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| CHESHIRE TRAINING HUB |
| General Practice Nurse Education and Training Support Pack |
| Sub-category of Governance Framework for Training and Education in Primary Care |
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| **5/15/2020** |

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| This is a support pack to work towards a standardised approach that will benefit all nurses making the transition into General Practice. This Career Framework for GPN can also provide a clear journey through the potential career path as a nurse in the primary care setting, beyond the induction and preceptorship period and through to more advanced roles. |

**Page 1. Introduction**

**Page 2. Preceptorship**

**Page 2. Supervisors and Assessors**

**Page 5. Continued Professional Development**

**Page 5. Career Progression**

**Page 6. Professional Development Table**

**General Practice Nurse Education and Training Support Pack**

**Introduction**

[The Cheshire Training Hub](https://www.cmthub.co.uk/) (CMTH), developed through 2018, consists of 5 Locality [Training Hubs](https://www.cmthub.co.uk/cheshire-merseyside/) (LTH) in Cheshire and Merseyside which work collaboratively. They are a resource of further information and guidance for each primary care network, in order to engage and develop the workforce to ensure future success and sustainability. The purpose of this training support pack is to guide practice managers and employees, and assist in the successful development of the general practice nurse (GPN), based on initiatives referred to throughout.

It has been identified that there are significant variations between different practices in relation to the induction of GPNs to this work environment. The GPN Education Network <https://gpnen.org.uk/> was developed in response to the GPN10 Point Plan, which recognises the need to establish a national standard, and will benefit all nurses choosing a GPN career. The following link can provide a clear journey through the potential career path as a nurse in the primary care setting. <https://www.hee.nhs.uk/sites/default/files/documents/Interactive%20version%20of%20the%20framework_1.pdf>

Throughout, there is guidance to help shape the experience of new GPNs as they progress and develop their career, which can be challenging to them with new ways of working. The [Induction Template for General Practice Nursing](file:///\\uc-uk1-fs-03.xnhsuk1.nhs.uk\Home\Priorslegh\Heather.Glover\Documents\Cheshire%20Training%20Hub\Induction%20&%20Training%20Guidance\General%20Practice%20Nursing%20Induction%20Template%20FINAL%20(2).pdf)  provides a good example of a structured induction and training programme for GPNs at the beginning of their career. The following link provides support and guides further development to the safe and competent high quality care required by the primary care workforce. <https://www.rcgp.org.uk/-/media/Files/Policy/A-Z-policy/2015/RCGP-General-Practice-Nurse-competencies-2015.ashx?la=en>

The need for preceptorship beyond induction has been recognised along with ongoing clinical supervision. [The GPN Resource Pack](https://www.cmthub.co.uk/wp-content/uploads/2020/12/GPN-Resource-Pack-V3.5-FINAL-2.pdf) is a resource for Primary Care across Cheshire and Merseyside to support the practice of newly registered nurses, nurses returning to practice and registered nurses new to working in GPN roles. The New to Practice Programme facilitated by The Cheshire Training Hub and LTHs aims to support GPNs further, striving for excellence within the workforce. Further information is available on the CMTH website.

The NHS Long Term Plan (2019) committed to: Newly qualified doctors and nurses entering general practice being offered a two-year fellowship. This would offer a secure contract of employment and portfolio role tailored, where possible, to the aims of the individual and the needs of the local primary care system. This will enable newly qualified nurses to consider primary care and general practice nursing as a first destination career option.

The New to Practice Programme responds to three key areas of feedback from newly-qualified GPs and GPNs:

•Desires for a supportive transition into General Practice

•Opportunities to work in a portfolio way

•Learning wider skills for future ways of working

**Preceptorship**

Where the practice does not adopt the New to Practice programme, a preceptorship period should still be offered to the GPN. The recommended length of a preceptorship programme is 12 months from the date of joining the practice. The length of preceptorship may be flexible for some in terms of individual needs or practice/employers requirements. It should be a minimum of 6 months for all newly registered nurses, nurses returning to practice and registered nurses new to working in general practice nursing roles; which falls in line with national recommendations of 6-9 months. During the 12-month programme there will be certain expectations of both the preceptor and preceptee in terms of engagement in the relationship and completion of defined competences. These should comply with HEE Standards. Preceptorship should include a minimum supernumerary period of two weeks to cover local practice induction. This should be agreed locally with the practice/employer, preceptor and line manager.

**Supervisors and Assessors**

The NMC replaced mentors with [Supervisors and Assessors for Student Nurses](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/) and there is no longer the need for an NMC-approved training programme. Appropriate preparation and support is required to ensure up-to-date knowledge and experience that is relevant to the student/trainee and area of practice they are supervising.

Upon registration, all nurses, midwives and nursing associates are practice supervisors and should complete a practice supervisor self-declaration form and return it to the LTH. Practice assessors will assess trainees’/students’ overall performance while on placement and work closely with practice supervisors and academic assessors, a practice assessor form needs completion in this instance. They may be registered nurses, midwives or nursing associates, but will only assess within their scope of practice. However, registered nurses may also assess trainee nursing associates.

A practice supervisor is a registered healthcare professional who supports and supervises students, providing feedback on their progress towards, and achievement of, proficiencies and skills (NMC, 2018). A practice assessor is a NMC registrant who conducts assessments to confirm student achievement of proficiencies and programme outcomes for practice learning (NMC, 2018). Learning on clinical placement is a fundamental part of every student’s formal education. Practice supervisors will be responsible for supporting students on placement. Access to relevant resources which can be used to support fulfilling the role of supervisor/ assessor and the educational and training responsibilities associated will be provided to those with a professional responsibility to support the education of students.



**Practice supervisors**: In addition to the day-to-day supervision, feedback, and recording progress in the PAD, practice supervisors will need to have sufficient opportunities to engage with practice assessors and academic assessors to share feedback on the student they are supervising. Practice supervisors must receive ongoing support to prepare, reflect and develop in their role.

**Practice assessors:** It is suggested that practice assessors receive protected time for the role. In addition to the time required to observe students, make and record assessments, practice assessors will need to have sufficient opportunities to gather and coordinate feedback from practice supervisors, other practice assessors and relevant people. Practice assessors must receive ongoing support and training to reflect and develop in their role.

The NMC state in their *Realising professionalism: Standards for education and training*, that approved education institutions, together with practice learning partners, must ensure that practice supervisors:

* serve as role models for safe and effective practice in line with their code of conduct
* support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes
* support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills
* have current knowledge and experience of the area in which they are providing support, supervision and feedback, and
* receive ongoing support to participate in the practice learning of students

This expectation and dedication required by GPNs needs support and investment in both protected time and resources in order to deliver the above. Cheshire and Merseyside have collaborated to develop a new practice data capture form which also offers a simple illustration to new PCNs or GP surgeries with an interest in becoming a training practice. Offering students a placement as a hub or a spoke enables greater capacity and opportunity for learning in primary care, as the student does not need to spend their entire placement with their supervisor.



The aim of hub and spoke placements is to provide students with a broad experience of learning, by maximising exposure to the multidisciplinary team and interagency working within primary care. The hub is the main placement area; the spokes are other colleagues, departments, organisations and agencies linked with the PCN. It is not always necessary or possible for the student to visit all the relevant spokes; however students should negotiate with their supervisor to ensure which are most relevant and realistic to the stage of their training.

The NMC has updated their requirements for the amount of supervision provided to students. The NMC (2018) standards for pre-registration nursing programme**s** state that: “students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students’ knowledge, proficiency and confidence”.

Illustration of a placement with a GPN



**Continued Professional Development**

Continued professional development has multiple determining factors; Statutory and Mandatory regulations, role specific, CQC requirements, business need and best practice. More recently, the ways in which we work and learn has been heavily influenced by Covid-19 with much emphasis being placed on the virtual working / learning environment.

Areas of learning identified by GPNs; appraisal process, personal development plans, local and national legislative recommendations, individual practice requirements, can be accessed via a variety of providers and modalities. Professional development should benefit the individual practitioner as well as support the surgery or PCN. Development opportunities should be discussed with your line manager and funding, accessed through the PCN CPD return. Explore the courses and providers in the [Professional Development Directory](http://www.cheshireandmerseysideprimarycareacademy.co.uk/index.php/education-training/learning-repository) (examples in table 1), or contact your locality [Training Hub](https://www.cmthub.co.uk/cheshire-merseyside/)  with further enquiries.

**Career Progression**

Advanced clinical practitioners come from a range of professional backgrounds such as nursing, pharmacy, paramedics and occupational therapy. They are healthcare professionals educated to Master’s level and have developed the skills and knowledge to allow them to take on expanded roles and scope of practice caring for patients. This will help to transform the workforce by promoting inter-professional working across traditional professional boundaries. It will support the delivery of excellent healthcare for local people by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place.

Health Education England, in partnership with NHS Improvement and NHS England, has developed a multi-professional framework for advanced clinical practice in England, which includes a national definition and standards to underpin the multi-professional advanced level of practice. Developing advanced clinical practice roles, as well as the level of practice just below and above ACP level should be considered a key component of contemporary workforce planning, as described in the NHS Long Term Plan.

The NHS Long-Term Plan highlights how advanced clinical practice is central to helping transform service delivery and better meet local health needs by providing enhanced capacity, capability, productivity and efficiency within multi-professional teams.

Funding to support GPNs through their ACP training is available through Health Education England or through continued professional development monies and can be applied for via HEE or the TH by individual practice managers in response to PDP or training needs analysis.

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| **General Practice Nurse Training & Professional Development** | **Frequency** | **Face to Face training** | **Available Online learning provider**  [**Relias**](https://www.relias.co.uk/)  [**E-Learning for Health**](https://www.e-lfh.org.uk/programmes/)  [**Bluestream Academy**](https://www.bluestreamacademy.com/)  [**Skills for Health**](http://www.skillsplatform.org/)  [**Green Book Immunisations**](https://www.gov.uk/government/collections/immunisation-against-infectious-disease-the-green-book)  [**Public Health & Immunisation**](https://www.rcn.org.uk/clinical-topics/public-health/immunisation) | **Nurse Practitioner** | **Practice Nurse** | **Nursing Associate** |
| **Immunisation Training** - Initial course | Once | √ |  | √ | √ | √ |
| * Update training | Annual | √ | Available online see above | √ | √ | √ |
| **Clinical Excellence in Ear Care** – Initial course | Once | √ |  | √ | √ | √ |
| * Update training | 3 years |  |  | √ | √ | √ |
| **Cytology** - Initial course | Once | √ |  | √ | √ | √ |
| * Update training | 3 years |  | Available online see above | √ | √ | √ |
| **Venepuncture -** Initial course | Once | √ |  | √ | √ | √ |
| * Update training | 3 years | √ |  | √ | √ | √ |
| **Basic Wound Care** | Once | √ | Available online see above | √ | √ | √ |
| **Vitamin B12 -** Awareness | Once | √ |  | √ | √ | √ |
| * Administration | Once | √ |  | √ | √ | √ |
| **Control of Substances Hazardous to Health** | Risk assess |  | Available online see above | √ | √ | √ |
| **Medicines Management** | CPD assess | √ | Available online see above | √ | √ | √ |
| **Medical Devices** | Device driven | √ |  | √ | √ | √ |
| **Sexual Health/Family Planning** | CPD assess | √ |  | √ | √ | √ |
| **Long Term Conditions courses / modules:** Asthma, COPD, Diabetes, Cardiovascular disease, Spirometry, Palliative Care, Atrial Fibrillation & Stroke Prevention | | | | | | |
| **Advanced Clinical Practice** | once | √ |  | √ | √ |  |
| **Clinical Supervision** | once | √ |  | √ | √ |  |
| **Evidence Based Healthcare** | once | √ |  | √ | √ | √ |
| **Clinical Team Leadership** | once | √ |  | √ |  |  |
| **Leadership** | once | √ |  | √ | √ |  |
| **Virtual Working** | once |  |  | √ | √ | √ |
| **Customer Service Essentials** | once | √ |  |  | √ | √ |
| Table 1 | | | | | | |

**Resources**

Advanced Clinical Toolkit <https://www.hee.nhs.uk/our-work/advanced-clinical-practice>

District Nursing and General Practice Nursing Service Education and Career Framework <https://www.hee.nhs.uk/sites/default/files/documents/Interactive%20version%20of%20the%20framework_1.pdf>

The GPN 10 point plan <https://www.england.nhs.uk/wp-content/uploads/2018/01/general-practice-nursing-ten-point-plan-v17.pdf>

HEE Preceptorship Standards 2015 <https://www.fhft.nhs.uk/media/2601/hee-branded-preceptorship-standards-2015.pdf>

HEE Framework for Preceptorship 2017 <https://www.hee.nhs.uk/sites/default/files/documents/CapitalNurse%20Preceptorship%20Framework.pdf>

NHS Long Term Plan (Section 4.27, page 83). <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>

NMC Standards for Student Nurse Supervision <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>