

# Career & Development Framework for General Practice Nursing



# Career & Development Framework for General Practice Nursing

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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](#)<sup>+</sup> is being taken forward in Scotland under the auspices of [Delivering Care, Enabling Health](#)<sup>+</sup>, and has provided an opportunity to strengthen nursing careers using the [Career Framework for Health](#)<sup>+</sup> as an enabling tool. A number of Scottish resources such as the [Advanced Practice Toolkit](#)<sup>+</sup>, the Education & Development Framework for [Senior Charge Nurses](#)<sup>+</sup> and the [Effective Practitioner](#)<sup>+</sup> 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](#)<sup>+</sup> 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](#)<sup>+</sup> and allow for the benchmarking of [existing roles](#)<sup>+</sup>. 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](#)<sup>+</sup> and [Better Health, Better Care](#)<sup>+</sup> which puts nurses at the forefront of service design and delivery, ensuring safe and effective person centred care.

# Structure

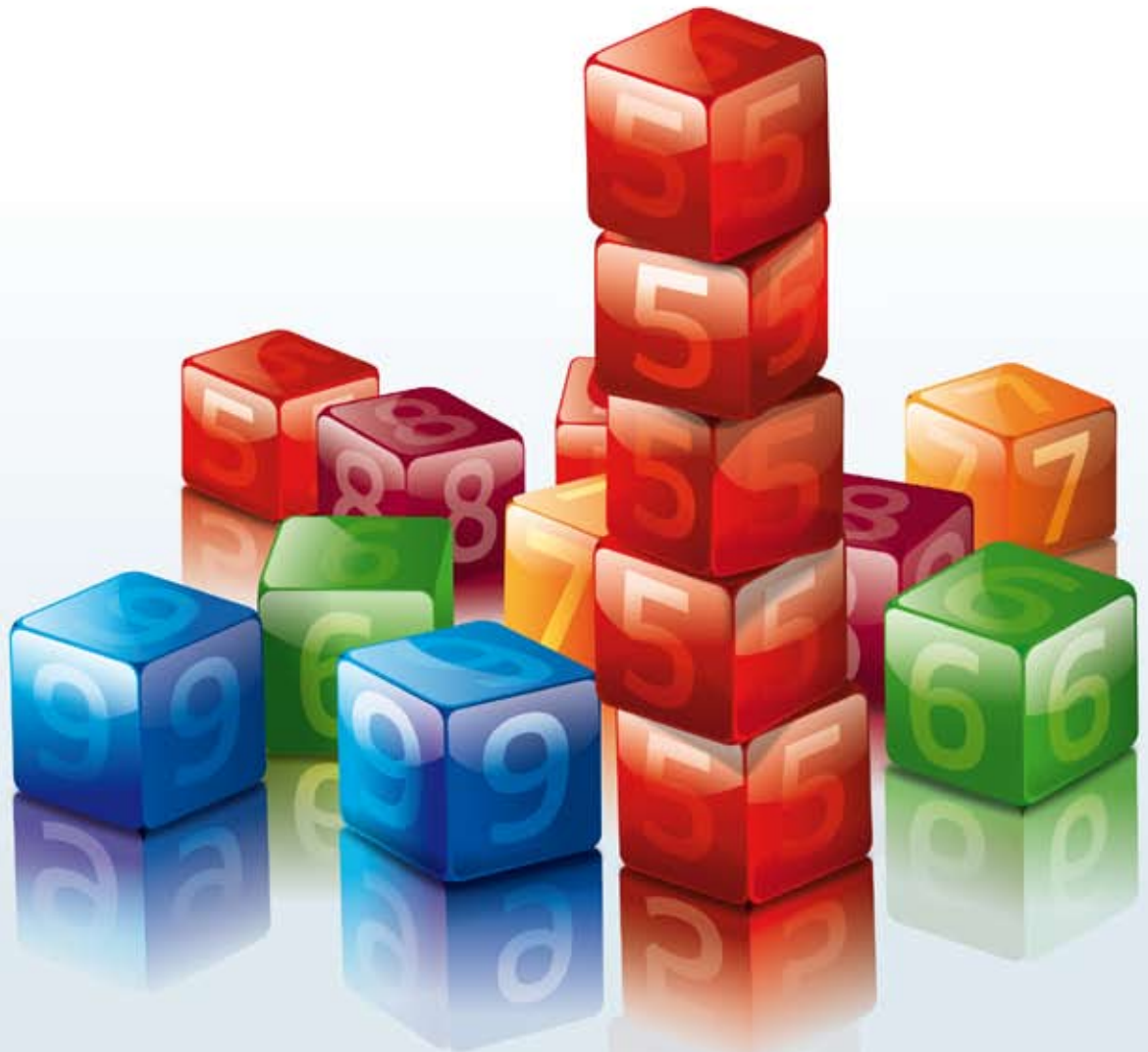
This Career and Development Framework is comprised of templates which map progress through levels 5-8 of the Career Framework for Health (Appendix 1). Examples are provided of the sphere of responsibility / role associated with a particular level, key knowledge and skills, appropriate educational and 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, where applicable to individual nurses, do not directly “read across” to the Agenda for Change (AfC) pay bands levels as the Career Framework for Health has no direct link to pay.**

# Level 5 Practitioner



## Career & Development Framework Level 5 – Overview

Career Framework Level	Central Pillars	Broad Sphere of responsibility/role	Minimum – Professional/ Education Requirements	Examples of Core Educational Themes	SCQF
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>1. Clinical Practice</b>  <b>2. Facilitation of Learning</b>  <b>3. Leadership</b>  <b>4. Evidence, Research and Development</b>	<ul style="list-style-type: none"> <li>• Deliver care as part of a multiprofessional / multiagency team</li> <li>• Undertake personal and professional development</li> <li>• Contribute to the development and supervision of undergraduate/ pre-registration nurses and other staff within team</li> </ul>	<ul style="list-style-type: none"> <li>• Registered on Part 1 of the Nursing and Midwifery Council (NMC) register</li> <li>• Educated to a minimum of Pre-Registration Diploma Level</li> <li>• Appropriate and relevant formal and work based educational preparation relevant to general practice nursing</li> </ul> <p><b>If appropriate, working towards</b></p> <ul style="list-style-type: none"> <li>• NMC Community Practitioner Prescribing</li> <li>• Mentorship preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Public Health (Assessing health needs, Epidemiology, Policy Drivers, Service Provision)</li> <li>• Long Term Condition Management</li> <li>• Communication &amp; Consultation</li> <li>• Team Working</li> <li>• IT skills</li> <li>• Management</li> <li>• Teaching, Learning and Facilitation</li> <li>• Complex Needs</li> <li>• Safeguarding and protecting children and vulnerable adults</li> <li>• Children, Young People and Family Health</li> </ul>	8 - 10

## Career & Development Framework Level 5



Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>1. Clinical Practice</b>	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.	<p>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.</p> <p>Contribute to health improvement, prevention, cure, care, rehabilitation and palliation.</p> <p>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.</p> <p>Consult with individuals, families and carers as partners.</p> <p>Utilise local care pathways in long term conditions, health improvement and minor illness.</p> <p>Utilise a range of IT applications to support and enhance practice.</p> <p>Promote clinical governance and assume accountability and responsibility for delivery of agreed specific aspects of care.</p>	<p>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.</p> <p>Assessment, planning, intervention, referral and discharge required to contribute to key spheres of responsibility and roles.</p> <p>Communication skills including brief intervention skills</p> <p>Consultation skills.</p> <p>Work with patient group directions or independent non-medical prescribing.</p> <p>Knowledge of range and needs of children, individuals with learning disability, mental health issues and those from vulnerable and hard to reach groups.</p> <p>Additional specific clinical competencies as required for the role.</p>	<p><a href="#">Flying Start NHS® web-based resource programme</a><sup>+</sup></p> <p><a href="#">Effective Practitioner website resource</a><sup>+</sup>- Clinical Practice Learning Activities</p> <p>Health informatics</p> <p>Introduction/ orientation to e-KSF</p> <p>Formal and informal development as outlined in "Framework for Development of Community Staff Nurses"(NHS Education, 2009)</p> <p>Managed Knowledge Network <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a></p> <p>Mandatory training as per organisation</p> <p>Undertake a preparation for mentorship programme.</p> <p>Reflective practice.</p> <p>IT and telehealth skills</p>







Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>1. Clinical Practice</b></p>	<p>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.</p>	<p>Work under direct/indirect supervision using evidence informed practice to provide safe, effective and person centred care.</p> <p>Have knowledge of the use of telehealth / telecare technologies to support maximum independence at home and reduction in exacerbations and / or hospital admission</p>	<p>Work with patient group directions or independent non medical prescribing.</p>	<p>Specific skill based courses such as ear care, cervical cytology, venepuncture, wound management</p> <p>Long Term Conditions</p> <p>Child protection and vulnerable groups</p> <p>Health Inequalities</p> <p>Getting It Right For Every Child (GIRFEC)</p> <p>Health Improvement</p> <p>Sexual Health</p> <p>Communication and Consultation Skills - The Safe Communication in Health Care resource: <a href="http://elearning.scot.nhs.uk:8080/intralibrary/IntraLibrary?command=open-preview&amp;learning_object_key=i369n883802t">http://elearning.scot.nhs.uk:8080/intralibrary/IntraLibrary?command=open-preview&amp;learning_object_key=i369n883802t</a></p> <p>Negotiating Behaviour Change</p> <p>Immunisation</p> <p>Travel Health</p> <p>Resource Management</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b> <b>Practitioner Level</b>	<b>1. Clinical Practice</b>	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: <a href="http://www.nmc.uk.org">www.nmc.uk.org</a>  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 <a href="http://www.gpcpd.nes.scot.nhs.uk/pbsgl.aspx">http://www.gpcpd.nes.scot.nhs.uk/pbsgl.aspx</a>



Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>1. Clinical Practice</b>	1.4 Demonstrate ability to undertake personal reflection of clinical practice	Participate in a clinical support network within the primary care team or with peers.	Use 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

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	<p>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</p> <p>Facilitate students and others to develop their competence, using a range of professional and personal development skills</p> <p>Provide educational support and facilitation to clients, patients and families to support self-management and decision making</p> <p>Conduct a fair, objective and timely assessment of learners</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>maintain own personal and professional development, learning from experience through supervision, feedback, reflection and evaluation</li> <li>motivate, stimulate, encourage and facilitate the learning process</li> <li>use reflective practice techniques</li> <li>develop skills in:- clinical/practice assessment teaching/ facilitation</li> </ul>	<p><a href="#">Flying Start NHS® programme</a> </p> <p><a href="#">Effective Practitioner resources</a>  - Learning, teaching and supervision activities</p> <p>Workplace Assessor Preparation e.g. SQA Assessor qualification Mentorship preparation</p> <p>Development of motivational, assessment and reflective skills</p> <p>Information technology skills</p>
		2.2 Creation of the learning environment	<p>Use established models of supervision and mentorship</p> <p>Contribute to creation of an effective learning environment ensuring learning opportunities for students</p> <p>Participate in educational audit</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>use core facilitation and teaching skills</li> <li>develop educational materials</li> <li>understand improvement approaches such as learning audit and appreciative enquiry</li> <li>use models of supervision/mentor-ship</li> </ul>	

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>3. Leadership</b>	3.1 Team Work and Development	<p>Act as a positive role model</p> <p>Work independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals</p> <p>Manage risk and remain accountable for the care given to these individuals</p> <p>Work effectively across professional and agency boundaries, actively involving and respecting others' contribution</p> <p>Recognise diversity, individual differences and perspectives</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• demonstrate clinical leadership behaviours and skills</li> <li>• give and receive feedback in a open, honest and constructive manner</li> <li>• apply equality and diversity legislation which underpins practice</li> </ul>	<p><a href="#">Flying Start NHS® – Teamwork</a> </p> <p><a href="#">Effective Practitioner resources</a>  - Leadership and management learning activities</p> <p>Handling complaints</p> <p>Equality, diversity, values based care</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>3. Leadership</b>	3.2 Professional and Organisational Leadership	<p>Identify priorities, manage time and resources effectively to ensure that quality of care is maintained or enhanced</p> <p>In conjunction with senior NMAHPs, 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 (<a href="#">Scottish Government 2010</a>) </p> <p>Responsible for aspects of clinical effectiveness and management of resources</p> <p>Recognise own accountability to act where performance and practice of self and others should be improved</p> <p>Engage in any required change management Participate in monitoring the effectiveness and impact of change</p> <p>Seek opportunities to improve the service for example, by generating ideas for innovation and solution</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>respond autonomously and confidently to planned and uncertain situations, managing themselves and others confidently</li> <li>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</li> <li>demonstrate professional accountability in relation to performance of self and others</li> </ul> <p>Develop skills in:</p> <ul style="list-style-type: none"> <li>negotiation</li> <li>influencing</li> <li>organisation</li> <li>problem solving</li> <li>sustaining arguments to solve problems</li> </ul> <p>Consolidate</p> <ul style="list-style-type: none"> <li>critical thinking skills</li> <li>analytical skills</li> <li>evaluation skills</li> <li>interpersonal skills</li> </ul>	<p>Early Clinical Career Fellowships</p> <p>Developing leadership skills</p> <p>Leadership and management learning activities</p> <p>Communication and developing management skills (accredited or work based)</p> <p>Clinical audit Flying Start NHS® – Safe practice and Policy</p> <p><a href="#">Effective Practitioner resources</a> </p> <p>Work shadowing of more senior colleagues</p>

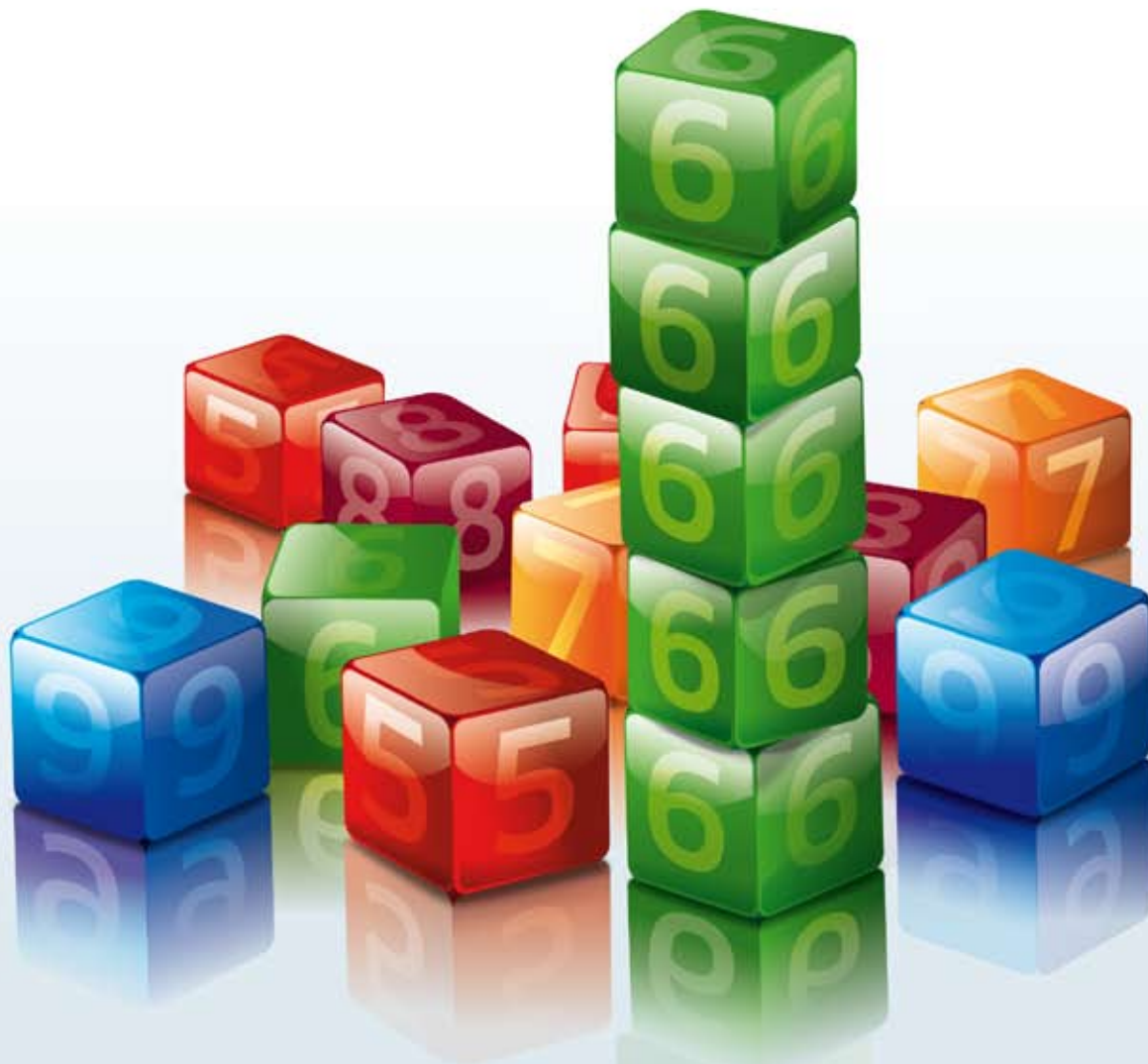
Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>3. Leadership</b></p>	<p>3.2 Professional and Organisational Leadership</p>	<p>Adherence to importance of confidentiality and appropriate disclosure</p> <p>Awareness of how organisational goals are reflected in personal and team objectives</p> <p>Recognise early signs of poor performance and take appropriate measures</p> <p>Build professional networks promoting exchange of knowledge, skills and resources in relation to work and health</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• understand improvement approaches to support service enhancement</li> <li>• understand implications for practice of key legal and ethical issues</li> </ul>	

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 5</b>  <b>Practitioner Level</b>	<b>4. Evidence, Research and Development</b>	4.1 Evidence into practice	<p>Access databases on research and evidence related to area of practice</p> <p>Appraise research and evidence and use to underpin own practice</p> <p>Assess own practice and interventions against person centred outcomes</p> <p>Contribute to review of impact of NMAHP interventions on the wider individual/ patient experience</p> <p>Consolidate understanding and application of different research approaches</p> <p>Identify ideas for research activity</p> <p>Observe and record data as directed for clinical trials, audits, surveillance</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>display literature/ database searching and information literacy skills</li> <li>demonstrate confidence in using information technology skills and systems</li> <li>access and apply research</li> <li>critically appraise</li> </ul> <p><b>Ability to demonstrate knowledge of:-</b></p> <ul style="list-style-type: none"> <li>clinical audit and local NHS information and research governance policies</li> <li>local systematic processes that contribute to quality improvement e.g. releasing time to care</li> <li>user defined and person centred outcomes e.g. Talking Points and other personal outcome approaches</li> <li>research governance – ethics, data protection, confidentiality</li> <li>data analysis and interpretation</li> </ul>	<p><a href="#">Flying Start NHS® – Research for Practice</a> </p> <p><a href="#">Effective Practitioner resources</a>  -Evidence based practice learning activities</p> <p>Appropriate and relevant work based learning / accredited courses in Research and research based practice</p> <p>Knowledge network, for example Joanna Briggs Institute and Cochrane review</p> <p>Research methods</p> <p>Quality improvement methodology</p>



# Level 6

## Senior Level



## Career & Development Framework Level 6 – Overview



Career Framework Level	Central Pillars	Broad Sphere of responsibility/role	Minimum – Professional/ Education Requirements	Examples of Core Educational Themes	SCQF
<b>LEVEL 6</b>  <b>Senior Level</b>	<b>1. Clinical Practice</b>  <b>2. Facilitation of Learning</b>  <b>3. Leadership</b>  <b>4. Evidence, Research and Development</b>	<ul style="list-style-type: none"> <li>Responsible for maintenance of high levels of evidence based general practice nursing</li> <li>Skilled effective practitioner in the field of general practice nursing</li> <li>Manage/supervise work of others</li> <li>If relevant act as a mentor and preceptor</li> <li>Lead in assessing, planning, providing and evaluating evidence informed general practice nursing care adopting a multi disciplinary management / team approach where appropriate</li> <li>Provide direct or indirect supervision and leadership to multi disciplinary team members</li> <li>Provide an effective learning environment in which to teach, supervise and assess learners</li> <li>Support the development and implementation of new models and strategies to promote safe and effective care which maximise a person centred approach</li> </ul>	<ul style="list-style-type: none"> <li>Registered on Part 1 of the Nursing and Midwifery Council register(NMC)</li> <li>Educated to a minimum of degree level</li> </ul> <p><b>If appropriate, working towards</b></p> <ul style="list-style-type: none"> <li>NMC Independent Prescribing</li> </ul>	<ul style="list-style-type: none"> <li>Research and Evidence Informed Practice</li> <li>Reflective Practice</li> <li>Leadership and Management</li> <li>Advanced clinical decision making for long term conditions and minor illness</li> <li>Managing complex cases</li> <li>Anticipating and responding to health needs</li> </ul>	9 – 11



## Career & Development Framework Level 6

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b>  <b>Senior Level</b>	<b>1. Clinical Practice</b>	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.	<p>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.</p> <p>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.</p> <p>Co-ordinate and manage health needs with specified individuals as part of a multidisciplinary general practice team.</p> <p>Develop local care pathways in long term conditions, health improvement and minor illness.</p> <p>Influence the use of data collection systems to support and enhance decision making.</p>	<p>Detailed specialist knowledge and understanding of general practice nursing underpinned by theoretical community and primary care concepts and definitions and relevant clinical experience.</p> <p>Assessment, planning, intervention, referral and discharge required to deliver key spheres of responsibility and roles of wider health and social teams.</p> <p>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.</p> <p>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.</p> <p>Enhanced communication skills.</p>	<p><a href="#">Effective Practitioner website resource</a><sup>+</sup> - Clinical Practice Learning Activities</p> <p>Appropriate and relevant work based learning /accredited courses</p> <p>Advanced clinical assessment</p> <p>Maintain and enhance KSF profile</p> <p>Clinical supervision/mentorship/ leadership</p> <p>Managed Knowledge Network <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a></p> <p>Independent non medical prescribing</p> <p>Advanced communication and clinical skills</p> <p>Cleanliness Champions</p> <p>Specialist Long Term Condition Management</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b> <b>Senior Level</b>	<b>1. Clinical Practice</b>	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.	<p>Promote clinical governance and assume accountability and responsibility for delivery of whole episodes of care including assessment, diagnosis, intervention, referral and discharge.</p> <p>Use evidence-informed practice to work independently by virtue of specialist knowledge and skills to provide safe, effective and person-centred care.</p> <p>Use where appropriate telehealth / telecare technologies to support maximum independence at home and reduction in exacerbations and / or hospital admissions.</p>	<p>Promote 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.</p> <p>Additional specific clinical competencies as required for role.</p>	<p>Mental Health</p> <p>Minor illness</p> <p>Sexual Health</p> <p>Appropriate and relevant work-based learning / post graduate accredited courses (SCQF Levels 10/11)</p> <p>Public Health</p> <p>CPD for Independent Non Medical Prescribing <a href="http://www.nes.scot.nhs.uk/prescribing/index.html">http://www.nes.scot.nhs.uk/prescribing/index.html</a></p> <p>Appraisal skills</p>
		1.2 Promote and influence others to incorporate non-judgmental, values-based care into practice.	Ensure care delivery is person-centred.	<p>High level of awareness of own values and beliefs.</p> <p>Work in a positive way with difference and diversity.</p>	<p>Dignity and respect</p> <p>Diversity and cultural training</p>



Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b> <b>Senior Level</b>	<b>1. Clinical Practice</b>	1.3 Work with the freedom to exercise judgment about actions while accepting professional accountability and responsibility	<p>Utilise enhanced critical thinking to explore and analyse evidence in clinical practice.</p> <p>Freedom to act but guided by precedent and clearly defined policies, procedures and protocols.</p> <p>Manage team and resources to provide an ethical service within the context of current care frameworks while remaining accountable for own professional practice.</p>	<p>Detailed knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice.</p> <p>Ability to search, review, analyse and apply relevant literature effectively to enhance planning and decision making.</p> <p>Knowledge of cost effective approaches to resource management in clinical practice.</p>	<p>Critical appraisal of legislation, policies, procedures, protocols, professional regulation and codes of practice such as Scottish Intercollegiate Guideline Network (SIGN).</p> <p>Scottish School of Primary Care Research <a href="http://www.sspc.ac.uk/spcrn/">http://www.sspc.ac.uk/spcrn/</a></p> <p>Procurement training</p>
		1.4 Promote the practice of clinical reflection for self and team	<p>Provide clinical support for general practice team.</p> <p>Support self and team to reflect on clinical practice.</p>	<p>Undertake significant event analysis.</p> <p>Knowledge and skill in using safety tools to reflect on clinical decision making.</p>	NES CPD Training

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b> <b>Senior Level</b>	<b>2. Facilitation of Learning</b>	2.1 Learning, Teaching and Assessment	<p>Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning</p> <p>Evaluate the effectiveness of educational interventions</p> <p>Consolidate own assessment skills and support others in making assessment judgments</p> <p>Participate in teaching and student selection in HEIs and/or other education organisations</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• Consolidate core skills to support workplace learning</li> <li>• reflect on practice and support reflection in others</li> <li>• understand and apply standards and guidelines that underpin a quality learning environment</li> <li>• demonstrate skills in undertaking and responding to evaluation of learning</li> <li>• use appropriate interviewing techniques</li> </ul>	<p><a href="#">Test for the best resources</a> </p> <p><a href="#">Effective Practitioner resources</a>  -Learning, teaching and supervision activities</p> <p>Mentorship/Practice Teacher preparation</p> <p>Programme of preparation for clinical supervision</p> <p>Information technology skills</p>
		2.2 Creation of the learning environment	<p>Use established models of supervision and mentorship</p> <p>Contribute to creation of an effective learning environment ensuring learning opportunities for students</p> <p>Participate in educational audit</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• use core facilitation and teaching skills</li> <li>• develop educational materials</li> <li>• understand improvement approaches such as learning audit and appreciative enquiry</li> <li>• use models of supervision/mentor-ship</li> </ul>	

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b>  <b>Senior Level</b>	<b>3. Leadership</b>	3.1 Team Work and Development	<p>Act as a positive role model</p> <p>Work independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals</p> <p>Manage risk and remain accountable for the care given to these individuals</p> <p>Work effectively across professional and agency boundaries, actively involving and respecting others' contribution</p> <p>Recognise diversity, individual differences and perspectives</p> <p>Manage professional development of individuals and groups</p> <p>Begin to develop skills in recognized workload assessment tools and skill mix</p>	<b>Ability to:-</b> <ul style="list-style-type: none"> <li>demonstrate clinical leadership behaviours and skills</li> <li>give and receive feedback in a open, honest and constructive manner</li> <li>apply equality and diversity legislation which underpins practice</li> <li>implement suggestions for own improvement and that of others</li> <li>demonstrate knowledge, understanding and utilisation of KSF and its application</li> </ul>	<p>Communication skills</p> <p>Negotiation skills</p> <p><a href="#">Effective Practitioner</a> </p> <p>Education and Development Framework for Senior charge nurses/midwives and team leaders in all areas of practice ( NES 2011)</p> <p><a href="#">Information Governance</a>  <a href="#">Framework</a></p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 6</b></p> <p><b>Senior Level</b></p>	<p><b>3. Leadership</b></p>	<p>3.2 Professional and Organisational Leadership</p>	<p>Act as a change agent</p> <p>Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare</p> <p>Encourage staff to contribute ideas and solutions for quality improvement and innovation</p> <p>Actively contribute to a variety of professional networks e.g. managed knowledge networks(MKN), professional learning</p> <p>Negotiate and influence locally in terms of professional practice and in relation to health care</p> <p>Recognise early signs of poor performance and take appropriate measures to address concerns</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• organise and implement change</li> <li>• support others improve and enhance practice</li> <li>• display creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness</li> <li>• lead, persuade and influence others effectively</li> </ul>	<p><a href="#">Test for the best resources</a> +</p> <p>Leadership and management learning activities</p> <p>Communication and developing management skills (accredited or work based)</p> <p><a href="#">Effective Practitioner resources</a> +</p> <p>Work shadowing of more senior colleagues</p>



Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b>  <b>Senior Level</b>	<b>4. Evidence, Research and Development</b>	4.1 Evidence into practice	<p>Use research related approaches to assess how evidence is being used to inform the quality of care of individuals by self and others</p> <p>Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials or projects (Employability Skills L6) </p> <p>Contribute to, or participate in research related activity</p> <p>Identify and disseminate information on NHS Board/ University programmes of research/forums/special interest groups/networks relevant to area of practice</p> <p>Contribute to the development of local guidelines and policy and where appropriate at regional and national level</p>	<b>Ability to:-</b> <ul style="list-style-type: none"> <li>• adhere to research governance for self and others</li> <li>• support others to access data and develop literacy skills</li> <li>• participate in research audit/ evaluation and Quality Improvement processes</li> <li>• understand research governance processes</li> </ul>	<p><b>Effective Practitioner resources</b>  -Evidence –based practice learning activities</p> <p>Research skills</p> <p>Advanced report writing skills</p> <p>Funding applications</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 6</b> <b>Senior Level</b>	<b>4. Evidence, Research and Development</b>	4.1 Evidence into practice	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		

## Level 7

### Advanced Practitioner



## Career & Development Framework Level 7 – Overview

Career Framework Level	Central Pillars	Broad Sphere of responsibility/role	Minimum – Professional/ Education Requirements	Examples of Core Educational Themes	SCQF
<b>LEVEL 7</b>  <b>Advanced Practitioner</b>	<b>1. Clinical Practice</b>  <b>2. Facilitation of Learning</b>  <b>3. Leadership</b>  <b>4. Evidence, Research and Development</b>	<ul style="list-style-type: none"> <li>Professional Leader</li> <li>Manage/supervise work of others</li> <li>Provide training, support and supervision to staff</li> <li>Influence policy and implement national and local guidance</li> <li>Responsible for areas of clinical governance within general practice</li> <li>Ensure the delivery of evidence informed care and participate in practice development</li> </ul>	<ul style="list-style-type: none"> <li>Registered on Part 1 of Nursing &amp; Midwifery Council (NMC) register</li> </ul> <p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>Masters Level Award</li> <li>NMC Independent non medical prescribing</li> </ul>	<ul style="list-style-type: none"> <li>Research methods</li> <li>Reflective Practice</li> <li>Leadership and Management</li> <li>Public Health (Epidemiology, Policy Drivers, Service Provision)</li> <li>Legal &amp; ethical issues including Health and Safety Law, Employment Law and Equal Opportunities</li> <li>Evidence Informed Practice</li> <li>Advanced Clinical Skills</li> </ul>	11

## Career & Development Framework Level 7

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 7</b>  <b>Advanced Practitioner</b>	<b>1. Clinical Practice</b>	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.	<p>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.</p> <p>As part of a multidisciplinary team, lead health improvement, prevention, cure, care, rehabilitation and palliation as determined by the needs of the general practice.</p> <p>Undertake advanced level interventions to address highly complex health needs.</p> <p>Provide advanced clinical skills to care for individuals, families, and carers in the general practice.</p> <p>Ensure data capture systems are fit for purpose.</p> <p>Promote clinical governance and assume accountability and responsibility for delivery of whole episodes of care including assessment, diagnosis, intervention, referral and discharge.</p>	<p>Highly developed specialist knowledge and understanding of long term conditions, health behaviours, minor illness and interventions to improve health outcomes.</p> <p>Uses advanced communication skills in consultations.</p> <p>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.</p> <p>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.</p> <p>Communicate with internal and external agencies to enhance patient care.</p>	<p>Appropriate and relevant workbased learning /accredited courses</p> <p>Co-morbidities</p> <p>Physical assessment</p> <p>Cognitive Behavioural Therapy</p> <p>Advanced Clinical Assessment Skills</p> <p>NHS Territorial Boards CPD for non-medical prescribers</p> <p>Strategic and operational planning skills e.g. The Productive General Practice tools  <a href="http://www.qihub.scot.nhs.uk/quality-healthcare-resources/continuous-improvement-in-healthcare/productive-general-practice.aspx">http://www.qihub.scot.nhs.uk/quality-healthcare-resources/continuous-improvement-in-healthcare/productive-general-practice.aspx</a></p>


Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 7</b>  <b>Advanced Practitioner</b>	<b>1. Clinical Practice</b>	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.	<p>Work autonomously by virtue of highly specialist knowledge and skills to provide safe, effective and person-centred care.</p> <p>Provide advice to local and regional general practice nursing policy and strategies to deliver quality care.</p> <p>Ensure telehealth / telecare technologies are available to support maximum independence at home and reduction in exacerbations and / or hospital admissions.</p>	<p>Knowledge and understanding of clinical governance within own organisation.</p> <p>Participate in local / regional policy-making groups such as managed clinical networks or community health partnerships.</p> <p>Additional specific clinical competencies as required for the role.</p>	
		1.2 Promote and influence others to incorporate non-judgemental, values-based care into practice.	<p>Ensure team members adopt a person-centred approach.</p> <p>Assesses capacity for informed consent</p>	<p>Promote awareness of own and team's values and beliefs.</p> <p>Demonstrate positive approaches of working with difference and diversity.</p>	Adults with Incapacity: The Assessment of Capacity for Health Care Professionals

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 7</b>  <b>Advanced Practitioner</b>	<b>1. Clinical Practice</b>	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.	<p>Advanced critical thinking to explore and analyse evidence, cases and situations in clinical practice enabling a high level of judgement and decision making.</p> <p>Manage professional and ethical service delivery within a defined practice area while remaining accountable for own professional practice.</p>	<p>Advanced knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice.</p> <p>Provide advice on searching, reviewing, analysing and applying relevant literature effectively to influence policy and practice development.</p> <p>Expert knowledge of cost effective approaches to resource management in clinical practice</p>	<p>Leadership and Management</p> <p>Public Health (Epidemiology, Policy Drivers, Service Provision)</p> <p>Legal &amp; ethical issues including Health and Safety Law, Employment Law and Equal Opportunities</p>
		1.4 Evaluate outcomes from clinical reflection undertaken by wider general practice team.	<p>Support self and team to reflect on clinical decision making.</p> <p>Lead significant event analysis on general practice nursing issues.</p>	<p>Advanced skills in significant event analysis.</p> <p>Knowledge and skills in using safety tools in general practice to improve quality care.</p>	<p>Patient Safety</p> <p><a href="http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/patient-safety-and-clinical-skills.aspx">http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/patient-safety-and-clinical-skills.aspx</a></p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 7</b></p> <p><b>Advanced practitioner</b></p>	<p><b>2. Facilitation of Learning</b></p>	<p>2.1 Learning, Teaching and Assessment</p>	<p>Advance practice through educational development and delivery.</p> <p>Act as an experienced work based learning educator /assessor by providing advice and support to other practitioners</p> <p>Design, plan, implement and evaluate learning and development programmes</p> <p>Engage with education providers to contribute to curriculum development and teaching</p> <p>Take a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• develop and facilitate use of educational materials for students, staff and service users linking to local and national strategies</li> <li>• role model skills in assessment of competence</li> <li>• support others to appraise and modify care in relation to equality, diversity and values based care</li> </ul>	<p>Participate in formal and workbased learning</p> <p>Postgraduate Certificate in Education (PGCE)</p> <p>Formal preparation for educational supervision</p> <p>Support others to develop teaching, supervising and mentoring skills</p>




Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 7</b></p> <p><b>Advanced practitioner</b></p>	<p><b>2. Facilitation of Learning</b></p>	<p>2.2 Creation of the learning environment</p>	<p>Analyse the range of factors which influence learning and take account of these when planning and managing learning experiences</p> <p>Build capability and capacity to support learning in practice settings</p> <p>Advise service/ education providers on capability and capacity for student experience in placements</p> <p>Create a positive culture of learning through role modeling and support for the development of others</p> <p>Assure and improve the quality of educational opportunities within the work environment</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• act as an experienced mentor/clinical coach/supervisor</li> <li>• encourage and support teaching, supervision and mentorship skills in others</li> <li>• apply quality improvement cycle and implement findings</li> <li>• act on intelligence from educational audits to strengthen the workplace as a positive learning environment</li> </ul>	<p>Knowledge of quality improvement cycle</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 7</b></p> <p><b>Advanced practitioner</b></p>	<p><b>3. Leadership</b></p>	<p>3.1 Team Work and Development</p>	<p>Provide strong and effective leadership across professional and organisational teams/boundaries</p> <p>Create a culture of support and empowerment for the team</p> <p>Critically review team performance and use results to enhance self and team member working and development for the benefit of person-centred care</p> <p>Monitor the delivery of high quality-client centred care by the team, and act on the results.</p> <p>Provide timely feedback to team that recognises good performance and identify areas for improvement</p> <p>Critically review skill mix and apply workload assessment tools and use results to build a business case</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• apply models of team building and group working</li> <li>• use conflict management and resolution strategies</li> <li>• apply knowledge, understanding and utilisation of NHS KSF to enhance team performance</li> <li>• apply workforce and workload assessment tools</li> </ul>	<p><a href="#">Advanced Practice Toolkit</a> </p> <p>Further development of :-</p> <ul style="list-style-type: none"> <li>- organisational skills</li> <li>- critical thinking, and analytical skills</li> <li>- leadership skills</li> <li>- management skills</li> <li>- appraisal skills</li> <li>- problem solving skills</li> <li>- reflective skills</li> <li>- clinical supervision models and processes</li> </ul>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 7</b></p> <p><b>Advanced practitioner</b></p>	<p><b>3. Leadership</b></p>	<p>3.2 Professional and Organisational</p>	<p>Lead and monitor clinical effectiveness and efficiency to enhance management of resources</p> <p>Actively encourage involvement of service users to influence and improve person-centered care</p> <p>Lead the development, delivery monitoring and evaluation of standards of care and act on the results</p> <p>Lead innovation and quality improvement and promote input of others</p> <p>Identify poor performance and take responsibility for ensuring appropriate development opportunities are available to address concerns.</p> <p>Assess, lead, manage and monitor the effectiveness and impact of change</p> <p>Ensure that organisational goals are reflected in personal and team objectives</p>	<p><b>Role model:-</b></p> <ul style="list-style-type: none"> <li>• excellent organisational skills</li> <li>• creativity and innovation in exploring and implementing possible solutions</li> <li>• management and leadership skills that contribute to successful change.</li> </ul> <p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• support implementation of local and national professional strategy and policy</li> <li>• demonstrate Partnership Working</li> <li>• lead, negotiate and influence others effectively by responding appropriately to queries and complaints, negotiating assertively and presenting a positive self image</li> <li>• use advanced written and oral communication skills</li> </ul>	<p>Information Governance Framework</p> <p>Political leadership courses</p> <p>Work shadowing of consultant level nurses</p> <p>Employment and equality law</p> <p>Senior charge nurse framework</p> <p>Advanced management and leadership programmes</p> <p>NES Skills maximisation toolkit</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 7</b></p> <p><b>Advanced practitioner</b></p>	<p><b>3. Leadership</b></p>	<p>3.2 Professional and Organisational</p>	<p>Participate and influence local (and where appropriate national) policy and strategy development by supporting and developing lateral thinking in self and others.</p> <p>Work in partnership with a range of clinicians, managers and service users in planning development of specific areas of work and health services</p> <p>Establish, lead and support a variety of professional networks with peers across professional groups promoting exchange of knowledge, skills and resources</p>	<ul style="list-style-type: none"> <li>• present complex information effectively in written and oral reports</li> <li>• engage with colleagues using a person centered critical approach by:-             <ul style="list-style-type: none"> <li>• listening to, and appreciating the complexity of a range of views and adopting effective questioning techniques</li> <li>• displaying a sensitive manner and using appropriate language within a range of situations</li> </ul> </li> </ul>	<p>Further development of specific knowledge and skill in:-</p> <ul style="list-style-type: none"> <li>- mentoring</li> <li>- coaching</li> <li>- change management</li> </ul>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 7</b>  <b>Advanced practitioner</b>	<b>4. Evidence, Research and Development</b>	4.1 Evidence into practice	<p>Be a role model for the wider team by creating a positive research culture within the workplace</p> <p>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.</p> <p>Develop clinically effective practice through effective utilisation and integration of evidence</p> <p>Monitor impact of evidence utilisation</p> <p>Develop policies, procedures and protocols (<a href="#">Adapted from SCN p.9</a>) </p> <p>Contribute to the wider research agenda through initiating or supporting research activity</p> <p>Identify, promote, embed and monitor the measurement of outcomes relevant to area of practice, using findings to enhance future activity</p>	<b>Ability to:-</b> <ul style="list-style-type: none"> <li>• further enhance knowledge of research approaches</li> <li>• demonstrate understanding of proposal application development, ethical approval process and funding sources</li> <li>• utilise knowledge of research and information governance to support others in research processes</li> <li>• gather, collate and communicate appropriate clinical data to enable audit, service evaluation</li> </ul>	

# Level 8

## Consultant Practitioner



## Career & Development Framework Level 8 – Overview

Career Framework Level	Central Pillars	Broad Sphere of responsibility/role	Minimum – Professional/ Education Requirements	Examples of Core Educational Themes	SCQF
<b>LEVEL 8</b>  <b>Consultant Practitioner</b>	<b>1. Clinical Practice</b>  <b>2. Facilitation of Learning</b>  <b>3. Leadership</b>  <b>4. Evidence, Research and Development</b>	<ul style="list-style-type: none"> <li>• Provide expert advice Nationally, Regionally and Locally</li> <li>• Act as a highly specialist general practice nursing clinical expert.</li> <li>• Lead on nursing research in general practice nursing establishing relationships across NHS and Higher Education Institutions</li> <li>• Promote and participate in relationships across NHS partnership agencies</li> <li>• Take a lead role in implementing regional and national strategy</li> <li>• Participate in nursing research, establishing relationships across the NHS and with Higher Education Institutions</li> <li>• Take a lead role in representing General Practice Nursing in implementing regional and /or national priorities and strategies for Primary Care</li> </ul>	<ul style="list-style-type: none"> <li>• Registered on Part 1 of the Nursing and Midwifery Council (NMC) register</li> <li>• Masters level Degree</li> </ul> <p><b>Working toward</b></p> <ul style="list-style-type: none"> <li>• Doctorate</li> <li>• Advanced Leadership/ Management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Care Governance</li> <li>• Strategic Leadership</li> <li>• Legal &amp; ethical issues</li> <li>• Management</li> <li>• Research</li> </ul>	11 - 12

## Career & Development Framework Level 8

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>Level 8</b>  <b>Consultant Practitioner</b>	<b>1. Clinical Practice</b>	1.1 Demonstrate expert competence, innovation and clinical leadership in managing the delivery of General Practice Nursing.	<p>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.</p> <p>Lead and enhance health improvement, prevention, cure, care, rehabilitation and palliation as determined by the needs of primary care.</p> <p>Lead on local, regional or national general practice nursing policies and strategies to deliver quality care.</p> <p>Provide General Practice Nursing expertise in implementing new ways of working to improve clinical care delivery.</p>	<p>Highly developed expert knowledge and understanding of General Practice Nursing underpinned by theoretical knowledge and relevant clinical experience and competence.</p> <p>Delivery of care in general practice to improve health outcomes for patient population.</p> <p>Developed communication networks with general practice nurses and multiple agencies.</p> <p>Contribute to the development of clinical governance frameworks.</p> <p>Expert knowledge of the range and needs of vulnerable and hard to reach groups.</p> <p>Additional specific clinical competencies as required for the role.</p>	<p><a href="#">Advanced Practice Toolkit</a> <sup>+</sup> web based resource</p> <p>Appropriate and relevant work-based learning /accredited courses</p> <p>Advanced critical thinking</p> <p>Advanced knowledge and understanding of public health</p> <p>Management</p>




Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>Level 8</b>  <b>Consultant Practitioner</b>	<b>1. Clinical Practice</b>	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 <a href="http://www.clinicalgovernance.scot.nhs.uk/">http://www.clinicalgovernance.scot.nhs.uk/</a>  Legal and ethical issues


Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>Level 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>1. Clinical Practice</b></p>	<p>1.3 Practice autonomously, have freedom to exercise judgement about actions while accepting professional accountability and responsibility</p>	<p>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)</p> <p>Has freedom to act, guided by precedent and clearly defined general practice policies, guidelines, protocols and procedures.</p> <p>Manage professional and ethical service delivery within the context of general practice nursing care while remaining accountable for own professional practice.</p> <p>Lead and advise at operational and strategic levels on legal, ethical and professional issues relating to general practice nursing.</p> <p>Demonstrate ability to exercise advanced levels of clinical decision making</p>	<p>Expert knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice.</p> <p>Highly developed ability to search, review, analyse and apply relevant literature effectively to lead policy and practice.</p> <p>Expert skills in resource management to deliver quality clinical care.</p>	<p>Advanced critical thinking</p> <p>Research</p> <p>Strategic Leadership</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>Level 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>1. Clinical Practice</b></p>	<p>1.4 Provides expert advice and support for clinical reflection for primary care teams.</p>	<p>Contributes to development of strategies to improve clinical decision making in general practice nursing</p>	<p>Expert knowledge of use of reflection and tools to assist changes to clinical decision making to improve quality care</p>	<p>Advanced critical thinking</p> <p>Research and statistics</p> <p>Strategic Leadership</p> <p>Public Health Skills  <a href="http://www.healthscotland.com/learning/index.aspx">http://www.healthscotland.com/learning/index.aspx</a></p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>2. Facilitation of Learning</b></p>	<p>2.1 Learning, Teaching and Assessment</p>	<p>Contribute to the strategic development of education for students, staff and service users at a local and national level</p> <p>Work collaboratively with Higher Education Institutions, Scotland's Colleges and Stakeholders to review, develop and implement appropriate programmes/ training for own organisation</p> <p>Lead planning, implementation and evaluation of educational interventions at a local and national level for patients, a range of staff and the wider service informed by training needs analysis and in response to strategy</p> <p>Promote motivational ways to influence and optimise learning</p> <p>Use evaluation findings to improve future educational initiatives</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• transform health care practice through evidence based educational and curriculum development and delivery</li> <li>• apply educational governance skills</li> <li>• use expert consultation skills</li> <li>• use advanced evaluation approaches</li> </ul>	<p>Enhancement of teaching and assessing skills e.g. Postgraduate Certificate in Education</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 8</b>  <b>Consultant Practitioner</b>	<b>2. Facilitation of Learning</b>	2.2 Creation of the learning environment	<p>Communicate scholarly activity, research and new developments to support the integration of evidence based practice and influence the development of the learning environment</p> <p>Evaluate the effectiveness of educational/ training interventions</p>	<b>Ability to:-</b> <ul style="list-style-type: none"> <li>• initiate and provide skilled supervision of others.</li> <li>• influence and implement organisational learning and development strategy</li> </ul>	
	<b>3. Leadership</b>	3.1 Team Work and Development	<p>Provide leadership to influence strategic direction across professional and organisational teams/boundaries</p> <p>Support teams in their development by developing networks and sharing information</p>	<b>Ability to:-</b> <ul style="list-style-type: none"> <li>• model behaviors that value diversity, individual differences and perspectives</li> </ul>	Appropriate and relevant work based learning /accredited courses in leadership/ management training

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>3. Leadership</b></p>	<p>3.2 Professional and Organisational Leadership</p>	<p>Responsible for business planning and people management skills including workforce development and succession planning</p> <p>Contribute to the strategic review of clinical effectiveness and management of resources</p> <p>Provide strong and effective leadership across professional and organizational boundaries with a focus on quality improvement and service excellence.</p> <p>Act as an expert resource for patient care and decision making</p> <p>Influences practice development by supporting and developing innovative and lateral thinking in self and others</p> <p>Initiate, influence and lead new service developments</p> <p>Monitor, and demonstrate how organisational goals are reflected in own and others objectives</p> <p>Act as a organisational level change agent through identifying, challenging and managing poor performance</p>	<p><b>Ability to:-</b></p> <p>Apply skills in:-</p> <ul style="list-style-type: none"> <li>• strategic management</li> <li>• advance project planning and management</li> <li>• financial management</li> <li>• stakeholder involvement</li> <li>• impact assessment</li> <li>• development of an outcomes focused business case</li> <li>• critical thinking, analysis and synthesis</li> </ul> <p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• report effectively for a range of complex situations and contexts</li> <li>• readily use highly specialised theoretical and practice knowledge to think, gain and share information, solve problems and make decisions. (Employability Level 8 SfH)</li> </ul>	<p><a href="#">Advanced Practice Toolkit</a>  web based resource</p> <p>Marketing &amp; business case development</p> <p>Experience of contribution at Board level</p> <p>Participation in peer review</p> <p>Strategic contribution at local and national level</p> <p>High level of support skill e.g. mentorship/ Coaching skills /critical companion / project management /change management /workforce planning and development</p>

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<b>LEVEL 8</b>  <b>Consultant Practitioner</b>	<b>3. Leadership</b>	3.2 Professional and Organisational Leadership	<p>Work collaboratively across boundaries to develop and raise awareness of relevant policies, guidelines and strategies and influence change at local and national level</p> <p>Identify and act on opportunities to influence and develop policy and guidelines at national level</p> <p>Respond to national and local requests for document review (e.g. strategy, policy guidelines)</p> <p>Lead and manage change at local and national level.</p> <p>Initiate communities of practice/ networks to disseminate resources and practice initiatives</p> <p>Network with a wide range of organisations and individuals to shape and respond to policy and strategy at at national and local level.</p> <p>Represent NMAHPs widely nationally and internationally</p>	<ul style="list-style-type: none"> <li>• assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interacting factors <a href="#">(Employability Level 8 SfH)</a> </li> <li>• lead and implement local, national and professional strategy and policy</li> <li>• use critical reading skills to analyse and synthesise information</li> <li>• interpret health information, statistics and research data</li> <li>• use highly developed influencing and political leadership and influencing lobbying skills</li> <li>• model advanced communication and interpersonal skills</li> <li>• display a high level of presentation and report writing skills</li> </ul>	

Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>4. Evidence, Research and Development</b></p>	<p>4.1 Evidence into practice</p>	<p>Ensure that services are based on high-quality evidence</p> <p>Identify gaps in the evidence base and communicate findings to appropriate clinical, policy and research communities</p> <p>Understand the responsibilities of research governance</p> <p>Collaborate with appropriate research partners and build links with Research Forums and Universities</p> <p>Initiate, facilitate or undertake appropriate high-quality research acting as principal investigator where appropriate</p> <p>Contribute to development and implementation of a NMAHP research strategy</p>	<p><b>Ability to:-</b></p> <ul style="list-style-type: none"> <li>• critically review literature</li> <li>• understand advanced research methods</li> <li>• understand the responsibilities of a Principal Investigator</li> <li>• present information clearly and concisely</li> <li>• write critically including analysis, synthesis and interpretation of the evidence base to underpin practice</li> <li>• write for publication and contribute to peer review</li> <li>• establish appropriate policies and ensure support for clinical research activity</li> </ul>	<p>Understanding of the responsibilities of research governance</p> <p>Contribute to current publications e.g by writing for publication, contributing to peer reviews</p> <p>Understanding of the responsibilities of principle investigator</p> <p>Advanced research methods</p> <p>Contribute to current publications e.g by writing for publication, contributing to peer reviews</p> <p>Ethical and Research committees functions</p>



Career Framework Level	Central Pillars	Aspects of Practice	Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Examples of Educational & Professional Development
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>4. Evidence, Research and Development</b></p>	<p>4.1 Evidence into practice</p>	<p>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</p> <p>Present research findings in peer reviewed journals, conference and meetings</p>	<ul style="list-style-type: none"> <li>• understand functions and processes of ethical and research committees</li> <li>• act as a role model to develop a positive research culture within the NMAHP community</li> <li>• contribute to developing policies and maintenance of research governance</li> <li>• lead/participate in cross-professional and/or cross-organisational research programmes</li> <li>• access research funding</li> </ul>	

# Appendices



# 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.

- 9 Career Framework Level 9**  
People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. **Indicative or Reference title: Director**
- 8 Career Framework Level 8**  
People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. **Indicative or Reference title: Consultant**
- 7 Career Framework Level 7**  
People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. **Indicative or Reference title: Advanced Practitioner**
- 6 Career Framework Level 6**  
People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development. **Indicative or Reference title: Specialist/Senior Practitioner**
- 5 Career Framework Level 5**  
People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**
- 4 Career Framework Level 4**  
People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff. **Indicative or Reference title: Assistant/Associate Practitioner**
- 3 Career Framework Level 3**  
People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**
- 2 Career Framework Level 2**  
People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. **Indicative or Reference title: Support Worker**
- 1 Career Framework Level 1**  
People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2. **Indicative or Reference title: Cadet**

## Appendix 2

### Articulation of Career Framework with Scottish Credit and Qualifications 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/workforce-transformation/customised-career-frameworks-services](http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services)

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

## Appendix 3

Suggested matching of the four Central Pillars identified in this document against the Core and Specific Dimensions of the [NHS Knowledge and Skills Framework \(NHS KSF\)](#)<sup>Ⓞ</sup>. Post outlines based on the NHS KSF will set out the actual requirements of a post, the dimensions and levels required.

Central Pillars of Career and Development Framework for General Practice Nursing	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 4

The development group for the Career and Development framework for General Practice Nursing was facilitated by the Scottish Government and NHS Education for Scotland. Representation included:

<b>Grecy Bell</b>	Royal College of General Practitioners Representative	
<b>Denise Gray</b>	Educational Projects Manager	NHS Education for Scotland
<b>Gillian Halyburton</b>	Practice Nurse Adviser	NHS Greater Glasgow & Clyde
<b>Jane Harris</b>	Programme Manager	Scottish Government
<b>Susan Kennedy</b>	National Co-ordinator for General Practice Nursing	NHS Education for Scotland
<b>Clare Mayo</b>	Policy Adviser	Royal College of Nursing
<b>Bonnie McDowell</b>	Lecturer	Glasgow Caledonian University
<b>Valerie McIver</b>	Senior Nurse (Adult Services)	NHS Greater Glasgow & Clyde
<b>Abigail Mullings</b>	Programme Officer	Scottish Government
<b>Nan O'Hara</b>	Practice Nurse Facilitator	NHS Forth Valley
	Scottish General Practice Nursing Leads Group Representative	
<b>Julia Quickfall</b>	Nurse Director	Queen's Nursing Institute Scotland
<b>Effie Rodger</b>	Lead Nurse	NHS Forth Valley
<b>Linda Sharp</b>	Locality Team Leader	NHS Tayside
<b>Allison Tait</b>	Scottish Practice Nurses Association Representative for Edinburgh & Lothian	
<b>Pat Tyrrell</b>	Lead Nurse	NHS Highland
<b>Marion Welsh</b>	Senior Lecturer	Glasgow Caledonian University
<b>Karen Wilson</b>	Deputy Chief Nursing Officer	Scottish Government
<b>Lynn Young</b>	Primary Healthcare Adviser	Royal College of Nursing