Employing a newly qualified Nurse in a General Practice Nurse role:

What you need to consider

This document contains information for general practices that are in the process of appointing a newly qualified nurse to become a General Practice Nurse (GPN)

It gives definition and guidance for practices in terms of a GPN’s orientation and induction, preceptorship and the supporting education resources that available across Yorkshire and the Humber (July 2016)

**Author:** David Claxton, Programme Manager, Health Education England
david.claxton@yh.hee.nhs.uk
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1 Introduction

The beginning of a newly qualified nurse's career can be a challenging time, and initial experiences can shape how they develop in their career. To ensure the best possible start for a newly qualified nurse, a quality orientation, induction and preceptorship programme is essential, as is education and ongoing continuing professional development (CPD). An overview of this journey is displayed below. This document is structured using this journey and begins with exploring orientation and induction.

Terms used at the beginning of a new registrant’s career

Orientation

‘Where things are here’
- This can be as simple as a tour of the building, or becoming familiar with the IT system.
- All new starters in any new working environment should have this.
- Meeting your colleagues and trying to remember names happens here!

Induction

‘How we do things here’
- Here you acclimatise to your new job and working environment.
- Working out what your role is and how you’re going to work alongside everyone else is a process often called ‘socialisation’ - becoming part of the team.

Preceptorship

‘Your role here’
- An especially important phase for graduate nurses (although some other professions use the term slightly differently).
- This is where you practice the skills acquired as a student, have access to support and guidance, but now operate as a registrant in your own right with the appropriate autonomy and responsibility.

CPD

‘How can you develop with us’
- Planning for development begins alongside the preceptorship process.
- Often, it is quickly identified that acquiring additional skills or further learning within a subject area would provide immediate benefits to the organisation - and you as a clinician.
### 1.1 Definitions

As different terms are often used interchangeably, HEE suggests for the purpose of this document that the following terms have the following meanings.

| Orientation       | • The context in which the employee finds themselves i.e. primary care and the practice itself  
|                   | • Where things are in the practice  
|                   | • *This terms may also be used in some settings as part of an introduction referring to a course which all new employees attend when they start with a company – however this document is not using or referring to orientation in that context*  
| Induction         | • The process where a new employee adjusts or acclimatises to their new job and working environment  
|                   | • How we do things around here  
|                   | • *This term may also include ‘orientation’ courses (explained above) and ‘socialisation’. Socialisation describes the way in which new employees build up working relationships and find roles for themselves within their new teams; however this document is not using the term socialisation.*  
| Preceptorship     | • Your role in the practice – how you fit and what is expected of you  
|                   | • This is a term that is often used and applied in various ways including as part of a clinical induction. However, within this document, preceptorship is being presented separately. There is a separate section within this document which explains this concept further if you are unfamiliar with it or if you are unsure.  
| Education         | • How you can develop further in your role and beyond |
2 Suggested elements for the Practice Orientation and Induction

Every practice large or small is likely to have a well-considered orientation and induction programme. It should provide all the information that a new employee needs, without overwhelming or diverting them from the essential process of integrating into the existing team.

HEE suggests that your practice **ORTIENTATION** includes the following elements:

<table>
<thead>
<tr>
<th>Tour of the building/site</th>
<th>Health and safety requirements and responsibilities</th>
<th>Meeting other members of the team</th>
<th>Contracts and terms of employment</th>
</tr>
</thead>
</table>

As the length and nature of an induction depends on the complexity of the job and the background of the new employee; one size does not fit all. As such a standardised induction programme is therefore unlikely to comprehensively meet anyone’s needs. This is particularly true when employing nursing or primary care staff who may often have had experience in other healthcare roles in other settings. However HEE suggests a practice **INDUCTION** include the following elements:

**Statutory and Mandatory training**

<table>
<thead>
<tr>
<th>Basic Life Support</th>
<th>Equality &amp; Diversity</th>
<th>Fire Safety</th>
<th>Infection Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Governance</td>
<td>Mental Capacity Act</td>
<td>Moving &amp; Handling</td>
<td>Safeguarding Children &amp; Vulnerable Adults</td>
</tr>
</tbody>
</table>

**Practice administration and management**

<table>
<thead>
<tr>
<th>How primary and community care are structured and funded</th>
<th>How to use the practice IT applications</th>
<th>Electronic record keeping procedures and processes</th>
<th>Audit and information collation/analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Quality Commission (CQC) regulations and outcomes</td>
<td>Equipment ordering and stock management</td>
<td>Quality Outcomes Framework (QOF) – Introduction to and how to use for service improvement/redesign</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Management**

<table>
<thead>
<tr>
<th>Accountability and responsibilities within the role and the practice</th>
<th>Legal, ethical and professional issues including accountability and delegation</th>
<th>Using local clinical guidelines, protocols, directions and directives including prescribing and medicines management</th>
<th>Areas of clinical responsibility e.g. health promotion, screening and immunisations (and the required training to support, develop and extend these areas further)</th>
</tr>
</thead>
</table>
Communications and Relationships

| Team working responsibilities (internally) and inter-professional and interagency collaboration | Importance of developing and working with patients, carers and their families | Effective primary care consultations and using appropriate communication skills within these | Support for conflict management and managing difficult conversations plus negotiation skills e.g. agreed practice protocol, guidance etc. | Supervision, appraisal and ongoing professional development e.g. access to quality training |

This suggested list is by no means exhaustive and should be seen as an additional prompt list for any existing local induction procedures.

Some of these elements are also included as part of GPN Inductions programmes. Further details are available in the accompanying catalogue.

Resource to support the practices can be found in Appendix 1 of this document.

2.1 Considerations for Practice Orientation and Induction

1. What adjustments, if any, do you need to make to your existing practice induction process/pack after reading this suggested list?

2. What additional resources might you need?

3. Who might you need to involve in these elements?

4. Were you aware of the FREE E-Learning for Healthcare (E-LfH) resource and how it might assist in induction for all of the practice staff? (This is explained later in this document and the link is at the end of this document)
3 What is a Preceptorship and why is it important?

Preceptorship is defined by the Department of Health as:

‘A period of structured transition for the newly registered practitioner during which he or she will be supported by a preceptor, to develop their confidence as an autonomous professional, refine skills, values and behaviours and to continue on their journey of life-long learning.’

From the moment a nurse practitioner is registered, they are autonomous and accountable. Preceptorship should, therefore, be considered as:

- A transition phase for newly registered practitioners who are continuing their professional development, building their confidence and further developing competence to practice, and not as a way to meet any shortfall in pre-registration education
- An individualised period of support under guidance of an experienced clinical practitioner which attempts to ease transition into professional practice or socialisation into a new role
- A period to guide and support all newly qualified practitioners to make the transition from student to develop their practice further (Nursing and Midwifery Council)

Having expert support, and learning from best practice in dedicated time gives a foundation for lifelong learning and allows nurses to provide effective patient-centred care confidently. Therefore preceptorship can be viewed as part of the induction process and assist the new GPN ‘to get up to speed in his or her role’.

3.1 What preceptorship is not

Preceptorship is not therefore:
- intended to replace mandatory training programmes
- intended to be a substitute for performance management processes
- intended to replace regulatory body processes to deal with performance
- an additional period in which another GPN takes responsibility and accountability for the newly registered practitioner’s responsibilities and actions (i.e. it is not a further period of training)
- formal coaching (although coaching skills may be used by the preceptor to facilitate the learning of the newly registered practitioner)
- mentorship
- statutory or clinical supervision
- intended to replace induction to employment
- a distance or e-learning package for a newly registered practitioner to complete in isolation
## 3.2 Benefits of Preceptorship

Investing in a preceptorship programme for new GPNs can deliver a variety of benefits for the preceptee and employer, such as:

<table>
<thead>
<tr>
<th>New GPN (preceptee)</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops confidence</td>
<td>• Evidence for regulatory and other standards e.g. Care Quality Commission registration of staff support and development</td>
</tr>
<tr>
<td>• Professional socialisation into working environment</td>
<td>• Enhanced recruitment and retention as practice seen as a place to work and where you are supported/developed in your role</td>
</tr>
<tr>
<td>• Increased job satisfaction leading to improved patient/client/service user satisfaction</td>
<td>• Enhanced quality of patient care as staff are highly trained</td>
</tr>
<tr>
<td>• Feels valued and respected by the practice</td>
<td>• Reduced sickness and absence</td>
</tr>
<tr>
<td>• Feels invested in and enhances future career aspirations</td>
<td>• Enhanced service user experience</td>
</tr>
<tr>
<td>• Feels proud and committed to the practice corporate strategy and objectives</td>
<td>• Enhanced staff satisfaction</td>
</tr>
<tr>
<td>• Develops understanding of the commitment to working within the profession and regulatory body requirements</td>
<td>• Opportunity to identify those staff that require additional support</td>
</tr>
<tr>
<td>• Personal responsibility for maintaining up-to-date knowledge</td>
<td>• Reduced risk of complaints</td>
</tr>
<tr>
<td></td>
<td>• Fulfils the requirements of the HEE Learning and Development Agreement (if you are already a hub or a spoke you will have one of these in place)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>Benefits to the Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops appraisal, supervision, mentorship and supportive skills</td>
<td><strong>Embracing professional responsibilities including:</strong></td>
</tr>
<tr>
<td>• Engenders a feeling of value to the organisation, newly registered practitioners and patients</td>
<td>• Providing a high standard of practice and care at all times</td>
</tr>
<tr>
<td>• Personally rewarding supporting and seeing fellow colleagues grow and develop</td>
<td>• Making care the priority, treating service users as individuals and respecting their dignity</td>
</tr>
<tr>
<td>• Identifies commitment to the profession and the regulatory requirements</td>
<td>• Working with others to protect and promote the health and well-being of those in their care, their families and carers and the wider community</td>
</tr>
<tr>
<td>• Supports their own lifelong learning</td>
<td>• Being open and honest, acting with integrity and upholding the reputation of the profession</td>
</tr>
<tr>
<td>• Enhances future career aspirations</td>
<td>• Enhancing the image of health care professionals</td>
</tr>
</tbody>
</table>
3.3 The attributes of an effective Preceptor

The attributes required of a registered practitioner who supports the newly registered practitioner through preceptorship include:

- giving constructive feedback
- setting goals and assessing competency
- facilitating problem-solving
- active listening skills
- understanding, demonstrating and evidencing reflective-practice ability in the working environment
- demonstrating good time-management and leadership skills
- prioritising care
- demonstrating appropriate clinical decision-making and evidence-based practice
- recognising their own limitations and those of others
- knowing what resources are available and how to refer a newly registered practitioner appropriately if additional support is required, for example, pastoral support or occupational health services
- being an effective and inspirational role model and demonstrating professional values, attitude and behaviours
- demonstrating a clear understanding of the regulatory impact of the care that they deliver and the ability to pass on this knowledge
- providing a high standard of practice at all times

3.4 Considerations for Preceptorship

1. What additional reading do you need to do to understand the concept of preceptorship more fully or have you gotten a grasp of it? *(There is some suggested reading at the end of this document if you need it)*

2. How will you support your new GPN beyond initial induction i.e. during their preceptorship?
   - a. How will you explain the concept to them and the support they will receive?

3. Which registered practitioner within the practice will be given formal responsibility to support the newly registered practitioner through their preceptorship?
   - a. If you do not have another GPN within your practice, which practice locally can you approach to support your new GPN?

4. Does your chosen preceptor need support?
   - a. Have they got the understanding and resources they need?

5. How in practical terms will the practice support both the preceptor and preceptee? E.g. ensuring time is allocated for supervision/reflective practice discussions etc.
4 Education to support your new GPN

Your new GPN will be a newly qualified nurse who is autonomous and accountable. However they will not have all the knowledge and skills for running your clinics from day one. They will need additional knowledge and skills beyond their initial nurse training and your local induction. This may be frustrating but it is worth remembering that you are probably making a comparison to your existing GPN who more than likely grew into the role over a period of time and probably has been a competent GPN for several years.

By ensuring your newly appointed GPN has access to educational support during their first 18 months of employment will endeavour to enable a newly qualified nurse the best possible support in their primary care career.

By accessing educational support, your new GPN will;
- Gain the knowledge, skills and competencies required for general practice nursing
- Enhance their existing skills of self-reflection, critical thinking and clinical judgement
- Be in the best position to understand and respond to the current and potential demand for nursing services within primary care

4.1 District Nursing and General Practice Education and Career Framework

HEE has developed a District Nursing and General Practice Education and Career Framework. This framework sets out comparators and expectations for both DN and GPN knowledge and skills at different levels of responsibility. It is envisaged that this framework will;
- Enable practitioners to plan and develop their careers by them seeing what skills, knowledge and competencies at different levels of responsibilities in different roles across primary and districting nursing are suggested
- Assist healthcare providers to identify organisational learning needs in terms of current and future workforce requirements (in terms of skills and knowledge) – which will enable them to better plan for the number of appropriately skilled staff to deliver a high-quality provision

Consequently, if primary care providers as a collective were more able to state their nursing educational needs, the system could in turn commission appropriate educational opportunities to support these needs.

The framework contains the following elements:

<table>
<thead>
<tr>
<th>Delivered within practice</th>
<th>Clinical Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability &amp; Responsibility</td>
<td>Holistic assessment</td>
</tr>
<tr>
<td>Transferable skills</td>
<td>Anticipatory care &amp; risk</td>
</tr>
<tr>
<td>Managing Risk</td>
<td>Supporting patient self-care</td>
</tr>
<tr>
<td>Record keeping &amp; IT</td>
<td>Multiple pathology</td>
</tr>
<tr>
<td></td>
<td>Deteriorating patient</td>
</tr>
<tr>
<td></td>
<td>End of Life care</td>
</tr>
<tr>
<td></td>
<td>Quality Outcomes Framework (QOF)</td>
</tr>
<tr>
<td></td>
<td>Contraception and sexual health advice</td>
</tr>
<tr>
<td></td>
<td>Health Policy, law &amp; ethics*</td>
</tr>
<tr>
<td></td>
<td>Partnership working</td>
</tr>
<tr>
<td></td>
<td>Communications Skills*</td>
</tr>
<tr>
<td></td>
<td>Health promotion and 'Making Every Contact Count'</td>
</tr>
<tr>
<td></td>
<td>Minor Illness</td>
</tr>
<tr>
<td></td>
<td>Minor Injury</td>
</tr>
<tr>
<td></td>
<td>Spirometry</td>
</tr>
</tbody>
</table>
### Employing a newly qualified nurse in a GPN role: What you need to consider

<table>
<thead>
<tr>
<th>Palliative care and symptom control</th>
<th>Ear care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dementia care</td>
<td>Smoking Cessation</td>
</tr>
<tr>
<td>Long Term Conditions (LTC) and co-morbidities management</td>
<td>Tissue viability</td>
</tr>
<tr>
<td>Vaccinations &amp; Immunisations</td>
<td>ECG</td>
</tr>
<tr>
<td>Cervical</td>
<td>Oral Anticoagulation Management</td>
</tr>
</tbody>
</table>

### Further Development

<table>
<thead>
<tr>
<th>Pharmacology &amp; Medicines management</th>
<th>Appraisal of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribing</td>
<td>Audit, review, research</td>
</tr>
<tr>
<td>Mentor preparation</td>
<td>Leadership and management</td>
</tr>
</tbody>
</table>

### 4.2 Review of HEE YH funded Education for GPN

HEE YH is committed to supporting primary care workforce development, education and training. As part of this commitment and the on-going development and application of the framework, HEE YH has used the framework to review the current GPN related provision across Yorkshire and the Humber. This has resulted in HEE YH gaining assurance that;

- The three GPN foundation programmes cover the majority of the elements contained within the framework
- All framework elements are covered by educational provision servicing Yorkshire and the Humber

As a result of work undertaken in gaining this assurance, a catalogue of HEE YH funded education for GPN has been created and is included in the Resources section of this document.

Moving forward HEE is committed to ensuring as much as practically possible that a standardisation of GPN induction form and course content across Yorkshire and the Humber.

**Please note:** Currently HEE provides funding for GPN modules along with funding for other education across a breadth of health professionals. Funding cannot be guaranteed year-on-year and is dependent on available HEE budget and potential 'ring-fencing' of any available funds to certain topics or professions. However, please be reassured that primary care is a priority area for HEE (Financial year 2016/17).
4.3 Other Educational opportunities - Clinical Commissioning Group (CCG)

Your CCG may have a GPN network which may be a virtual or a group that meets regularly. How could your new GPN benefit from attending these?

Additionally most CCGs will offer Protected Learning Time (PLT) events many of which will be of interest and value to GPNs. The content of the afternoon is designed to meet identified training needs for all staff working in the practice. If (as a Practice Manager) you are not already aware of the local opportunities, please contact your Primary Care Development/Education and Training Lead at your local CCG to link into and influence the training provided by the CCG.

4.4 Considerations for HEE Funded and Other Educational opportunities

1. What educational support is ‘essential’ for your GPN to assess?
   a. Do you agree with the HEE list?
   b. What else might be important locally that has not been included?

2. Which delivery method of education will suit both the practice and your new GPN?
   a. How will negotiate and what will you compromise on?

3. What CCG opportunities are there locally which your GPN could access?

4. Is there a peer support network for GPN? If not who can you contact at the CCG to find out about setting a local network up?

5. How will the practice support your GPN’s development?
   a. How much time will you need to release your new GPN?
   b. How will this be timetabled into whatever duties you have assigned to them?
   c. Are you going to allocate any funds to support their development? Or will you just assess funded or free provision even if that means waiting a while?

6. What education can you prepared for them before they arrive? I.e. book a course/study day?
   a. Do you know which courses you access and if there is a charge?
   b. Do you know who to contact if you do not know? (Answer: ATP Hub)

7. How can you use the Education and Career framework within your practice to assist with future workforce planning?
5 RESOURCES

5.1 Resources for Practice Orientation and Induction

DISCLAIMER

HEE does not promote any non-NHS funded educational providers* nor can it guarantee the quality or content of any of the provisions. It is included here as examples of known available provision which you may wish to access. Other appropriate provision may also available. If you are aware of any other providers, please contact this document’s author so they can be included when this document is next updated.

* At the end of the heading represents non HEE funded provision

E-Learning for Healthcare

http://www.e-lfh.org.uk/home/

E-LfH is a HEE Programme in partnership with the NHS and Professional Bodies providing high quality content free of charge for the training of the NHS workforce across the UK. Statutory and Mandatory training is also included within E-LfH

RCGP*

http://www.generalpracticenurse.org.uk

The RCGP have developed an on-line programme for nurses new to general practice. It provides introductory level learning resources and self-assessment questionnaires across a range of topics, covering baseline skills for nursing in general practice. It represents the building blocks of an educational pathway to support a career in general practice nursing. Included in the programme are two full-day workshops (London based) led by experienced practice nurse facilitators, who will support progression through the programmes units.

The programme is designed to identify learning needs appropriate to a GPN role in practice and direct an individual to further opportunities for continued professional development. The programme is written by practice nurses for practice nurses, with the aim of being relevant and user-friendly. The approximate cost of the programme, including the two workshops and dedicated support, is around £850 plus VAT
Blue Stream Academy*

http://www.bluestreamacademy.com/

Some practices already are aware of and use the Blue Stream Academy offers online training and continual personal development for GP practices. Practices will need to sign up for this e-learning programme (if they are not already a subscriber). Prices and further details for this programme are available via the company website.

Existing e-learning modules that may be of interest include;

- Accident and Incident Reporting
- Anaphylaxis
- Infection Control – Clinical
- Appraisal/Appraisee
- Information Governance
- Basic Life Support
- Learning Disabilities Awareness
- Being Open
- Bullying and Harassment
- Chaperoning
- Medicines Management
- Mental Capacity Act
- Complaints
- Moving and Handling – Clinical
- Conflict Resolution
- Consent
- Preparing for an Influenza Pandemic
- Principles of Health and Safety
- Customer Care
- Records Management
- Dementia Awareness
- Deprivation of Liberty
- Risk Management
- Display Screen Equipment
- Safeguarding Children Level 1

Etal Training*

http://etaltraining.co.uk/courses/categories

This is a Leeds based company that provides study days for primary care. Although these are not specifically for new GPNs we understand these are well presented and aimed at all levels. See their website for the full range of courses available. Examples include;

- Motivational Interviewing
- Liver Care
- Blood Pressure
- Heart Failure
- Chronic Kidney Disease
- Diabetes
- Dementia
- Vaccinations & Immunisation
- Stroke Prevention & Management
- Women’s Health
- Asthma
- COPD
- Diet - Obesity & Disease Prevention
- Communication Skills
- Health Care Assistants
- Cardio Vascular Disease
- Stable Angina & ACS
- Alcohol Behaviour & Audit C
- NHS Health Checks
- Liver Care & Alcohol
- Media Study Days
- Mindfulness
5.2 GPN catalogue of HEE YH funded educational provision for GPNs

The latest version of catalogue is JULY 2016. Please check the HEE website for updated versions if you are reading this document more than 12 months from this date.

**Please note:** the catalogue only includes HEE funded provision. Other provision may be available e.g. motivational interviewing is provided by one of the providers listed in the first section of the resource section. Their provision may be timelier or better suited to your needs.

Due to the complexity of variety of courses, the formats of those courses and how they are delivered, the catalogue is subdivided as follows;

- Education which is identified as a core or foundation skill according to the HEE framework (shaded in **ORANGE**) where other educational provision is without any shading
- The provision itself is divided into three categories;
  - Study days (1 day)
  - Short non-accredited courses (2+ days)
  - Accredited courses (likely to be 3+ days)

To connect to specific education providers, please use the hyperlinks below. Shading represents the three institutes who offer GPN Foundation programme. If required, the hyperlinks in their long form are available at the end of this document.

<table>
<thead>
<tr>
<th>Bradford University</th>
<th>Hull University</th>
<th>Huddersfield University</th>
<th>University of Leeds</th>
<th>Leeds Beckett University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open University</td>
<td>Sheffield University</td>
<td>Sheffield Hallam University</td>
<td>York St John University</td>
<td>University of York</td>
</tr>
<tr>
<td>E-Learning for Health</td>
<td>Primary Care Training Centre</td>
<td>Rotherham Respiratory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.4 Overview of University of Bradford provision for GPN Foundation

<table>
<thead>
<tr>
<th>Title</th>
<th>Professional Healthcare Practice (Practice Nursing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlink</td>
<td><a href="http://www.bradford.ac.uk/study/courses/info/professional-healthcare-practice-nursing-pgcert-full-time">http://www.bradford.ac.uk/study/courses/info/professional-healthcare-practice-nursing-pgcert-full-time</a></td>
</tr>
<tr>
<td>Who is it aimed at?</td>
<td>The course is designed to enhance knowledge, skill and competence as a practice nurse. It is a 6 month programme providing theoretical learning delivered by experienced lecturers from the Faculty of Health Studies, and expert practitioners from the primary care setting. Placements are fully supported by experienced mentors and clinical facilitators.</td>
</tr>
</tbody>
</table>
| What does it include? | Two separate certificate **Practice Nursing** and **Cervical Screening**  
The Practice Nursing module aims to develop the knowledge, skills and competency required to undertake the role of practice nurse within the primary care setting. This module is available part-time for UK students. Part-time students may take up to 6 months to complete the module.  
The theoretical element of the module is delivered by experienced lecturers from the Faculty of Health Studies and expert practitioners from the primary care setting. There is also an emphasis on learning in clinical practice, supported by an experienced mentor. Learning will also be supported by access to University of Bradford on-line resources.  
The Cervical Screening module provides practitioners with the opportunity to develop the appropriate knowledge and practical skills to enable them to undertake cervical screening with confidence and competence and to closely examine the ethical and political issues, which underpin cervical screening. This course requires 4.5 days attendance plus a visit to your local colposcopy clinic. |
| Structure of courses | As above |
| Course Contact | Jackie Lisle | 01274 236082 | [J.lisle1@bradford.ac.uk](mailto:J.lisle1@bradford.ac.uk) |
| Other Information | | | |
5.5 Overview of University of Sheffield provision for GPN Foundation

<table>
<thead>
<tr>
<th>Title</th>
<th>Practice Nurse Work-based Induction and Preceptorship Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlink</td>
<td><a href="http://www.sheffield.ac.uk/hscpd/courses-az/esfpcn/pni">http://www.sheffield.ac.uk/hscpd/courses-az/esfpcn/pni</a></td>
</tr>
<tr>
<td>Who is it aimed at?</td>
<td>Structured 1 year programme for nurses new to general practice (up to approximately 1 year) Nurses must be working in general practice for the duration of the programme</td>
</tr>
</tbody>
</table>
| What does it include? | It includes ‘Essential Skills’ study days including;  
  - Travel Health  
  - Ear Care  
  - Cervical Screening training  
  - Introduction to Health Promotion  
  - Infection Control  
  - Introduction to Primary Care Nursing  
Also includes the ability to access other study days such as Chronic Kidney Disease and Introduction to Contraception among others (see website for further details)  
The programme is structured to the individual needs of the nurse and the practice and includes support in practice from an experienced practice nurse educator. Support for the nurse is provided via online peer and programme support as well as the practice nurse educator and practice mentor. |
| Structure of courses | 8½ study days at the University of Sheffield  
4 alternative practice days where the nurse will work in settings other than their own  
5 half days in University in the second half of the programme  
Total of 15 days released from practice  
The programme is accessed on a ‘rolling programme’ basis therefore nurses may apply as they commence a new role as a practice nurse, start dates can be offered throughout the year |
| Course Contact | Debbie Limb  
0114 2222 050  
d.c.limb@sheffield.ac.uk |
| Other Information | Sheffield also offers other primary care provision for nursing staff. Please see [http://www.sheffield.ac.uk/snm/primarycare](http://www.sheffield.ac.uk/snm/primarycare) |
### 5.6 Overview of University of York provision for GPN Foundation

<table>
<thead>
<tr>
<th>Title</th>
<th>Practice and community staff nurse: work based induction programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlink</td>
<td><a href="http://www.york.ac.uk/healthsciences/ssprd/primary-care/pcsn-work-based-induction/#tab-1">http://www.york.ac.uk/healthsciences/ssprd/primary-care/pcsn-work-based-induction/#tab-1</a></td>
</tr>
<tr>
<td>Who is it aimed at?</td>
<td>This work-based induction programme is designed to give nurses new to general practice and community nursing an overview of the roles and responsibilities expected in a rapidly changing environment. The programme of study is the result of a National Identification of Need (HEE 2014) to support the education needs and learning development of qualified nurses entering primary care. Through a bespoke programme of study days, GPNs will gain an understanding and knowledge of the key areas relevant to general practice or community nursing.</td>
</tr>
<tr>
<td>What does it include?</td>
<td>Key themes include:</td>
</tr>
<tr>
<td></td>
<td>- Health policy and political agenda law and ethics (mandatory first session)</td>
</tr>
<tr>
<td></td>
<td>- An introduction to cervical cytology and sexual health <em>(please note this study day gives you an overview but will not provide you with the knowledge and skills required to undertake cervical screening in practice)</em></td>
</tr>
<tr>
<td></td>
<td>- Doppler assessment/compression hosiery</td>
</tr>
<tr>
<td></td>
<td>- An introduction to diabetes in community care</td>
</tr>
<tr>
<td></td>
<td>- An introduction to COPD (Chronic Obstructive Pulmonary Disease)</td>
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<tr>
<td></td>
<td>- An introduction to asthma</td>
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<tr>
<td></td>
<td>- ECG interpretation</td>
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<tr>
<td></td>
<td>- Establishing cardiovascular risk - Coronary Heart Disease and community</td>
</tr>
<tr>
<td></td>
<td>- Motivational interviewing</td>
</tr>
<tr>
<td></td>
<td>- Dementia care</td>
</tr>
<tr>
<td></td>
<td>- Palliative and end of life care</td>
</tr>
<tr>
<td></td>
<td>- Immunisation updates (offered by Hull University)</td>
</tr>
<tr>
<td>Structure of courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ½ day portfolio planning with programme lead at the University of York</td>
</tr>
<tr>
<td></td>
<td>• 8 days attendance at the University of York over 12 months</td>
</tr>
<tr>
<td></td>
<td>• ½ day in the university at the end of the programme</td>
</tr>
<tr>
<td></td>
<td>• Completion of portfolio to evidence personal development and learning</td>
</tr>
<tr>
<td></td>
<td>• Total of 9 days over 12 months</td>
</tr>
</tbody>
</table>

It is recognised that nurses joining the programme will have different ranges of skills and knowledge so it is important that each individual chooses their own specific learning route through the study days in negotiation with the programme lead.

<table>
<thead>
<tr>
<th>Course Contact</th>
<th>Student Information Service</th>
<th>01904 321321</th>
<th><a href="mailto:dohs-ssprd@york.ac.uk">dohs-ssprd@york.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Information</td>
<td>To see a full list of upcoming study days, please visit <a href="http://www.york.ac.uk/healthsciences/ssprd/study-days/">http://www.york.ac.uk/healthsciences/ssprd/study-days/</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Further Reading

Queens Nursing Institute – Transition to Primary Care

The QNI has launched a free online learning resource to support nurses who are new to General Practice, ‘Transition to General Practice Nursing’ based on the knowledge and expertise of nurses and educators working in the profession.

- http://www.qni.org.uk/transition/transitio...general_practice_nursing

HEE District Nursing and General Practice Nursing Education and Career Framework

- https://www.hee.nhs.uk/sites/default/files/documents/Interactive%20version%20of%20the%20framework_1.pdf

Preceptorship

- http://ihv.org.uk/wp-content/uploads/2015/09/IHV_preceptorshippack_V16WEB.pdf - Although this is written for Health Visitor, it provides a good introduction resource for preceptor especially from the preceptor and preceptee perspective

7 Hyperlinks for HEE funded providers

- http://www.brad.ac.uk/study/courses/
- http://www.hud.ac.uk/ssprd/profession/?id=2
- http://www2.hull.ac.uk/fhsc/courses-1/specialistskills/standalonemodules.aspx
- http://medhealth.leeds.ac.uk/medhealth-admin/site/custom_scripts/coursefinder_fmh.php?viewSearch=&course_categoryID=&categoryID=1100&UGVisibleTerms=201718%2C201617&PGVisibleTerms=201617&UGDefaultTerm=201718&PGDefaultTerm=201617&query=&type=PGT&submitQuery=Go&submit=Go&jointHonours=1
- http://www.open.ac.uk/courses/find/health-and-social-care
- https://www.sheffield.ac.uk/snm/primarycare
- http://www4.shu.ac.uk/faculties/hwb/cpd/modules/searchresults.html
- http://www.york.ac.uk/healthsciences/ssprd/primary-care/pcsn-work-based-induction/#tab-1
Employing a newly qualified nurse in a GPN role: 
What you need to consider

- http://www.e-ifh.org.uk/programmes/
- http://www.primarycaretraining.co.uk/training/
- http://www.rotherhamrespiratory.com/CoursePortfolio.aspx

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1 Those elements within the ‘Delivered within Practice’ section of the Education and Career Framework which have an asterisk at the end, also can be supported by HEE funded provision which is included in the accompanying ‘HEE YH Funded GPN Education / SSPRD in Yorkshire and the Humber’ document