**Career & Development Framework for General Practice Nursing**

November 2012

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**Introduction**

**Rationale**

Modernisation and integration of services provide opportunities for nurses to lead on the design of services and care delivery. Modernising Nursing Careers[[1]](#footnote-1) is being taken forward in Scotland under the auspices of Delivering Care, Enabling Health[[2]](#footnote-2), and has provided an opportunity to strengthen nursing careers using the Career Framework for Health[[3]](#footnote-3) as an enabling tool. A number of Scottish resources such as the Advanced Practice Toolkit[[4]](#footnote-4), the Education & and Development Framework for Senior Charge Nurses[[5]](#footnote-5) and the Effective Practitioner[[6]](#footnote-6) have used the NHS Career Framework for Health to establish and sustain consistent role benchmarks for professional practice.

Registered nurses employed within General Practice deliver highly skilled, evidence informed care with other professions and agencies to people in a general practice population from across the age continuum, including infants, children and young people, adults and older adults. They work as partners with individuals, families and carers, anticipating health needs, promoting self care and self management, enabling individuals to be as healthy and independent as possible and providing support and care. General Practice Nursing roles are varied however the main areas of clinical responsibility relate to anticipatory care, long term condition management and providing minor ailment/illness assessment. Development of this Career & Development Framework for General Practice Nursing provides a tool which guides nurses employed in general practice and their employers to support their career and development in line with current ambitions for the NHS workforce[[7]](#footnote-7) and allowing General Practice to build on best value.

The Career & Development Framework for General Practice Nursing describes the leadership of all aspects of care within a bio psychosocial model which will include complex emotional and physical conditions, within a health and community context. As such, this requires advanced level communication skills and clinical competence underpinned by a sound education and research base and delivered through strong and visible leadership, which is commonly the whole general practice team.

This Career and Development Framework will assist general practice employers, senior general practice nurses and national organisations in identifying the practice and skills required to provide a high quality of care in line with the Quality Strategy[[8]](#footnote-8) and allow for the benchmarking of existing roles[[9]](#footnote-9). Employers and educational institutions can use the framework in decisions around capacity building for the general practice nursing workforce. It can also be used by nurses to focus on the educational and career development requirements in order to effectively fulfil their general practice nursing roles.

This framework has been developed as part of the Scottish Government Modernising Nursing in the Community programme. It was facilitated by the original work of NHS Education for Scotland and Health Improvement Scotland on the Career Framework for Nursing in Sexual and Reproductive Health and subsequently, the Career and Development Framework for Nursing in Occupational Health. It responds to policy initiatives such as Delivering Care, Enabling Health and Better Health, Better Care[[10]](#footnote-10) which puts nurses at the forefront of service design and delivery, ensuring safe and effective person centred care.

**Structure**

This Career and Development Framework is comprised of templates which map progress through levels 5-8 of the Career Framework for Health (Appendix 1). Examples are provided of the sphere of responsibility / role associated with a particular level, key knowledge and skills, appropriate educational and development preparation including levels of qualification as identified in the Scottish Credit and Qualifications Framework (Appendix 2) and suggested mapping to the NHS Knowledge and Skills Framework (Appendix 3).

The framework is organised around the four central pillars of practice described in the Advanced Practice toolkit \* - Leadership, Facilitation of Learning: Evidence, Research and Development and Clinical Practice. The material presented in the first three pillars is generic to any professional group and it is the Clinical Practice pillar which defines the specific nature of general practice nursing. The emphasis on each pillar, at a particular level of the Career Framework, will vary according to role e.g. for Health Board employed practice nurse advisors the Leadership pillar may predominate. There is no direct matching of content across individual columns.

Practitioners develop in confidence and competence as they progress within, and across, each level of the career framework moving from newly qualified novice practice, towards experienced, expert practice. The gateway review processes that take place as part of the NHS Knowledge and Skills Framework support and influence this developmental process (Scottish Executive 2004). The consolidation of existing knowledge and skills, and the acquisition of new ones, are reflected in the incremental nature of the Career Framework Levels.

It is important to note that the levels in this Framework do not directly “read across” to the Agenda for Change (AfC) pay bands levels the Career Framework for Health has no direct link to pay.

**Level 5**

**Practitioner Level**

**Career & Development Framework Level 5 – Overview**

| **Career Framework Level** | **Central Themes** | **Broad Sphere of responsibility/role** | **Minimum Professional/Education Requirements** | **Examples of Core Educational Themes** | **SCQF** |
| --- | --- | --- | --- | --- | --- |
| LEVEL 5  Practitioner Level | 1. Clinical Practice 2. Facilitation of Learning 3. Leadership 4. Evidence, Research and Development | Deliver care as part of a multiprofessional / multiagency team  Undertake personal and professional development  Contribute to the development and supervision of undergraduate/ pre-registration nurses and other staff within team | Registered on the Part 1 of the Nursing and Midwifery Council (NMC) register  Educated to a minimum of Pre-Registration Diploma Level  Appropriate and relevant formal and work based educational preparation relevant to general practice nursing  **If Appropriate** **Working towards**  NMC Community Practitioner Prescribing  Mentorship preparation | Public Health (Assessing health needs, Epidemiology, Policy Drivers, Service Provision)  Long Term Condition Management  Communication & Consultation  Team Working  IT skills  Management  Teaching, Learning and Facilitation  Complex Needs  Safeguarding and protecting children and vulnerable adults  Children, Young People and Family Health | 8 - 10 |

**Career & Development Framework Level 5**

| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| --- | --- | --- | --- | --- | --- |
| LEVEL 5  Practitioner Level | 1. Clinical Practice | 1.1 Demonstrate developing competence and clinical skills in the assessment and recording of findings to deliver general practice nursing in all contexts appropriate to individuals’ needs in the general practice. | Practitioner must work as part of a general practice team using and developing the knowledge and skills to deliver person centred care to the whole age spectrum across the practice population.  Contribute to health improvement, prevention, cure, care, rehabilitation and palliation.  As part of a multidisciplinary general practice team determine health needs with specified individuals to improve health outcomes for individuals and families in general practice.  Consult with individuals, families and carers as partners.  Utilise local care pathways in long term conditions, health improvement and minor illness.  Utilise a range of IT applications to support and enhance practice.  Promote clinical governance and assume accountability and responsibility for delivery of agreed specific aspects of care.  Work under direct/indirect supervision using evidence informed practice to provide safe, effective and person centred care.  Have knowledge of the use of telehealth / telecare technologies to support maximum independence at home and reduction in exacerbations and / or hospital admission | A broad knowledge and understanding of general practice nursing underpinned by theoretical knowledge of community and primary care concepts and definitions and relevant clinical experience.  Assessment, planning, intervention, referral and discharge required to contribute to key spheres of responsibility and roles.  Communication skills including brief intervention skills  Consultation skills.  Work with patient group directions or independent non medical prescribing.  Knowledge of range and needs of children, individuals with learning disability, mental health issues and those from vulnerable and hard to reach groups.  Additional specific clinical competencies as required for the role. | Registered Nursing Diploma/degree or working towards a Nursing Degree.  Flying Start NHS web-based resource programme[[11]](#footnote-11)  Effective Practitioner website resource[[12]](#footnote-12)-Clinical Practice Learning Activities  Health informatics  Introduction/  orientation to e-KSF  Formal and informal development as outlined in “Framework for Development of Community Staff Nurses”(NHS Education 2009)  Managed Knowledge Network [www.scotland.gov.uk](http://www.scotland.gov.uk)  Mandatory training as per organisation  Undertake a preparation for mentorship programme.  Reflective practice.  IT and telehealth skills  Specific skill based courses such as ear care, cervical cytology, venepuncture, wound management  Long Term Conditions  Child protection and vulnerable groups  Health Inequalities  Getting it right for every child (GIRFEC)  Health Improvement  Sexual Health  Communication and Consultation Skills The Safe Communication in Health Care resource: <http://elearning.scot.nhs.uk:8080/intralibrary/IntraLibrary?command=open-preview&learning_object_key=i369n883802t>  Negotiating Behaviour  Change  Immunisation  Travel Health  Resource Management |
|  |  | 1.2 Promote and influence others to incorporate non-judgemental, values-based care into practice | Respect the dignity, wishes and beliefs of all individuals, basing care and support on obtaining informed consent and shared decision making.  Understand the influences on health behaviours to provide culturally competent care. | Adherence to NMC Code (2008).  Awareness of own values and beliefs.  Recognise and respect individual choice, differences and perspectives. | Ethical decision making  Equality and Diversity Legislation  Health Inequalities  e.g. NES Learning Resource ‘Bridging the Gap’. |
|  |  | 1.3 Work under direction with autonomy to exercise judgement about actions while accepting professional accountability and responsibility | Utilise critical thinking to explore and analyse evidence, cases and situations in clinical practice.  Draw on a range of sources in making judgements guided by senior colleagues within defined policies, procedures and protocols. | Knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice: Nursing Midwifery Council: [www.nmc.uk.org](http://www.nmc.uk.org)  Ability to search, review, analyse and apply relevant literature effectively to enhance decision making.  Knowledge of resources for delivering effective clinical practice. | Problem Based Small Group Learning <http://www.gpcpd.nes.scot.nhs.uk/pbsgl.aspx> |
|  |  | 1.4 Demonstrate ability to undertake personal reflection of clinical practice | Participates in a clinical support network within the primary care team or with peers. | Uses reflection to improve clinical decision making.  Knowledge and Understanding of significant event analysis | Quality Outcome Framework templates  Appraisal  Audit  Significant Event Analysis  Multi Source Feedback |

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| **Career Framework**  **Level** | **Central Pillars** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 5  Practitioner Level | 2. Facilitation of Learning | 2.1 Learning, Teaching and Assessment | Be responsible and accountable for keeping own knowledge and skills up to date through continuing professional development and participating in clinical support strategies e.g. mentoring, coaching, clinical supervision  Facilitate students and others to develop their competence, using a range of professional and personal development skills  Provide educational support and facilitation to clients, patients and families to support self-management and decision making  Conduct a fair, objective and timely assessment of learners | Ability to:-   * maintain own personal and professional development, learning from experience through supervision, feedback, reflection and evaluation * motivate, stimulate, encourage and facilitate the learning process * use reflective practice techniques * Develop skills in :-   clinical/practice assessment  teaching/facilitation | Flying Start NHS Programme  Effective Practitioner resources – Learning, teaching and supervision activities  Workplace Assessor Preparation e.g. SQA Assessor qualification Mentorship preparation  Development of motivational, assessment and reflective skills  Information technology skills |
|  |  | 2.2 Creation of the learning environment | Use established models of supervision and mentorship  Contribute to creation of an effective learning environment ensuring learning opportunities for students  Participate in educational audit | Ability to:-   * Use core facilitation and teaching skills * Develop educational materials * Understand improvement approaches such as learning audit and appreciative enquiry * Use models of supervision/mentorship |  |

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| **Career Framework**  **Level** | **Central Pillars** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 5  Practitioner Level | 3. Leadership | 3.1 Team work and Development | Identify priorities, manage time and resources effectively to ensure that quality of care is maintained or enhanced  In conjunction with senor NMAHP’s, monitor and evaluate standards of care adhering to defined guidelines, policies standards and protocols to ensure the delivery of safe, effective and person centred care (Scottish Government 2010)  Responsible for aspects of clinical effectiveness and management of resources  Recognise own accountability to act where performance and practice of self and others should be improved  Engage in any required change management  Participate in monitoring the effectiveness and impact of change  Seek opportunities to improve the service for example, by generating ideas for innovation and solution  Act as a positive role model  Work independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals  Manage risk and remain accountable for the care given to these individuals  Work effectively across professional and agency boundaries, actively involving and respecting others’ contribution  Recognise diversity, individual differences and perspectives | Ability to:-  Respond autonomously and confidently to planned and uncertain situations, managing themselves and others confidently  Practice in line with local, national and professional strategies, policies, protocols and standards e.g. Health and Safety, Equality legislation, SIGN Guidelines, Professional policies and codes  Demonstrate professional accountability in relation to performance of self and others  Develop skills in:  - Negotiation  - Influencing  - Organisation  - Problem solving  - Sustaining arguments to solve problems  Consolidate  - critical thinking skills  - analytical skills  - evaluation skills  - interpersonal skills | Early Clinical Career Fellowships  Developing leadership skills  Leadership and management skillsm (accredited or work based)  Clinical audit  Flying Start NHS – Safe practice and policy  Effective Practitioner resources  Work shadowing of more senior colleagues |

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| **Career Framework**  **Level** | **Central Pillars** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 5  Practitioner Level | 3. Leadership | 3.2 Professional and Organisational Leadership | Adherence to importance of confidentiality and appropriate disclosure  Awareness of how organisational goals are reflected in personal and team objectives  Recognise early signs of poor performance and take appropriate measures  Build professional networks promoting exchange of knowledge, skills and resources in relation to work and health | Ability to:-   * Understand improvement approaches to support service enhancement * Understand implications for practice of key legal and ethical issues |  |

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| **Career Framework**  **Level** | **Central Pillars** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 5  Practitioner Level | 4. Evidence, Research and Development | 4.1 Evidence into practice | Access databases on research and evidence related to area of practice  Appraise research and evidence and use to underpin own practice  Assess own practice and interventions against person centered outcomes  Contribute to review of impact of NMAHP interventions on the wider individual/patient experience  Consolidate understanding and application of different research approaches  Identify ideas for research activity  Observe and record data as directed for clinical trials, audits, surveillence | Ability to:-   * Display literature/database searching and information literacy skills * Demonstrate confidence in using information technology skills and systems * Access and apply research * Critically appraise   Ability to demonstrate knowledge of:-   * Clinical audit and local NHS information and research governance policies * Local systematic processes that contribute to quality improvement e.g. releasing time to care * User defined and person centred outcomes e.g. Talking Points and other personal outcome approaches * Research governance – ethics, data protection, confidentiality * Data analysis and interpretation | Flying Start NHS – Research for Practice  Effective Practitioner resources – Evidence based practice learning  Appropriate and relevant work based learning/accredited courses in Research and research based practice  Knowledge network, for example Joanna Briggs Institute and Cochrane review  Quality improvement methodology |

**Level 6**

**Senior Level**

**Career & Development Framework Level 6 – Overview**

| **Career Framework Level** | **Central Themes** | **Broad Sphere of responsibility/role** | **Minimum Professional/Education Requirements** | **Examples of Core Educational Themes** | **SCQF** |
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| LEVEL 6  Senior Level | 1. Clinical Practice 2. Facilitation of Learning   3. Leadership  4. Evidence, Research and Development | Responsible for maintenance of high levels of evidence based general practice nursing  Skilled effective practitioner in the field of general practice nursing  Manage/supervise work of others  If relevant act as a mentor and preceptor  Lead in assessing, planning, providing and evaluating evidence informed general practice nursing care adopting a multi disciplinary management / team approach where appropriate  Provide direct or indirect supervision and leadership to multi disciplinary team members  Provide an effective learning environment in which to teach, supervise and assess learners  Support the development and implementation of new models and strategies to promote safe and effective care which maximise a person centred approach | Registered on Part 1 of the Nursing and Midwifery Council register(NMC)  Educated to a minimum of degree level  **If Appropriate Working Towards**  NMC Independent Prescribing | Research and Evidence Informed Practice  Reflective Practice  Leadership and Management  Advanced clinical decision making for long term conditions and minor illness  Managing complex cases  Anticipating and responding to health needs | 9 – 11 |

**Career & Development Framework Level 6**

| **Career Framework Level** | | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
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| LEVEL 6  Senior Level | 1. Specialist Clinical Practice | 1.1 Demonstrate specialist competence, innovation and clinical leadership in the assessment, intervention and delivery of general practice nursing in all contexts appropriate to individuals’ needs in the general practice. | Senior Practitioners will work as part of a general practice team using and developing the knowledge and skills to deliver patient centred care to the whole age spectrum across the practice population.  As part of a multidisciplinary team within general practice plan and deliver health improvement, prevention, cure, care, rehabilitation and palliation as determined by the needs of specified groups of individuals    Co-ordinate and manage health needs with specified individuals as part of a multidisciplinary general practice team.  Develop local care pathways in long term conditions, health improvement and minor illness.  Influence the use of data collection systems to support and enhance decision making.  Promote clinical governance and assume accountability and responsibility for delivery of whole episodes of care including assessment, diagnosis, intervention, referral and discharge.  Use evidence informed practice to work independently by virtue of specialist knowledge and skills to provide safe, effective and person centred care.  Use where appropriate telehealth / telecare technologies to support maximum independence at home and reduction in exacerbations and / or hospital admissions. | Detailed specialist knowledge and understanding of general practice nursing underpinned by theoretical community and primary care concepts and definitions and relevant clinical experience.  Assessment, planning, intervention, referral and discharge required to deliver key spheres of responsibility and roles of wider health and social teams.  Knowledge and skills in therapeutics in order to evaluate effective drug and non drug approaches to managing specific acute and chronic illness and assess concordance.  Decision making skills to safely manage or refer to other health professionals those individuals with multiple symptoms and pathologies, both acute and chronic health problems.  Enhanced communication skills  Promotes the range and needs of children, individuals with learning disability, mental health issues and those from vulnerable and hard to reach groups with general practice team.  Additional specific clinical competencies as required for role. | Effective Practitioner website resource[[13]](#footnote-13)-Clinical Practice Learning Activities  Appropriate and relevant work based learning /accredited courses  Advanced clinical assessment  Maintain and enhance KSF profile  Clinical supervision/mentorship/  leadership  Managed Knowledge Network [www.scotland.gov.uk](http://www.scotland.gov.uk)  Independent non medical prescribing  Advanced communication and clinical skills  Cleanliness Champions  Specialist Long Term Condition Management  Mental Health  Minor illness  Sexual Health  Appropriate and relevant work based learning / post graduate accredited courses (SCQF Levels 10/11)  Public Health  CPD for Independent Non medical prescribing  http://www.nes.scot.nhs.uk/prescribing/index.html  Appraisal skills |
|  |  | 1.2 Promote and influence others to incorporate nonjudgmental, values-based care into practice. | Ensure care delivery is person centred. | High level of awareness of own values and beliefs.  Works in a positive way with difference and diversity. | Dignity and respect  Diversity and cultural training |

| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
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|  |  | 1.3 Works independently  with the freedom to exercise judgment about actions while accepting professional accountability  and responsibility | Utilise enhanced critical thinking to explore and analyse evidence in clinical practice.  Freedom to act but guided by precedent and clearly defined policies, procedures and protocols.  Manage team and resources to provide an ethical service within the context of current care frameworks while remaining accountable for own professional practice. | Detailed knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice.  Ability to search, review, analyse and apply relevant literature effectively to enhance planning and decision making.  Knowledge of cost effective approaches to resource management in clinical practice | Critical appraisal of legislation, policies, procedures, protocols, professional regulation and codes of practice such as Scottish Intercollegiate Guideline Network  Scottish School of Primary Care Research  <http://www.sspc.ac.uk/spcrn/>  Procurement training |
|  |  | 1.4 Promote the practice of clinical reflection for self and team | Provide clinical support for general practice team.  Support self and team to reflect on clinical practice. | Undertakes significant event analysis.  Knowledge and skill in using safety tools to reflect on clinical decision making. | NES CPD Training |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 6  Senior Level | 2. Facilitation of Learning | 2.1 Learning, Teaching and Assessment | Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning  Evaluate the effectiveness of educational interventions  Consolidate own assessment skills and support others in making assessment judgements  Participate in teaching and student selection in HEI’s and/or other education organisations | Ability to:-   * consolidate core skills to support workplace learning * reflect on practice and support reflection in others * understand and apply standards and guidelines that underpin a quality learning environment * demonstrate skills in undertaking and responding to evaluation of learning * use appropriate interviewing techniques | Test for best resources  Effective Practitioner resources – Learning, teaching and supervision activities  Mentorship/Practice Teacher preparation  Programme of preparation for clinical supervision  Information technology skills |
|  |  | 2.2 Creation of the learning environment | Use established models of supervision and mentorship  Contribute to creation of an effective learning environment ensuring learning opportunities for students  Participate in educational audit | Ability to:-   * Use core facilitation and teaching skills * Develop educational materials * Understand improvement approaches such as learning audit and appreciative enquiry * Use models of supervision mentorship |  |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| Level 6  Senior Level | 3. Leadership | 3.1 Team work and Development | Act as a positive role model  Work independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals  Manage risk and remain accountable for the care given to these individuals  Work effectively across professional and agency boundaries, actively involving and respecting others’ contribution  Recognise diversity, individual differences and perspectives  Manage professional development of individuals and groups  Begin to develop skills in recognised workload assessment tools and skill mix | Ability to:-   * Demonstrate clinical leadership behaviours and skills * Give and receive feedback in an open, honest and constructive manner * Apply equality and diversity legislation which underpins practice * Implement suggestions for own improvement and that of others * Demonstrate knowledge, understanding and utilisation of KSF and its application | Communication skills  Negotiation skills  Effective Practitioner  Education and Development Framework for Senior charge nurses/midwifes and team leaders in all areas of practice (NES 2011)  Information Governance Framework |
|  | 4. Evidence, Research and Development | 3.2 Professional and Organisational Leadership  4.1 Evidence into practice | Act as a change agent  Provide leadership for quality improvement and service development to enhance people’s wellbeing and experiences of healthcare  Encourage staff to contribute ideas and solutions for quality improvement and innovation  Actively contribute to a variety of professional networks e.g. managed knowledge networks (MKN), professional learning  Negotiate and influence locally in terms of professional practice and in relation to healthcare  Recognise early signs of poor performance and take appropriate measures to address concerns  Use research related approaches to assess hoe evidence is being used to inform the quality of care of individuals by self and others  Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials or projects (Employability Skills L6)  Contribute to, or participate in research related activity  Identify and disseminate information on NHS Board/University programmes of research/forums/ special interest groups/networks relevant to area of practice  Contribute to the development of local guidelines and policy and where appropriate at regional and national level  Identify and utilise skills and knowledge of staff to support or undertake research related activity such as audit, evaluation and wider research for benefit of the organisation.  Share research activity findings through local bulletins, team meetings forum/professional journals | Ability to:-   * Organise and implement change * Support others improve and enhance practice * Display creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness * Lead, persuade and influence others effectively     Ability to:-  Adhere to research governance for self and others  Support others to access data and develop literacy skills  Participate in research audit/ evaluation and Quality Improvement processes  Understand research governance processes | Test for the best resources  Leadership and management learning activities  Communication and developing management skills (accredited or work based)  Effective Practitioner resources  Work shadowing of more senior colleagues  Effective Practitioner resources – Evidence – based practice learning activities  Research skills  Advanced report writing skills  Funding applications |

**Level 7**

**Advanced Practitioner**

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**Career and Development Framework Level 7 –Overview**

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| **Career Framework Level** | **Central Themes** | **Broad Sphere of responsibility/role** | **Minimum**  **Professional/Education Requirements** | **Examples of Core Educational Themes** | **SCQF** |
| LEVEL 7  Advanced Practitioner | 1. Clinical Practice 2. Facilitation of Learning 3. Leadership 4. Evidence, Research and Development | Professional Leader  Manage/supervise work of others  Provide training, support and supervision to staff  Influence policy and implement national and local guidance  Responsible for areas of clinical governance within general practice  Ensure the delivery of evidence informed care and participate in practice development | Registered on the Part 1 of Nursing & Midwifery Council register  **Working towards**  Masters Level Award  NMC Independent non medical prescribing | Research methods  Reflective Practice  Leadership and Management  Public Health (Epidemiology, Policy Drivers, Service Provision)  Legal & ethical issues including Health and Safety Law, Employment Law and Equal Opportunities  Evidence Informed Practice  Advanced Clinical Skills | 11 |

**Career & Development Framework Level 7**

| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| --- | --- | --- | --- | --- | --- |
| LEVEL 7  Advanced Practitioner | 1. Clinical Practice | 1.1 Demonstrate advanced competence, innovation and clinical leadership in general practice nursing management and delivery appropriate to needs of the general practice and the wider primary care community. | Advanced practitioners will work as part of a general practice team by using expert specialist knowledge and skills to deliver person centred care to the whole age spectrum across the practice population.  As part of a multidisciplinary team lead health improvement, prevention, cure, care, rehabilitation and palliation as determined by the needs of the general practice.  Undertake advanced level interventions to address highly complex health needs.  Provide advanced clinical skills to care for individuals, families, and carers in the general practice.  Ensure data capture systems are fit for purpose.  Promote clinical governance and assume accountability and responsibility for delivery of whole episodes of care including assessment, diagnosis, intervention, referral and discharge.  Work autonomously by virtue of specialist knowledge and skills to provide safe, effective and person centred care.  Provide advice to local and regional general practice nursing policy and strategies to deliver quality care.  Ensure telehealth / telecare technologies are available to support maximum independence at home and reduction in exacerbations and / or hospital admissions | Highly developed specialist knowledge and understanding of long term conditions, health behaviours, minor illness and interventions to improve health outcomes.  Uses advanced communication skills in consultations.    Advanced knowledge and skills in therapeutics so as to prescribe effective drug and non drug approaches to managing specific acute and chronic illness and assess concordance.  Use advanced assessment and decision making skills to safely manage or refer to other health professionals and other services those individuals with multiple symptoms and pathologies, both acute and chronic health problems.  Communicates with internal and external agencies to enhance patient care.  Knowledge and understanding of clinical governance within own organization.  Participate in local / regional policy making groups such as managed clinical networks or community health partnerships.  Additional specific clinical competencies as required for the role. | Appropriate and relevant workbased learning /accredited courses  Co-morbidities  Physical assessment  Cognitive behavioural therapy  Advanced Clinical Assessment Skills  NHS Territorial Boards CPD for non-medical prescribers  Strategic and operational planning skills e.g.  The Productive General Practice tools  <http://www.qihub.scot.nhs.uk/quality-healthcare-resources/continuous-improvement-in-healthcare/productive-general-practice.aspx> |
|  |  | 1.2 Promote and influence others to incorporate non-judgemental, values-based care into practice. | Ensure team members adopt a person centred approach.  Assesses capacity for informed consent | Promote awareness of own and team’s values and beliefs.  Demonstrates positive approaches of working with difference and diversity. | Adults with Incapacity: The assessment of capacity for Health Care Professionals |
|  |  | 1.3 Demonstrate advanced competence, innovation and clinical leadership in general practice nursing management and delivery appropriate to needs of the general practice and the wider primary care community. | Advanced critical thinking to explore and analyse evidence, cases and situations in clinical practice enabling a high level of judgement and decision making.    Manage professional and ethical service delivery within a defined practice area while remaining accountable for own professional practice. | Advanced knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice.  Provide advice on searching, reviewing, analysing and applying relevant literature effectively to influence policy and practice development.  Expert knowledge of cost effective approaches to resource management in clinical practice | Leadership and Management  Public Health (Epidemiology, Policy Drivers, Service Provision)  Legal & ethical issues including Health and Safety Law, Employment Law and Equal Opportunities |
|  |  | 1.4 Evaluate outcomes from clinical reflection undertaken by wider general practice team | Support self and team to reflect on clinical decision making  Lead significant event analysis on general practice nursing issues | Advanced skills in significant event analysis.  Knowledge and skills in using safety tools in general practice to improve quality care. | Patient Safety  <http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/patient-safety-and-clinical-skills.aspx> |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 7  Advanced Practitioner | 2. Facilitation of Learning | 2.1 Learning, Teaching and Assessment | Advance practice through educational development and delivery.  Act as an experienced work based learning educator/assessor by providing advice and support to other practitioners  Design, plan, implement and evaluate learning and development programmes  Engage with education providers to contribute to curriculum development and teaching  Take a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience | Ability to:-   * Develop and facilitate use of educational materials for students, staff and service users linking to local and national strategies * Role model skills in assessment of competence * Support others to appraise and modify care in relation to equality, diversity and values based care | Participate in formal and workbased learning  Postgraduate Certificate in Education (PGCE)  Formal preparation for educational supervision  Support others to develop teaching, supervising and mentoring skills |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 7  Advanced Practitioner | 2. Facilitation of Learning | 2.2 Creation of the learning environment | Analyse the range of factors which influence learning and take account of these when planning and managing learning experiences  Build capability and capacity to support learning in practice settings  Advise service/education providers on capability and capacity for student experience in placements  Create a positive culture of learning through role modelling and support for the development of others  Assure and improve the quality of educational opportunities within the work environment | Ability to:-   * Act as an experienced mentor/clinical coach/ supervisor * Encourage and support teaching, supervision and mentorship skills in others * Apply quality improvement cycle and implement findings * Act on intelligence from educational audits to strengthen the workplace as a positive learning environment | Knowledge of quality improvement cycle |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 7  Advanced Practitioner | 3. Leadership | 3.1 Team Work and Development | Provide strong and effective leadership across professional and organisational teams/boundaries  Create a culture of support and empowerment for the team  Critically review team performance and use results to enhance self and team member working and development for the benefit of person-centred care  Monitor the delivery of high quality-client centred care by the team, and act on the results  Provide timely feedback to team that recognises good performance and identify areas for improvement  Critically review skill mix and apply workload assessment tools and use results to build a business case | Ability to:-   * Apply models of team building * Use conflict management and resolution strategies * Apply knowledge, understanding and utilisation of NHS KSF to enhance team performance | Advanced Practice Toolkit  Further development of:-   * Organisational skills * Critical thinking and analytical skills * Leadership skills * Management skills * Appraisal skills * Problem solving skills * Reflective skills * Clinical supervision models and processes |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 7  Advanced Practitioner | 3. Leadership | 3.2 Professional and Organisational | Lead and monitor clinical effectiveness and efficiency to enhance management of resources  Actively encourage involvement of service users to influence and improve person-centered care  Lead the development, delivery monitoring and evaluation of standards of care and act on the results  Lead innovation and quality improvement and promote input of others  Identify poor performance and take responsibility for ensuring appropriate development opportunities are available to address concerns  Assess, lead, manage and monitor the effectiveness and impact of change  Ensure that organisational goals are reflected in personal and team objectives  Participate and influence local (and where appropriate national) policy and strategy development by supporting and developing lateral thinking in self and others.  Work in partnership with a range of clinicians, managers and service users in planning development of specific areas of work and health services  Establish, lead and support a variety of professional networks with peers across professional groups promoting exchange of knowledge, skills and resources | Role model:-   * Excellent organisational skills * Creatively and innovation in exploring and implementing possible solutions * Management and leadership skills that contribute to successful change   Ability to:-   * Support implementation of local and national professional strategy and policy * Demonstrate Partnership Working * Lead, negotiate and influence others effectively by responding appropriately to queries and complaints, negotiating assertively and presenting a positive self image * Use advanced written and oral communication skills * Present complex information effectively in written and oral reports * Engage with colleagues using a person centered critical approach by:- * Listening to, and appreciating the complexity of a range of views and adopting effective questioning techniques * Displaying a sensitive manner and using appropriate language within a range of situations | Information Governance Framework  Political leadership courses  Work shadowing of consultant level nurses  Employment and equality law  Senior charge nurse framework  Advanced management and leadership programmes  NES Skills maximisation toolkit  Further development of specific knowledge and skill in:-   * Mentoring * Coaching * Change management |

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| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
| LEVEL 7  Advanced Practitioner | 4. Evidence, Research and Development | 4.1 Evidence into practice | Be a role model for the wider team by creating a positive research culture within the workplace  Identify and utilise skills and knowledge of staff to support or undertake research related activity such as audit, evaluation and wider research for the benefit of the organisation  Develop clinically effective practice through effective utilisation and integration of evidence  Monitor impact of evidence utilisation  Develop policies, procedures and protocols (Adapated from SCN p.9)  Contribute to the wider research agenda through initiating or supporting research activity  Identify, promote, embed and monitor the measurement of outcomes relevant to area of practice, using findings to enhance future activity |  |  |

**Level 8**

**Consultant Practitioner**

**Career Framework Level 8 – Overview**

| **Career Framework Level** | **Central Themes** | **Examples of Sphere of responsibility/role** | **Minimum Professional/ Education Requirements** | **Examples of Core Educational Themes** | **SCQF** |
| --- | --- | --- | --- | --- | --- |
| LEVEL 8  Consultant Practitioner | 1. Clinical Practice 2. Facilitation of Learning 3. Leadership 4. Evidence, Research and Development | Provide expert advice Nationally, Regionally and Locally  Act as a highly specialist general practice nursing clinical expert.  Lead on nursing research in general practice nursing establishing relationships across NHS and Higher Education Institutions  Promote and participate in relationships across NHS partnership agencies  Take a lead role in implementing regional and national strategy  Participate in nursing research, establishing relationships across the NHS and with Higher Education Institutes  Take a lead role in representing General Practice Nursing in implementing regional and /or national priorities and strategies for Primary Care | Registered on Part 1 of the Nursing and Midwifery Council register  Masters level Degree  **Working toward**  Doctorate  Advanced Leadership/ Management skills | Care Governance  Strategic Leadership  Legal & ethical issues  Management  Research | 11 - 12 |

**Career Framework Level 8**

| **Career Framework Level** | **Central Themes** | **Aspects of Practice** | **Examples of Sphere of responsibility/ role** | **Key Knowledge, Skills and Behaviours** | **Examples of Educational & Professional Development** |
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| Level 8  Consultant Practitioner | 1. Clinical Practice | 1.1 Demonstrate expert competence, innovation and clinical leadership in managing the delivery of General Practice Nursing. | Consultant practitioners will be able to work as part of a clinical specialist and / or management team within primary care using advanced knowledge and skills to deliver person centred care.  Lead and enhance health improvement, prevention, cure, care, rehabilitation and palliation as determined by the needs of primary care.  Lead on local, regional or national general practice nursing policies and strategies to deliver quality care.  Provide General Practice Nursing expertise in implementing new ways of working to improve clinical care delivery. | Highly developed expert knowledge and understanding of General Practice Nursing underpinned by theoretical knowledge and relevant clinical experience and competence.  Delivery of care in general practice to improve health outcomes for patient population.    Developed communication networks with general practice nurses and multiple agencies.  Contribute to the development of clinical governance frameworks.  Expert knowledge of the range and needs of vulnerable and hard to reach groups.    Additional specific clinical competencies as required for the role. | Advanced Practice Toolkit[[14]](#footnote-14) web based resource  Appropriate and relevant work based learning /accredited courses  Advanced critical thinking  Advanced knowledge and understanding of public health  Management |
|  |  | 1.2 Promote and influence  others to incorporate non-judgemental, values-based care into practice. | Act as a champion and role model for values based care and ensure that professional development and quality improvement plans reflect the importance of this approach to care. | High awareness of own values and beliefs  Ability to negotiate with patients / carers as equal partners | Care Governance  <http://www.clinicalgovernance.scot.nhs.uk/>  Legal and ethical issues |
|  |  | 1.3 Practice autonomously, have freedom to exercise judgement about actions while accepting professional accountability and responsibility | Model and promote critical thinking to explore and analyse evidence, cases and situations in clinical practice enabling a high level of judgement and decision making.(Adapted from Capability Framework for the Advanced Practitioner: Nursing in the Community (NES 2008)  Has freedom to act, guided by precedent and clearly defined general practice policies, guidelines, protocols and procedures.  Manage professional and ethical service delivery within the context of general practice nursing care while remaining accountable for own professional practice.  Lead and advise at operational and strategic levels on legal, ethical and professional issues relating to general practice nursing.  Demonstrate ability to exercise advance levels of clinical decision making | Expert knowledge of legislation,  policies, procedures, protocols, professional regulation and codes of practice.  Highly developed ability to search, review, analyse and apply relevant literature effectively to lead policy and practice.  Expert skills in resource management to deliver quality clinical care. | Advanced critical thinking  Research  Strategic Leadership |
|  |  | 1.4 Provides expert advice and support for clinical reflection for primary care teams. | Contributes to development of strategies to improve clinical decision making in general practice nursing | Expert knowledge of use of reflection and tools to assist changes to clinical decision making to improve quality care | Advanced critical thinking  Research and statistics  Strategic Leadership  Public Health Skills  <http://www.healthscotland.com/learning/index.aspx> |



**Appendix 1**

Career Framework Model

Taken with Permission from the Scottish Government Workforce Directorate “Guidance to NHS Boards on the Career Framework for Health” 11 March 2009 (Annex 2).

The diagram outlines the Career Framework Levels, the appropriate Clinical level title (in brackets), a brief clinical level descriptor and, for illustration, some possible non-clinical role examples

Note: This diagram is a slight adaptation of the version on the Skills for Health website and from the one formally launched in 2006. These adaptations are simply to reflect generally recognised terms in Scotland, which may differ from those used elsewhere in the UK. They do not affect the substance of the Career Framework or represent a departure from the Career Framework launched in 2006.

**Appendix 2**

ARTICULATION OF CAREER FRAMEWORK WITH SCOTTISH CREDIT AND QUALIFICATION FRAMEWORK

Taken from Scottish Government Health Workforce Directorate “Guidance to NHS Boards on the Career Framework for Health” 11 March 2009. Annex 2, a range of post-registration courses.

Note: The levels on the framework are indicative only. They can be broadly linked to qualifications and SCQF levels but this will only be a rough guide – there will be exceptions.

Learning required at each level will vary according to the occupational groups into which the role falls and the KSF outline for each particular role. However, in general, the following level(s) of qualification (in areas related to the work being undertaken) might be expected for roles which appear at the same level of the Career Framework

The learning required for each role should be considered in conjunction with the Career Framework level descriptors

[www.skillsforhealth.org.uk/page/career-framework](http://www.skillsforhealth.org.uk/page/career-framework)

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| **Career Framework Level** | **Indicative SCQF Levels** | **Example Qualifications** |
| Level 9 | Level 11/12 | Masters Degree  Doctorate  SVQ5 |
| Level 8 | Level 11/12 | Masters Degree  Doctorate  SVQ5 |
| Level 7 | Level 11 | Post Graduate Certificate/Diploma  Masters Degree |
| Level 6 | Level 9/10 | Ordinary or Honours Degree  Graduate Diploma  SVQ4 |
| Level 5 | Level 8-10 | Diploma HE Ordinary or Honours Degree  SVQ4 |
| Level 4 | Level 7/8 | HNC  HND |
| Level 3 | Level 6/7 | SVQ3  HNC |
| Level 2 | Level 5/6 | SVQ2 |
| Level 1 |  | Induction Standards |

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Appendix 3

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| **Appendix 4**  **Suggested matching of the four central themes identified in this document against the Core and Specific Dimensions of the NHS Knowledge and Skills Framework (NHS KSF)[[15]](#footnote-15). Post outlines based on the NHS KSF will set out the actual requirements of a post, the dimensions and levels required**. | |
| **Central Themes of Career and Development Framework for Public Health Nurses** | **Core and Specific Dimensions of the NHS Knowledge and Skills Framework** |
| Clinical Practice | Core 1 Communication  Core 2 People and personal development  Core 3 Health, safety and security  Core 4 Service improvement  Core 5 Quality  Core 6 Equality and Diversity  HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing  HWB2 Assessment and care planning to meet health and wellbeing needs  HWB3 Protection of health and wellbeing  HWB4 Enablement to address health and wellbeing needs  HWB5 Provision of care to meet health and wellbeing needs  HWB6 Assessment and treatment planning  HWB7 Interventions and treatments  IK2 Information collection and analysis |
| Facilitation of Learning | Core 1 Communication  Core 2 People and personal development  Core 5 Quality  Core 6 Equality and Diversity  G1 Learning and development  G2 Development and innovation  HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing |
| Leadership | Core 1 Communication  Core 4  Core 5 Service improvement  Core 6 Equality and Diversity  G5 Services and project management  G6 People management  G7 Capacity and capability |
| Research and Development | Core 1 Communication  Core 6 Equality and Diversity  IK1 Information processing  IK2 Information collection and analysis  IK3 Knowledge and information resources |

**APPENDIX 5**

The development group for the Career and Development framework for General Practice Nursing

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1. Department of Health, Social Services and Public Safety (2006) *Modernising nursing careers: setting the direction*. Belfast. DHSSPS [↑](#footnote-ref-1)
2. Scottish Executive Health department (2006) *Delivering Care, Enabling Health: Harnessing the Nursing, Midwifery and Allied Health Professions’ contribution to implementing Delivering for Health in Scotland.*  Edinburgh. SEHD [↑](#footnote-ref-2)
3. Skills for Health. (2006) *The Career Framework for Health* [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) [↑](#footnote-ref-3)
4. Scottish Government (2008) *Supporting the Development of Advanced Nursing Practice – A Toolkit approach*. Edinburgh. Scottish Government [↑](#footnote-ref-4)
5. Scottish Government and NHS Education for Scotland (2008) *Education and Development Framework for Senior Charge Nurses.* Edinburgh. NES [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. 6 Effective Practitioner NHS Education for Scotland ( 2011) [www.**effective**practitioner.nes.scot.nhs.uk/](http://www.effectivepractitioner.nes.scot.nhs.uk/)

   7 Scottish Government (2009) A Force For Improvement: The Workforce Response to Better Health, Better Care. Edinburgh. Scottish Government [↑](#footnote-ref-7)
8. 8 Scottish Government (2010) The Healthcare Quality Strategy for NHSScotland, APS Group Scotland DPPAS10040 [↑](#footnote-ref-8)
9. 9 Scottish Government (2009) Health Workforce Directorate: *Communication providing Guidance on the Career Framework for Health.* Annexes 1 – 4 11 March Edinburgh. Scottish Government [↑](#footnote-ref-9)
10. 10 Scottish Government (2007) *Better Health, Better Care: Action Plan for NHS Scotland* Edinburgh. Scottish Government [↑](#footnote-ref-10)
11. http://www.flyingstart.scot.nhs.uk/ [↑](#footnote-ref-11)
12. http://www.effectivepractitioner.nes.scot.nhs.uk/Default.aspx [↑](#footnote-ref-12)
13. http://www.effectivepractitioner.nes.scot.nhs.uk/Default.aspx [↑](#footnote-ref-13)
14. http://www.advancedpractice.scot.nhs.uk/home.aspx [↑](#footnote-ref-14)
15. Scottish Executive (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development and review Process.* Edinburgh. Scottish Government [↑](#footnote-ref-15)