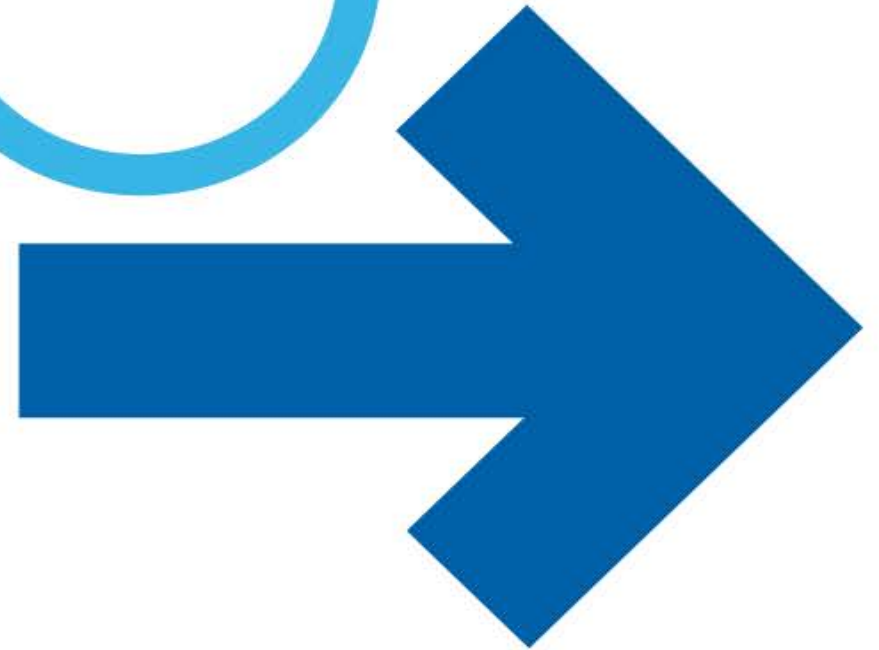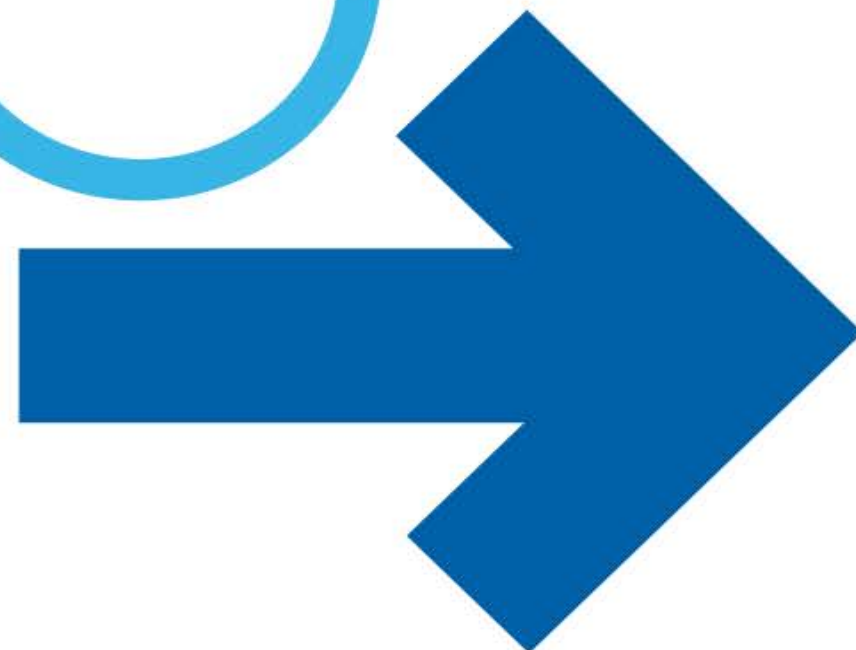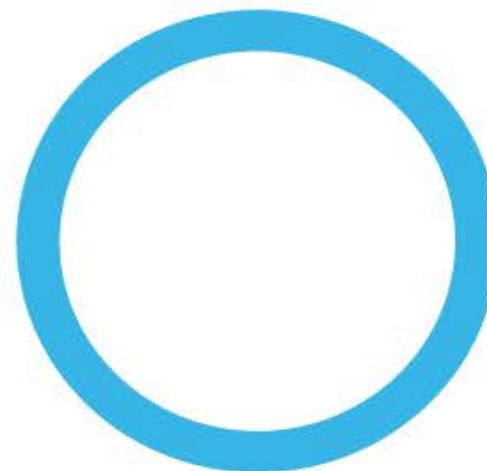# Yorkshire and the Humber General Practice Nursing Celebrations:

21 March 2019

National overview of current position GPN ten-point plan - Programme Update:
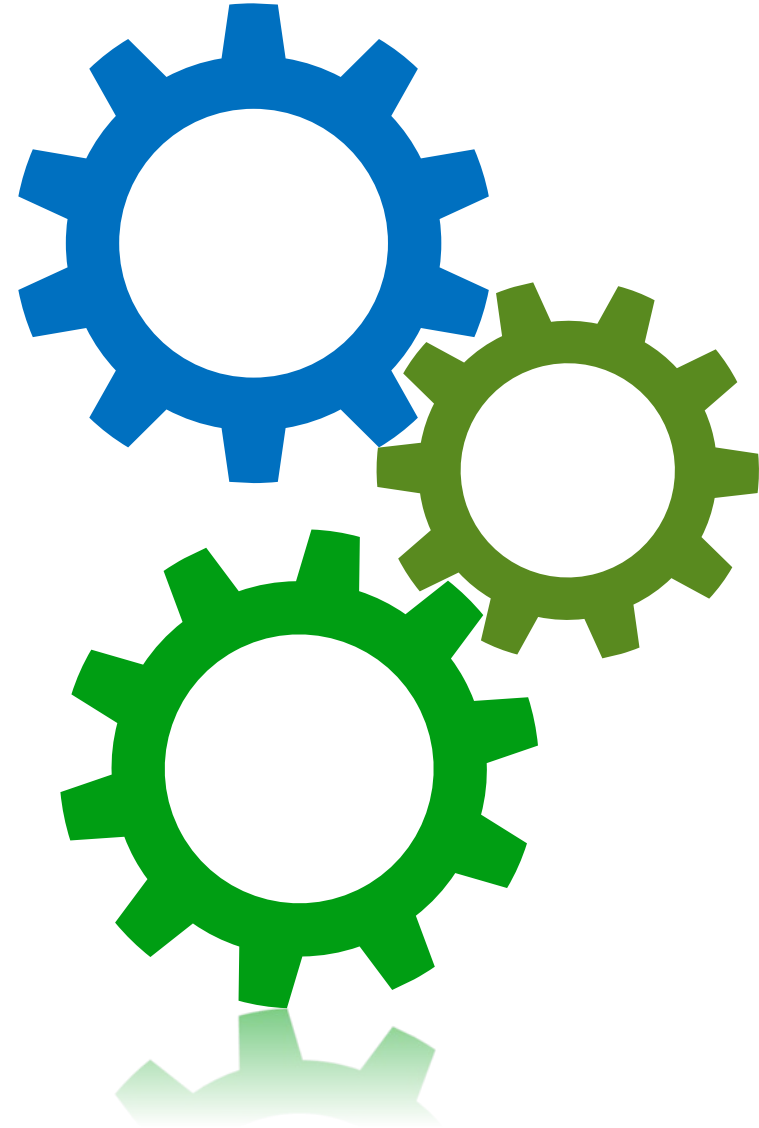
Jason Westwood
GPN Programme Manager (NHS England)

NHS Long Term Plan

Influence on GPN

- Fellowships
- Credentialing
- Clinical competence
- Nurse Banks
- Leadership inc. Digital
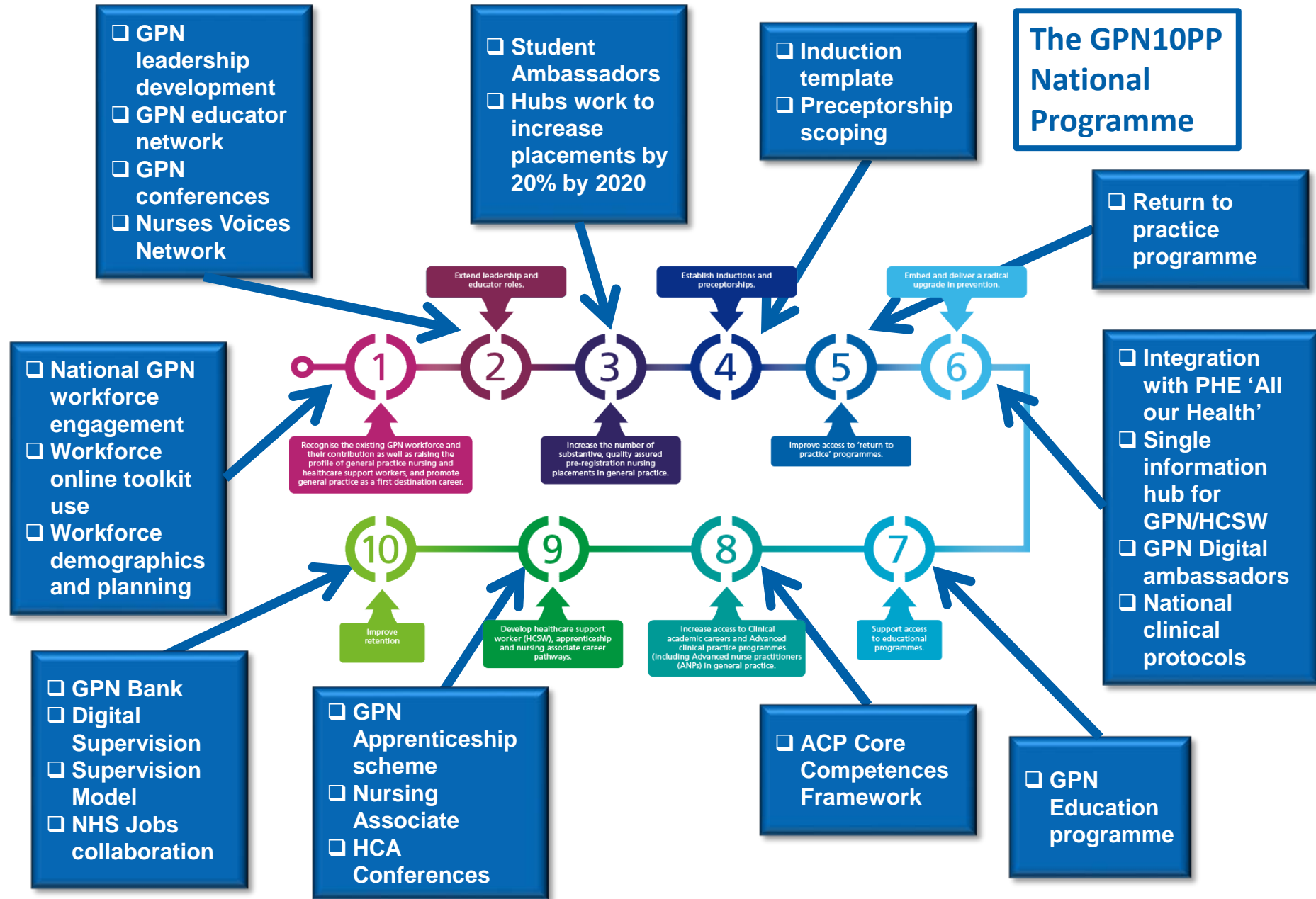- Locally driven healthcare
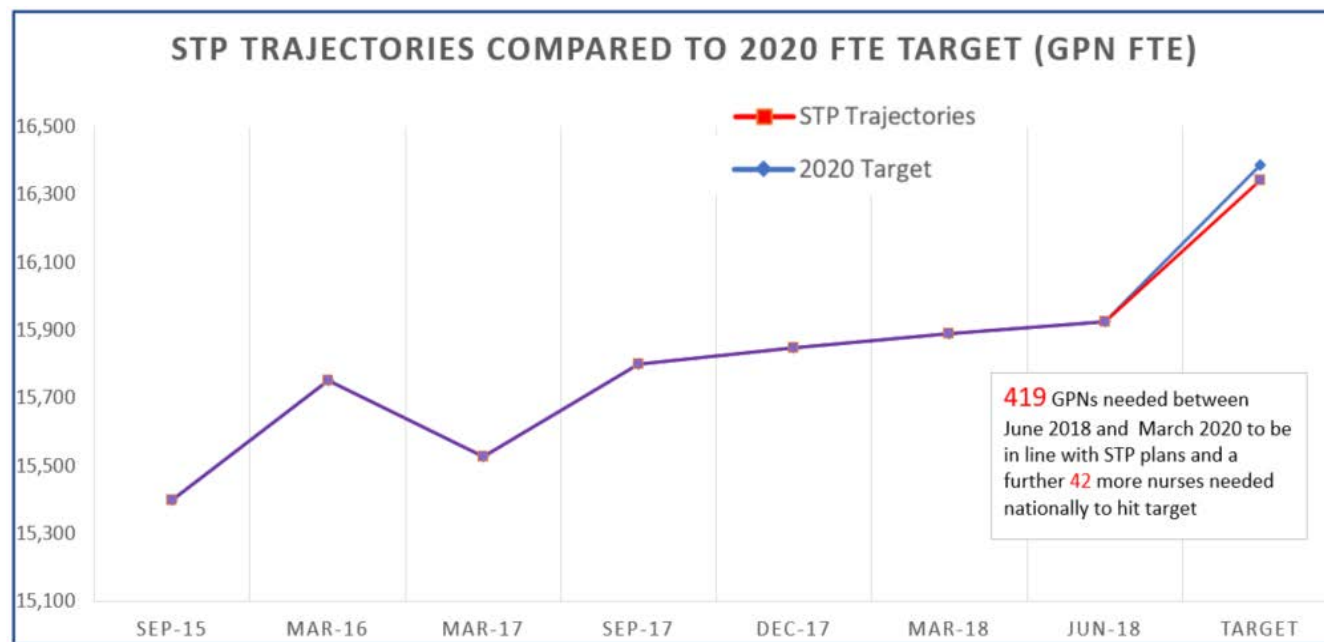- Workforce!

GPN workforce delivery top 5

- Develop **induction and preceptorship** framework to support new GPN registrants in first two years of employment in general practice

- Develop and deliver on the **digital capability** of the general practice nursing workforce by upskilling nursing workforce to use technology to support self-care and deliver on the prevention agenda

- Explore evidence of the impact of **reviewing pay and terms and conditions** of employment in general practice where this identifies as problem

- Develop **leadership capability** of the general practice nursing workforce to support the changing face of general practice to develop from federations to Primary Care Networks and the function of the Advanced Clinical Practitioner role

- Capitalise on **career routes for Health Care Support Workers** (HCSW) in general practice by upskilling and developing the workforce with career pathways using Nursing Associate routes through apprenticeship to Registered Nurse.

The GPN10PP National Programme

NHS England

- ❑ GPN leadership development
- ❑ GPN educator network
- ❑ GPN conferences
- ❑ Nurses Voices Network

- ❑ Student Ambassadors
- ❑ Hubs work to increase placements by 20% by 2020

- ❑ Induction template
- ❑ Preceptorship scoping

- ❑ Return to practice programme

- ❑ National GPN workforce engagement
- ❑ Workforce online toolkit use
- ❑ Workforce demographics and planning

- ❑ Integration with PHE 'All our Health'
- ❑ Single information hub for GPN/HCSW
- ❑ GPN Digital ambassadors
- ❑ National clinical protocols

Extend leadership and educator roles.

Establish inductions and preceptorships.

Embed and deliver a radical upgrade in prevention.

Recognise the existing GPN workforce and their contribution as well as raising the profile of general practice nursing and healthcare support workers, and promote general practice as a first destination career.

Increase the number of substantive, quality assured pre-registration nursing placements in general practice.

Improve access to 'return to practice' programmes.

Improve retention

Develop healthcare support worker (HCSW), apprenticeship and nursing associate career pathways.

Increase access to Clinical academic careers and Advanced clinical practice programmes (Including Advanced nurse practitioners (ANPs) in general practice.

Support access to educational programmes.

- ❑ GPN Bank
- ❑ Digital Supervision
- ❑ Supervision Model
- ❑ NHS Jobs collaboration

- ❑ GPN Apprenticeship scheme
- ❑ Nursing Associate
- ❑ HCA Conferences

- ❑ ACP Core Competences Framework

- ❑ GPN Education programme

Progress to Target - FTE

NHS England

STP TRAJECTORIES COMPARED TO 2020 FTE TARGET (GPN FTE)

- ■ STP Trajectories
- ◆ 2020 Target

419 GPNs needed between June 2018 and March 2020 to be in line with STP plans and a further **42** more nurses needed nationally to hit target

Region	2020 Target	Sept 18	Difference
London	2,050	1,883	-167
M&E	5,194	5,230	36
North	4,933	5,047	115
South East	2,402	2,377	-24
South West	1,807	1,807	1

Progress to Target - Other

- The **return to practice (RTP)** element of the programme, holds a target to return those completing the RTP course back into general practice employment. Currently (Sept 2018) 44 participants have filled the programme funded places.

- The number of **pre-registration placements** have increased since the start of the programme and surpassed the 20% target nationally. Focused efforts now progress in geographical areas that continue to have placement issues.

Milestone Report – 2nd April 2019

GENERAL PRACTICE NURSING

Programme Plans for 19/20

Sustainable Development

Student Nurse Network, Preceptorship, Articulating the GPN Role.

Digital Ambassador Programme, Single Portal, Digital Nurse Collaboration

GPN Educator Centre Trial, Group Consultation (Evaluation & Extension)

Focused pre-registration placement activity, GPN Bank (Extension), Associate Apprenticeships, ACP competency framework.

Dedicated communications and Engagement resource

Rosalin Franklin Programme, Beacon Project, Support for RCN Innovation projects.

ACP Skills Support (London Community Acad.), Patient Activation Measures Training, HCSW skills package.

Support

Digital

Partner

Workforce

Engage

Leadership

Skills

Digital work

NHS England

 Formation of digital ambassadors in General Practice Nursing

 Facilitate supervision through a digital platform

 **'Single Point of Access' to GPN digital resources**

- Supervision platform to encompasses and supports a consistent model of supervision
- "The NHSE nurse transformation programme focused on the GPFV in conjunction with PHE has commissioned an example STP focused action learning programme per regional GPN Board to create digitally enabled practice nurse champions with their implementation and embedding of digital delivery underpinned by All Our Health"

Supervision Model Development

Model Framework – Basic structure, compelling message & agreed content (end Apr 19)

Integration – Embedding the model into the established digital supervision platform (Autumn 19)

1 2 3 ✓
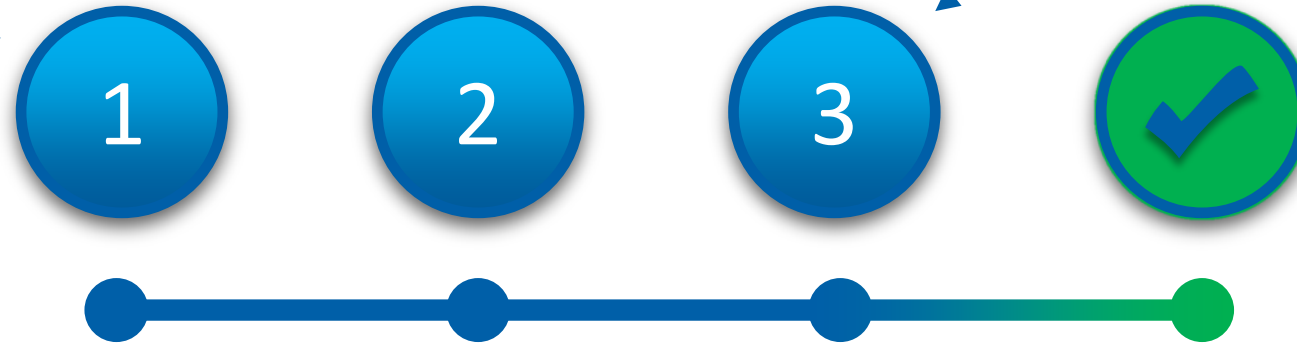
**Functional Model** – Principles, competency and educational standards, toolkit and e-learning (Summer 19)

FutureNHS Collaboration Platform

The GPFV workspace was set up in October 2017

The group is closed and membership must be approved

There are now **538** members **32** managers and **25** teams

**65%** of members are active members and have logged in at some point during the last **6 weeks**

https://future.nhs.uk/connect.ti/GPFV/grouphome
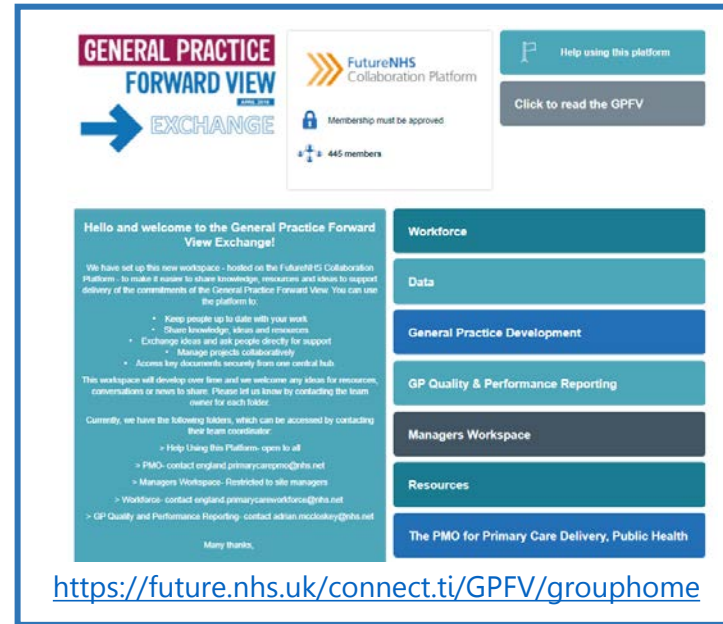
Email address domain of users

Nhs.net
Hee.net
Other
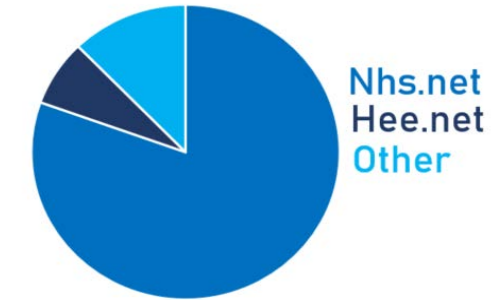
Examples for non-nhs.net members: members from HEE, PHE, ALBs, CCG, STPs & Providers

Most Downloaded Documents	Number of Downloads
GPFV Workforce Reporting Tool	277
STP GP workforce demand supply tool	218
GPN 10PP Nursing Data Tool	164
CCG Resource Pack	101
Workforce STP Trajectory Template	70

Total members over time

GPFV Workspace launched

Total Members Feb 2019 **538**
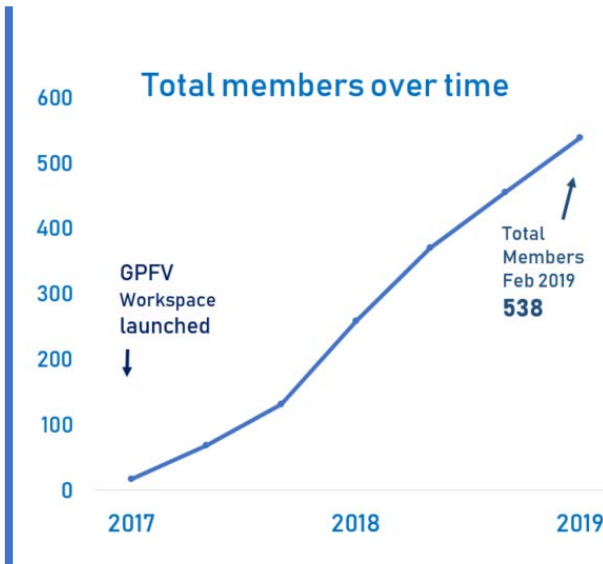
GPFV membership by region	Number of members
London	137
Midlands and East of England	100
National	78
North of England	95
South of England	95
No Response	86

Sustainable Development

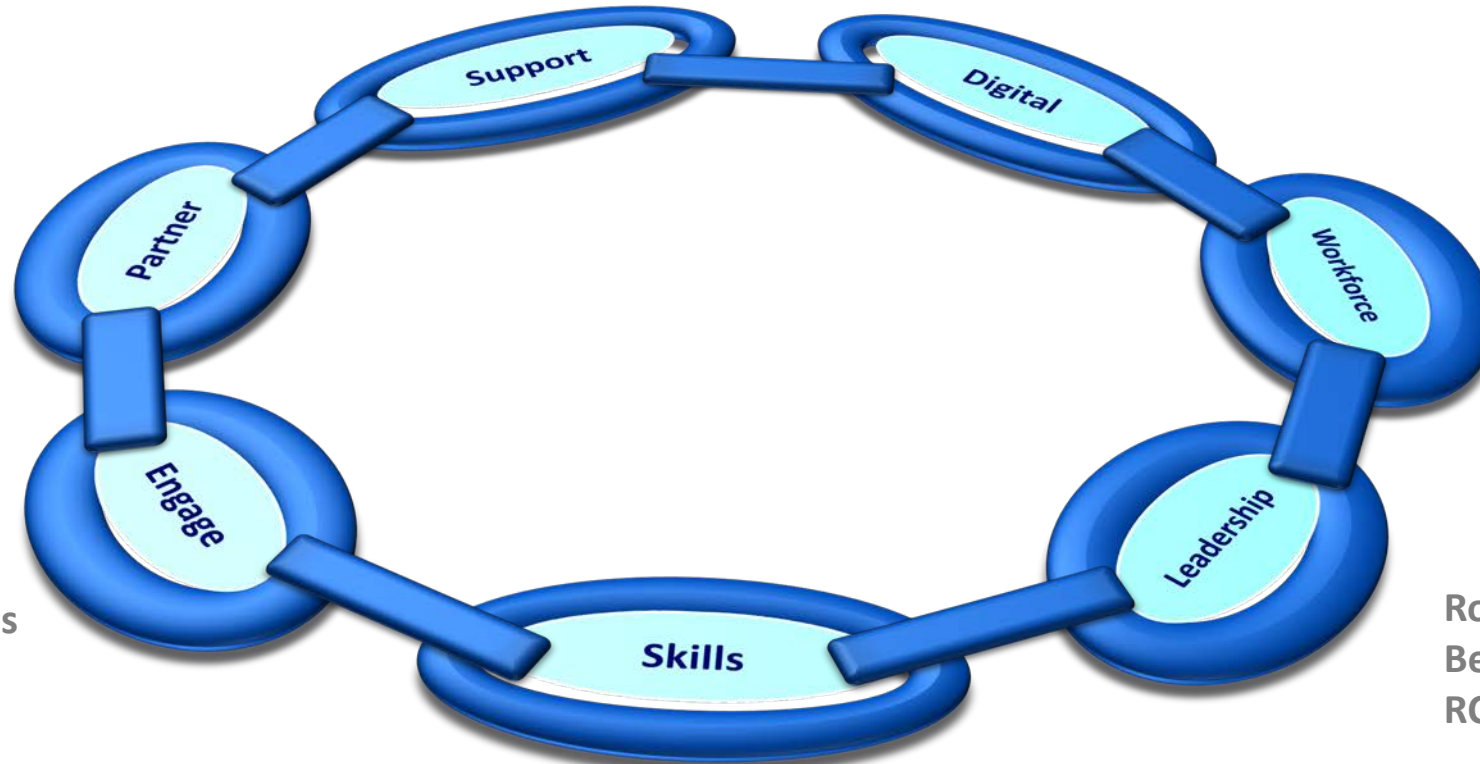**Student Nurse Network, Preceptorship, Articulating the GPN Role.**

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Support

Digital

Partner

Workforce

Engage

Leadership

Skills

Roles and career pathway

- **ANP/ACP**

- Capital Nurse (ACP Scheme for GPNs), Skills for Health (Core capabilities framework)

- **Nursing Associate / New GPN**

- Defining the future role and education

- **HCA to GPN**

- Apprenticeship development & HCA to GPN programme (Education for Health)

- **Induction and preceptorship**

- QNI (Induction Template), HEE (Preceptorship initiative)

- **Nursing categories review**

Sustainable Development

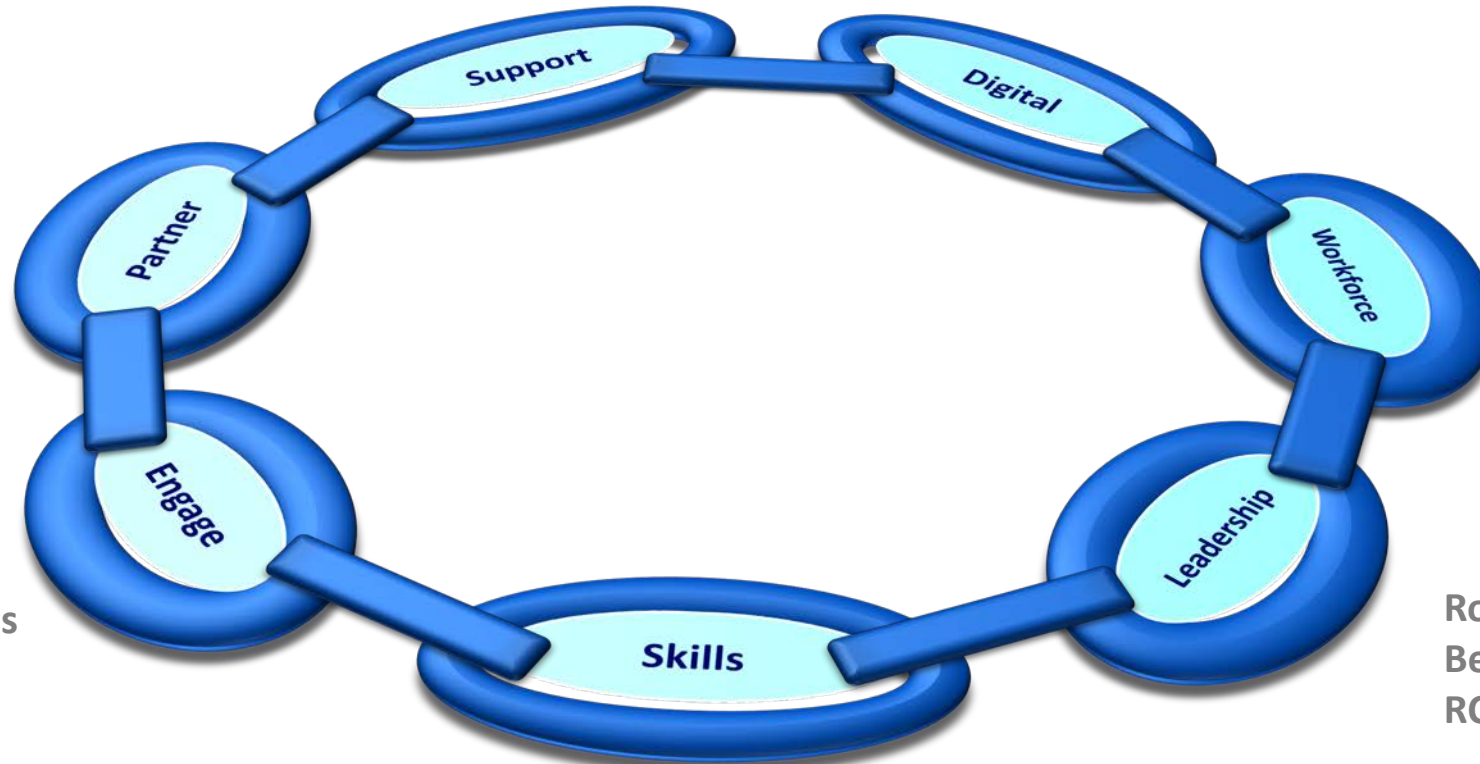Student Nurse Network, Preceptorship, Articulating the GPN Role.

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Leadership Development

- Programme of learning, supplemented by self directed learning and work-based activities

- Regional Delivery Board offers

- Each region will be offered at least 20 participant places in total (20 x 4 regions, (80 in total), and be drawn from General Practice Nurses (GPNs) in that region. It will be open to any GPN working in primary care

- NHS Leadership Academy Midlevel leadership programme

  Rosalind Franklin (+) for GPNs 2 days additional 'centre stage'

Sustainable Development

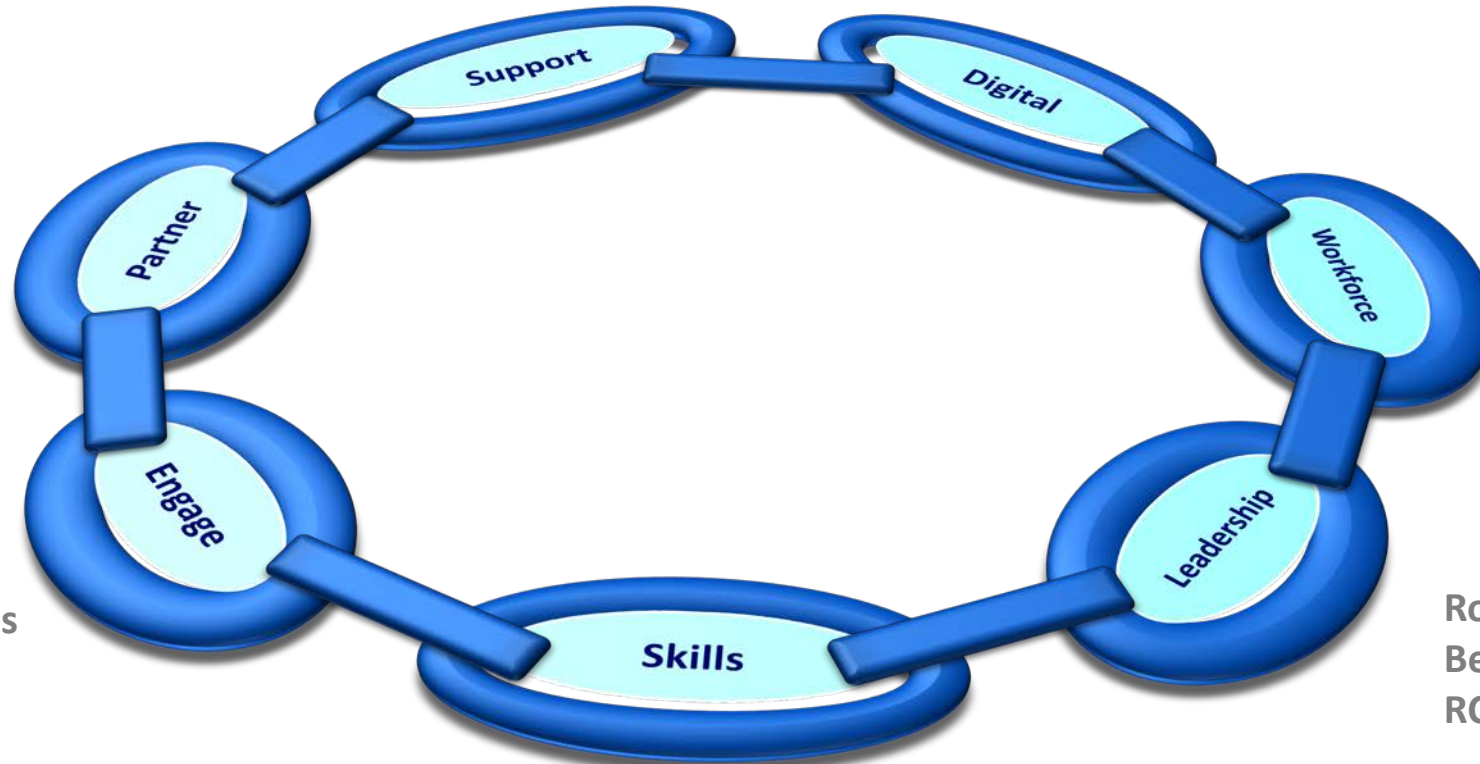Student Nurse Network, Preceptorship, Articulating the GPN Role.

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Other projects progressing

- Articulating role of General Practice Nursing + economic impact
- Educator role
- NHS Professionals Nurse Bank
- NHS Jobs – Agreement with NHS Jobs team to produce a dedicated PC opportunities page focusing on available jobs across England
- GPN Education Programme (Pat. Activation Measures – Education for Health)
- QNI HEI educator network and review of 'Fundamental Programme'
- GPN Student Nurse Ambassador network
- Preceptorship framework
- Group Consultation and social prescribing

Challenges ahead…
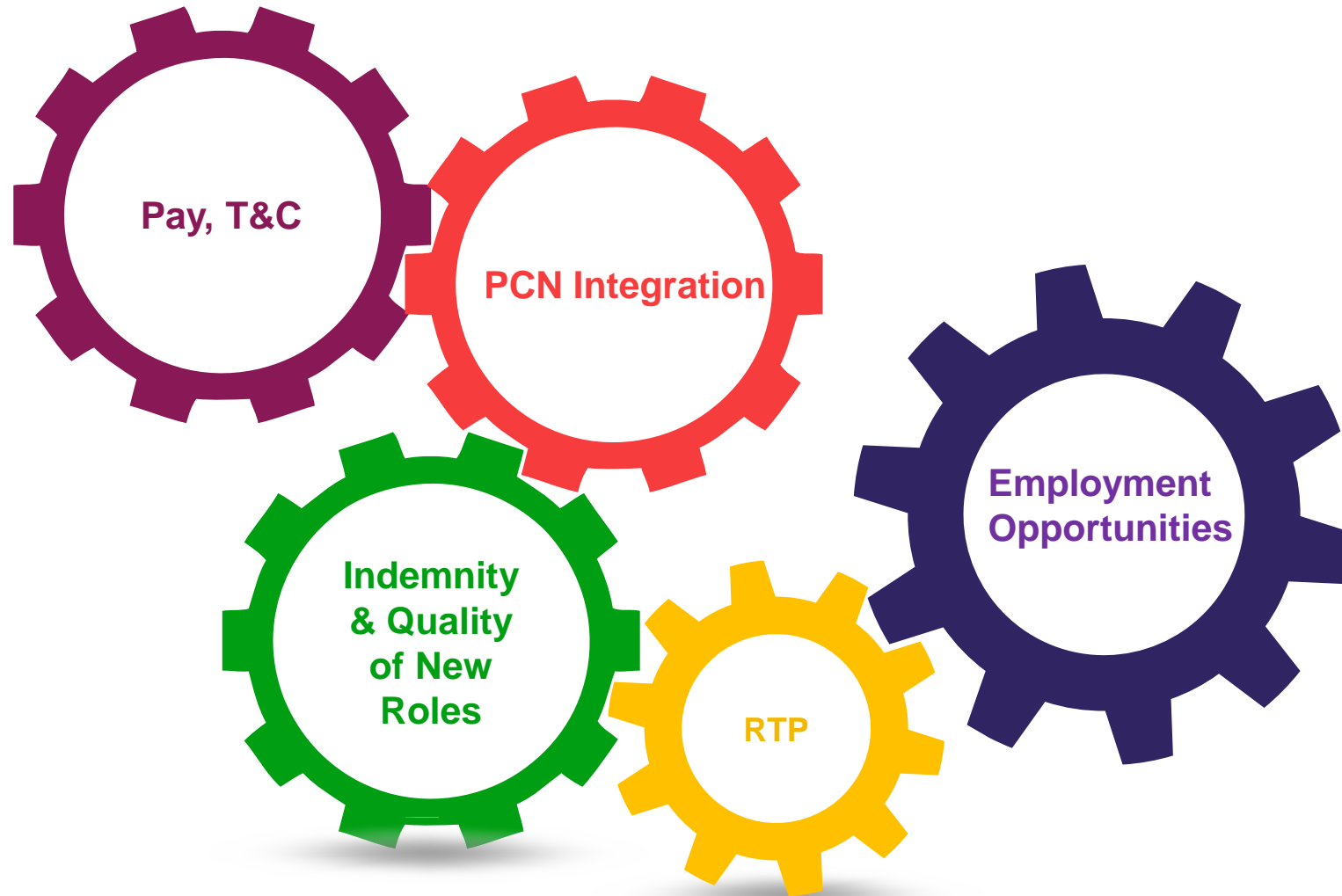
Governance and support for programme of work

- Closer working with wider GPFV programme

- Support placed in the seven regions

- Adjust RDB operations to locally focused objectives that align with GPFV
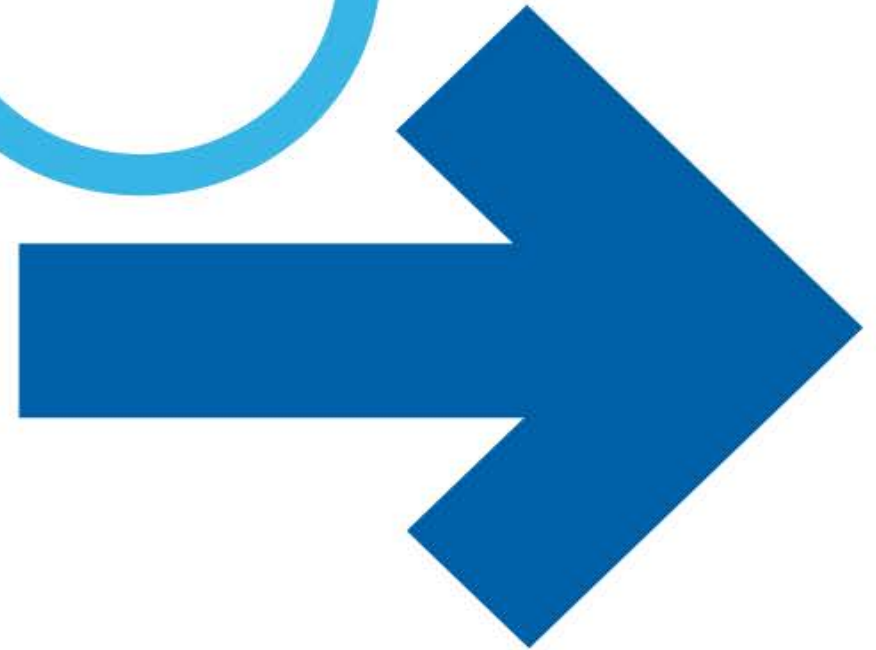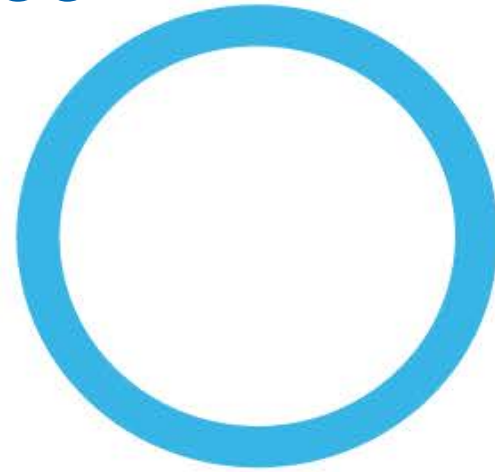
The Queens Nursing Institute supporting General Practice Nursing:

Angie Hack

(The Queens Nursing Institute)
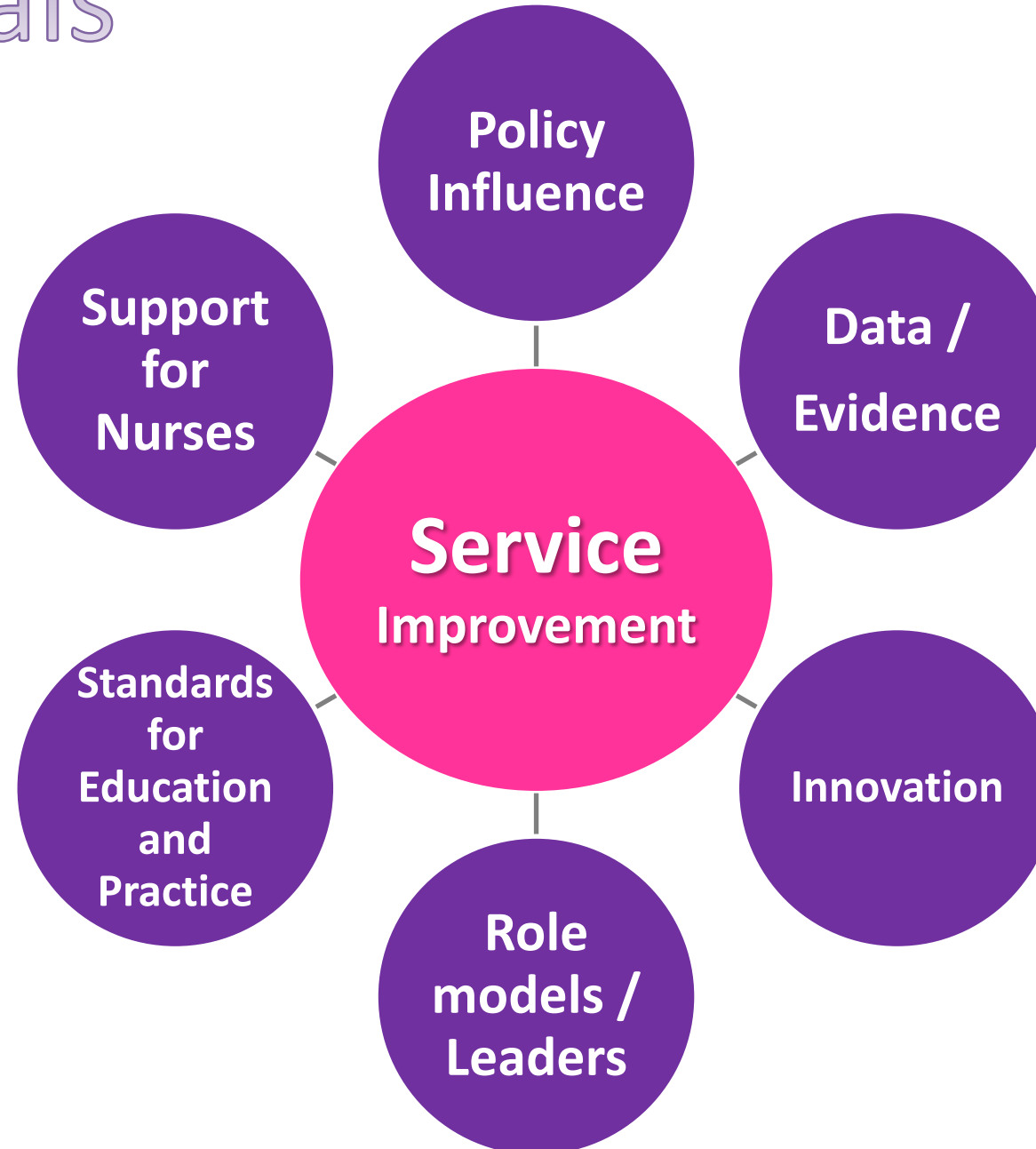
The Queen's Nursing Institute

- Registered Charity founded in 1887

- We promote excellence in nursing care, provided by nurses and their teams with specific skills and knowledge

- Dedicated to improving excellence in nursing care of people in the home and community

- Works with the public, nurses and decision makers to influence policy

Goals

General Practice Nursing: evidence
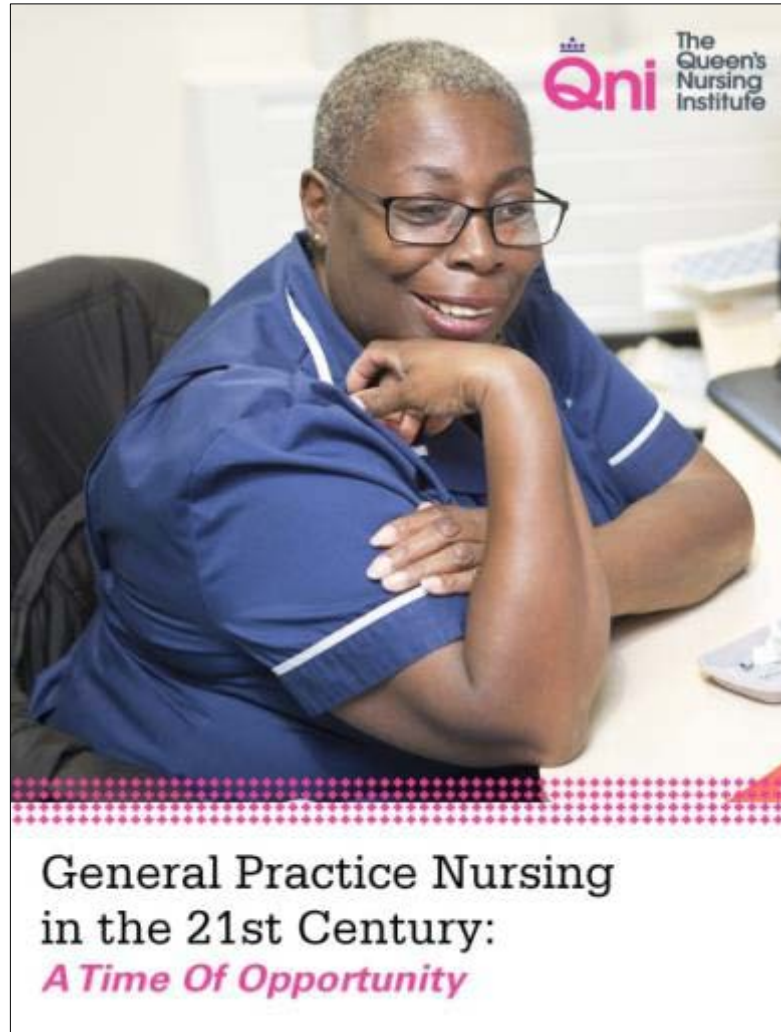
Standards for Education and Practice

The QNI/QNIS Voluntary Standards for District Nurse Education and Practice

2015

The QNI/QNIS Voluntary Standards for General Practice Nursing Education and Practice

2017

The QNI/QNIS Voluntary Standards for Community Children's Nurse Education and Practice

2018

Innovation projects 2017:
Men's Health

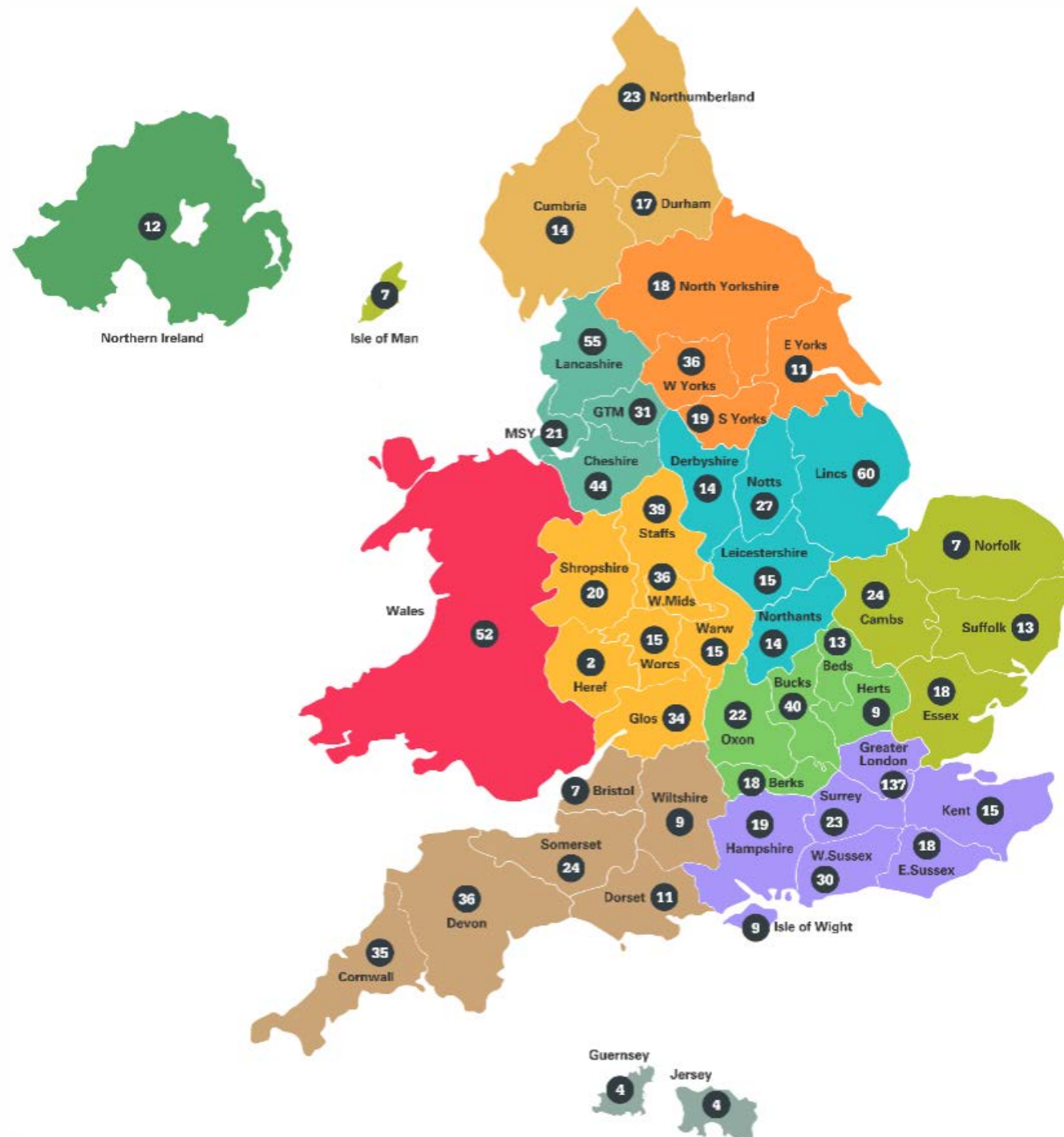
Men's Health
Nurse-led Projects in the Community

Innovation projects 2019: People living with frailty

The Queens Nurse Title

- Reintroduced after a gap of 40 years in 2007

- New challenges facing community nursing

- To help safeguard and promote high standards in patient care

- Recognition of your work & what you do to influence the delivery of safe, effective evidence-based practice

- **Northumberland** 23
- **Cumbria** 14
- **Durham** 17
- **North Yorkshire** 18
- **E Yorks** 11
- **Lancashire** 55
- **W Yorks** 36
- **GTM** 31
- **S Yorks** 19
- **MSY** 21
- **Cheshire** 44
- **Derbyshire** 14
- **Notts** 27
- **Lincs** 60
- **Staffs** 39
- **Leicestershire** 15
- **Norfolk** 7
- **Shropshire** 20
- **W.Mids** 36
- **Cambs** 24
- **Suffolk** 13
- **Warw** 15
- **Northants** 14
- **Beds** 13
- **Essex** 18
- **Worcs** 15
- **Heref** 2
- **Bucks** 40
- **Herts** 9
- **Wales** 52
- **Glos** 34
- **Oxon** 22
- **Greater London** 137
- **Bristol** 7
- **Wiltshire** 9
- **Berks** 18
- **Surrey** 23
- **Kent** 15
- **Hampshire** 19
- **W.Sussex** 30
- **E.Sussex** 18
- **Somerset** 24
- **Dorset** 11
- **Isle of Wight** 9
- **Devon** 36
- **Cornwall** 35
- **Northern Ireland** 12
- **Isle of Man** 7
- **Guernsey** 4
- **Jersey** 4

General Practice Nursing and 10PP

- General Practice Nurse Education Network http://gpnen.testpod.co.uk (not yet live!)

- Education standards for nurses new to General Practice Nursing

- GPN Induction template

- Association of Academic General Practice Nurse Educators (AAGPNE)

- Attendance at four regional GPN board meetings

The value of General Practice Nursing and raising the profile!

- Articulate who you are and what you do
- Include your contribution to patients / family / carers and communities
- Be proactive……
- Be innovative……
- Work collaboratively……
- Support each other….
- Opportunities……

Qni The Queen's Nursing Institute

The Queen's Nursing Institute

https://www.qni.org.uk/

Like us on Facebook
Follow us on Twitter

www.gpnen.org.uk (Not Live)

Qni The Queen's Nursing Institute

Supporting General Practice Nursing:

Gill Coverdale

Professional Lead, Education / Learning and Development (Royal College of Nursing)

Y&H Celebrating General Practice Nursing
RCN Support for General Practice Nursing

March 2019

Gill Coverdale

Professional Lead, Education / Learning and Development (Royal College of Nursing)

Presentation includes

- RCN GPN Forum

- RCN Leadership offer

- CPD Principles document

- RCN Advanced Level Nursing Practice Credentialing

General Practice Nursing Forum

The strategy is to:

- To raise the profile of GPNs and their importance to primary care nursing.

- To build on the successes of the Facebook page and twitter account to communicate with RCN members, share best practice and encourage lively debate between members.

- To continue to influence health care policy that directly impacts on the role of the GPN wherever possible.

- To contribute to Congress proceedings.

- Increase the profile with regions and listening to members.

- To work on future projects to support best practice.

Chair: *Marie Therese Massey*

Nursing department lead*: Heather Randle*
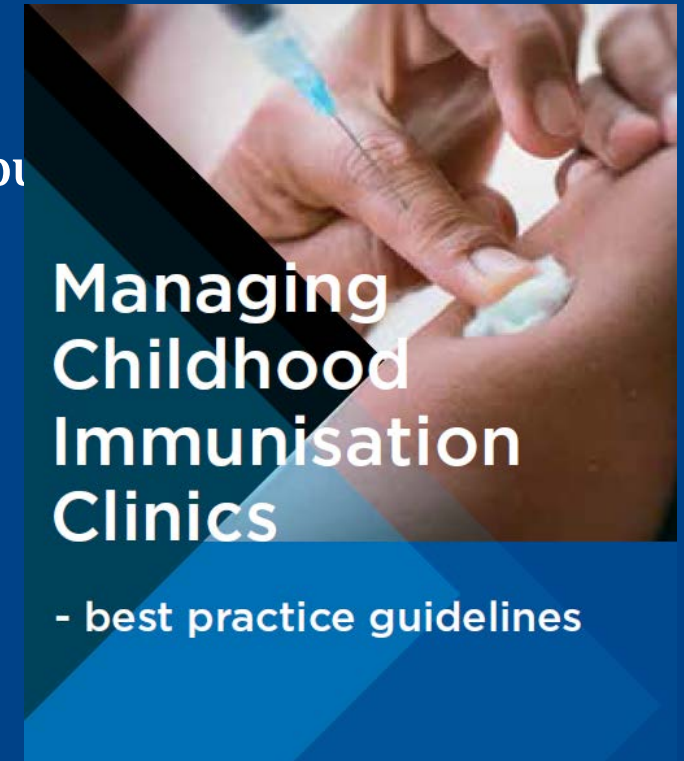
Developments from the forum

Managing Childhood Immunisations Guide

https://www.rcn.org.uk/professional-development/publications/pu

Women's Health Professional Resources:

- Guidelines for nurses on Women's Health
- Mapping the Maze
- Menopause guide
- Termination of Pregnancy
- Endometriosis

Role of PC in supporting veterans

Fringe : On Supervision: Breaking down barriers and transforming leadership

Fringe: On Social prescribing

Also running a workshop on starting a career in general practice for the student programme.

Leadership offer for GPNs

Royal College of Nursing

RCN/HEE Leadership programme for GPNs

RCN Developing leadership programmes

RCN Clinical Leadership Programmes

RCN Systems Leadership Programmes

https://www.rcn.org.uk/professional-development/professional-services/leadership-programmes

Continuing Professional Development Principles

CPD and Lifelong Learning

A joint CPD and Lifelong Learning position statement outlines a set of principles for all health care professionals. The Principles are designed to guide individuals, employers and wider systems to create a culture of continuous improvement and workforce development for the benefit of service users.

Advanced Practice & RCN ALNP Credentialing

RCN developed the Advanced Practice Standards to address the following challenges:

- Inconsistencies in the use of the term 'advanced practice' and a wide range of roles carrying advanced in the title
- No agreement or protection of title for advanced nurse practitioner
- Inconsistencies in the ANP role, scope of practice and education & training provision, with potential impact on career progression & patient safety

Royal College of Nursing

What is ALNP Credentialing?

Royal College of Nursing

Credentialing is the process of assessing the background and legitimacy of nurses to practice at an advanced level through assessing their:

- qualifications,

- experience,

- and competence.

It promotes practice that is in accordance with the four pillars of advanced practice

RCN Credentialing

Recognising advanced level practice in nursing
www.rcn.org.uk/credentialing

Why is it a good time to look at the credentialing pathway for GPN?

- Individual clinician recognition

- Assurance

- Baseline for workforce planning & career pathway

- GPN 10 point plan & funding:
  - Extend leadership & educator roles
  - Radical upgrade in prevention
  - Increase access to clinical academic careers and advanced clinical practice programmes, including nurses working in advanced practice roles in general practice

Any burning questions/issues?

What (if anything) have you heard that you want to check out?

Are there any specific, current issues you want to explore with your peers?

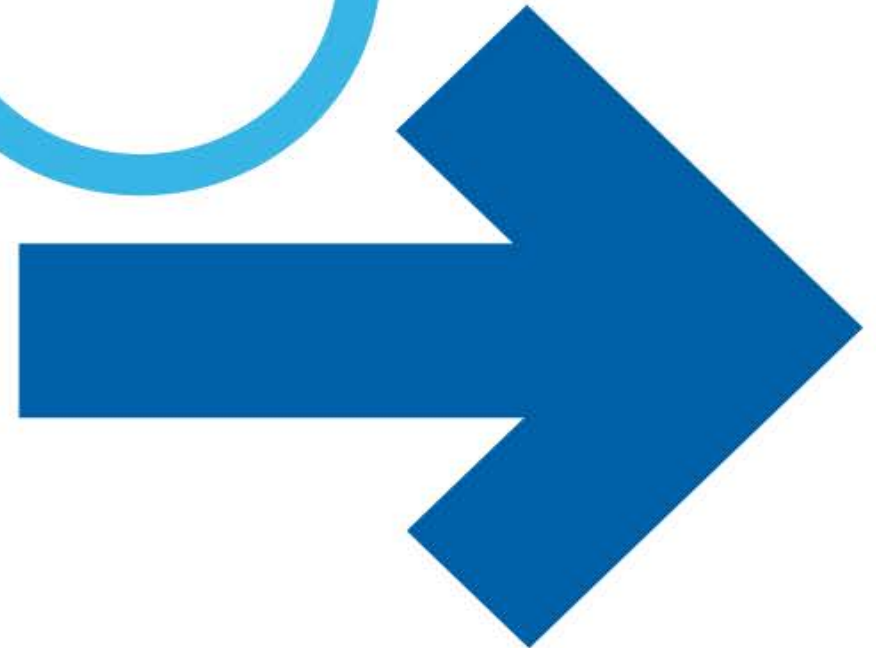Come and find me at coffee/lunch time.

Gill.Coverdale@rcn.org.uk

Royal College of Nursing

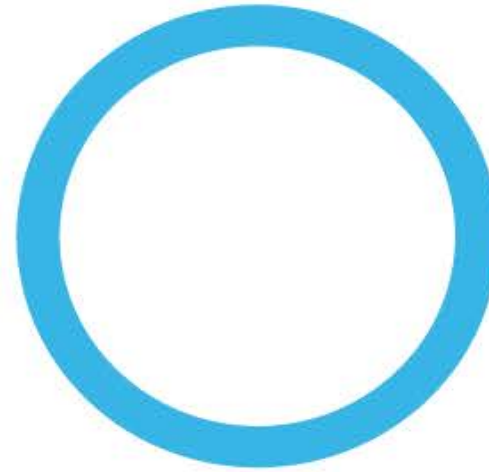# Royal College of Nursing

Thankyou

elaine.whitby@rcn.org.uk

Group Consultations:

Georgina Craig (ELC Works).

Sarah Worsnop (Group Consultation Champion)

Introductions

Georgina Craig, The ELC Programme

Sarah Worsnop, Pumping Marvellous

Session Outcomes

In 25 minutes we will have:

- Explained what group consultations are and what they are not

- Listened to patients talking about diabetes QOF reviews

- Heard Sarah's story and ambition for Yorkshire and South Humber

- Understood the regional support available to help you give group consultations a go

WHAT ARE GROUP CONSULTATIONS?
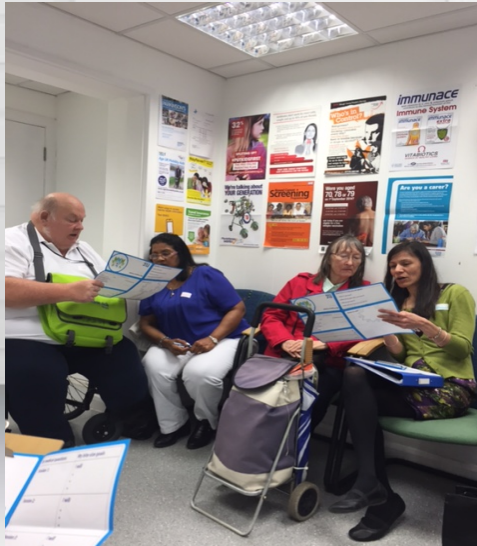
2:
NEW CONSULTATION TYPES
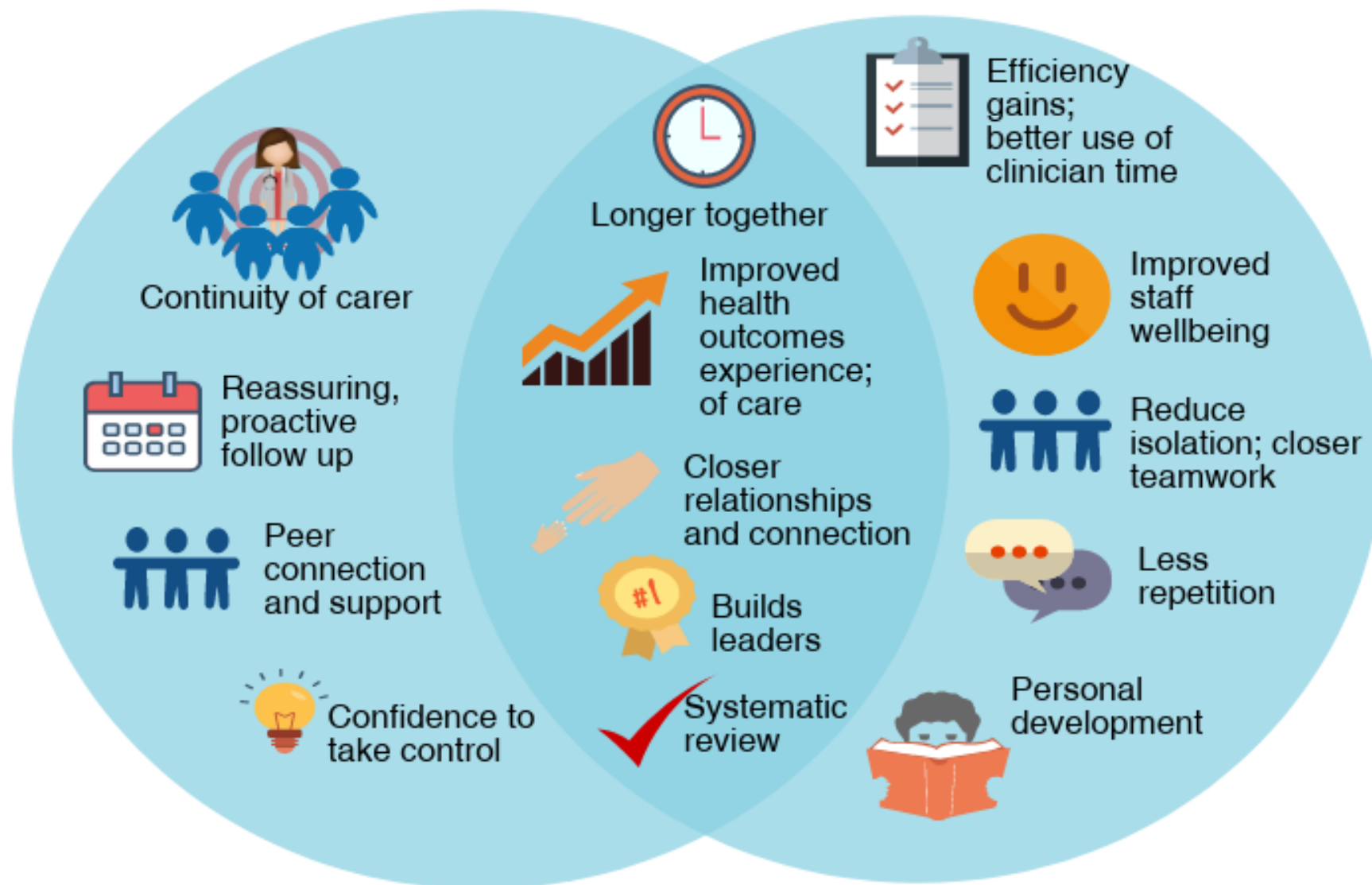
- Telephone
- E-consultations
- Text message
- Group consultations

Not group education nor peer support, group reviews are planned 1:1 care delivered in a facilitated group setting

Clinician

Facilitator

Co-ordinator/
Administrator

https://youtu.be/ZhXgOdT2FZQ

SARAH WORSNOP, PUMPING MARVELLOUS

REGIONAL SUPPORT

Close and thanks
Sarah and Georgina

Update and feedback on digital solution to clinical supervision
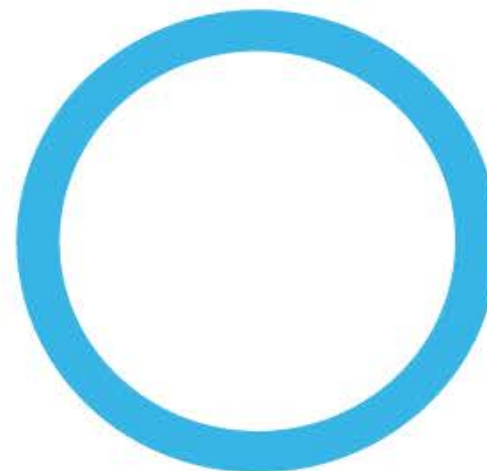
Cath Johnson
Clinical Lead for GP Connect (NHS Digital)

NHS England

Digital Clinical Supervision
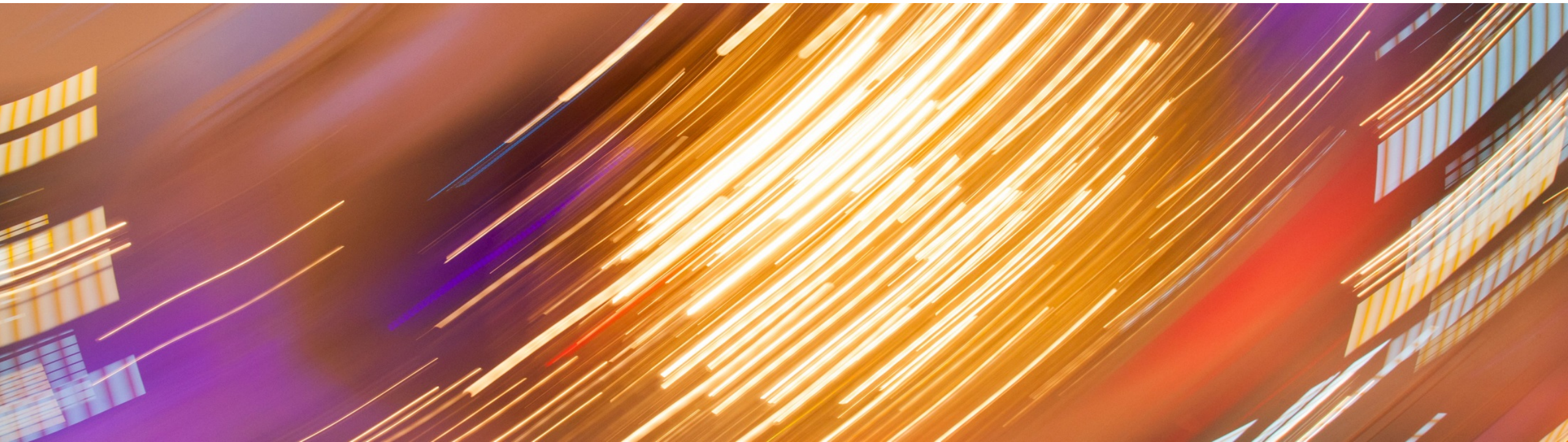
NHS Digital

Information and technology
for better health and care

Cath Johnson – GPN Lead NHS Digital
cathjohnson@nhs.net

General Practice Experience

Harehills Corner Surgery

Moorcroft Surgery

Bellbrooke Surgery

Street Lane Practice

An example of joint working between NHS Digital and NHS England

Digital Supervision Project

Cath Johnson GPN Lead

Jason Westwood
Programme Manager

Potential area for improvement

- Practice nurses often work in isolation
- Little opportunity for peer support or clinical supervision
- Find it difficult to leave the surgery to attend courses or other types of support

What does Digital Clinical Supervision enable?

Ability to have 1 to 1 or group clinical supervision sessions from your place of work or home without the need to travel, hire venues or pay for parking.
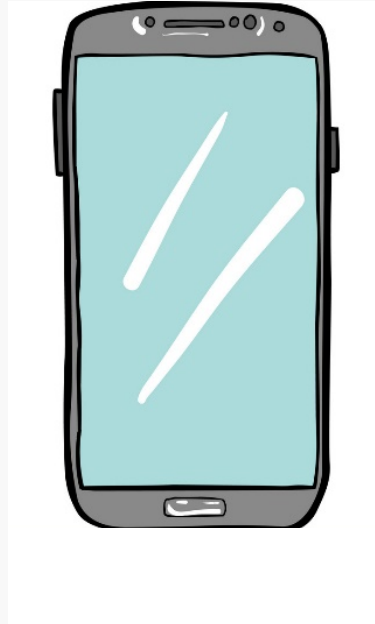
What is the offer?

To develop a digital platform that nurses can use to access:

- Video conferencing, (such as skype)

- Easy scheduling of sessions through NHS mail

- Repository for best practice guidelines and documents to support clinical supervision

- Online evaluation of session for both supervisor and supervisee

Two projects

NHS England working on a model for clinical supervision

+

NHS Digital developing the technology to support digital supervision

=

A flexible approach to enable clinical supervision

Trying it out…

Question:

Do practice nurses want to use digital technology as a way to receive clinical supervision?

3 pilot sites:
Wolverhampton
Blackburn
Bexley

SurveyMonkey®
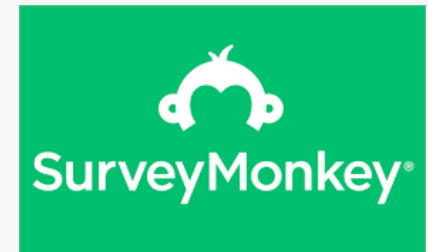
Using readily available technology to support the sessions

Online Survey Results

Q3

How did you access the session?

Answered: 15   Skipped: 0
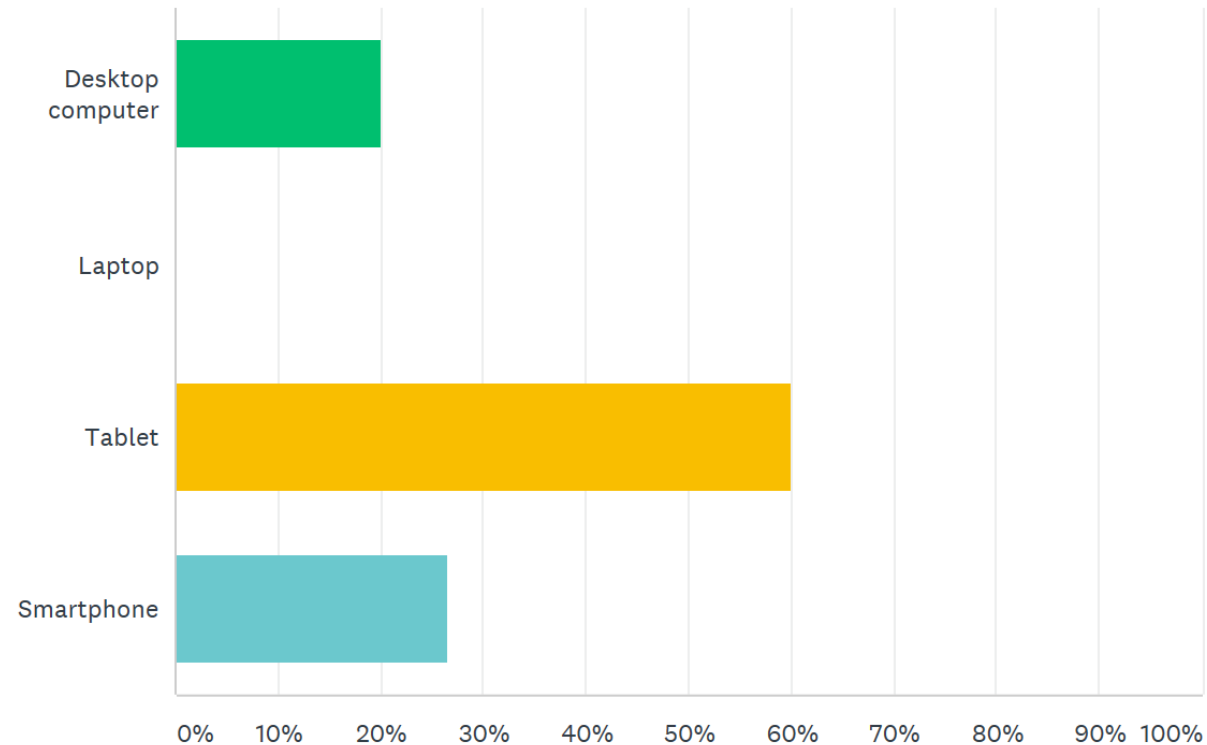
Online Survey Results

Q6

Did you join a one to one or group session?

Answered: 15   Skipped: 0
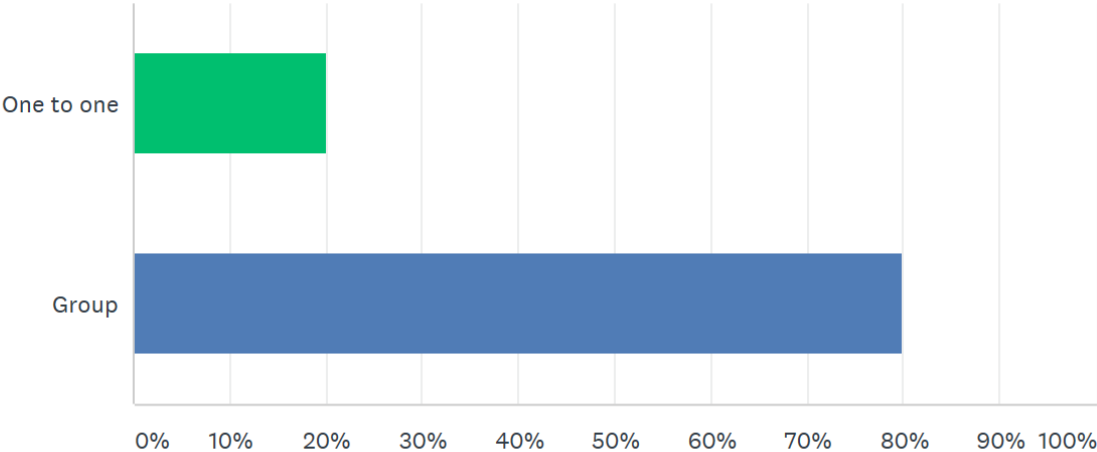
ANSWER CHOICES	RESPONSES	
One to one	20.00%	3
Group	80.00%	12
TOTAL		**15**

Online Survey Results

Q9

Were you interrupted during your session (e.g. by clinical colleagues or reception staff)?

Answered: 15   Skipped: 0
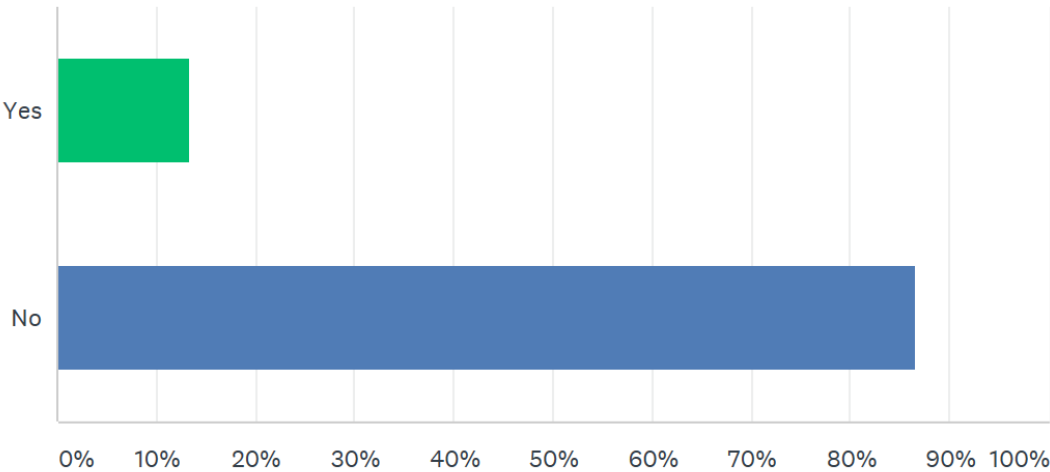
ANSWER CHOICES	RESPONSES	
Yes	13.33%	2
No	86.67%	13
TOTAL		15

71

Q10

Would you recommend this method of accessing clinical supervision?

Answered: 14   Skipped: 1
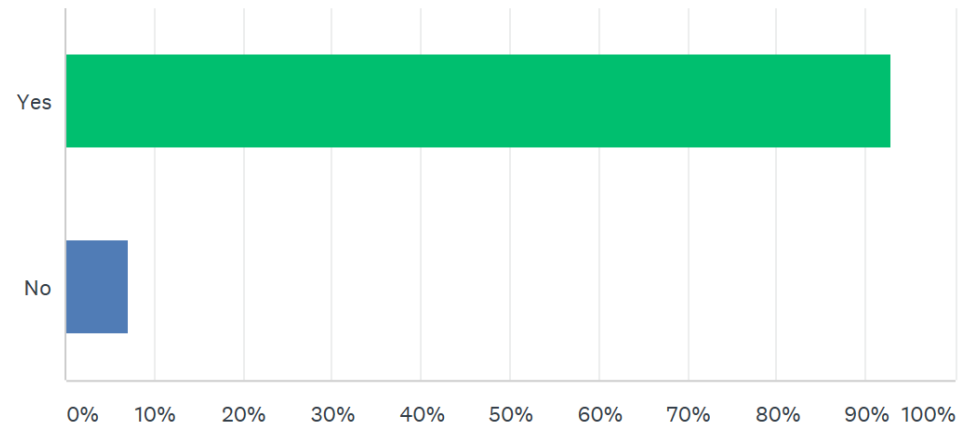
ANSWER CHOICES	RESPONSES	
Yes	92.86%	13
No	7.14%	1
TOTAL		**14**

Comments (8)

Comments from Users

Fantastic opportunity to share good practice & receive clinical supervision. Improved my confidence

Great opportunity to get real time advice and support from colleagues

Excellent way to promote clinical supervision. Especially for colleagues who are lone workers. Saves time travelling. Good to listen to conversations - can learn a lot from listening to clinical conversations & professional discussions.

We are not there yet!!

Q4

Did you have any technical issues during the session?

Answered: 15   Skipped: 0
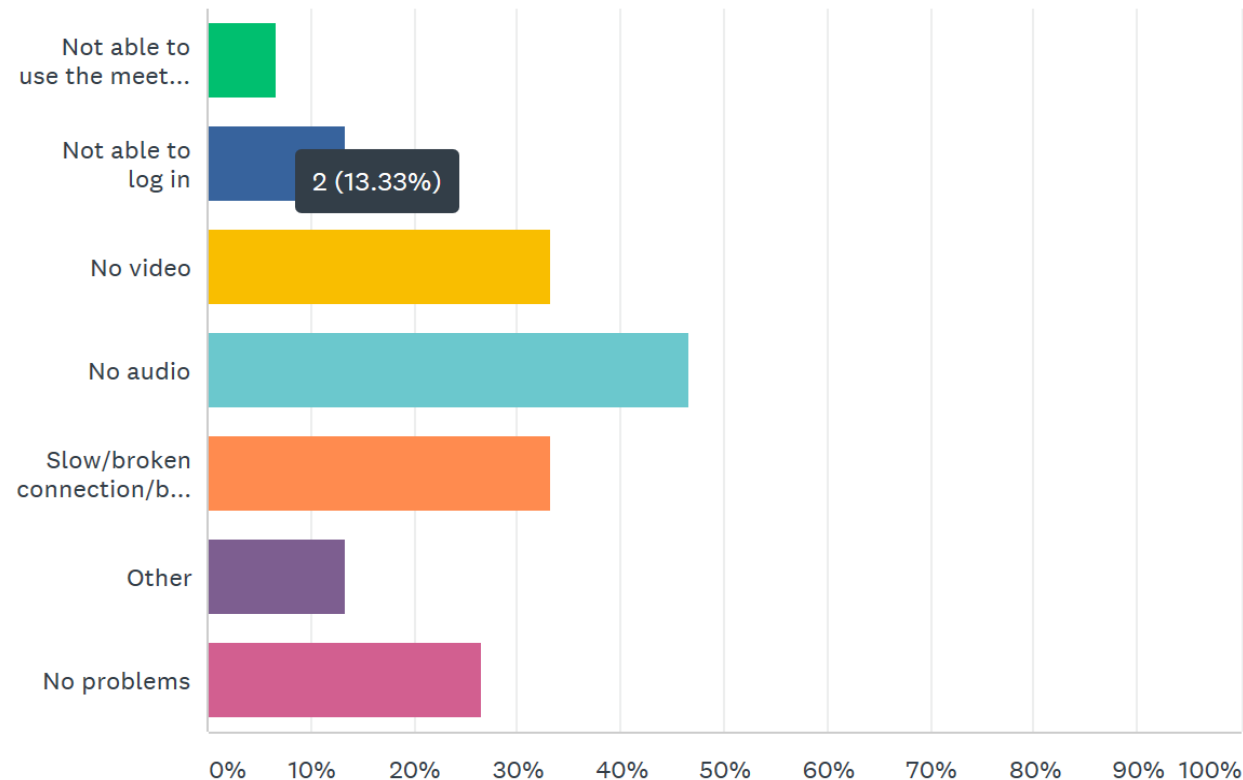
Challenges and points to learn from

- Use of WiFi in practices
- Local protocols that may block skype
- No video capability on some practice computers
- A couple of nurses said they felt underconfident about the information governance implications for online communication.

Quality improvement cycle

- What changes need to be made to the next cycle?
- If no changes, roll out the improvement

- Set improvement goals
- Predict what will happen
- Plan the cycle (who, where, what and how)
- Decide what data to gather

Act **Plan**

Study **Do**

We are here

- Fully analyse data
- Compare data to predictions
- Examine learning

- Carry out the plan
- Document any problems encountered and observations
- Gather data

Future plans

Single sign in via:

Link within the platform to

Digital Learning Solutions Learning Portal

NHS Digital

Current	Completed	Available	Knowledge Bank

My Current Courses

Course	Content	Enrolled	Last Accessed	Complete By Date	Diagnostic Score	Passes
Level 2 - Microsoft Excel 2010 - Post Learning Assessment	◎ ▤ 🎓	13/12/2018	13/12/2018	13/06/2019	-	0/13
Level 2 - Microsoft OneNote 2010 - Test 4	◎ ▤ 🎓	29/11/2018	29/11/2018	29/05/2019	-	0/4
Old Entry Level - Digital Literacy - Assessment Testing	◎ ▤ 🎓	14/11/2018	14/11/2018	14/02/2019	-	0/6

When can I use it??

July 2019

- Understand the IG implications
- Let your local IT service team know it is going to be available
- Get buy in from your GPs and Practice Managers
- Log into your practice WiFi if you chose to use your phone/tablet
- Spread the word!

Any Questions?

cathjohnson@nhs.net

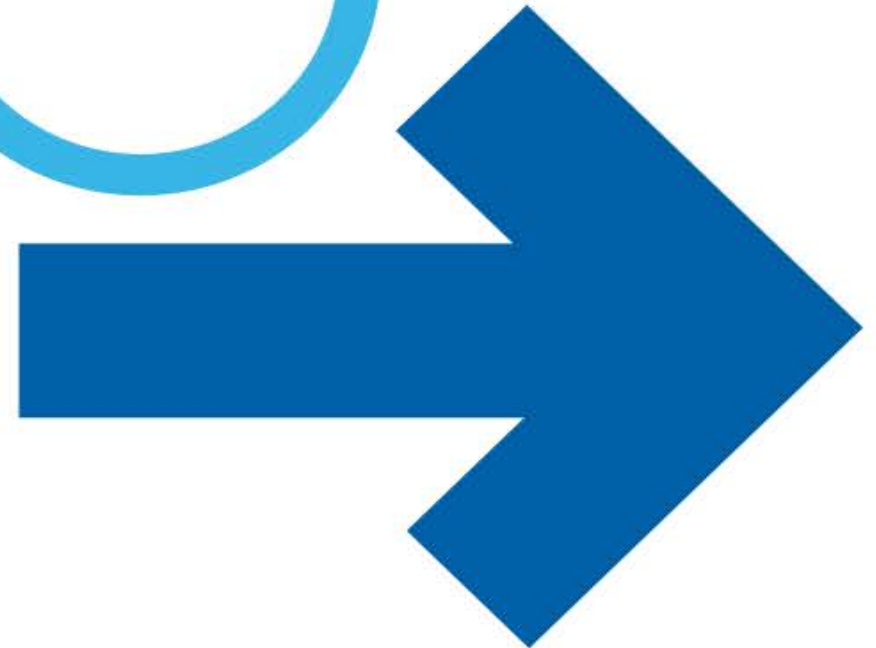# Scoping the profile and application of advanced clinical practice within primary care:

NHS England

Juliana Thompson

Senior Lecturer in Adult Nursing (Northumbria University)

Anne McNall

Associate Professor of Workforce Development (Northumbria University)

Aims and methods

- **Aims:** Health Education England commissioned Northumbria University to undertake a study to gain insight into how ACP is specifically applied in primary care within the North of England; review current primary care ACP roles and how they meet the requirements of the ACP framework, and identify any specific developments required to support ACP is to be effectively maximised 'at scale' within primary care.

- **Methods:** Mixed methods study informed by a collaborative action research model developed by McNall (2012). The study had 3 phases:

  1. *Scope the current application of the ACP role in primary care within the North of England.*

  2. *Explore roles and activities of ACPs to develop knowledge of primary care ACP roles and capabilities across differing professional backgrounds and work contexts within the North of England.*

  3. *Workforce strategy was developed with stakeholders.*

Model guiding the study- workforce development approach (McNall 2012)

Start by analysing

Knowledge, skills competencies required of current and future workforce
KPIs

Informed by critical analysis/future proofing

Build in WFD requirement in Commissioning specifications

Map the current workforce
Capacity & capability

Map existing ACP workforce against HEE defined pillars through ACP self assessment, observed practice and interviews to understand barriers
n= 45 ACP leads, 71 ACPs
6 Practice observations, 21 interviews

Need to agree multiple markers of success
Evaluate any interventions
Changes in learning,
Increased competence,
Sustainable practice change
Difference in outcomes eg. reduced admissions

Plan evaluation from multiple perspectives

A workforce development approach (McNall 2012)
Requires effective facilitation

Effective stakeholder collaboration to develop solutions

2 workshops with senior stakeholders to explore findings and identify solutions
n= 24 participants

Influence strategic educational commissioning

Innovative models for workforce development & capacity building

Resulted in **INFACT summary** of issues and solutions
Need for development of capacity & infrastructure for practice based learning and assessment . New roles needed.

Explored financially Viable and sustainable models

Collaboratively developed competency frameworks

Regionally agreed competency assessment document recommended based on 4 pillars but relevant to primary care setting

5

Findings: Estimate of number of ACPs working in primary care in the North of England

- Information provided by NHS Digital does not provide enough information to facilitate attainment of accurate data about the numbers of ACPs working in primary care in the North of England.

- In addition, it is difficult to estimate numbers of ACPs working in primary care due to variations in competence, job title, terms and conditions and scope of practice.

Findings: Factors influencing the development and practice of ACPs in primary care settings
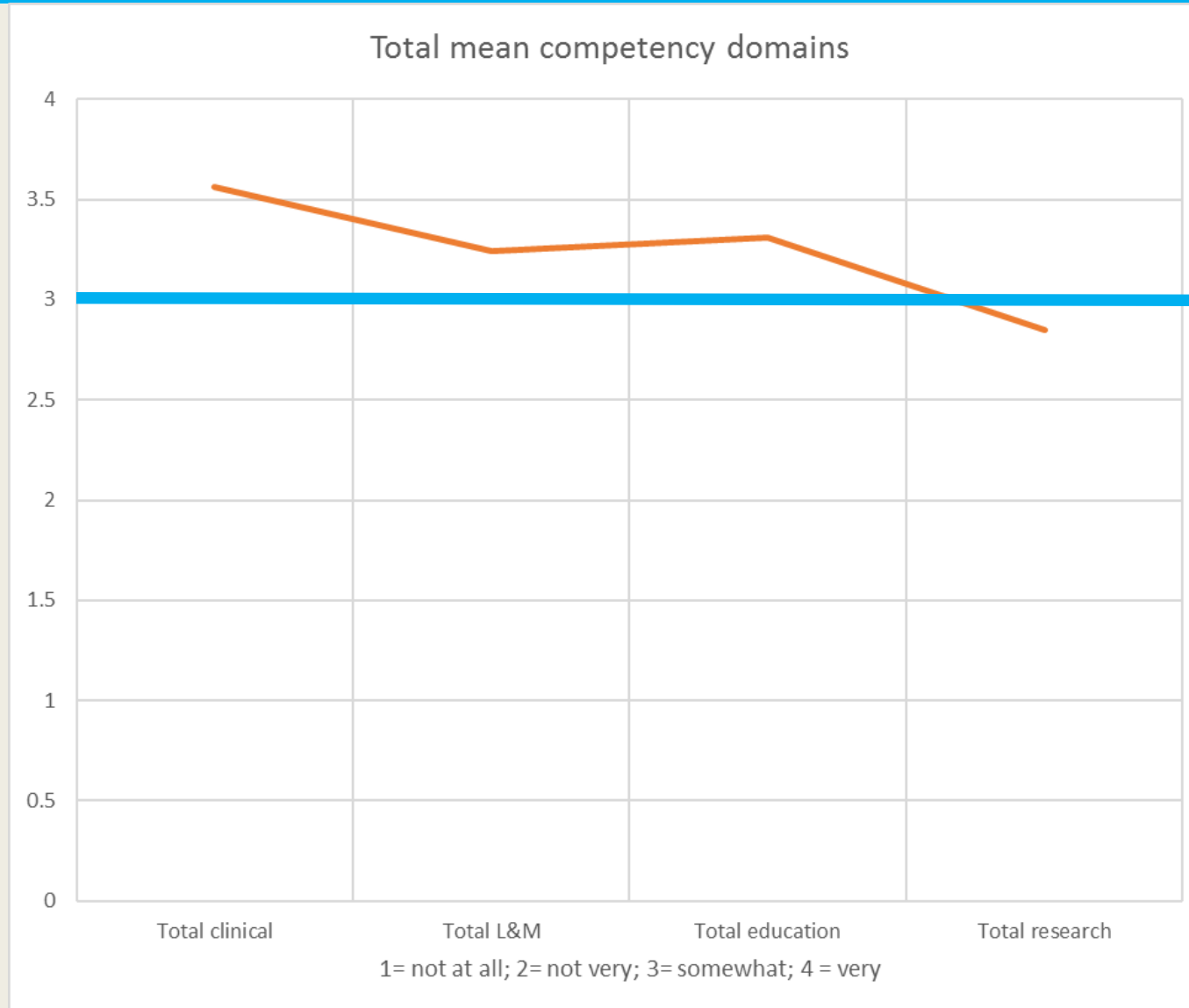
- The study reflects the need for a **'systems thinking approach'** as findings demonstrate a need to address role definition, supervision/ support requirements, organisational infrastructure and culture factors, and career progression, as well as education, if ACPs are to be maximized at scale in primary care.
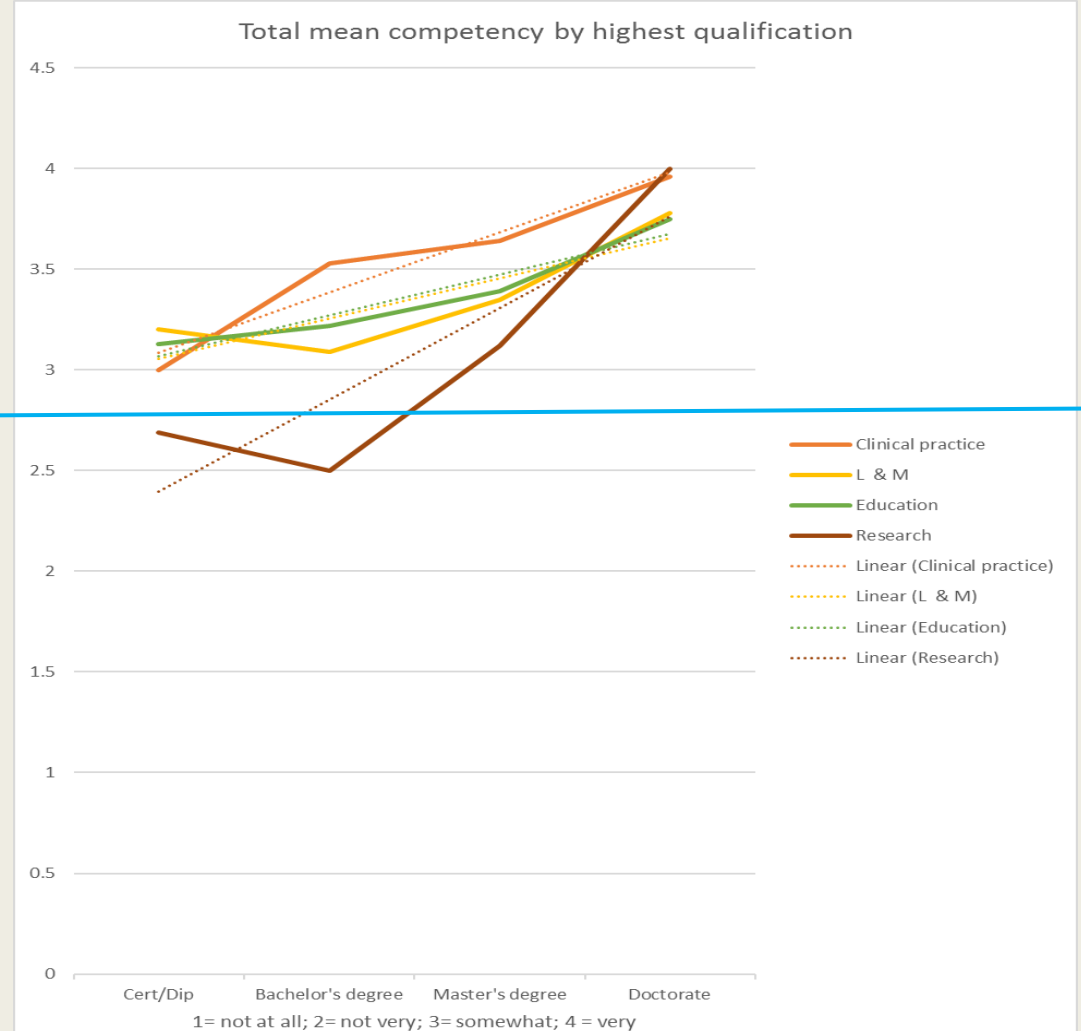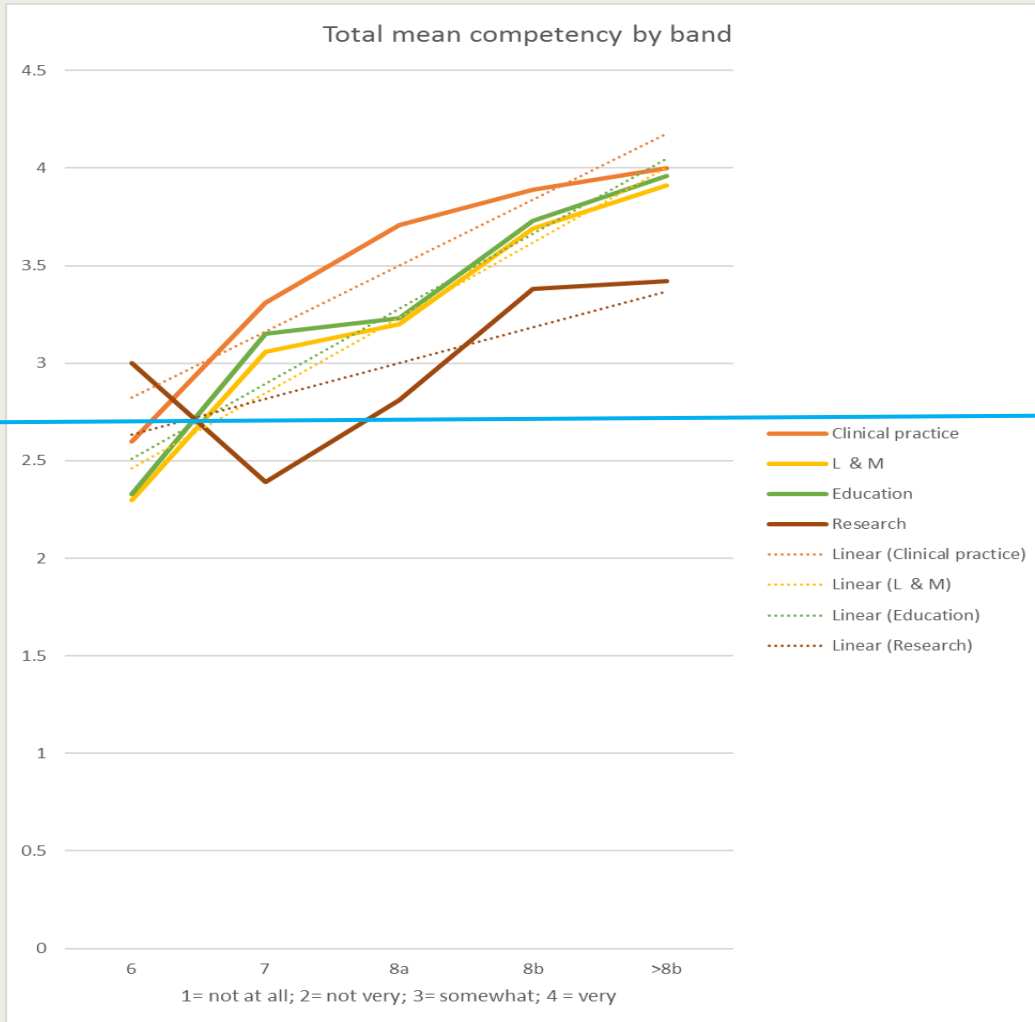
A Whole System Workforce Model of Influencing Factors (INFACT model)
Need to address all factors

Standardised role definition needed	• Standardised competencies and competency framework required with agreement for regional/national cross organisational/sector use appropriate to primary care context (including some practice specific competencies as well as generic ACP ones) • Clearly defined practice remit, job title, job descriptions required for ACPs- needs work to achieve cultural shift) • Registration/regulation recommended (at regional /hub level if not by statute) of those who are working at ACP level • ACPs in AHPs, private sector, social care sector, voluntary sector need inclusion and recognition of role
Access to/availability of quality educational and development opportunities	• Masters/APEL aligned to standardised competencies and competency framework • Standardised, relevant courses that include a practice-based approach (80/20 model supported) • Need specific focus on **PRIMARY CARE** rather than assuming secondary care provision is appropriate • Commissioned, accessible regular, formalised CPD updates for ACPs

Support and supervision	• Support within practice for **trainee ACPs**
	    o Culture and belief
	    o Understanding support needs
	    o Induction into the role
	    o Practice educators required
	Supervision and support networks for **existing ACPs**
	    o Induction into the primary care sector
	    o Regular supervision required
	    o Support networks needed

Supportive organisational infrastructure and culture	• System-wide recognition of the scope and benefits of the ACP role • Shift in organisational culture to value & support ACP role & understand ACP development from a workforce development perspective • Cross-organisational agreement to support ACP development and practice (eg between NHS, private sector, voluntary sector, social care sector) • Move from providing funding for backfill to practices to providing infrastructure via hubs via a system-wide primary care organisational model • Recruit & employ student ACPs within hubs. • Recruit and employ practice educators/ ACP leads within hubs • Provide practice placements across the system with relevant and prepared mentors/assessors

Career pathway	• National career framework for ACPs in primary care:
	    o Dynamic, attractive role
	    o Structured succession planning
	    o Avoid depletion of other parts of the workforce
	    o Advanced skills for primary care

Do existing ACPs in primary care demonstrate the capabilities required in the ACP pillars?

Total mean competency domains

1= not at all; 2= not very; 3= somewhat; 4 = very

Total mean competency by band

1= not at all; 2= not very; 3= somewhat; 4 = very

Total mean competency by highest qualification

1= not at all; 2= not very; 3= somewhat; 4 = very

- Correlation to examine relationships between band and competency levels – significant correlation suggests there is a relationship between higher band and higher level of competency

- Correlation to examine relationships between highest qualification and competency levels – significant correlation suggests there is a relationship between Masters level qualifications and increased competency (not for education pillar)

Consultant level practitioner job descriptions best fit for ACP 4 pillars in those NHS employed

GP ANP best fit in independently employed

Total mean competency by job group

Legend: Clinical practice, L & M, Education, Research

X-axis: *Care home manager (nurse), GP ANP (nurse), Trainee ANP (nurse), Nurse consultant (nurse), Community matron (nurse), *District/community nurse (nurse), *Emergency care practitioner (paramedic), Intermediate care lead (OT), Extended scope pratitioner (physio)

1= not at all; 2= not very; 3= somewhat; 4 = very

Recommendations

This study has identified that the key workforce requirement to develop ACP at scale in primary care across the North of England is the adoption of a multi- faceted strategic approach to ACP workforce development, using a whole systems approach that facilitates achieving the requirements of the IN FACT model.

Recommendation 1: Development of integrated care system primary care workforce development hubs and spoke systems, which are employing organisations

This will ensure that:

- primary care is appropriately represented in strategic decision making.

- the urgent need for primary care workforce development at scale is acknowledged and managed strategically via a hub rather than in individual practices/ settings.

- workforce development initiatives address not only education, but the development of infrastructure to support practice based learning and assessment to enable timely workforce development at scale.

- post graduate education and education providers are included in discussions and decision-making forums.

Recommendation 2: Recruitment of staff to create workforce development capacity and infrastructure system wide i.e. a 'Faculty of Primary Care'.

Utilisation of the Faculty of Primary Care to support system wide workforce development. This will include:

- Development of existing ACPs into practice educator and leadership posts to lead practice based learning, develop placements and mentors, provide supervision, appraisal and ongoing CPD in partnership with education providers

- Development and agreement of a clearly defined job title, job description and practice remit for ACPs, across all sectors within primary care.

- Development and maintenance of a system of data collection for a regional register of multidisciplinary ACPs in primary care.

- Development, in collaboration with relevant partners, a standardised regional/national competency or capability framework, and competency assessment document for ACP.

- Exploration and development of clear processes regarding the use of apprenticeship funding to support future ACP development.

Proposed career structure for ACPs
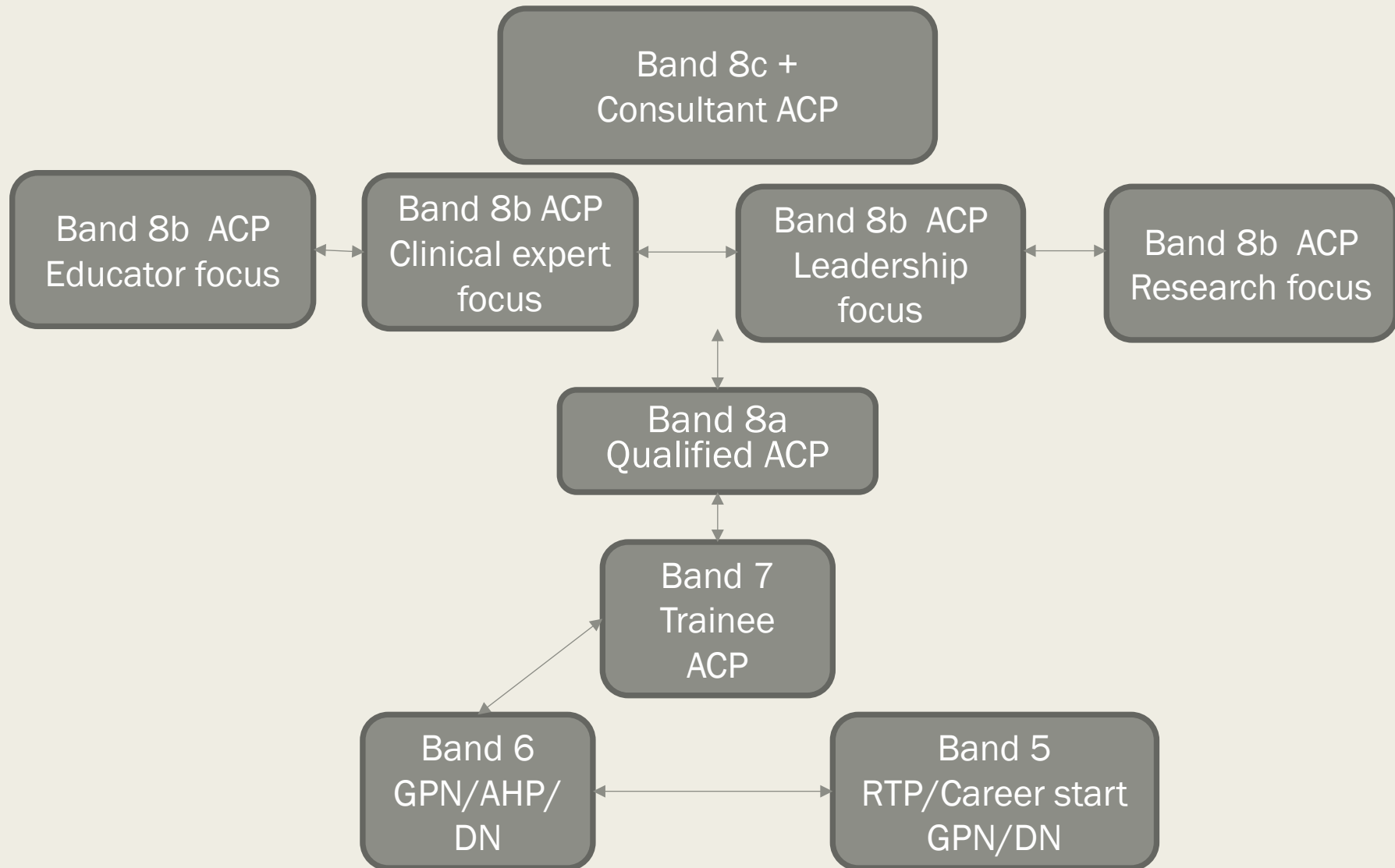
Recommendation 3: Recruitment of new ACPs to the primary care workforce development hub

Recruitment of ACPs to the primary care workforce development hub rather than individual practices/employers, offering placement learning in appropriate primary care settings.

Recommendation 4: Development of a Community of Practice

In order to:

- collect data required to contribute to, and maintain, a localised register of ACPs.

- raise awareness at localised ICP spoke level with GPs, practice managers and other stakeholders, of ACP workforce development strategies

- scoping and development of cross sector practice placements for ACP students.

- provide and facilitate support for students undertaking ACP programmes, and ongoing supervision to qualified ACPs.

- provide (in collaboration with education providers) practice-based learning and assessment in ACP programmes and ongoing CPD and updates.

- leadership and involvement in research and practice development initiatives to improve care/care pathways.

Recommendation 5: Health Education England strategic commissioning requirements:

- *Competency or capability framework and assessment document for regional/national use*
- *ACP programmes for new ACPs*
- *Accredited CPD provision (L7) to address gaps identified for existing ACPs*
- *Mentor/assessor preparation (teaching, learning and assessment in practice module)*
- *Evaluation of outcomes of adopting a strategic workforce development approach*

Masters level provision for new ACPs with RPL opportunities

Masters course name is '**MSc Advanced Clinical Practice**' and is a programme of 180 credits delivered by universities in the West Midlands to multi-professional groups.

Year 1 – 60 Credits. Must include Clinical Health Assessment & Clinical Decision Making

Exit point: Post Graduate Certificate in Advanced Health Assessment & Clinical Decision-Making

Year 2 – 60 Credits. Must include Non-Medical Prescribing (as appropriate), Research Methods & Leadership

Exit point: Post Graduate Diploma in Advancing Clinical Practice

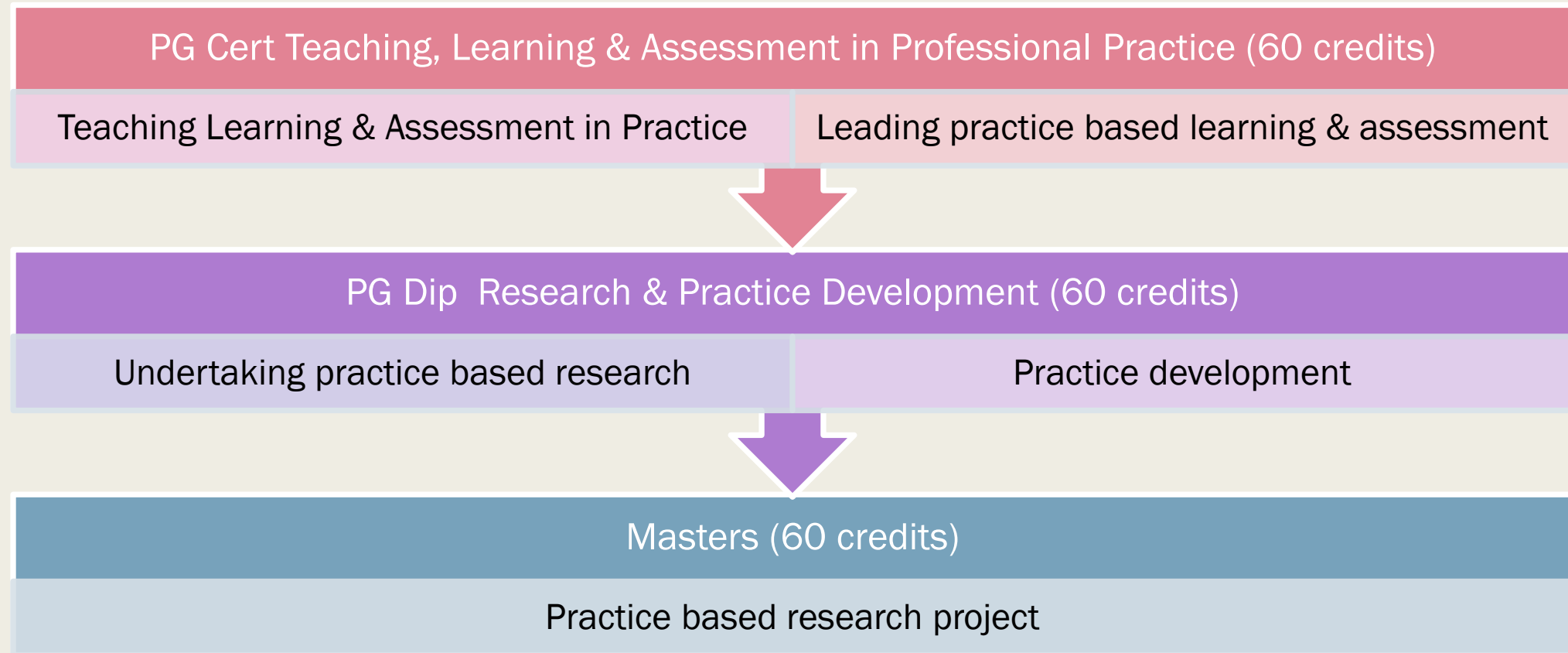**Year 3 – 60 Credits. Dissertation**

Exit point: MSc Advanced Clinical Practice

Source: West Midlands ACP Framework

80/20 model – 80% core curriculum- 20% specific to context- eg. primary care, older people

Masters level provision for existing ACPs at Bachelor level with stand alone access & RPL

PG Cert Teaching, Learning & Assessment in Professional Practice (60 credits)

Teaching Learning & Assessment in Practice	Leading practice based learning & assessment

PG Dip Research & Practice Development (60 credits)

Undertaking practice based research	Practice development

Masters (60 credits)

Practice based research project

Enable individual access to modules for CPD related to gap analysis for those who do not need Masters qualification

Practitioner outcomes
- Increased confidence & competence
- Increased recruitment/retention
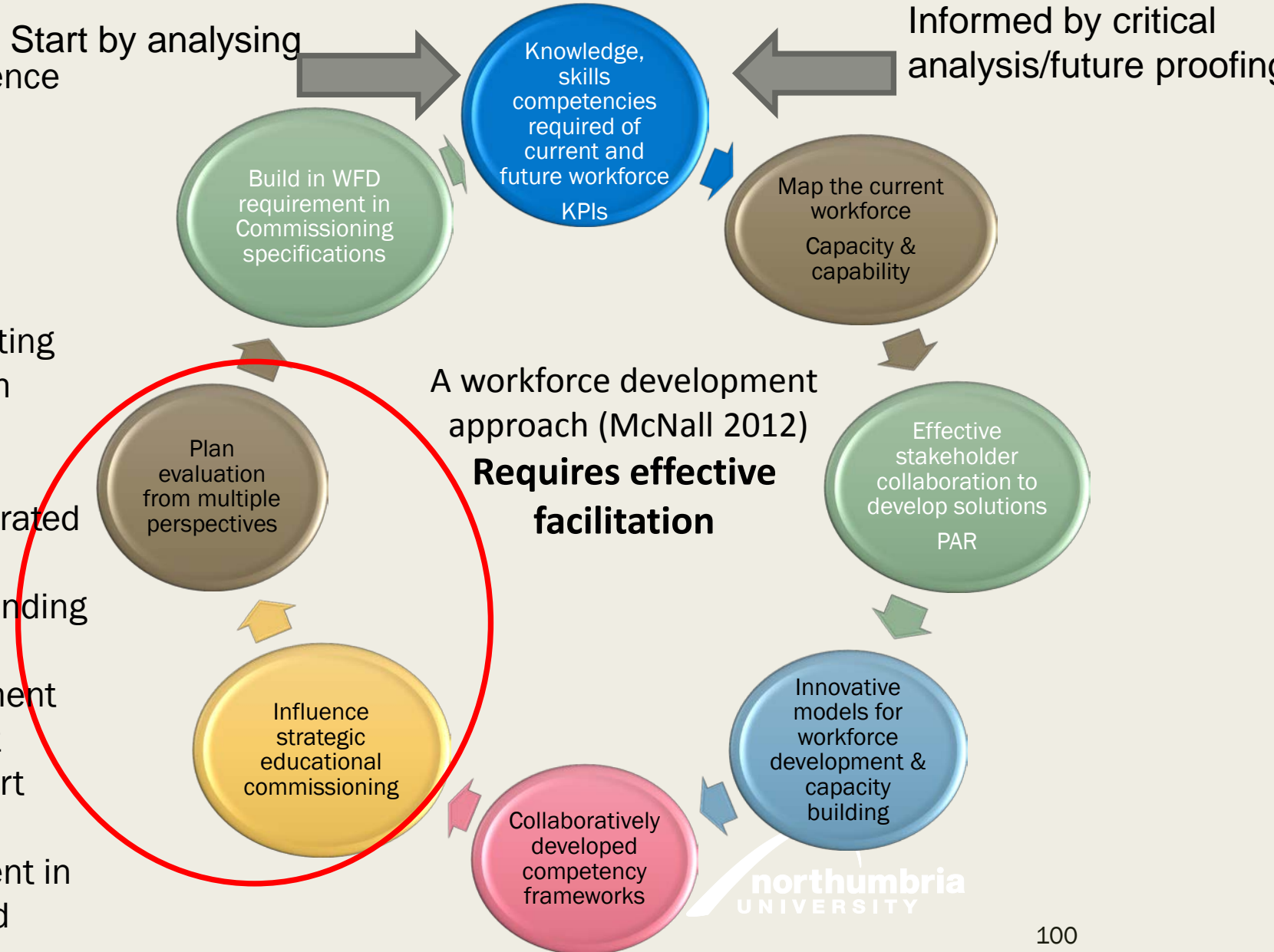- Increased display or 4 pillars of practice

Patient outcomes
- Changes to patient outcomes- reduced admissions, shorter waiting times, increased satisfaction with care/service

Service outcomes
- Changes to the provision of integrated person centred services
- Cultural shift- improved understanding and use of ACP role in PC
- Increased ACP research involvement and outcomes for patient benefit
- Improved infrastructure to support WFD in PC
- Cost benefit analysis of investment in infrastructure to support ACP and workforce development

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Requires effective facilitation

Effective stakeholder collaboration to develop solutions
PAR

Plan evaluation from multiple perspectives

Influence strategic educational commissioning

Innovative models for workforce development & capacity building

Collaboratively developed competency frameworks

northumbria
UNIVERSITY

100

Further information

The full report and executive summary can be found via HEE

Contacts

Commissioner:

- Dr Michael Farrell, Head of Education Transformation, Health Education England North michael.farrell@hee.nhs.uk

Study:

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- Dr Juliana Thompson, Senior Lecturer juliana.thompson@notrthumbria.ac.uk Faculty of Health and Life Sciences, Northumbria University,

Workforce:
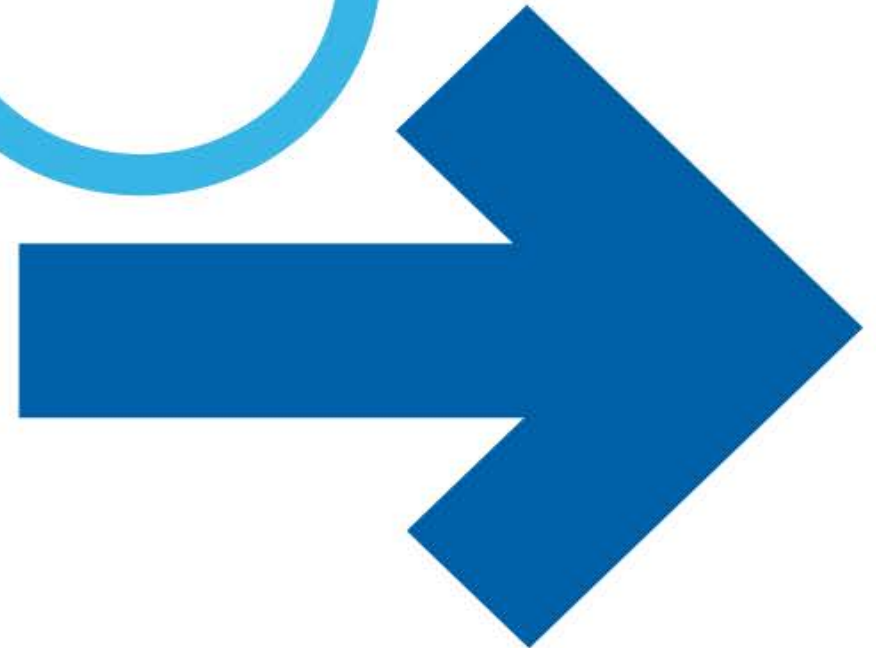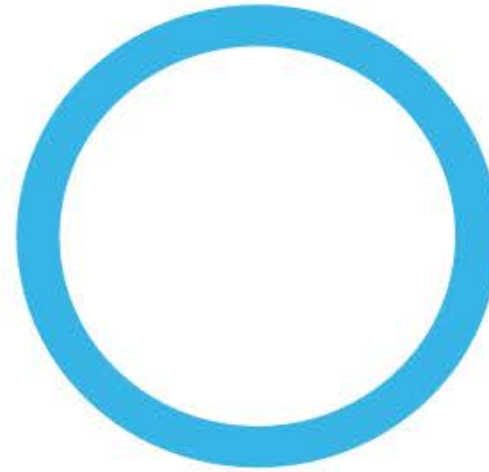
Linda Crofts and Kate Holliday

Health Education England

Workforce development in Yorkshire and the Humber
Linda Crofts
Workforce Transformation Lead – south Yorkshire

NHS
Health Education England

Developing people
for health and
healthcare

www.hee.nhs.uk

The health care workforce in England

- In advance of the NHS Long-term plan 3 think tanks (Kings Fund, Nuffield Trust and Health Foundation) suggest that the workforce challenges in the NHS in England now present a greater threat to health services than the funding challenges

- Across NHS Trusts there is a shortage of more than 100,000 staff. If the trend continues this number could be more than 350,000 by 2030. The greatest challenge is in nursing.

- The current shortages are due to a number of factors including the fragmentation of responsibility for workforce issues at national level.

- Long term plan wants to see major expansion of placements and career routes

recommendations

- Improve retention; pay and career progression
- Active support for international recruitment
- Grow additional placement capacity
- Investment
- Train to oversupply and improve pathways into training
- Scale up Advanced Practice
- Embrace new technology
- Intelligent workforce planning
- Addressing the social care workforce

Health Education England - North

- Incorporates Yorkshire and the Humber, the North West and North East
- Focus on Workforce transformation and supporting Sustainable Transformation Partnerships (STPs)
- Education commissioning targeted towards new role development (future workforce) and national priorities – this will feel different for providers from the 'old' HEE
- Continues to oversee doctors in training and the expansion of medical schools in Hull and Sheffield

HEE Star
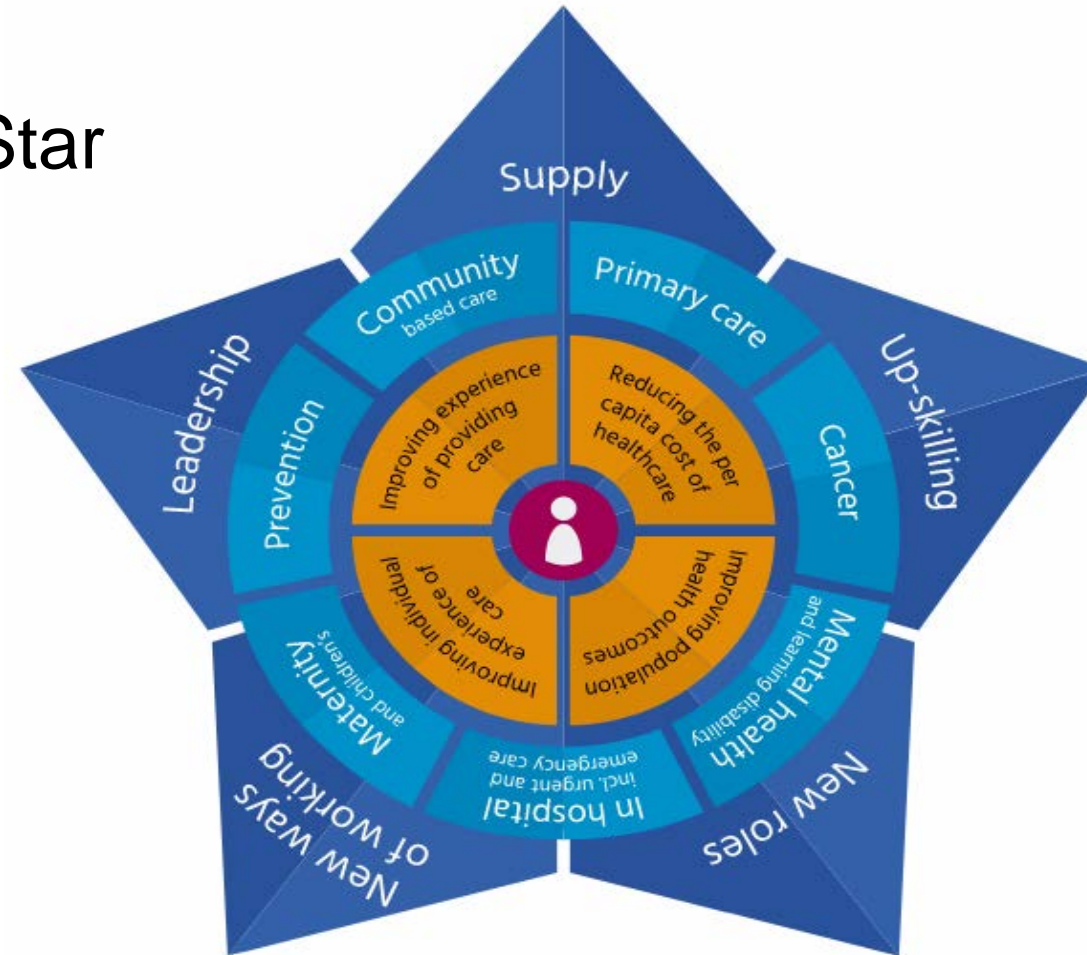
Future workforce

- New roles include
- Advanced Clinical Practitioners
- Physicians Associates
- Nursing Associates
- Reporting radiographers
- Clinical Endoscopists
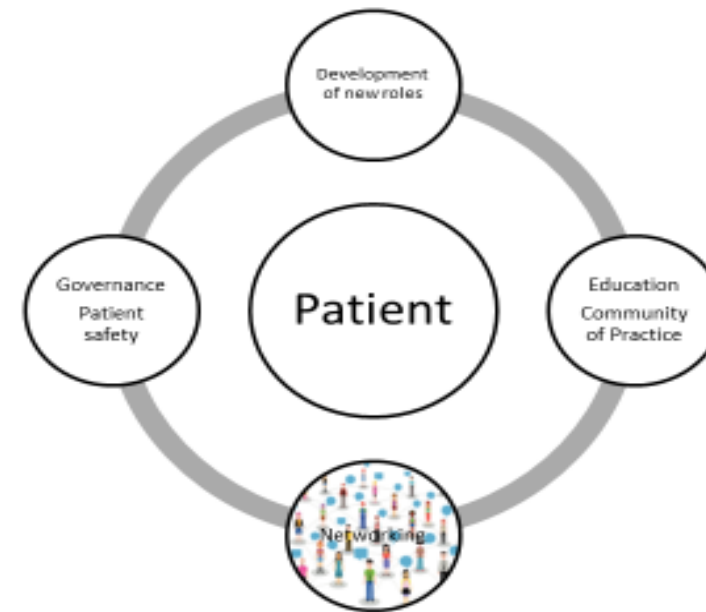- Also includes programmes to support future workforce such as mentorship

What do we do?

- Act as delivery unit for workforce strategy overseen by LWAB.

- Co-ordinate the activities of SYREC, Faculty for Advanced Practice , Primary Care training hub and place leads

- Engagement with other ACS programmes & wider stakeholders

- Provide support for workforce planning, data & analysis

- Provide advice and support on workforce redesign & skill mix change

- Work in partnership with universities to ensure course development & placement requirements meets the needs of the system

- Work closely with HRDs to support recruitment and retention across the system

- Ensure HEE funding is maximised to meet workforce requirements across the ICS and monitor impact

- Lead on workforce transformation programmes

South Yorkshire Region Excellence Centre

SYREC
South Yorkshire Region Excellence Centre HEALTH
The National Skills Academy
'Working together to develop our care and support staff'

VISION

- The desired future position of SYREC is to increase the numbers of apprenticeships being offered and undertaken by working at scale to benefit the SYB workforce.
- To offer care and support work as viable careers of choice
- To standardise programmes in an effort to reduce workload, aim for consistency to the benefit of all SYB partners
- To identify and share innovative initiatives that satisfy the mission of SYREC
- To develop communities of practice at place based level, regional level and care group specific level
- To develop a purposively inclusive widening participation strategy

Aims of the SYREC

The priorities are aligned with the SYB ICS

- SYREC exists to support Care and Support Staff (CaSS) in all South Yorkshire and Bassetlaw's Health and Social care organisations
- It acts as a central point of contact for education and training of this workforce
- To promote innovation in education and sharing learning resources
- To work more proactively with the 'hard to reach' CaSS staff sharing best practice, resource and experience
- Committed to partnership working and building strong collaborations between training providers and Health and Social care employers from the public, independent and voluntary sectors
- To co-ordinate and develop apprenticeships, future workforce and activities to support the CaSS workforce
- Identify where there are gaps in training provision and amend or develop new training provision
- To promote Care as a career choice for future workforce

PRIMARY CARE WORKFORCE & TRAINING HUB

- Supports the growth and development of a resilient primary care workforce.

- Has a team of clinicians and coordinators who work with individual practices, advising on workforce planning.

- Co-ordinates the provision of student nursing placements in GP practices and other initiatives – the 'ready' schemes…

- Built on work of Advanced Training Practice Scheme.

- www.pcwth.co.uk

HCA Apprentice Scheme

GPN Ready Scheme

ACP Ready Scheme

Undergraduate Nurse Placements

Return To Practice Scheme

ICS workforce priorities

- Dean Royales currently reviewing workforce maturity in the ICS
- Build on the workforce hub to develop capacity through an institute/academy
- Identifying routes into health and social care for the future workforce
- Schools engagement
- Employment support

How are we doing?

- A strategy for schools engagement that aims to ensure there is an encounter with every student in school about a career in health and social care
- Major engagement events at Retford Oaks and New Gate schools
- 2 workforce solutions events attended by over 100 people
- Successful pilot of ECHO and now planned roll out
- Apprenticeships at place level
- Launch of AHP council working with workforce hub
- About to commence placement pilot across ICS to explore new, innovative and increased placements

How are we doing?

- 86 trainee ACPS commenced in Sept 18 and Jan 19
- 160 tNAs recruited and started this month in S yorkshire
- Best progress in the north for Transforming care
- Attracted almost £1m of additional funding from HEE to support workforce development
- AHSN project to support workforce development in mental health
- Workforce posts in stroke and cancer programmes
- Stable pipeline of Healthcare science practitioners through 3 level apprenticeship pathway

Film: Celebrating General Practice Nursing

Thanks to:

- Rawmarsh Practice - Rotherham
- Clifton Medical Centre - Rotherham
- Grimethorpe Surgery - Barnsley
- Chapelfield Medical Centre - Barnsley
- Colton Mill Medical Centre - Leeds
- Riverside Medical Centre - Hull
- West Ayton Surgery - Scarborough
- Field House Surgery - Bridlington

https://www.england.nhs.uk/leadingchange/staff-leadership/general-practice-nursing/70-years-of-general-practice-nursing/