

## **FRAMEWORK FOR NURSING IN GENERAL PRACTICE UPDATE 1<sup>ST</sup> JUNE 2004**

Good progress continues on the development of the framework. A consensus workshop held on 25<sup>th</sup> March had an attendance of around 200 including practice nurses, practice managers, GPs, nurse leaders and primary care managers. There was a broad consensus on key issues including the need for more structured access to education, widening skill mix and career pathways and the need for access to professional leadership. The outcomes from workshop discussions are posted on the practice nursing web site on SHOW.

Detailed work on the drafting of the framework is now underway. It was agreed at the last steering group to postpone publication until September in order to ensure that we cover all of the necessary ground within the framework.

The core of the framework will be a set of standards covering the following areas:

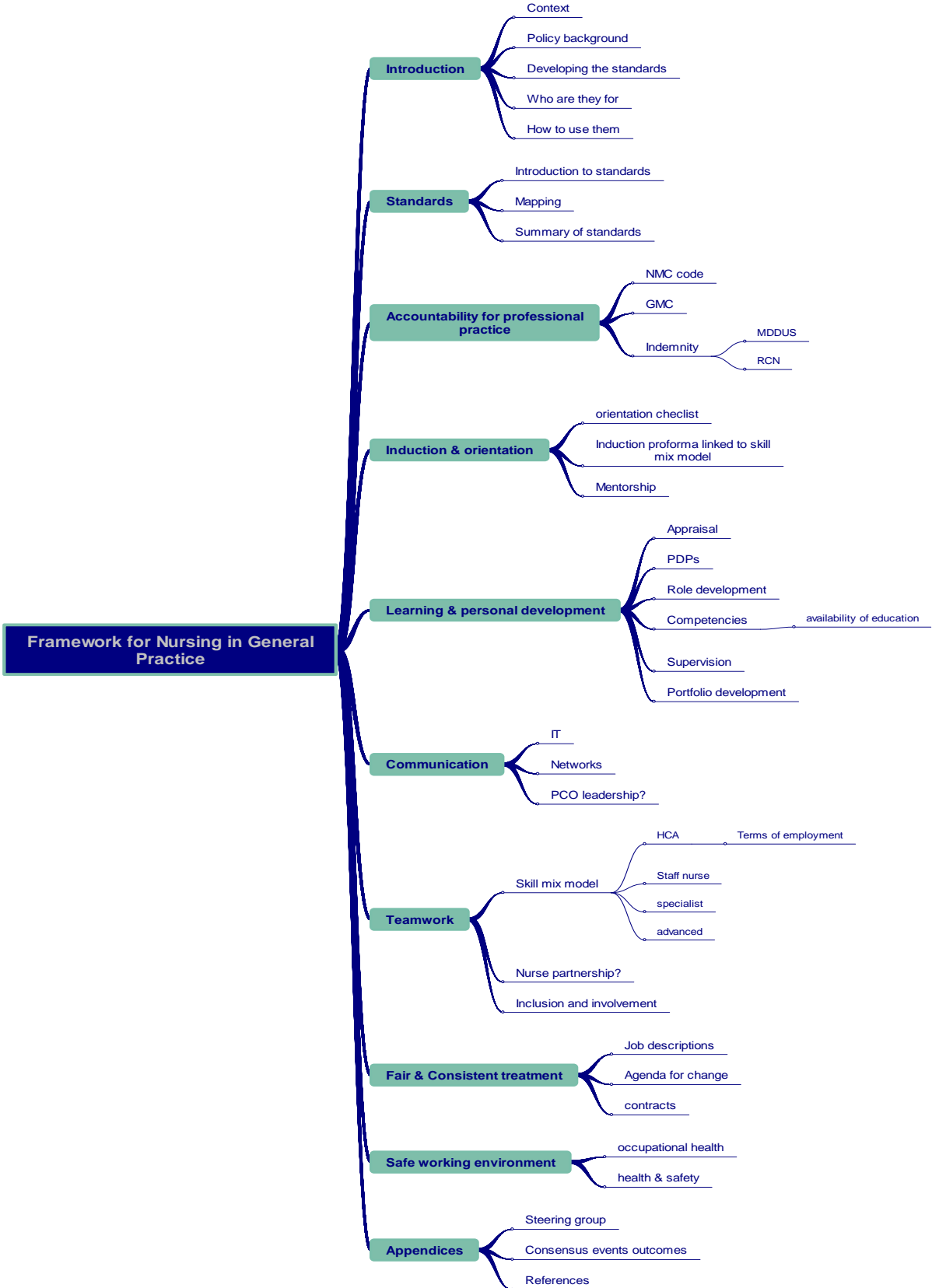
- Accountability for professional practice
- Induction and orientation
- Learning and personal development
- Communication
- Teamwork
- Fair and Consistent Treatment
- Safe Working Environment

The standards are drawn from GMS contract, Practice Accreditation, QPA and the NHSScotland staff governance standards.

Behind each of the standards will be a chapter setting out further detail and providing useful resources such as model job descriptions, personal development planning templates etc.

The second major element of the framework will be a skill mix model which defines four different levels of practice from health care assistant to advanced practice. This will then inform model job descriptions and be linked to Agenda for Change Knowledge and Skills Framework along with a section on Agenda for Change and how practices could implement it should they wish. The skill mix model will also underpin an induction framework for nurses new to practice nursing.

The attached mind map sets out the proposed structure of the framework and a sample of the latest draft standards are attached for information, although these are subject to review following comments from the steering group.



**Framework for Nursing in General Practice**

**Introduction**

- Context
- Policy background
- Developing the standards
- Who are they for
- How to use them

**Standards**

- Introduction to standards
- Mapping
- Summary of standards

**Accountability for professional practice**

- NMC code
- GMC
- Indemnity
  - MDDUS
  - RCN

**Induction & orientation**

- orientation checklist
- Induction proforma linked to skill mix model
- Mentorship

**Learning & personal development**

- Appraisal
- PDPs
- Role development
- Competencies
  - availability of education
- Supervision
- Portfolio development

**Communication**

- IT
- Networks
- PCO leadership?

**Teamwork**

- Skill mix model
  - HCA
    - Terms of employment
  - Staff nurse
  - specialist
  - advanced
- Nurse partnership?
- Inclusion and involvement

**Fair & Consistent treatment**

- Job descriptions
- Agenda for change
- contracts

**Safe working environment**

- occupational health
- health & safety

**Appendices**

- Steering group
- Consensus events outcomes
- References

## 1. ACCOUNTABILITY FOR PROFESSIONAL PRACTICE

Standard statement

**Practice-employed nurses and General Practitioners have a clear understanding of nurses' professional accountability for their practice**

Rationale	Criteria
<p>The NMC's Code of Professional Conduct sets standards of conduct which nurses are expected to follow at all times.</p> <p>This states that nurses are "personally accountable for their practice. This means that they are "answerable for their actions and omissions, regardless of advice or directions from another professional".</p> <p>The new GMS contract creates opportunities for nurses to undertake new responsibilities and expand and develop their roles. If this is to be done safely and effectively, it is essential that both doctors and nurses understand the extent of personal and professional accountability for their practice.</p>	<p>Nurses have a personal copy of the Nursing and Midwifery Council's Code of Professional Conduct and understand it's implications for their practice.</p> <p>GPs understand the NMC code of Professional Conduct and their responsibility as an employer to provide a working environment in which nurses can exercise their professional accountability.</p> <p>GPs who delegate new responsibilities to nurses ensure that they are competent to carry them out safely.</p>

## 2. INDUCTION and ORIENTATION

### Standard statement:

#### 2.1 All nurses new to the practice are offered a period of orientation

<i>Rationale</i>	<i>Criteria</i>
<p>Each general practice is a unique working environment, so even an experienced practice nurse will need to have a period of orientation if she is to be effective in her role.</p> <p>An effective orientation will ensure that the nurse quickly becomes a confident and competent member of the practice team.</p> <p>The GMS contract recognises the importance of induction and orientation to the practice.</p>	<p>There is a structured approach to orientation for new members of staff.</p> <p>A named individual within the practice takes responsibility for the orientation of each new member of nursing staff.</p> <p>Orientation covers the following areas:</p> <ul style="list-style-type: none"><li>• Orientation to the practice environment</li><li>• Staff facilities and security</li><li>• Introduction to key team members</li><li>• Communication and confidentiality</li><li>• Records and record keeping</li><li>• Fire and emergency procedures</li><li>• Infection control</li><li>• Policies, procedures and guidelines</li></ul> <p>A record of orientation and the areas covered is maintained in the staff record.</p> <p>Locum practice nurses are provided with orientation to the practice environment</p>

Standard statement:

2.2 Nurses who are new to the field of practice nursing or who are promoted into a new post undertake a formal period of induction and support to ensure that they are adequately prepared for their role

<i><b>Rationale</b></i>	<i><b>Criteria</b></i>
<p>Practice nurses are recruited from a variety of professional backgrounds and many will come with a broad portfolio of relevant skills. However, if they are new to practice nursing or are being promoted into a new post, it is essential that they acquire the necessary knowledge and skills in order to practice confidently and competently in their new environment.</p> <p>A period of formal induction tailored to the needs of the post and the existing knowledge and skills of the nurse will allow the nurse to develop their role and become a competent and accountable practitioner. This will minimise risk and ensure safe and effective delivery of patient care.</p> <p>A formal induction programme allows practices to ensure that nurses acquire all of the skills necessary to effectively fulfil the role.</p> <p>As the new GMS contract leads to expanding scope of nursing practice and a wider skill mix in the nursing team, tailored induction will become more important.</p>	<p>Job description and person specifications identify the skills and knowledge necessary for each post.</p> <p>Individual learning objectives for the induction period are identified based upon a learning needs assessment.</p> <p>A mentor is identified for each new practice nurse who provides support to the new nurse during the induction period</p> <p>The mentor assists and supports work based learning, encouraging personal and professional development</p> <p>All team members contribute where appropriate to the induction process</p> <p>The length of the induction period is tailored to reflect the learning needs of the nurse</p> <p>A record of the induction training is kept on the staff record</p> <p>Locum practice nurses are provided with a tailored induction programme appropriate to their knowledge, skills and competency.</p>

### 3. LEARNING and PROFESSIONAL DEVELOPMENT

#### Standard statement:

#### 3.1 There is a systematic process of supporting the ongoing learning of the practice nurse in response to patient and practice needs

<i>Rationale</i>	<i>Criteria</i>
<p>Continuing Professional Development is an essential prerequisite for effective practice for all health care professionals.</p> <p>Nurses are required to demonstrate that they have undertaken a minimum level of relevant CPD and that it has had an effect on their practice in order to maintain their professional registration.</p> <p>The importance of CPD for nurses is reflected in the GMS contract which states that “all practice-employed nurses are supported to participate in clinical supervision and appraisal” and “have access to appropriate training, professional advice and continuing professional development”</p> <p>Continuing Professional Development is about more than simply attending training. Learning Together, the Education and Life Long Learning Strategy (1999) aims to ensure that all NHS staff are equipped with the right skills, knowledge and attitudes to deliver the services expected – to be fit for purpose – and continue to develop those skills as the service develops.</p> <p>In order to achieve that goal, CPD needs to be part of a process of appraisal, personal development planning and review.</p>	<p>All practice-employed nurses have personal learning plans which have been reviewed at annual appraisal.</p> <p>Personal learning plans are developed to reflect the nurses learning needs in line with practice development plans.</p> <p>Personal learning plans are set collaboratively, reflecting job description and competencies</p> <p>There are opportunities for professional nursing input to development and review of personal learning plans.</p> <p>Personal learning plans are part of a continual process of planning, monitoring, assessment and support to help practice nurses develop their capabilities and potential to fulfil their role.</p> <p>The practice supports the identified learning needs of the practice nurse, including, where appropriate, access to education programmes and resources and study leave.</p> <p>Practice nurses benefit from protected time for learning in line with their identified Personal Learning Plans</p> <p>The practice nurse maintains a portfolio of learning, that meets the requirements of the NMC.</p> <p>There are opportunities for multidisciplinary learning within the practice team.</p>

	There are opportunities for learning to be work based
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Standard statement:

**3.2 Practice nurses are supported to undertake reflective learning**

<i><b>Rationale</b></i>	<i><b>Criteria</b></i>
Practice nurses can often work in professional isolation. Opportunities to review practice and share good practice can be limited. By encouraging reflection on practice issues the nurse's skills, knowledge and professional values will be enhanced and career development and life long learning will be promoted.	<p>The practice nurse has access to clinical supervision with professional peer(s)</p> <p>The practice nurse is involved in learning through significant event analysis within the practice.</p> <p>The practice nurse, as part of the team, is involved in an annual review of patient complaints and suggestions</p>

Standard statement

**3.3 Practice nurses have access to statutory training updates on a periodic basis**

<i><b>Rationale</b></i>	<i><b>Criteria</b></i>
There are certain specific statutory areas of learning which a practice nurse must undertake on a regular basis to maintain professional competency.	<p>There is a record of the practice nurse having attended updating in basic life support skills in the preceding 18 months</p> <p>There is a record of the practice nurse having attended updating in anaphylaxis in the preceding 12 months</p> <p>Practice nurses have regular update training and access to information on Child Protection procedures in line with local multi-agency guidelines.</p>

	<p>There is a record of the practice nurse having attended data protection training.</p> <p>There is a record of the practice nurse training and involvement in practice's fire procedures.</p>
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