptors of behaviour change interventions). <p>May work towards:</p> <ul style="list-style-type: none"> Postgraduate level qualification Independent/Supplementary Nursing Prescribing – V300 NMC practice teacher award 	<ul style="list-style-type: none"> Enhanced critical thinking and ability to critically analyse a broad range of policies, literature and evidence to support clinical practice. Ability to analyse service provision in relation to both quality assurance and quality monitoring, and to focus on patient outcomes wherever possible. Strong clinical leadership of the team and clarity of expectation of team members with respect to quality of care delivery and values inherent in nursing practice. Emotional intelligence to recognise pressures on staff And the development of mechanisms to support and develop staff to recognise the impact of caring for people who may be experiencing complex healthcare issues. Enhanced knowledge of the local community and needs and resources available, and the ability to signpost people to appropriate resources. Ability to work collaboratively with others to meet local public health needs for individuals, groups and the wider community. Build strong relationships with the secondary care teams, particularly for patients receiving shared care, to ensure an effective flow of patient information to ensure high-quality care. Ability to reflect in action and be actively engaged with the NMC revalidation process both for themselves and for others. Demonstrate specialist competence, innovation and clinical leadership in the assessment, intervention in and delivery of general practice nursing in all contexts appropriate to individuals'

	<p>needs across the whole age range for the general practice population.</p> <ul style="list-style-type: none">• This requires:• Ability to assess and manage the range of conditions encountered in general practice using a variety of assessment tools and consultation models appropriate to the patient and situation using physical and clinical examination skills to inform the assessment and decision-making for the ongoing management of the patient.• Advanced communication skills that include skills of influencing and negotiation to enable information to be delivered in understandable formats for patients and behaviour change supported where necessary.• Effective multidisciplinary and multi-agency team working, alongside the ability to work independently and accept professional accountability and responsibility for the delivery of whole episodes of care, and supporting and developing others in the general practice nursing team to collaborate effectively, ensuring nursing care is guided by precedent and clearly defined policies, procedures and protocols.• Delivery and co-ordination of evidence-informed, person-centred and negotiated care across the age spectrum.• Use of technology to support independence and patient self-care at home to improve self-care and reduce exacerbations• Role modelling and embodiment of non-judgemental, value-based care encompassing the 6 Cs in practice and expectation and promotion of these values in other team members.• Competence in delivering evidence-informed care across a wide range of minor acute and LTC, ensuring effective evaluation of therapeutic and other approaches to condition management alongside ability to assess patient concordance.• Actively contributing to a variety of professional networks and sharing learning from these.• Development of effective team systems for ongoing supervision and promotion of clinical reflection for all staff, preceptorship programmes and mentorship.
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	<ul style="list-style-type: none">• Identify and support the learning needs of individuals or the team in response to personal development needs identified at appraisal or service need.• Evaluate the impact of educational interventions.• Where appropriate, participate in teaching and student selection in higher education institutions and/or other education organisations.• Develop a positive learning environment for students and the staff team, giving and receiving feedback in an open, honest and constructive manner.• Leads a mixed-skill team effectively.• This requires:<ul style="list-style-type: none">• Clinical leadership of the team, recognising the stressors encountered in general practice nursing and developing systems to ensure team members continue to build resilience.• Work effectively across professional and agency boundaries, actively involving and respecting others' contributions.• Role modelling of the values expected in Compassion in Practice (2014) and the values and behaviours of effective leaders.• Enhanced and advanced general practice nursing clinical expertise to guide the nursing team in the management of patients with complex needs.• Ability to manage the workload effectively and develop business cases where appropriate in response to changing demands.• Display an innovative approach to practice, encouraging other team members and, where possible, patients and service users, to contribute and, where appropriate, instigate and evaluate a managed change process.• Ensuring the team is risk aware when working with patients, and health and safety aware within the surgery. Develop regularly reviewed systems to ensure risk is managed safely and effectively. Develop a learning culture within the immediate team to improve patient safety and ensure staff are supported and can learn from and in future prevent untoward incidents.
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	<ul style="list-style-type: none">• Awareness and application of appropriate legislation that informs nursing and healthcare delivery.• Ability to work independently but also to co-ordinate, delegate and supervise team members for a designated group of patients.• Undertaking performance management when appropriate. Management of the nursing team within ethical and policy frameworks and knowledge and application of human resource law to enable effective staff management.• Ensuring care and service delivery meets quality requirements but be actively involved in quality improvement strategies and service development innovations.• Ability to demonstrate political awareness and translate policy into practice, demonstrating knowledge and awareness of healthcare commissioning and contracting mechanisms and systems, awareness of health and social policy contexts and local variations, and be skilled in developing effective external relationships with a variety of health, social and third sector agencies, recognising the importance of working within a governance framework.• Where appropriate take delegated responsibility for the management of a budget that may include the purchasing of assets, equipment or other resources and staff costs.• Where appropriate participate in clinical trials and research projects.• Ensure active management of the workload, taking into consideration public health priorities and local community health needs and changing demographics.• Participate in public health strategies where these are aligned to the practice population and work collaboratively with others to undertake risk stratification, case management and other strategies developed to improve health or avoid hospitalisation.• Demonstrates underpinning knowledge of contemporary general practice nursing and the application and integration of research and other evidence into practice.• This requires:
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	<ul style="list-style-type: none"> • Ability to access databases and other information sources and critically appraise information. • Contribution to the development of local guidelines and policy locally and regionally, and nationally where appropriate. • Participation in research-related activity such as audit, data gathering and patient feedback. • Sharing of information and practice development through a range of means including writing for publication. 	
NMC Specialist Practitioner Qualification		
Programme	Length of study	Key components that may be included in curricula
<p>NMC Specialist Practitioner Qualification – General Practice Nursing, degree or post graduate diploma award.</p> <p>The nurse would require 120 level 5 credits to access this programme.</p> <p>Students also require as a minimum a sign off mentor that supports through the course of the programme in order meet NMC requirements but preferably a Practice Teacher.</p>	<p>Normally one year full time. 2-4 years part time.</p>	<p>PN SPQ courses should meet the QNI standards in addition to NMC approval.</p> <p>Nurses at this level will be expected to have an excellent body of clinical expertise so the focus of courses will be on:</p> <p>Advanced assessment and complex decision making</p> <p>Advanced communication skills</p> <p>Extended brief interventions level 3.</p> <p>Adaptability in unpredictable environments</p> <p>Utilising technology to support patient care</p> <p>Partnership working with patients with complex and palliative and terminal conditions.</p> <p>Developing positive learning environments</p> <p>Enhanced leadership and management skills (see HEE framework for requirements)</p> <p>Participation in public health strategies</p> <p>Service development and improvement</p>

		Participation in research related activity – audit, data gathering, and patient feedback. Leading on quality assurance activities
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NB. V300 prescribing programme <http://www.nmc-uk.org/Documents/NMC-Publications/NMC-Standards-proficiency-nurse-and-midwife-prescribers.pdf> Provider services have to ensure that students are supported by Designated Medical Practitioners (DMP) and that the 78 hours in clinical practice with the DMP is supported. All students enrolling on a V300 Independent prescribing programme will need to have completed an advanced assessment course or its equivalent.

Senior General Practice Nurse– Skills for health level 7

In addition to level 6, key responsibilities of staff at level 7 are to consolidate skills of critical analysis and evaluation to enable knowledge pertaining to complex, contemporary general practice nursing practice to be critiqued. Level 7 staff must be able to use new knowledge in innovative ways and take responsibility for developing and changing practice in complex and sometimes unpredictable environments. They must recognise the complexity of operating in multi-professional and multi-agency environments and the need for interdependent decision-making and support staff to feel confident and competent in delivering care within these contexts. At this level the practitioner will be highly experienced in their field and either continue to develop this expertise for managing complex cases or supporting less experienced staff, or may have more management responsibilities for the general practice team whilst retaining a clinical component to their role. They will be expected to provide training, support and supervision to staff and to participate at local and national levels in relation to general practice nursing.

Level 7 Senior General Practice Nurse	
Qualifications	Skills
<ul style="list-style-type: none"> • Registered on Part 1 of NMC Register • First degree and working towards a Postgraduate qualification • Independent/ Supplementary Nursing Prescribing – V300 	<ul style="list-style-type: none"> • Able to undertake complex general practice nursing interventions for a wide range of general practice issues and teach and develop other staff to enhance their practice to manage future situations.

<ul style="list-style-type: none"> • Mentorship qualification/preparation • May work towards: <ul style="list-style-type: none"> Specialist Practice course <p>Master's Level Award including level 4 high intensity interventions (see NICE guidelines for descriptors of behaviour change interventions).</p>	<p>This will entail being able to demonstrate not only practical knowledge but also a critical understanding of the range of theories and principles that underpin the general practice nursing approach.</p> <ul style="list-style-type: none"> • Assess capacity for informed consent and support other staff to develop this skill. • Highly developed specialist knowledge and understanding of LTC, health behaviours, minor illness and interventions to improve health outcomes, including the use of technologies to support patients at home. • Advanced knowledge and skills in therapeutics to prescribe effective pharmacological and non-pharmacological approaches for the management of specific acute and LTC and assess patient concordance. • Is able to respectfully challenge practice, systems and policies in an objective and constructive manner. • Participate in opportunities to influence national and local policy. • Is able to develop, deliver and evaluate training and education packages, for individual and groups, across a broad range of general practice nursing needs and in collaboration with other disciplines and agencies to facilitate interprofessional/agency learning. • Build capacity and capability to support learning in practice settings and collaborate with education service providers and education commissioners to ensure workforce and student needs are met. • Able to display originality of thought and utilise this in innovative service development and delivery and safe implementation of new policies and guidelines for practice. • Demonstrate problem-solving skills underpinned from perspectives, for example in research processes, service and quality improvement techniques, educational theory, or leadership and management theory. • Design, plan, implement and evaluate learning and development programmes.
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- Focus on the improvement of patient safety by developing systems to disseminate learning from incidents and follow up to ensure best practice is embedded in delivery of care.
- Act as an experienced work-based learning educator/assessor by providing advice and support to other practitioners and build capability and capacity to support learning in practice settings.
- The size of the team being led will depend on local practice needs; however, the leadership and management requirements of this role over that of level 6 are:
 - Able to assimilate information from a range of sources and ensure complex decisions reflect the analysis of these different perspectives even when limited information is available.
 - Is able to participate in strategy development, presenting a positive role model for general practice nursing, and ensuring this translates into practice development to improve the quality of care.
 - Able to apply the theoretical perspectives of change management to create an environment for successful change and practice development and utilise conflict management and resolution strategies where appropriate.
 - Demonstrate an evaluative and outcomes-based approach to practice and develop strategies to share this with a wider audience.
 - Is able to appreciate the broadest context of clinical governance and initiate and support others, including service users, to be involved in a range of quality assurance and monitoring activities. Ensure that quality and audit cycles are completed and results and learning are fed back into practice.
 - Develop processes for monitoring clinical effectiveness and efficiency to enhance management of resources.
 - Where required undertake significant event auditing (or equivalent) and be skilled in undertaking objective investigations and in writing objective reports following the completion of the investigation and in presenting this information orally if required.
 - Able to work effectively with a wide range of professionals and agencies and participate in multi-professional/agency strategies.

		<ul style="list-style-type: none"> • Oversee the appraisal process for the nursing team, ensuring organisational objectives are reflected in personal and team objectives. • Develop at least one special area of expertise to be seen as a local expert and role model able to articulate the most contemporary evidence, approaches to practice and management. • Identify and utilise skills and knowledge of staff to support or undertake research-related activity such as audit, valuation and wider research for the benefit of the organisation. • Monitor impact of evidence utilisation.
Programme	Length of study	Key components that may be included in curricula
All programmes should be at academic level 7 leading to a Master's award	Flexible	<p>Staff at this level will be highly experienced clinicians therefore it is unlikely that a generic programme will meet their needs. Key components are likely to be:</p> <p>Clinical supervision Coaching Level 4 high intensity interventions for behaviour change Independent/Supplementary Nurse Prescribing V300 (if not already attained) Post Graduate practice educator qualification (PGCert) Advanced leadership and management Undertaking investigations and report writing.</p>

Advanced Nurse Practitioner/Clinical Academic – Skills for health level 8

ANP

In addition to level 7 this level 8 role will have achieved and consolidated ANP status, demonstrating highly specialised knowledge in general practice nursing. The role may differ between organisations but is likely to entail key responsibilities with respect to research, advanced nursing practice, service development and improvement, and education. They will be expected to be at the forefront of developments in their field, usually undertaking original research or having responsibility for co-ordination and delivery of Research and Development in their organisation and the implementation of research and evidence into practice. As an ANP they will continue to have clinical patient contact and may specialise in one area of practice but may use this in a consultancy capacity.

Level 8 Advanced Nurse Practitioner	
<ul style="list-style-type: none"> • Registered on Part 1 NMC register • NMC Specialist Community Practitioner Qualification • Meet RCGP/RCN ANP competencies • Postgraduate diploma to include level 8 high-intensity interventions (see NICE guidelines for descriptors of behaviour change interventions) • Mentorship training • Master's degree/post-graduate diploma in Advanced Clinical Practice • Independent/ Supplementary Nursing Prescribing – V300 • May go on to work towards: <ul style="list-style-type: none"> ○ Professional Doctorate (Clinical practice) ○ PhD (Research) ○ Educational Doctorate (Education). 	<ul style="list-style-type: none"> • Able to work clinically acting in a consultancy capacity for complex general practice nursing interventions. This may be in a broad range of general practice nursing interventions or the level 8 staff may have specialised in a key area of general practice nursing and teach and develop other staff to enhance their practice to manage future situations. This will entail being able to demonstrate not only practical knowledge but also a critical understanding of the range of theories and principles that underpin the approach in general practice and the ability to assess patients presenting with undifferentiated, undiagnosed presentations and use advanced assessment, diagnostic reasoning skills and a range of other diagnostic support tools to manage, treat or refer these patients. • Is able to respectfully challenge practice, systems and policies in an objective and constructive manner. • Proactively develops opportunities to influence national and local policy and strategy. • Is able to develop, deliver and evaluate training and education packages, for individuals and groups, across a broad range of community nursing needs and in collaboration with other disciplines and agencies to facilitate inter-professional/agency learning.

	<ul style="list-style-type: none">• Build capacity and capability to support learning in practice settings and collaborate with education service providers and education commissioners to ensure workforce and student needs are met.• Able to display originality of thought and utilise this in innovative service development and delivery and safe implementation of new policies and guidelines for practice.• Demonstrate problem-solving skills underpinned from perspectives, for example in research processes, service and quality improvement techniques, educational theory or leadership and management theory.• Collaborate proactively with public health agencies and local authorities to ensure general practice nursing is actively engaged in the health improvement strategies for the local community.• The management role of a level 8 practitioner will vary according to the employer expectations of the role:<ul style="list-style-type: none">• Able to assimilate information from a range of sources and ensure complex decisions reflect the analysis of these different perspectives even when limited information is available.• Lead the development of strategy and ensures collaborative working with others to translate this into practice development to improve the quality of care.• Represent general practice nursing at local, regional and national political, strategic or policy events.• Able to apply the theoretical perspectives of change management to create an environment for successful change and practice development.• Demonstrate an evaluative and outcomes-based approach to practice and develop strategies to share this with a wider audience.• Able to lead on key aspects of quality assurance to develop robust outcome indicators for general practice nursing and other aspects of clinical governance.• Ensure others in general practice nursing recognise the importance of data collection and quality assurance and ensure
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		<p>that findings and other results are disseminated in meaningful ways to staff.</p> <ul style="list-style-type: none"> • Where required undertake significant event auditing (or equivalent) and be skilled in undertaking objective investigations and in writing objective reports following the completion of the investigation. • Able to work effectively with a wide range of professionals and agencies and participate in multi-professional/agency strategies. • Develop at least one special area of expertise to be seen as a local expert able to articulate the most contemporary evidence, approaches to practice and management. • Involvement with review and monitoring of clinical policies to ensure they are based on contemporary evidence. • Involvement in clinical policy and research communities to identify deficits in evidence and identification of potential funding sources for practice or research development.
Programme	Length of study	Key components that may be included in curricula
<p>All programmes will be at least academic level 7</p> <p>The course philosophy is to acknowledge prior experience and knowledge as a health professional and subsequently enable the nurse to fulfil potential through the development of new understanding, critical insight and advanced level academic and clinical skills.</p> <p>This programme will develop the nurse's knowledge and skills to work at an advanced level of clinical practice.</p> <p>It is expected that on completion of this course the nurse will be a recognised Advanced</p>	<p>3 years part time</p>	<p>Typical modules include:</p> <ul style="list-style-type: none"> • Health Assessment for Advanced Clinical Practice • Clinical reasoning for Advanced Clinical Practice • Leadership and Governance for Advanced Clinical Practice • Advanced pharmacology for non-medical prescribers • Advanced perspectives for non-medical prescribing practice • Advanced Inquiry for Nurses, Midwives and Allied Health Professionals • Evidence Based Practice Project

Clinical Practitioner with an expert knowledge base, complex decision-making skills and clinical competencies for expanded autonomous scope of practice, the characteristics of which are shaped by the context in which the individual practices.		
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Clinical Academic

Clinical Academics (CAs) are clinically active health researchers, undertaking academic roles whilst also providing clinical expertise within health and social care settings. The research questions formulated by CAs are informed by clinical experience and the reality of patient care. As active researchers in fields of relevance to their own practice, and working alongside their clinical colleagues, CAs are also in a strong position to critically appraise and utilise research findings in the development of evidence based clinical practice and patient care. As such, CAs are uniquely placed to make invaluable contributions to the development of optimum care and services for patients and the public.

Clinical research provides evidence to inform clinical decisions, which is vital for ensuring the best possible care for patients. Funded training to gain recognised qualifications, such as a Master's degree or a PhD, is available from research councils, NHS, charitable and private organisations. It can be an academically stimulating career choice, including the opportunity to present at conferences and write articles for academic journals. Clinicians can make a real difference to patient care. There are opportunities in a variety of settings, including clinical positions with patients, as well as working in a research laboratory.

Level 8 Clinical Academic		
<p>Will work towards many if not all of the ANP skills, although they may have chosen a research or teaching route to this level rather than an advanced practice route</p> <ul style="list-style-type: none"> • Practice Educator award if role focused in education • Professional Doctorate (Clinical practice) • PhD (Research) • Educational Doctorate (Education). <ul style="list-style-type: none"> • Lead on the development and implementation of research projects related to general practice nursing and build effective working relationships between practice and higher education institutions. • Contribute to the development of implementation of research and development strategies and applications for funding. • Collaborate with local research partners and universities to understand new projects, developments and findings and ensure frameworks for research governance are applied appropriately. • Where appropriate undertake research as a principal investigator. • Support the development of staff in research and practice development activities. • Present research findings in peer reviewed journals, at conferences and at other dissemination events or via electronic mechanisms. 		
Programme	Length of study	Key components that may be included in curricula
<p>All programmes will be at least academic level 7 and may be at academic level 8 leading to a doctorate level award</p> <p>The course philosophy is to acknowledge prior experience and knowledge as a health professional and subsequently enable the nurse to fulfil potential through the development of new understanding, critical insight and advanced level academic and clinical skills.</p> <p>This programme will develop the nurse's knowledge and skills to work at an advanced level of clinical practice.</p>	<p>3-7 years part time depending on level of study</p>	<p>Typical modules include:</p> <ul style="list-style-type: none"> • Health Assessment for Advanced Clinical Practice • Clinical reasoning for Advanced Clinical Practice • Leadership and Governance for Advanced Clinical Practice • Advanced pharmacology for non-medical prescribers • Advanced perspectives for non-medical prescribing practice • Advanced Inquiry for Nurses, Midwives and Allied Health Professionals • Evidence Based Practice Project <p>Alternative qualifications may be</p>

<p>It is expected that on completion of this course the nurse will be a recognised Advanced Clinical Practitioner with an expert knowledge base, complex decision-making skills and clinical competencies for expanded autonomous scope of practice, the characteristics of which are shaped by the context in which the individual practices.</p>		<ul style="list-style-type: none"> • Masters by Research • PhD • Professional or clinical doctorate • Doctor of Education • Post-doctoral qualifications e.g. DSc; DNursing
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Where the Local office of HEE is funding the education a formal agreement between the LETB, employer, HEI and/or student is useful in identifying how the research or practice development will inform services with agreement of expected outcomes to support service transformation and improve patient outcomes.

DoH (2010) Advanced Level Nursing – a position statement:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215935/dh_121738.pdf

Qualifications and Credit Framework (QCF)

Level	Qualification equivalent		
8	Doctorate – PhD		
7	Master's degree – MA; MSc; MPhil		
6	Bachelor's degree – BA; BSc; BN	Foundation Degree – FdSc; FdA	HND
5			HNC
4			
3	A-Level; A2; AS	L3 Extended Diploma (National Diploma)	L3 Diploma (National Certificate)
2	GCSE – grades A*-C/9-4	L2 Diploma (First Diploma)	
1	GCSE – grades D-G/3-1	L1 Diploma (Foundation)	