

06

Paper 06
**Developing the general practice
nursing role in integrated community
nursing teams**

In partnership with



**Healthier
Scotland**
Scottish
Government

This series of brief papers on the *Transforming Roles* programme aims to update stakeholders on the professions' contribution to the wider transformational change agenda in health and social care in Scotland. The sixth paper defines the refocused general practice nursing role.

Background

The Chief Nursing Officer (CNO) is committed to maximising the contribution of the nursing, midwifery and health professions (NMaHP) workforce and pushing the traditional boundaries of professional roles. The Transforming Roles programme aims to provide strategic oversight, direction and governance to:

- *develop and transform NMaHP roles to meet the current and future needs of Scotland's health and care system; and*
- *ensure nationally consistent, sustainable and progressive roles, education and career pathways.*

Phase 1 of Transforming Roles focused on nursing roles.

Integrated community nursing teams

Shifting the balance of care from hospital to community and primary care settings at or near people's homes aims to improve population health, increase quality and safety, and secure best value from health and social care services.

Delivering on these aims requires a different approach that enables community nursing staff to develop new and innovative ways of working to provide safe, effective, person-centred care and clinical interventions tailored to need. Health visitors, family nurses, district nurses, general practice nurses, community children's nurses, school nurses and their wider teams, working as integrated community nursing teams, would

provide a seamless interface and reduce any boundaries between their practice and place of care.

Integrated community nursing teams within health and social care partnerships will play a key role in prevention, early intervention, supported self-management, reducing inequalities, and planning, providing, managing, monitoring and reviewing care. They will build on current roles and best practice to meet the requirements of people with more complex health and care needs in a range of community settings.

Role of general practice nursing

General practice nurses are mainly employed by general practitioners (GPs). They provide nursing services in general practice settings and have extended roles in health protection, urgent care and supporting people with long-term conditions.

The number of consultations for general practice nurses relative to GPs increased from 28% in 2003/04 to 33% in 2013, illustrating the continued shift of chronic disease management from GPs to nurses.¹ The growth in chronic disease prevalence means that a refocused general practice nursing role is needed to ensure more effective disease prevention and management, including self-management and anticipatory care.

1 Information Services Division (ISD) data: <http://www.isdscotland.org/Health-Topics/General-Practice/Workforce-and-Practice-Populations/>

Developing a general practice nursing role for the future

A short-life working group was established in 2017 under the auspices of the Transforming Roles programme to refresh the role and educational requirements of general practice nurses. The main tasks of the group were to scope the current role across NHS boards and identify areas for developing a refocused role. Nurses working in general practice can be employed by health boards and (more commonly) employed by general practice. This framework applies to all nurses working in general practice.

Key features of the refocused general practice nursing role

Nurses working in general practice at all levels of the career framework will play a pivotal role in integrated community nursing teams. Different models will exist and develop according to local population needs, but core areas of the role will include:

- *focusing on public health, including primary and secondary prevention and addressing health inequalities;*
- *care and support planning, including anticipatory care;*
- *assessing illness and injury;*
- *supporting management of long-term conditions;*
- *supporting people with complex conditions or who are frail as part of integrated community teams;*
- *promoting mental health and wellbeing; and*
- *providing nursing care across the life cycle.*

Nurses working in general practice must demonstrate an appropriate level of competence, according to role, within four pillars of practice – clinical practice, leadership, facilitation of learning, and evidence, research and development (Annex 1²).

Role definitions for nurses working in general practice have been agreed to ensure consistency and sustainability, with the equivalent Agenda for Change (AfC) banding for nurses working in the NHS presented as a guide³ (Table 1).

- 2 Competencies shown in Annex 1 are closely aligned to national work to develop competencies for district nursing and have been adapted for general practice nursing.**
- 3 It is recognised that many nurses in general practice are employed by independent contractors, but the ability of these employers to attract talented nurses committed to a career within general practice will be enhanced if terms and conditions are comparable to those offered across the broader NHS nursing family.**

Table 1. Role definitions and equivalent AfC banding

Level of practice	Job title	Definition	Equivalent AfC banding
2-4	Healthcare support worker	Works across individual healthcare disciplines under the direction and professional accountability of registered practitioners.	2-4
5	General practice nurse	Responsible for delivery of general practice nursing services, within the professional competence of the post holder, to the whole practice population.	5
6	Senior general practice nurse*	Has a higher degree of clinical decision-making, autonomy and responsibility than general practice nurses in the clinical environment and has completed the appropriate level of education.	6
7	Lead general practice nurse	Has advanced skills in long-term condition management. Involved in the delivery and planning of safe and effective nursing care to the whole practice population. Leads and manages a nursing team working closely with the practice manager and GPs to deliver practice priorities.	7
7	Advanced nurse practitioner	The Transforming Roles programme has set out a nationally consistent approach to advanced nursing practice. ANPs are competent to work at advanced level as part of multidisciplinary teams across all clinical settings, dependent on their area of expertise. They are clinical leaders with the freedom and authority to act and accept responsibility and accountability for those actions. The role is characterised by high-level autonomous decision-making, including assessing, diagnosing and treating (including prescribing for) patients with complex multidimensional problems. ⁴	7 (minimum)
8	Consultant nurse	Consultant nurses work at a very high level of clinical expertise and have responsibility for contributing to national, as well as local, developments in their recognised area of expertise.	8a-8d

* Level 6 role description has been developed in conjunction with the Queen's Nursing Institute/Queen's Nursing Institute Scotland to ensure consistency across the UK (see: <https://www.qni.org.uk/nursing-in-the-community/practice-standards-models/general-practice-nurse-standards/gpn-voluntary-standards-for-web/>).

Box 1 presents a case study example of how NHS Greater Glasgow & Clyde and the West of Scotland Advanced Practice Academy are working collaboratively to meet the standards for advanced practice set by Transforming Roles.

Box 1. Case study: NHS Greater Glasgow & Clyde and the West of Scotland Advanced Practice Academy working collaboratively to meet the standards for advanced practice set by Transforming Roles

NHS Greater Glasgow & Clyde (NHS GGC) is collaborating with the newly formed West of Scotland Advanced Practice Academy to support GP practices and advanced nurse practitioners (ANPs) through guidance, support and continuing professional development (CPD) opportunities for ANPs. The Academy is an alliance of the NHS boards and universities that educate ANPs in the west region.

The Transforming Roles guidance on advanced practice⁴ states that a new ANP in Scotland should hold a master's-level qualification in advanced practice and meet all the required competencies for her/his area of practice. Existing ANPs who meet the ANP definition and have been practising at this level should need only to evidence that they are continuing to meet the required competencies of their role.

NHS GGC is introducing a final sign-off process for new ANPs and those who are not yet recorded by the board as ANPs.⁵ This process will be led by the ANP's line manager who, together with the ANP's clinical supervisor, will review the ANP's NHS Education for Scotland (NES) TURAS ePortfolio for evidence of formal ANP-related qualifications and evidence that all agreed competencies are being met: for general practice, this would usually be the Royal College of General Practitioners/Royal College of Nursing ANP competencies, and for out-of-hours services, the NES competencies.

Nurses who can evidence that they meet these requirements will be recorded as an ANP on a list held by the board. An internal and external moderation process will be put in place by the board and the Academy. Arrangements will be in place for those who have been practising before 2017 (when the requirement changed to a master's-level qualification in advanced practice) or before 2010 (when evidence of master's-level learning was required).

Nurses who are not able to demonstrate that they have met all the required competencies will be supported to develop their ePortfolio through a series of board-provided portfolio workshops, masterclasses, eLearning opportunities and supervised practice provided by their GP practice/ employer. This may include those who trained many years ago or who are transitioning from ANP roles in acute care.

Regular CPD events arranged by the Academy will support qualified and trainee ANPs. Membership of the Academy will also support employers within the region to meet the standards for advanced practice set by Transforming Roles.

- 4 **Scottish Government (2017). Transforming Nursing, Midwifery and Health Professions' (NMaHP) Roles: Pushing the Boundaries to Meet Health and Social Care Needs in Scotland. Paper 2. Advanced Nursing Practice. Edinburgh: Scottish Government (http://www.nes.scot.nhs.uk/media/4031450/cno_paper_2_transforming_nmahp_roles.pdf).**
- 5 **ANPs directly employed by the NHS in Scotland are recorded on the Scottish Workforce Information Standard System (SWISS).**

Accountability

In conjunction with the Scottish Executive Nurse Directors and the Royal College of Nursing, the Transforming Roles General Practice Nursing Group will develop a professional framework for nurses working in general practice that includes principles for professional, clinical and care governance.

Key areas for evaluation of workforce impact include the need to demonstrate that services remain safe and effective, and are reducing unwarranted variation. Baseline data should be collected prior to implementation of the refocused role with reviews post service-change conducted through, for example, activity and adverse events analysis, measures of service stability (such as access), and patient and staff experience.

Impacts on the quality of care should be evaluated as part of the supervision model, with patient-record review and direct supervision being used to evaluate each nurse's competence and effectiveness.

Advanced nurse practitioner and lead general practice nurse

Much discussion and debate has taken place on the differences between advanced nurse practitioner and lead general practice nurse roles. As both roles have developed, differences and similarities have come to the fore. It is therefore recognised that within general practice, these two roles can exist within the same post.

Advanced nurse practitioner and lead general practice nurse roles should not be viewed as sitting within an hierarchical structure, with one more senior to the other. Both roles reflect high levels of practice, but with different (although equally valued) clinical focuses.

Educational preparation and support for general practice nurses

Nurses working in general practice require effective clinical supervision and support through competency frameworks and locally agreed supervision models. The combination of academic preparation, clinical competence development and effective supervision supports a tripartite approach to training and education.

The professional development of nurses in general practice requires significant educational commitment and investment to underpin the provision of high-quality, safe and effective nursing practice. The key to this is associated levels of learning against the Scottish Credit and Qualifications Framework (SCQF)⁶ (Table 2).

Evaluation

The wider impacts of the refocused role will be aligned to the Excellence in Care programme to ensure consistency of measurement and quality across the nursing workforce in primary care settings. Evaluation of impacts locally should be considered in relation to **workforce impact** and **quality assurance**.

6 Access at: <http://scqf.org.uk/interactive-framework/>

Table 2. Associated levels of learning

Level of practice	Level of learning (SCQF)	Job title
2-3	6	Healthcare support worker
4	7 or 8	Senior healthcare support worker
5	9 or 11	General practice nurse
6	11	Senior general practice nurse
7	11	Lead general practice nurse
7	11	Advanced nurse practitioner
8	11/12	Consultant nurse

The National Health and Social Care Workforce Plan Part 3⁷ committed £3 million over three years for training and education needs in general practice nursing. The Scottish Government has commissioned NES to manage this significant investment. A three-year plan that offers education and development opportunities spanning all stages and career levels within the general practice nursing workforce is in place. This includes strengthening the learning experience in general practice for undergraduate student nurses, supporting newly qualified nurses in general practice nursing training places, increasing leadership capacity and capability through a clinical fellowship model, and funding a range of continuing professional development short courses and university-accredited modules.

Established nurses working in general practice will have completed relevant recognised courses and be able to demonstrate appropriate knowledge, professional values and competency. For those nurses new to general practice, adherence to the Transforming Roles Education and Career Development Framework⁸ is expected.

Professional development for **advanced nurse practitioners in general practice** also requires significant educational assurance and investment. Key to this is the requirement for a master's-level qualification, with a core educational focus on the development of competence in: clinical assessment; clinical reasoning, judgement and diagnostic decision-making; anatomy and pathophysiology; non-medical prescribing (V300); leading, delivering and evaluating care; and practice learning/transferable work-based learning processes.

7 Scottish Government (2018) National Health and Social Care Workforce Plan Part 3. Improving Workforce Planning for Primary Care in Scotland. Edinburgh: Scottish Government (<https://www.gov.scot/Publications/2018/04/3662>).

8 Scottish Government (2017) Transforming Nursing, Midwifery and Health Professions' (NMaHP) Roles: Pushing the Boundaries to Meet Health and Social Care Needs in Scotland. Paper 5. Transforming Education and Career Development in Nursing. Edinburgh: Scottish Government (<http://www.gov.scot/Resource/0053/00533001.pdf>).

The Transforming Roles General Practice Nursing Group will continue to oversee the funding of training for general practice nursing. This will enable ongoing development of the workforce, particularly during the three-year transition period for GMS Contract implementation in the context of Primary Care Service Redesign.⁹

Future work

Employers of nurses in general practice should review their nursing workforce and use this guidance to revise job descriptions to reflect local priorities, specifically in relation to the definitions, education and supervision requirements, core clinical competencies and the four pillars of practice. This will be recorded appropriately as a requirement of the 2018 GMS contract and will support future workforce planning.

The refocused role for general practice nursing comprises phase one of a fuller programme of review of general practice nursing, with further consideration being given to:

- *agreeing a professional framework for nurses working in general practice;*
- *exploring cluster models and their implications for nurses working in general practice;*
- *scoping opportunities to improve ways of working as part of integrated community teams with district and care-home nursing colleagues;*
- *developing a modular post-graduate programme with a focus on interdisciplinary learning;*

- *managing investment to support continuing professional development of the current workforce to support the refocused role;*
- *linking with higher education institutions to further develop the research base on service impacts of general practice nursing developments;*
- *improving succession planning;*
- *supporting career development and clearer career pathways for nurses working in general practice;*
- *exploring how to embed professional accountability infrastructures for nurses and employers across all general practice settings;*
- *further engaging with key stakeholders, such as nurses working in general practice, GPs and others, through a series of national events; and*
- *progressing to phase 2 of this workstream.*

The Information Services Division should continue to influence and develop datasets for nurses working in general practice to support workforce planning.

9 Scottish Government (2018). Memorandum of Understanding between Scottish Government, British Medical Association, Integration Authorities and NHS Boards. Edinburgh: Scottish Government (<https://www.gov.scot/Topics/Health/Services/Primary-Care/GP-Contract/Memorandum-of-Understanding>).

Annex 1. Examples of responsibilities and roles of nurses working in general practice

LEVEL	AREAS OF PRACTICE			
Healthcare Support Worker (HCSW)	Clinical Skills	Facilitation of Learning	Leadership	Service Improvement
Levels 2 & 3 Parameters for a HCSW	<ul style="list-style-type: none"> • Works under direction and instruction from registered professionals • Supervision may be remote or direct • Carries out repetitive, routine and familiar tasks during their working day • Through experience and instruction, develops an awareness of what is normal concerning their patients'/clients' wellbeing and reports that which is outwith normal to registered professionals • Can communicate both routine and sensitive information to patients, clients, relatives and staff 	<ul style="list-style-type: none"> • Develops organisational and time-management skills • Supports patients learning around lifestyle 	<ul style="list-style-type: none"> • At all times, acts under the delegation and supervision of a registered practitioner • Makes non-complex decisions and reports these back to assist patient care evaluation • Works on their own initiative within their role remit, which consists of delegated tasks • Plans and prioritises their own work tasks and activities • In some circumstances, spends more time with patients/clients post-assessment than registered staff and is able to report to registered practitioners regarding patient/client progress 	<ul style="list-style-type: none"> • Understands and is able to carry out reflective practice • Recognises risk in relation to care provision

LEVEL	AREAS OF PRACTICE			
Healthcare Support Worker (HCSW)	Clinical Skills	Facilitation of Learning	Leadership	Service Improvement
<p>Levels 2 & 3</p> <p>Parameters for a HCSW</p>	<ul style="list-style-type: none"> • <i>Is able to problem-solve related to the task at hand</i> • <i>As a co-producer, works with patients/clients with varying levels of dependence; at times, they may be considered a 'lone worker' and as such carries out and undertakes familiar tasks with minimum supervision</i> • <i>Is able to recognise patients'/clients' response to care and recognises the basic care needs of patients/clients</i> • <i>Undertakes delegated well defined routine clinical and non-clinical duties within limits of competency</i> • <i>Supports patients, carers and the wider team</i> 		<ul style="list-style-type: none"> • <i>Shows awareness of patient advocacy and wider patient/client issues (such as home concerns)</i> • <i>Ensures confidentiality</i> 	

LEVEL	AREAS OF PRACTICE			
Healthcare Support Worker (HCSW)	Clinical Skills	Facilitation of Learning	Leadership	Service Improvement
<p>LEVEL 4</p> <p>Senior HCSWs have all the attributes, skills and knowledge described for HCSWs</p>	<ul style="list-style-type: none"> • Has a generalised knowledge and understanding of their job role and related tasks. Is further developed than a HCSW • Has a broad skill-base related to their practice • Possesses an awareness and relative understanding of what is normal concerning their patients'/ clients' wellbeing and reports that which is outwith normal to registered professionals • Following an initial assessment of the patient/client by the registered practitioner, and under guidance and supervision while following set protocols and procedures, carries out routine elements of assessment to enhance the patient/client journey 	<ul style="list-style-type: none"> • Supervises and assesses HCSWs of a lower grade and takes a role in supporting students and other health and social care staff • Is expected to participate in running groups and activities, giving help and support to registered colleagues • Supports and acts as a role model to HCSWs 	<ul style="list-style-type: none"> • Is able to problem-solve and take action regarding patient/client care through an awareness of policy and legislation • Works on their own initiative within their role remit, which may involve more advanced clinical skills and tasks than a HCSW, dependent on the area and site of their work • Role remit consists of delegated tasks and duties that they plan and prioritise in consultation with registered practitioners • Has developed organisational and time-management skills • At times, may be considered a 'lone worker' and as such carries out and undertakes familiar tasks with minimum supervision 	<ul style="list-style-type: none"> • Reports back to assist in broader service development and quality-assurance activities • Understands and is able to carry out reflective practice • As a co-producer, works with patients/ clients with varying levels of dependence

LEVEL	AREAS OF PRACTICE			
Healthcare Support Worker (HCSW)	Clinical Skills	Facilitation of Learning	Leadership	Service Improvement
<p>LEVEL 4</p> <p>Senior HCSWs have all the attributes, skills and knowledge described for HCSWs</p>	<ul style="list-style-type: none"> • Regularly communicates routine and sensitive information to patients, clients, relatives and staff • Has an awareness of subtle cues concerning patient/client wellbeing and responds to/takes action concerning common symptoms within agreed protocols and guidelines pertinent to their work area • General workload is likely to increase in complexity where familiar but not routine tasks are delegated to them • Recognises risk in relation to care provision and further develops risk assessment skills 			

LEVEL	AREAS OF PRACTICE			
Healthcare Support Worker (HCSW)	Clinical Skills	Facilitation of Learning	Leadership	Service Improvement
LEVEL 4 Senior HCSWs have all the attributes, skills and knowledge described for HCSWs	<ul style="list-style-type: none"> • <i>Shows awareness of patient advocacy and wider patient/client issues; recognises and understands role boundaries and limitations</i> • <i>At all times, acts under the delegation and supervision of a registered practitioner</i> 			

LEVEL	AREAS OF PRACTICE			
Registered General Practice Nurse	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 5</p> <p>Works alone without direct support, undertaking and reporting on autonomous decisions made in practice</p>	<ul style="list-style-type: none"> • Supports patients/clients with a wide range of conditions to understand and where possible take on self-management of their condition • Possesses clinical assessment skills • Delivers anticipatory and preventative care • Prescribes and works to patient group directives • Undertakes risk assessment • Assesses patients, taking into account their physical, mental and social states alongside the impact of their environment and social support available to them 	<ul style="list-style-type: none"> • Supervises experienced or qualified staff and students • Facilitates students and others to develop their experience • Has the ability to reflect on practice and utilise clinical supervision and other development opportunities and support • Has emotional intelligence and the ability to support staff at levels 2, 3 and 4 to debrief and reflect on difficult situations experienced to improve learning and enhance self-awareness 	<ul style="list-style-type: none"> • Co-ordinates the management of a defined group of patients, as delegated • Plans, implements and evaluates programmes of care to meet individual health needs • Has the ability to prioritise a delegated workload and effectively manage time and work effectively within the team • Has knowledge of resource management to ensure care is clinically effective and signposted to the patient and family, ensuring principles of confidentiality and disclosure are maintained 	<ul style="list-style-type: none"> • Contributes to quality-assurance processes and service development • Participates in educational audit • Contributes to review of impact of NMaHP interventions on the wider individual/patient experience • Has the ability to articulate the evidence underpinning patients' care plans and interventions • Has the ability to source evidence and appraise it to underpin practice • Recognises any ethical implications of audit, research, clinical trials or service-user involvement strategies

LEVEL	AREAS OF PRACTICE			
Registered General Practice Nurse	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 5</p> <p>Works alone without direct support, undertaking and reporting on autonomous decisions made in practice</p>	<ul style="list-style-type: none"> Negotiates care plans with patients and the wider multidisciplinary team (MDT) that are person-centred and focused on self-care with clear objectives, using a range of assessment tools pertinent to the patient's needs to inform the assessment and assess risk for patients and staff Articulates risk and strategy for risk assessment and management Has knowledge of a broad range of conditions, local care pathways and evidence-based management experienced by patients in community and general practice settings (this includes long-term conditions and common mental illnesses, frailty and palliative care) 	<ul style="list-style-type: none"> Engages with appraisal and the development and activation of a personal development plan Provides effective mentorship for nursing students and maintains a supportive learning environment with a range of learning opportunities Shows creativity in developing learning materials for patients and adapting care to support individual needs in patients 	<ul style="list-style-type: none"> Recognises personal accountability and responsibility to monitor and evaluate care to ensure optimal practice Participates in personal development, appraisal and development of other team members and the links between organisation and team goals Has the ability to recognise poor performance and take appropriate measures Acts up when appropriate 	<ul style="list-style-type: none"> Uses opportunities to suggest improvements to services or introduction of other innovations or evidence Engages actively in data collection for quality assurance and takes responsibility for ongoing evaluation of delegated care

LEVEL	AREAS OF PRACTICE			
Registered General Practice Nurse	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 5</p> <p>Works alone without direct support, undertaking and reporting on autonomous decisions made in practice</p>	<ul style="list-style-type: none"> • Has an understanding of the presentations of multiple pathology, depression, anxiety states, frailty and delirium • Has knowledge of the management of uncomplicated symptoms in patients/clients with palliative or terminal care needs and enhanced communication skills to confidently manage uncertainty • Ensures information is recorded objectively and reported back to the general practice team and wider MDT • Can plan ahead for potential scenarios to ensure anticipatory care needs are understood and met 		<ul style="list-style-type: none"> • Assists the lead general practice nurse, or appropriate other, in undertaking and reviewing population needs, assessments and community profiles or other data in general practice that reflect the demographics within broader public health issues within the local community and general practice populations • Demonstrates leadership through appropriate delegation and supervision of non-registered staff 	

LEVEL	AREAS OF PRACTICE			
Registered General Practice Nurse	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 5</p> <p>Works alone without direct support, undertaking and reporting on autonomous decisions made in practice</p>	<ul style="list-style-type: none"> • <i>Recognises signs of deterioration in patients and refers appropriately to ensure patient safety and avoid hospital admission</i> • <i>Collaborates effectively with other members of the multidisciplinary team or other agencies involved in the patient's care</i> • <i>Has the ability to recognise the patient's health beliefs and adapts behaviour-change approaches to enable self-management using extended brief interventions</i> • <i>Utilises a range of IT applications and technology where appropriate</i> • <i>Utilises critical thinking to explore and analyse evidence, cases and situations in practice</i> 			

LEVEL	AREAS OF PRACTICE			
Registered General Practice Nurse	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 5</p> <p>Works alone without direct support, undertaking and reporting on autonomous decisions made in practice</p>	<ul style="list-style-type: none"> <i>Draws on a range of sources in making judgements guided by senior colleagues within defined policies, procedures and protocols</i> 			

LEVEL	AREAS OF PRACTICE			
Senior Practitioner (Senior General Practice Nurse)	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 6</p> <p>Long-term condition management and care co-ordination involving clinical decision-making and accountability for highly complex patients/clients</p>	<ul style="list-style-type: none"> • Uses a range of clinical assessment skills, including: <ul style="list-style-type: none"> • history-taking, physical examination, cognitive assessment and an approach that fosters a bio-psychosocial model • critical thinking and clinical decision-making • making objective and appropriate referrals • Is an V300 non-medical prescriber • Delivers palliative care • Delivers care and support planning and anticipatory care 	<ul style="list-style-type: none"> • Identifies and supports the achievement of learning needs of individuals/teams in response to service need and personal development planning • Evaluates the effectiveness of educational interventions • Participates in teaching and student selection in higher education institutions and/or other education organisations • Uses established models of supervision, mentorship and coaching • Contributes to the creation of an effective learning environment, ensuring learning opportunities for students • Participates in educational audit 	<ul style="list-style-type: none"> • Works effectively across professional and agency boundaries • Provides leadership for quality improvement and service development and improvement to enhance people's wellbeing and experiences of health care • Actively contributes to a variety of professional networks, such as managed knowledge networks • Recognises early signs of poor performance and takes appropriate measures to address concerns • Contributes to the development of local guidelines and policy where appropriate at cluster, regional and national levels 	<ul style="list-style-type: none"> • Has knowledge regarding sources of evidence • Has the ability to generate, manage and utilise data • Has the ability to critically examine research, including: <ul style="list-style-type: none"> • its application to clinical practice • facilitating and participating in research • dissemination, where appropriate • Delivers population surveillance and interventions to improve community and individual health and wellbeing • Provides measurement of effectiveness of care

LEVEL	AREAS OF PRACTICE			
Senior Practitioner (Senior General Practice Nurse)	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 6</p> <p>Long-term condition management and care co-ordination involving clinical decision-making and accountability for highly complex patients/clients</p>	<ul style="list-style-type: none"> • <i>Delivers person-centred care approaches, including supporting self-management and behaviour change, practising motivational interviewing, delivering compassionate care, and adopting personal outcomes-, asset- and strength-based approaches and co-production</i> • <i>Role-models the values, behaviours and interactions expected, and ensures patient, family and carer feedback support these in practice</i> • <i>Understands public health, including health inequalities, epidemiology and prevention</i> • <i>Utilises a range of skills related to e-health and technology to enable care, and support self-management</i> 		<ul style="list-style-type: none"> • <i>Provides leadership around integrated working, risk management, handling of complaints and feedback</i> • <i>Supports staff through change, including building resilience in self and others</i> • <i>Demonstrates advanced communication skills, including motivational interviewing and negotiation</i> 	

LEVEL	AREAS OF PRACTICE			
Senior Practitioner (Senior General Practice Nurse)	Clinical Practise	Facilitation of Learning	Leadership	Evidence, Research & Development
LEVEL 6 Long-term condition management and care co-ordination involving clinical decision-making and accountability for highly complex patients/clients	<ul style="list-style-type: none"> • <i>Understands and supports mental health and wellbeing</i> • <i>Provides assessment, support, advice and, if appropriate, management of women's health and men's health issues</i> • <i>Manages minor illness and triage</i> • <i>Assesses and manages long-term conditions</i> • <i>Monitors laboratory results, arranging follow-up where appropriate</i> 			

LEVEL	AREAS OF PRACTICE			
Lead General Practice Nurse	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 7</p> <p>Nurse Team Leader, with in-depth knowledge of long-term conditions; leads and supports the nursing team in a managerial and professional capacity, including clinical decision-making</p>	<ul style="list-style-type: none"> • Has responsibility for specific areas of service delivery • Has in-depth expertise in long-term condition assessment, including comprehensive clinical examination to address highly complex health needs and physical and mental health assessment • Is an V300 non-medical prescriber • Has freedom and authority to request diagnostic investigations and interpret and analyse results • Acts on the results to inform diagnosis and optimise treatment and management outcomes 	<ul style="list-style-type: none"> • Manages/supervises work of others • Provides training support and supervision of staff • Delivers advanced practice through educational development and delivery • Acts as an experienced work-based learning educator/assessor by providing advice to other practitioners • Designs, plans, implements and evaluates learning and development programmes • Engages with education providers to contribute to curriculum development and teaching • Takes a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience 	<ul style="list-style-type: none"> • Provides strong and effective leadership across professional and organisational teams/boundaries • Leads or contributes to general practice clusters and health policy development and implementation • Advises others on evidence-informed complex community nursing issues • Critically reviews team performance and uses results to enhance own and team-member working • Provides strong and effective leadership across professional and organisational team boundaries 	<ul style="list-style-type: none"> • Ensures the delivery of evidence-informed care and participates/leads practice development • Leads innovation and quality improvement • Is a role model for the wider team by creating a positive research culture • Utilises skills and knowledge of staff to support or undertake research/quality-improvement activity, such as audit and evaluation • Identifies, promotes, embeds and monitors the measurement of outcomes relevant to area of practice, using findings to enhance practice

LEVEL	AREAS OF PRACTICE			
Lead General Practice Nurse	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 7</p> <p>Nurse Team Leader, with in-depth knowledge of long-term conditions; leads and supports the nursing team in a managerial and professional capacity, including clinical decision-making</p>	<ul style="list-style-type: none"> • <i>Formulates an action plan for the treatment of the patient with long-term conditions, synthesising clinical information based on the patient's presentation, history, clinical assessment and findings from relevant investigations, using appropriate evidence-based practice</i> • <i>Implements non-pharmacological-related interventions/therapies, dependent on situation and technical requirements of care</i> • <i>Utilises new knowledge in innovative ways and takes responsibility for developing and changing practice in complex and sometimes unpredictable environments</i> 	<ul style="list-style-type: none"> • <i>Analyses the range of factors that influence learning</i> • <i>Advises service/education providers on capability and capacity for student experience</i> 	<ul style="list-style-type: none"> • <i>Actively encourages involvement of service users to influence and improve person-centred care</i> • <i>Ensures organisational objectives are reflected in personal and team objectives</i> • <i>Establishes, leads and supports a variety of professional networks with peers across professional groups</i> 	

LEVEL	AREAS OF PRACTICE			
Lead General Practice Nurse	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 7</p> <p>Nurse Team Leader, with in-depth knowledge of long-term conditions; leads and supports the nursing team in a managerial and professional capacity, including clinical decision-making</p>	<ul style="list-style-type: none"> • <i>Recognises the complexity of operating in multi-agency environments and the need for interdependent decision-making</i> • <i>Supports patients and carers to manage their medicines and undertakes medicine management reviews when required</i> 			

LEVEL	AREAS OF PRACTICE			
Advanced Practitioner ¹⁰	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 7</p> <p>Senior level of advanced clinical decision-making and accountability for highly complex patients/clients</p>	<ul style="list-style-type: none"> • Provides differential diagnoses • Has responsibility for specific areas of service delivery • Undertakes advanced-level assessment, including comprehensive clinical examination to address highly complex health needs and physical and mental health assessment • Is an V300 non-medical prescriber • Takes account of managing clinical risk in dealing with undifferentiated client groups across the age spectrum 	<ul style="list-style-type: none"> • Manages/supervises work of others • Provides training support and supervision of staff • Delivers advanced practice through educational development and delivery • Acts as an experienced work-based learning educator/assessor by providing advice to other practitioners • Designs, plans, implements and evaluates learning and development programmes • Engages with education providers to contribute to curriculum development and teaching 	<ul style="list-style-type: none"> • Provides strong and effective leadership across professional and organisational teams/boundaries • Leads or contributes to community nursing and health policy development and implementation • Practices with autonomy by virtue of advanced knowledge and skills • Advises others on evidence-informed complex community nursing issues • Critically reviews team performance and uses results to enhance own and team-member working 	<ul style="list-style-type: none"> • Ensures the delivery of evidence-informed care and participates/leads practice development • Leads innovation and quality improvement • Is a role model for the wider team by creating a positive research culture • Utilises skills and knowledge of staff to support or undertake research/quality-improvement activity, such as audit and evaluation

¹⁰ Advanced Nurse Practitioner – National Competencies resources can be accessed at: <http://www.advancedpractice.scot.nhs.uk/education/advanced-nurse-practitioner-national-competencies.aspx?tab=TabResources>

LEVEL	AREAS OF PRACTICE			
Advanced Practitioner	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
<p>LEVEL 7</p> <p>Senior level of advanced clinical decision-making and accountability for highly complex patients/clients</p>	<ul style="list-style-type: none"> • Has freedom and authority to request diagnostic investigations and interpret and analyse results • Acts on the results to inform diagnosis and optimise treatment and management outcomes • Formulates an action plan for the treatment of the patient, synthesising clinical information based on the patient's presentation, history, clinical assessment and findings from relevant investigations, using appropriate evidence-based practice • Implements non-pharmacological-related interventions/therapies, dependent on situation and technical requirements of care 	<ul style="list-style-type: none"> • Takes a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience • Analyses the range of factors that influence learning • Advises service/education providers on capability and capacity for student experience 	<ul style="list-style-type: none"> • Provides strong and effective leadership across professional and organisational team boundaries • Actively encourages involvement of service users to influence and improve person-centred care • Ensures organisational objectives are reflected in personal and team objectives • Establishes, leads and supports a variety of professional networks with peers across professional groups 	<ul style="list-style-type: none"> • Identifies, promotes, embeds and monitors the measurement of outcomes relevant to area of practice, using findings to enhance practice

LEVEL	AREAS OF PRACTICE			
Advanced Practitioner	Clinical Skills	Facilitation of Learning	Leadership	Evidence, Research & Development
LEVEL 7 Senior level of advanced clinical decision-making and accountability for highly complex patients/clients	<ul style="list-style-type: none"> • <i>Has the freedom and authority to admit and discharge from identified clinical areas</i> • <i>Utilises new knowledge in innovative ways and takes responsibility for developing and changing practice in complex and sometimes unpredictable environments</i> • <i>Recognises the complexity of operating in multi-agency environments and the need for interdependent decision-making</i> 			



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