# General Practice Nurse
## Knowledge and Skills Framework

**NHS** Education for Scotland

2025

# Contents

## Owner/co-owner

This General Practice Nurse (GPN) knowledge and skills framework was commissioned by the Scottish Government General Practice Policy Division and Scottish Government GPN Transforming Roles Oversight Group. It has been prepared by NHS Education for Scotland (NES) in collaboration with a range of stakeholders. The framework has been approved by Scottish Government Transforming Roles Steering Group.

## Date of publication
February 2025

## Date for review
February 2028 or as determined by subsequent policy refresh.

# Introduction

## Focus of the framework

The General Practice Nurse Knowledge and Skills Framework (GPN framework) focuses on the role of the GPN in Scotland. It is aligned to, and includes generic content from the Nursing, Midwifery and Allied Health Professions (NMAHP) Development Framework (NHS Education for Scotland 2023). The GPN framework should be read in conjunction with a refreshed paper titled "Transforming Roles Paper 6: The Role of the General Practice Nurse " (CNOD 2018a; Scottish Government 2025). It can be used by existing and future GPNs, members of the multidisciplinary team (MDT) including general practitioners (GPs) and general practice managers, service providers, managers and educators. An associated document, for GPs and general practice managers, is available to support the implementation of the refreshed paper (Scottish Government 2025).

## Aim and outcomes

The aim of this framework is to assist in identifying, planning and meeting learning needs, identifying career pathways and enhancing workforce planning for general practice nursing. This framework focuses on levels 5, 6 and 7 of practice of the Career Framework for Health (Scottish Government 2009).

The outcome and impact of the framework:

- Describing the knowledge and skills required by GPNs within general practice in Scotland. The framework can be used by individuals developing their current and future practice; organisations reviewing or developing their services for their local populations; and educators supporting achievement of knowledge and skills.
- Enabling current and aspiring GPNs to benchmark their existing knowledge and skills and plan their career development at the same level of practice or in promoted positions.
- Supporting recruitment and succession planning as general practices can use the framework to help define the knowledge and skills required for current and future services.

## Background and strategic alignment

This framework has been co-produced by NHS Education for Scotland (NES) in collaboration with the Scottish Government Transforming Roles Oversight Group. This approach has enabled the framework to reflect the design and delivery models of current and emerging services and has been approved by the national Transforming Roles Steering Group.

The GPN framework reflects the scope of the GPN role as it develops in response to changing healthcare needs of the population and in line with emerging health and social care policy. This is summarised in the refreshed Transforming Roles paper 6 (Scottish Government 2025) (box 1).

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*The GPN is an integral and essential core member of the general practice multi-disciplinary team (MDT), as well as the wider health and social care system.*

*Since 2018, we have seen the introduction of Health Board employed MDTs as part of the General Medical Services (GMS) Contract, where workload previously delivered by general practice is being transferred to the wider primary care multidisciplinary team. In particular, the Vaccination Transformation Programme (VTP), Community Treatment and Care services (CTACs) and Pharmacotherapy have changed the GPN role.*

*The GPN role has adapted as a result of processes of care being aligned with these other members of the MDT. One area which has had the largest impact is the nursing role in long term condition care and population health outcomes. These changes, along with others, have outlined a need to clearly define the role, including refreshed competencies in each level of practice.*

*The GPN has a contemporary role which is pivotal to current and future national health policy agendas. The role aligns with improving population health outcomes particularly around long term condition management and more leaning into the proactive preventative care and well-being agendas. The GPN also plays a specific part in continuity of care, delivering care related to mental health and health inequalities policy. GPNs ensure that patients have improved access to general practice by enabling them to get the right care, at the right place, at the right time.*

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Box 1: Excerpt from Transforming roles paper 6 refresh summarising the background and context of general practice nursing.

# Structure of the Framework

The framework includes: - background, explanations of the pillars of practice and career levels, recording learning, delegation, support and supervision, and outlines how the framework can be used. It provides role descriptors, educational preparation and describes the knowledge and skills for each level of practice. Finally, it signposts to educational resources, supporting information and a reflective template.

## Pillars of practice

The framework is based on the four pillars of practice for NMAHPs and Health Care Support Workers (HCSWs) (figure 1).

These are:

- Clinical Practice: the knowledge, skills and behaviours needed to provide high quality healthcare that is safe, effective and person centred
- Facilitation of Learning: the knowledge, skills and behaviours needed to enable effective learning in the workplace
- Leadership: the knowledge, skills and behaviours needed to lead and to fulfil management responsibilities
- Evidence, Research and Development (Service Improvement): the knowledge, skills and behaviours needed to use evidence to inform practice and improve services. Note - This pillar is also referred to as Service Improvement for HCSWs



Figure 1: Pillars of Practice

Further explanation of the pillars of practice is available within the NMAHP development framework (NES 2023).

## Levels of Practice

The framework recognises how complex healthcare practitioners' roles have become and helps to explain the difference in expectations and learning at different levels (figure 2). These levels are described in the Career Framework for Health (Skills for Health 2006, Scottish Government 2009) which reflects role development and progression. It also reflects the education and career development pathways model set out in the Transforming Roles programme (CNOD 2018b) (figure 3).

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The levels of practice in this framework are
- Level 5 Practitioner
- Level 6 Senior Practitioner
- Level 7 Advanced Practitioner

Figure 2 demonstrates how moving through the levels is associated with increasing breadth and depth of knowledge and skills, increasing complexity, responsibility, and experience. The knowledge and skills of each level of practice build on the level before.



----------------------------------------------------increasing complexity and responsibility ----------------------------------------------------

| Healthcare Support Worker Level 2 | Senior Healthcare Support Worker Level 3 | Assistant Practitioner Level 4 | Practitioner Level 5 | Senior Practitioner Level 6 | Advanced Practitioner Level 7 | Consultant Practitioner Level 8 |

NC/SVQ/MA----HNC/SVQ/MA--------HND/PDA------------Degree----Educational benchmark points-----Post-graduate

----------------Continual professional development-----------------------Career development framework--------------------

**Level 2-4**
- Benchmark and grow within current level of practice
- Guide career development
- Customise and identify evidence to support personal development planning

**Level 5**
- Registered practitioner consolidating pre-registration experience developing knowledge and skills appropriate to area of practice.

**Level 6**
- Experienced clinical practitioner with a high level of skill and knowledge, applying high level clinical decisions to manage their own workload

**Level 7**
- Practitioner with a higher degree of autonomy and responsibility applying specialist knowledge and skills appropriate to specific area of practice

**Level 8**
- Clinical leaders with considerable responsibility, highly specialised knowledge, the ability to research and analyse complex processes for services improvement

Figure 2: Levels of Practice

Figure 3 shows an example career pathway for community nursing (CNOD 2018b).
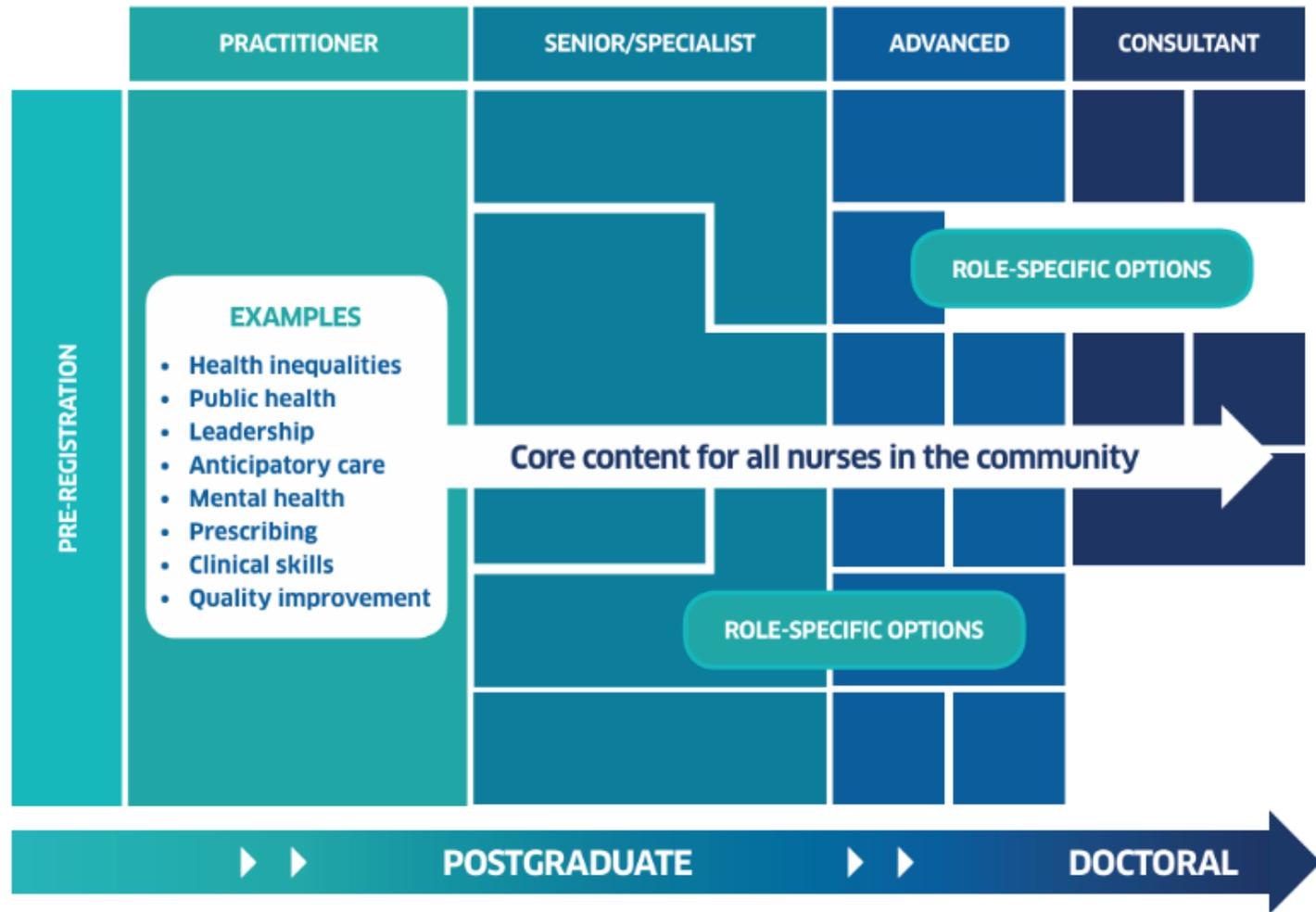


Figure 3: Example community career pathway model

Further explanation of the levels of practice is available within the NMAHP development framework (NES 2023).

## Career levels and Pay bands

There is a fundamental difference between career levels which reflect career progression and pay bands which refer to remuneration. GPNs are employed either directly by Health Board managed practices or, more commonly, by independent general practices. Independent employers are responsible for remuneration and may not use Agenda for Change (AfC) pay band equivalencies. However, this provides a reference point for remuneration across comparable NHS nursing roles and can aid recruitment and retention. Figure 4 demonstrates each career level with a nominal pay band.



**Career level 7**

AfC Pay band 7/8 or equivalency

**Career level 6**

AfC Pay band 6/7 or equivalency

**Career level 5**

AfC Pay band 5/6 or equivalency
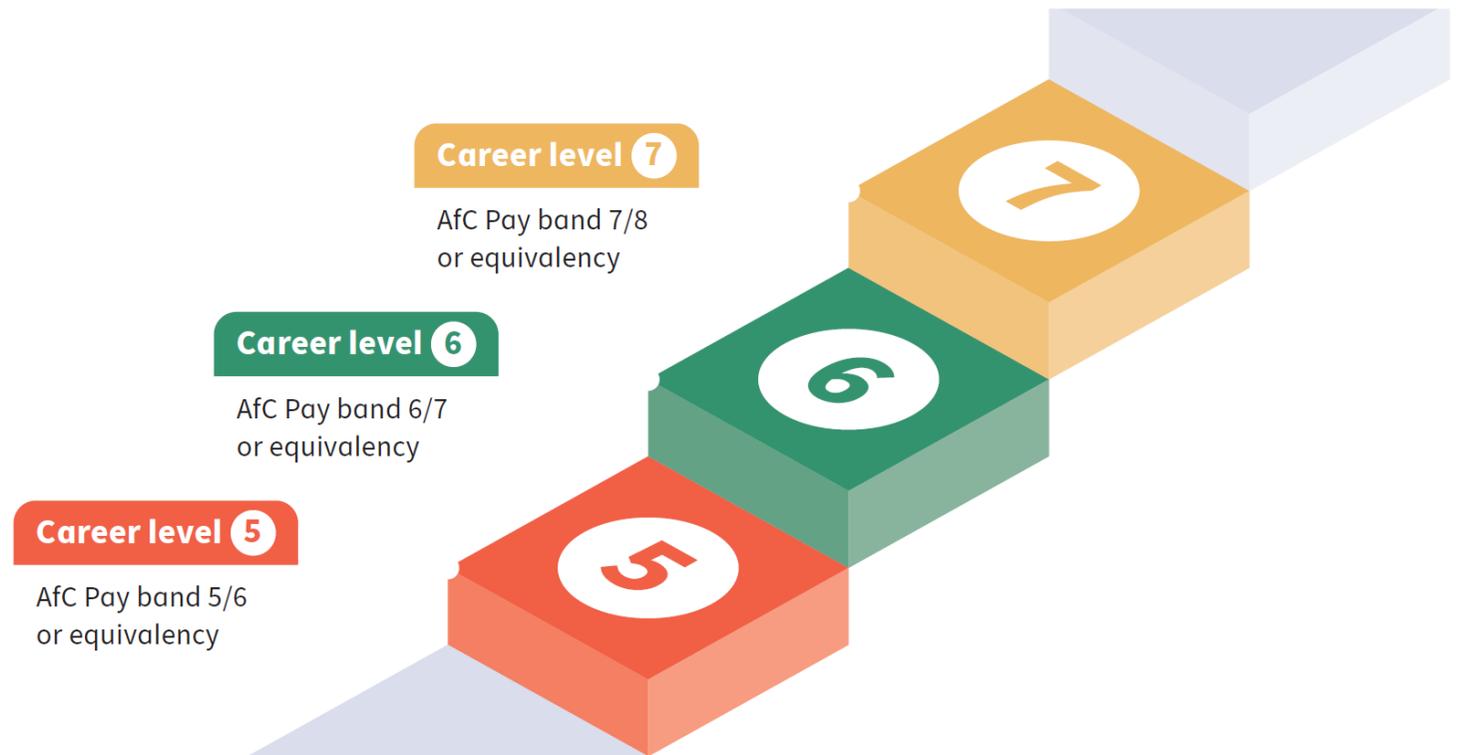
Figure 4: Career levels and Pay bands

## Related frameworks

The NMAHP Development Framework addresses the generic knowledge and skills required by nurses, midwives and allied health practitioners, and HCSWs working in all health and care services in Scotland. The generic aspects of the GPN Framework are based on the NMAHP development framework.

Existing publications that have informed the specific GPN statements include

- Core Competency Framework for General Practice Administration Staff and Practice Managers (NES 2023)
- NES General Practice Nursing Education Pathway Handbook (NES 2023)
- Nursing, Midwifery and Allied Health Professions (NMAHP) Development Framework for Major Trauma Care in Scotland (NHS Education for Scotland/Scottish Trauma Network 2022)
- QNI/QNIS Voluntary Standards for General Practice (QNI/QNIS 2017)
- RCGP General Practice Foundation / RCN General Practice Nurse competencies. (RCN/RCGP 2015)
- Transforming Roles: Paper 08 Review of Clinical Nurse Specialist and Nurse Practitioner Roles within Scotland (CNOD 2021a)
- Transforming Roles: Paper 06 Developing the general practice nursing role in integrated community nursing teams (CNOD 2018)
- Transforming Roles: Paper 07 Advanced Nursing Practice – Phase II (CNOD 2021b)

# Values and Behaviours

The values and behaviours of GPNs in Scotland align with the core values of NHS Scotland, of general practice, and the principles of Realistic Medicine.  NHS Scotland's core values include:

- Care and compassion
- Dignity and respect
- Openness, honesty, and responsibility
- Quality and teamwork

GPNs also share the core values of general practice: - supporting generalist care; care for the whole person, mind and body, and continuity of care throughout the whole life course (Scottish Government/BMA 2016).
Realistic Medicine and values-based healthcare encourages healthcare professionals to focus on what matters most to patients, promoting shared decision-making and personalized care plans  (Scottish Government 2022).

Realistic Medicine emphasises several core values to improve healthcare delivery:

1. **Person-Centered Care:** Prioritising the individual's needs, preferences, and goals. It involves shared decision-making and understanding what matters most to the patient.
2. **Shared Decision-Making:** Encouraging patients and healthcare professionals to collaborate in making informed choices about treatment options. This ensures alignment with the patient's values and circumstances.
3. **Reducing Harm and Waste:** Focusing on interventions that truly benefit patients while minimizing unnecessary tests, treatments, and potential harm.
4. **Risk Management:** Acknowledging that all medical interventions carry risks. Realistic Medicine aims to manage these risks effectively, considering both benefits and harms.
5. **Professionalism and Innovation:** Encouraging healthcare professionals to continuously improve and innovate, ensuring better outcomes for patients.
6. **Equity and Transparency:** Striving for fair and transparent resource allocation, so that everyone receives appropriate care regardless of their background or circumstances.

These values are integral to the way GPNs deliver care, ensuring a person-centred approach that respects the dignity and needs of patients.

## Equality and health inequalities statement

We are firmly committed to improving population health, reducing health inequalities, and working nationally and locally with partners to make a positive and lasting impact to improving the wellbeing of the people of Scotland. Promoting equality and addressing health inequalities are at the heart of delivering effective and high-quality care. Throughout the development of this framework, the three parts of the Public Sector Equality Duty have been considered:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

# Scope of Practice

GPNs act within the NMC code of professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC 2015). The NMC code states that all standards apply within each nurse's professional scope of practice.

They keep their knowledge and skills up to date, taking part in appropriate and regular learning and professional development activities that aim to maintain and develop their competence and improve their performance. Although they practice within the limits of their competence and confidence, they are proactive in developing knowledge and skills to benefit the practice population within the role of the GPN.

Individual GPNs will have different roles and responsibilities depending on the needs of the local practice population, their education and training, their experience, and their level of competence and confidence.  Specific knowledge and skills within this framework may be aspirational for some and will not be within the scope of practice of every GPN.

GPNs who delegate care to others must ensure the person's knowledge, skills and competence are appropriate and safe. The resource *Making Delegation Safe and Effective; A Learning Resource for Nurses, Midwives, Allied Health Professionals and Healthcare Support Workers,* can be accessed on Turas Learn, the Nursing and Midwifery Council (NMC) also provides guidance relating to delegation.

## Support and Supervision

GPNs engage with support and supervision both for themselves and for others to develop confidence and competence in practice. Participating in peer supervision, both within their own team and externally with others, is a valuable way of receiving support.

GPNs, as with all registrants, have supervisory duties of undergraduate student nurses on placement in general practice settings. This is critical to ensuring that undergraduate nursing students are encouraged to work in general practice post-registration. Supervision is important to GPNs who are new to working in general practice as well as and those who are developing their knowledge and skills in different aspects of practice.

Robust supervision is critical going forward to ensure ongoing assurance for safe and effective practice. This includes consideration for supervision of non-medical prescribing within primary care.

# Recording learning and development

All nurses should maintain a professional portfolio which includes evidence of personal and professional development. Approaches to recording evidence of learning and development is a personal choice, this can be either paper based or electronic. However, it is recommended that GPNs use the NES Turas Professional Portfolio, which is available to all nurses, allied health professionals and HCSWs in Scotland working in the NHS, social care, voluntary and independent sectors.

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## Turas professional portfolio

Log in/register with Turas and add the professional portfolio application:
https://turasdashboard.nes.nhs.scot/

More information on Turas Professional Portfolio:
Nurses - Nursing and Midwifery Professional Portfolio
HealthCare Support Workers - Professional Portfolio (Recognition of Prior Learning) for HCSWs

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The Turas Professional Portfolio can be used to record evidence of learning for personal and professional development, NMC revalidation, performance appraisal, and career progression. A basic reflective template is provided to help GPNs assess their knowledge and skills across the pillars of practice (Appendix 3)

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## DNAT Tool

A more detailed development needs analysis tool (DNAT) | NMAHP Development Framework for each level of practice is available on the NMAHP development framework site

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## Assessment of learning and clinical competence

Many GPN courses have a process for assessment of learning, whilst others have an additional assessment of clinical competence. In some health board areas, assessment of competence alongside a sign off process is in place for level 7 advanced GPNs.  Evidence of clinical competence with sign off is required for the Advanced Nurse Practitioner (ANP) role in Scotland providing a nationally recognised and transferable level of knowledge and expertise (CNOD 2021a).

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**Evidence of learning and clinical competence**

Practitioner level 5 GPNs evidence their learning through completion of GPN education or equivalent portfolio of evidence of their developing competence.

GPNs at level 6 maintain a professional portfolio of evidence of their learning, development and clinical competence.

Advanced level 7 GPNs maintain a portfolio of evidence of their learning, development and clinical competence. Some advanced GPNs evidence sign off of clinical competence.

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# Using the Framework

The framework can be used by individuals, organisations and educators. It can be used by existing and future GPNs, members of the multidisciplinary team (MDT) including GPs and general practice managers, service providers, line managers, nurse managers and educators. The consolidation of existing knowledge and skills, and the acquisition of new ones, are reflected in the incremental nature of the framework levels. Case studies are available to share how the framework can be used.

## General practice nurses

The framework can be used by existing general practice nurses and those aspiring to work within the service.
This includes:

- to benchmark current level of practice
- to continue to grow within current level of practice by identifying areas for development
- to guide professional development for those new to general practice towards experienced, expert practice
- to articulate the role of the GPN to other members of the multidisciplinary team and to the public
- to support safe and appropriate delegation
- to customise a development plan linked directly to current and future roles
- to generate evidence for performance appraisal, personal and professional development planning, and re-validation with the NMC

## Service providers and managers

The framework can be used within general practices and health boards to help develop current and emerging services. This includes:

- to determine knowledge, skill, and skill mix
- to inform performance, development and regulatory discussions with staff
- to identify areas of development for GPNs being recruited to or working within general practice
- to support service design, development and redesign
- to inform recruitment and succession planning
- to align to national policy and workforce legislation

## Educators

The framework can be used by educators within practice or in educational organisations to help prepare practitioners to deliver high quality services. This includes:

- to plan, develop and deliver education and training
- to plan programmes of education to prepare healthcare practitioners to work at different levels of the framework
- to identify opportunities for shared and inter-professional learning
- to inform how education programmes complement each other

The framework also directly links to the NHS Knowledge and Skills Framework and can be used to support the annual development review cycle.

## Role, education, knowledge and skills

The GPN framework includes the role and responsibility of nurses working in general practice at each level along with essential and desirable education and experience. The knowledge and skills are then described across four pillars for each level of practice. The key knowledge and skills are relevant to ALL nurses irrespective of their clinical environment and should be applied within the context of general practice nursing. Specific general practice knowledge and skills are then described to add contextual detail.

The education, knowledge and skills required by individual nurses will differ depending on the current and emerging needs of the practice population. For example, needs in an urban area with a high degree of deprivation will differ from a small remote practice. However, these are not static and educational requirements of GPNs will change as services evolve. The framework provides flexibility to tailor learning to meet these individual needs.
The knowledge and skills are cumulative therefore GPNs working in senior and advanced roles will already have attained knowledge and skills described at the previous level.

Existing GPNs who have considerable clinical experience are highly valued and although they may not have formal academic qualifications, they are able to demonstrate equivalency through their professional portfolio.

# The Knowledge and Skills Development Framework

## Level 5 Practitioner

Registered nurses entering general practice at level 5 are building their professional competence and scope of practice to become level 6 general practice nurses. They are developing their expertise in proactive health engagement, health promotion and health management to become key members of the practice team. They are supported to provide comprehensive and personalised care to individuals in the practice population. They are developing their knowledge and skills in long term conditions and women's health, delivering care that combines population health management, values-based health and care and lifestyle medicine. They contribute to the wider multi-disciplinary practice team to improve health outcomes and mitigate health inequalities. They are able to facilitate learning and can support students and other learners.

**Education and experience expected for practitioners at this level of career framework**

**Essential**

- Registered as a Nurse with the Nursing and Midwifery Council
- Education at a minimum of degree level – SCQF level 9
- Committed to own personal and professional development
- Competent in digital technology and computer literacy

**Desirable**

- Newly qualified nurses should be supported to complete Flying Start NHS® and introductory GPN education (e.g. NES GPN education pathway)
- Nurses moving into general practice from another clinical area of practice will require context specific development and education
- GPN introductory education or a portfolio approach meeting the same outcomes to consolidate and transition to a level 6 general practice nurse
- Education aligned to the integrated community pathway (CNOD 2018b)

**Depending on role**

- Preparing for Practice Assessor role
- Continuing professional development and education to meet the needs of the practice population

## Level 5 - Clinical Practice

**Key knowledge, skills, and behaviours**

**5C1** Use a range of skills and strategies to communicate with people about difficult matters or situations

**5C2** Act and influence others to incorporate non-judgemental, values-based care into practice

**5C3** Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team

**5C4** Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

**5C5** Use and contribute to the development, implementation and review of local policies, guidelines and protocols

**5C6** Monitor and maintain health, safety and security of self and others by applying knowledge of health and safety legislation and infection control policies. Raise concerns and/or report incidents in accordance with local reporting procedures

**5C7** Use skills of critical thinking, analysis and evaluation to make justifiable and timely clinical judgements utilising a range of appropriate information and sources to assess, diagnose, plan, implement or direct care/interventions and evaluate effectiveness

**5C8** Demonstrate the ability to use technology and information systems and resources that are routinely used in practice

**5C9** Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

**5C10** Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

**5C11** Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

**5C12** Develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice

**5C13** Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

**5C14** Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level

**Specific knowledge, skills, and behaviours for General Practice Nurses**

**GPN 5C15** Develop knowledge and skills in supporting people with a range of long-term conditions within the practice population, underpinned by theory, relevant clinical experience and clinical competence including: -

- Understand how long term conditions impact on the person, the options to manage and treat, and the information and education required.
- Enable people to make safe and informed choices to optimise their health and well-being.
- Work towards caring for people whose care is complex
- Utilise health promotion and behaviour change strategies
- Implement and evaluate treatment, care and support plans
- Recognise clinical risk and take appropriate action, referring to others as appropriate
- Utilise proactive recall systems
- Apply the principles of realistic medicine

**GPN 5C16** Build increasing skills and confidence in: -

- women's health
- sexual health
- reproductive health
- men's health
- relevant children's and young people's health for example asthma care, sexual health and health promotion

**GPN 5C17** Develop knowledge and skills in public and population health, including primary and secondary prevention, addressing health inequalities, and care and support planning (including future care planning) as part of an integrated, multidisciplinary and multiagency team

**GPN 5C18** Build knowledge and skills in supporting mental health and wellbeing as part of holistic care whilst signposting to available support during mental ill health

**GPN 5C19** Develop skills and resilience to communicate with people across the lifespan including children and young people, people with learning disabilities and mental health needs, and during life situations such as bereavement, terminal illness, and distress

**GPN 5C20** Recognise vulnerable adults and children, understanding own responsibilities in terms of safeguarding legislation, policies and procedures

**Community Treatment and Care Services (CTAC) and the Vaccination Transformation Programme (VTP).**
The GMS contract (2018) and the supporting Memorandum of Understanding 2 (MoU 2 2021-2023) highlighted the need for CTAC services to be designed locally, taking into account local population health needs and existing community services, as well as what will bring the most benefit to practices and patients.

Some clinical skills previously provided by GPNs are now being transferred to Community Treatment and Care Services (CTAC) and the Vaccination Transformation Programme (VTP). Some level 5 GPNs in a small number of practices have the provision of CTAC services as an additional part of their GPN role. In addition, GPNs in a small number of practices continue to provide VTP services under rural options appraisal process arrangements.

**Community treatment and care services** include many non-GP services that patients may need, including (but not limited to):
• management of minor injuries and dressings
• phlebotomy
• ear syringing
• suture removal
• basic long term condition data collection (e.g. blood pressure)

**The Vaccination transformation programme** can be divided into different work streams:
1. pre-school programme
2. school based programme
3. travel vaccinations and travel health advice
4. influenza programme
5. at risk and age group programmes (e.g. shingles, pneumococcal, hepatitis B)

## Level 5 - Facilitating Learning

**Key knowledge, skills, and behaviours**

**5F1** Demonstrate facilitation and teaching skills and behaviours including supervising, teaching and maintaining the learning environment

**5F2** Apply the skills of facilitation, teaching and assessment to practice

**5F3** Evidence learning from experience through supervision, feedback, reflective practice techniques and evaluation

**5F4** Evidence reflection on own and others' experiences of the workplace to develop a positive learning environment

**5F5** Contribute to the supervision and mentorship of pre-registration practitioners and healthcare support workers

**5F6** Actively participate in Clinical Supervision, Practice Supervision and facilitation of learning

**5F7** Source and evidence the use of a range of educational materials to support own development

**5F8** Motivate, stimulate and encourage others to facilitate the learning process

**5F9** Develop and apply knowledge of adult learning appropriate to specific role

**5F10** Engage in clinical supervision, using reflective practice and feedback to develop the quality of care and outcomes

**Specific knowledge, skills, and behaviours for General Practice Nurses**

**GPN 5F11** Access, use and promote the GPN Knowledge and Skills Framework

**GPN 5F12** Engage and participate in local and national networks and promote shared learning

**GPN 5F13** Support / Mentor students allocated to the MDT including nursing, medical and allied health professionals

## Level 5 - Leadership

**Key knowledge, skills, and behaviours**
**5L1** Demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation
**5L2** Communicate effectively verbally, non-verbally and in writing to a range of people
**5L3** Seek, receive, and provide feedback in an open, honest, and constructive manner
**5L4** Identify and analyse problems and recommend solutions
**5L5** Respond proactively to own and others concerns and know how to escalate ongoing issues
**5L6** Demonstrate the ability to work well within a team and in collaboration with others
**5L7** Demonstrate accountability for own work and responsibility for delegation to others
**5L8** Engage in own personal and professional development planning and review; and support others to develop personally and professionally
**5L9** Contribute to effective management of resources including workforce resources within own area of practice
**5L10** Develop and apply leadership skills and behaviours appropriate to specific role

**Specific knowledge, skills, and behaviours for the GPN role**
**GPN 5L11** Value and support own and others' health and wellbeing, contributing to a culture of caring for each other, partners and the service users
**GPN 5L12** Participate in the development of the multi-disciplinary team and service improvements within the general practice
**GPN 5L13** Contribute to local quality improvement networks and GP clusters

## Level 5 - Evidence, Research and Development

**Key knowledge, skills, and behaviours**

**5E1** Consolidate understanding and application of different research approaches. Identify and explores ideas for research/development activity from own practice

**5E2** Demonstrate the ability to search and critically appraise evidence to inform practice

**5E3** Share with others good practice and the lessons learned from audit, research, and quality improvement activity

**5E4** Adhere to research governance, including good practice guidelines, ethics, data protection and confidentiality

**5E5** Demonstrate the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others

**5E6** Critically analyse and evaluate information

**5E7** Identify and analyse professional issues

**5E8** Develop and apply knowledge of research and development appropriate to specific role

**Specific knowledge, skills, and behaviours for the GPN role**

**GPN 5E9** Evidence knowledge and skills to respond to practice population health needs

**GPN 5E10** Evidence knowledge of socio-political and economic policies and drivers that impact on the practice population and wider community

## Level 6 Senior/Specialist/Enhanced Practitioner

The General Practice Nurse, a key member of the practice team, is an integral part of the workforce of NHS Scotland and the wider health and social care landscape. GPNs are highly adaptable clinical leaders, change agents and champions of quality improvement. They prescribe, or are working towards becoming prescribers, and use clinical assessments skills. They are experienced in proactive health engagement, health promotion and health management. They provide comprehensive and personalised care to individuals across their lifespan and are directly accessible by the whole practice population. They are long term conditions specialists, delivering care that combines population health management, values-based health and care and lifestyle medicine. All these qualities, combined with their pivotal role within the wider multi-disciplinary practice team, contribute significantly to improving health outcomes and mitigating health inequalities. They have a higher degree of clinical decision-making, autonomy and responsibility than those at level 5. They have responsibility for the nursing contribution into general practice performance and service development and may have management responsibilities.

**Education and experience expected for practitioners at this level of career framework**
**Essential**

- Registered as a Nurse with the Nursing and Midwifery Council
- Continuing professional development relevant to general practice nursing
- Educated in an appropriate subject to the level of graduate certificate (honours degree) at a minimum, although a postgraduate certificate is recommended Note: highly experienced GPNs who may not have the academic qualification can demonstrate achievement of knowledge and skills through prior learning and experience using their professional portfolio

- Committed to personal and professional development of self and others

**Desirable**

- Holds or working towards post graduate diploma
- Post-registration experience within general practice or related clinical area
- Advanced clinical assessment skills
- Independent Prescriber - holds or is working towards a prescribing qualification (V300)
- Completed the GPN introductory education (or equivalence demonstrated through professional portfolio)

**Role dependent**

- Evidence of facilitation of learning e.g. practice assessor/practice supervisor
- Evidence of leadership, management and quality improvement development

## Level 6 - Clinical Practice

**Key knowledge, skills and behaviours**

**6C1** Work autonomously as part of the team, assuming accountability and responsibility to facilitate the delivery of safe, effective and person-centred care

**6C2** Use a wide range of skills and strategies to communicate with people about difficult matters or situations

**6C3** Act and influence others to incorporate non-judgemental, values-based care into practice

**6C4** Apply knowledge, and raise awareness, of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

**6C5** Lead and support the implementation of local policies, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence

**6C6** Monitor and maintain health, safety and security of self and others by applying knowledge of health and safety legislation and infection control policies and advising others. Raise concerns and/or report series incidents in accordance with local reporting procedures

**6C7** Use skills of critical analysis and evaluation to make justifiable and timely clinical judgements utilising appropriate and sometimes limited information from a wide range of sources to assess, diagnose, plan, implement or direct complex care/interventions and evaluate effectiveness

**6C8** Draw on a range of sources in making judgements including precedent, clearly defined policies, procedures and protocols

**6C9** Select and use technology and information systems to both inform and support practice

**6C10** Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

**6C11** Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

**6C12** Apply a wide range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

**6C13** Assess, investigate and communicate/act on risk

**6C14** Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice **6C15** Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

**6C16** Escalate concerns if unable to carry out duties and responsibilities outlined within health and care staffing legislation. Practising at Skilled level

**Specific knowledge, skills, and behaviours for the GPN role**

**GPN 6C17** Demonstrate expertise in long term condition management, personalised care, and care co-ordination involving clinical decision-making and accountability for patients with complex care needs or co-morbidities

**GPN 6C18** Develop knowledge of health in women to support, advise and signpost care, enabling women to make informed choices

**GPN 6C19** Demonstrate knowledge and skills of sexual health to advise and support people to self-care and access appropriate services

**GPN 6C20** Demonstrate clinical competence in GPN nursing within scope of practice, education and training, competence and confidence and needs of the practice population For example -

Focused clinical assessment
- person centred, values-based consultation in person, or by phone or video conference
- physical and cognitive examination, history taking and assessment skills

Investigations using the appropriate guidelines and/or protocols
- diagnostic tests and interpretation of results

Differential diagnosis/diagnosis
- differential diagnosis / diagnosis based on the patient's presentation, history, physical and cognitive examinations, and findings from relevant investigations

Treatment and care

- analysis of clinical findings to inform decision making
- formulation of evidence based and person-centred treatment and care plan
- prescription of medicines and implementation of non-pharmacological-related interventions or therapies
- support of people to self-manage their condition, providing episodic care, or care for an extended period of time, depending on the patient and/or area of practice
- determining the frequency of review in order to manage symptoms and assess the therapeutic intervention response
- preventative healthcare and lifestyle interventions which reduce risk
- teach, advise and coach patient/client/carers about their condition, treatment options and health/lifestyle activities
- signposting to information and services
- supporting future and advanced care planning conversations with people and families
- some aspects of palliative care in the management of advancing long term conditions

Co-ordination of care

- contribution to case management presentations and clinical management decisions

**GPN 6C21** Enable holistic conversations to hear each person's concerns about their physical, mental health and wellbeing to improve health outcomes

**GPN 6C22** Support children and young people by promoting health, sexual health and management of long terms conditions such as asthma

**GPN 6C23** Develop confidence and competence to meet the challenges of practicing autonomously while dealing with increasing complexity, particularly in general practices with a smaller team

**GPN 6C24** As a key member of the wider MDT, contribute to case management presentations and clinical management decisions

## Level 6 -Facilitating Learning

**Key knowledge, skills and behaviours**
**6F1** Use learning theories to plan, implement and evaluate learning in the local environment
**6F2** Create an effective learning environment that ensures learning opportunities for staff and learners
**6F3** Apply a wide range of facilitation, teaching and assessment skills to develop and improve practice
**6F4** Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning
**6F5** Demonstrate ongoing reflection on practice and support reflection in others
**6F6** Demonstrate knowledge and use of a range of information to review/evaluate and enhance the learning environment
**6F7** Participate in learning needs analysis, educational audit, and evaluation of educational interventions
**6F8** Contribute to the supervision of undergraduate/pre-registration healthcare practitioners within the team
**6F9** Actively participate in Clinical Supervision, Practice Supervision and facilitation of learning and support others to participate
**6F10** Source and evidence use of a range of educational materials to support own and others' development
**6F11** Evidence use of a wide range of skills to motivate, stimulate and encourage others to facilitate the learning process
**6F12** Apply and continue to develop specialist knowledge of andragogy appropriate to specific role
**6F13** Undertake the role of clinical supervisor using reflective practice and feedback to develop the quality of care and outcomes
**6F14** Undertake the role of practice supervisor for pre and post registration learners and apply quality standards to facilitate development of knowledge, skills and proficiency, within own scope of practice

**Specific knowledge, skills, and behaviours for the GPN role**
**GPN 6F15** Promote, use and support others to use the General Practice Nurse Knowledge and Skills Framework
**GPN 6F16** Contribute to the development, delivery and enhancement of GPN resources locally, regionally and nationally
**GPN 6F17** Know where to access training, learning and development support throughout their career

## Level 6 - Leadership

**Key knowledge, skills and behaviours**

**6L1** Use national leadership frameworks to assess and develop self-leadership and leading others

**6L2** Communicate complex information at an appropriate level to a range of audiences, adapting to context and purpose

**6L3** Actively promote a supportive culture, where constructive feedback is received positively and regarded as a learning opportunity

**6L4** Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness

**6L5** Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare

**6L6** Support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies such as whistleblowing and complaints

**6L7** Demonstrate the ability to form, contribute and lead a team and work in collaboration with others to achieve the teams' purpose and objectives

**6L8** Contribute to and manage other members of a team by sharing information and expertise

**6L9** Demonstrate leadership behaviours when managing people applying human resource policies and processes

**6L10** Recognise early signs of poor performance and take appropriate measures to address concerns

**6L11** Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviours of other members of the team

**6L12** Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities

**6L13** Demonstrate the ability to use recognised workload assessment and skill mix tools to manage resources and budgetary demands including workforce resources

**6L14** Apply and continue to develop, leadership skills and behaviours appropriate to specific role

**Specific knowledge, skills, and behaviours for the GPN role**

**GPN 6L15** Role model collaboration and positive relationship building across professions within the MDT and primary care services

**GPN 6L16** Provide nursing leadership, collaborating with practice management to develop the service in response to patient and population health need

**GPN 6L17** Contribute to workforce planning and the future sustainability of the GPN profession by engaging with practice employers, Health and Social Care Partnerships as well as Scottish Government

**GPN 6L18** Provide leadership and support to GPN networks

## Level 6 - Evidence, Research and Development

**Key knowledge, skills and behaviours**

**6E1** Use a range of research approaches to assess how evidence is being used, by self and others, to inform and develop practice improving the quality of care

**6E2** Demonstrate the ability to search and critically appraise evidence to inform and develop practice supporting audit, research, and quality improvement activity

**6E3** Participate in research related activity including analysis of information

**6E4** Share with others good practice and the lessons learned from audit, research and quality improvement activity to enhance practice locally

**6E5** Identify and disseminate information on NHS Board/University programmes of research/forums/ special interest groups/networks relevant to area of practice

**6E6** Use understanding of research governance including good practice guidelines, ethics, data protection and confidentiality, to support self and others in the research process

**6E7** Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/ Research skills to inform and develop practice of self and others

**6E8** Ability to critically identify, define and analyse complex/professional problems and issues

**6E9** Apply and continue to develop specialist knowledge of research and development appropriate to specific role

**Specific knowledge, skills, and behaviours for the GPN role**

**GPN 6E10** Respond to and support local and national evidence-based improvements in general practice

**GPN 6E11** Contribute to quality improvement activity and development of local healthcare systems through GP clusters

## Level 7 Advanced Practitioner – Advanced General Practice Nurse

The Advanced General Practice Nurse is an experienced and highly educated expert generalist. They manage, deliver, advise on and support the care for people within general practice. They have a wider scope of practice than the general practice nurse at Level 6 and will manage greater complexity. As a clinical leader they have the autonomy to act and accept responsibility and accountability for their actions, acting as an expert advisor or resource for others. Their practice is characterised by a high level of clinical decision making based on in-depth, expert knowledge in general practice. They work closely with the multidisciplinary team demonstrating effective leadership and quality improvement skills and may manage the nursing team. They have considerable relevant post registration education and are assessed as clinically competent within general practice at advanced level.

Notes
Nursing leaders at level 7 in general practice, who are in a non-clinical role, are likely to focus on the generic pillars of practice, particularly in Facilitation of Learning, Leadership, and Evidence, Research and Development.

**Education and experience expected for practitioners at this level of career framework**

**Essential**

Registered as a Nurse with the Nursing and Midwifery Council
- Continuing professional development relevant to general practice nursing
- Minimum of Postgraduate Diploma (SCQF 11)
  Note: highly experienced GPNs who may not have the academic qualification can demonstrate achievement of knowledge and skills through prior learning and experience using their professional portfolio

**Desirable**
- Independent prescriber with v300 prescribing qualification
- Accredited clinically relevant modules at SCQF level 10/11 or equivalent evidenced through professional portfolio
- Evidence of development in Leadership and Management; Quality Improvement; and Facilitation of Learning

**Depending on role**

- GPN Assessment of Clinical Competence and Sign Off – It is recommended that an advanced general practice nurse is working towards or has been assessed as clinically competent and signed off
- Team / Profession leadership and management expertise
- Postgraduate Certificate in Teaching (for those leading education)

## Level 7 - Clinical Practice

**Key knowledge, skills and behaviours**

**7C1** Demonstrate advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice

**7C2** Promote and act to influence others to incorporate non-judgemental, values-based care into practice

**7C3** Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people about difficult matters or situations

**7C4** Use in-depth knowledge of legislation, professional regulation and codes of practice, to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level

**7C5** Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies, acting on concerns and/or reporting incidents in line with local reporting procedures

**7C6** Use skills of critical analysis, evaluation and synthesis to make justifiable and timely clinical judgements when assessing, diagnosing, planning, directing or implementing and evaluating highly complex care/interventions sometimes where information is not available or is incomplete

**7C7** Demonstrate the ability to use and evaluate technology and information systems to inform and improve health outcomes

**7C8** Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care

**7C9** Promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion

**7C10** Apply a significant range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

**7C11** Contribute to the development of organisational objectives and create opportunities to involve other practitioners

**7C12** Apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice

**7C13** Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

**7C14** Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level

**Specific knowledge, skills, and behaviours for the Advanced GPN role**
**GPN 7C15** Lead assessment and management of patients with complex health needs associated with long term conditions.
**GPN 7C16** Demonstrate advanced clinical knowledge and skills to lead service provision for optimum women's health
**GPN 7C17** Provide senior level of advanced clinical decision-making and accountability for patients and clients with highly complex needs
**GPN 7C18** Demonstrate the freedom and authority to refer, admit and discharge from identified clinical areas

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**Level 7 The Advanced General Practice Nurse**

Advanced practice is a <u>level</u> of practice, rather than a particular practice area or specialty. All nurses working at advanced practice level share generic knowledge and skills across the four pillars of practice, these generic knowledge and skills are described within this GPN framework. In primary care, advanced GPNs, like advanced district, advanced prison and advanced care home nurses each have a unique role within the multidisciplinary team. The specific expertise of advanced GPNs is focussed on long term conditions and women's health and the GPN framework contextualises the specific knowledge and skills required for that role.

In relation to the Advanced Nurse Practitioner (ANP) role, there are specific competencies for different settings e.g. primary care, acute care, mental health, paediatrics, and neonates, These are detailed in *Transforming roles Paper 7 Transforming Nursing Roles Advanced Nursing Practice – Phase II* (CNOD 2021a).

Some Advanced GPNs and ANPs working in general practice, particularly in remote and rural settings, have a hybrid role where they have both GPN and ANP knowledge and skills.

**Level 7 The Team Lead / Lead GPN**
Some nurses working in general practice in senior, non-clinical roles, will focus on the leadership, facilitation of learning, and evidence, research and development pillars at advanced practice. Others working in these senior roles will also have clinical expertise at advanced practice.

## Level 7 -Facilitating Learning

**Key knowledge, skills and behaviours**

**7F1** Role model exemplary facilitation and teaching skills and develop those skills in others

**7F2** Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice

**7F3** Lead on strategies that enable effective reflective practice

**7F4** Review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment

**7F5** Act as an experienced practice supervisor and assessor, facilitator, and support others to take on these roles

**7F6** Develop and facilitate the use of educational materials for students, staff and service users

**7F7** Develop, lead and support teaching, supervision and assessment skills in others

**7F8** Engage with education providers to contribute to curriculum development and delivery

**7F9** Apply advanced knowledge of adult learning appropriate to specific role

**7F10** Empower and enable others to engage in meaningful clinical supervision, using creative and innovative solutions to ensure clinical supervision is prioritised

**Specific knowledge, skills, and behaviours for the Advanced GPN role**

**GPN 7F11** Lead the use and integration of the General Practice Nurse Knowledge and Skills Framework for all GPNs within the practice

**GPN 7F12** Lead/contribute to the development, delivery and enhancement of GPN resources locally, regionally and nationally

**GPN 7F13** Engage with education providers to contribute to curriculum development and teaching

## Level 7 - Leadership

**Key knowledge, skills and behaviours**

**7L1** Provide strong and effective leadership across professional and organisational teams/boundaries

**7L2** Evidence a positive impact of own exemplary leadership qualities and behaviours

**7L3** Role model highly developed verbal, non-verbal and written communication skills

**7L4** Demonstrate how feedback is used by the service to positively improve services

**7L5** Use creative and innovative solutions to address complex problems

**7L6** Promote a culture of empowerment to enable concerns to be raised, addressed and/or appropriately escalated

**7L7** Lead innovation and quality improvement and promote involvement of others

**7L8** Build and lead teams, engage stakeholders and work in collaboration with others

**7L9** Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities

**7L10** Progress workforce development plans aligned to organisational priorities

**7L11** Demonstrate effective financial and workforce planning, delivery, and reporting

**7L12** Apply advanced leadership skills and behaviours appropriate to role

**Specific knowledge, skills, and behaviours for the Advanced GPN role**

**GPN 7L13** Contribute to the strategic direction of the general practice informing strategic, business and operational objectives particularly from a nursing perspective

**GPN 7L14** Focus on co-production with people who are using the services through consultation, inclusion, and collaboration

**GPN 7L15** Demonstrate innovation and nursing leadership to inform community nursing and health policy development and implementation

**GPN 7L16** Provide expertise to practice employers, Health and Social Care Partnerships and Scottish Government, to assist with workforce planning to ensure future sustainability of the profession

## Level 7 - Evidence, Research and Development

**Key knowledge, skills and behaviours**

**7E1** Act as a role model for the wider team by promoting a positive research culture

**7E2** Further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice

**7E3** Identify and apply impact measures and use findings to enhance practice

**7E4** Demonstrate the ability to search, critically appraise and synthesize evidence to inform practice and to underpin audit/ research/quality improvement activity

**7E5** Share good practice and the lessons learned from audit, research, and quality improvement activity locally, and nationally through professional and peer reviewed processes

**7E6** Utilise appropriate polices to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality

**7E7** Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to improve practice and supports others to do so

**7E8** Critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same

**7E9** Develop original and creative solutions to problems and support others to do so

**7E10** Contribute to the wider research agenda through initiating or supporting GPN led research activity

**7E11** Apply advanced knowledge of research and development appropriate to role

**Specific knowledge, skills, and behaviours for the Advanced General Practice Nurse**

**GPN 7E12** Participate in quality improvement activity and development of local healthcare systems through GP clusters

**GPN 7E13** Engage with local and national audit processes for general practice and the relevant organisations involved in collecting and reporting data

**GPN 7E14** Demonstrate the ability to use and evaluate relevant quality indicators and general practice audits to ensure practice improvement

# Appendices
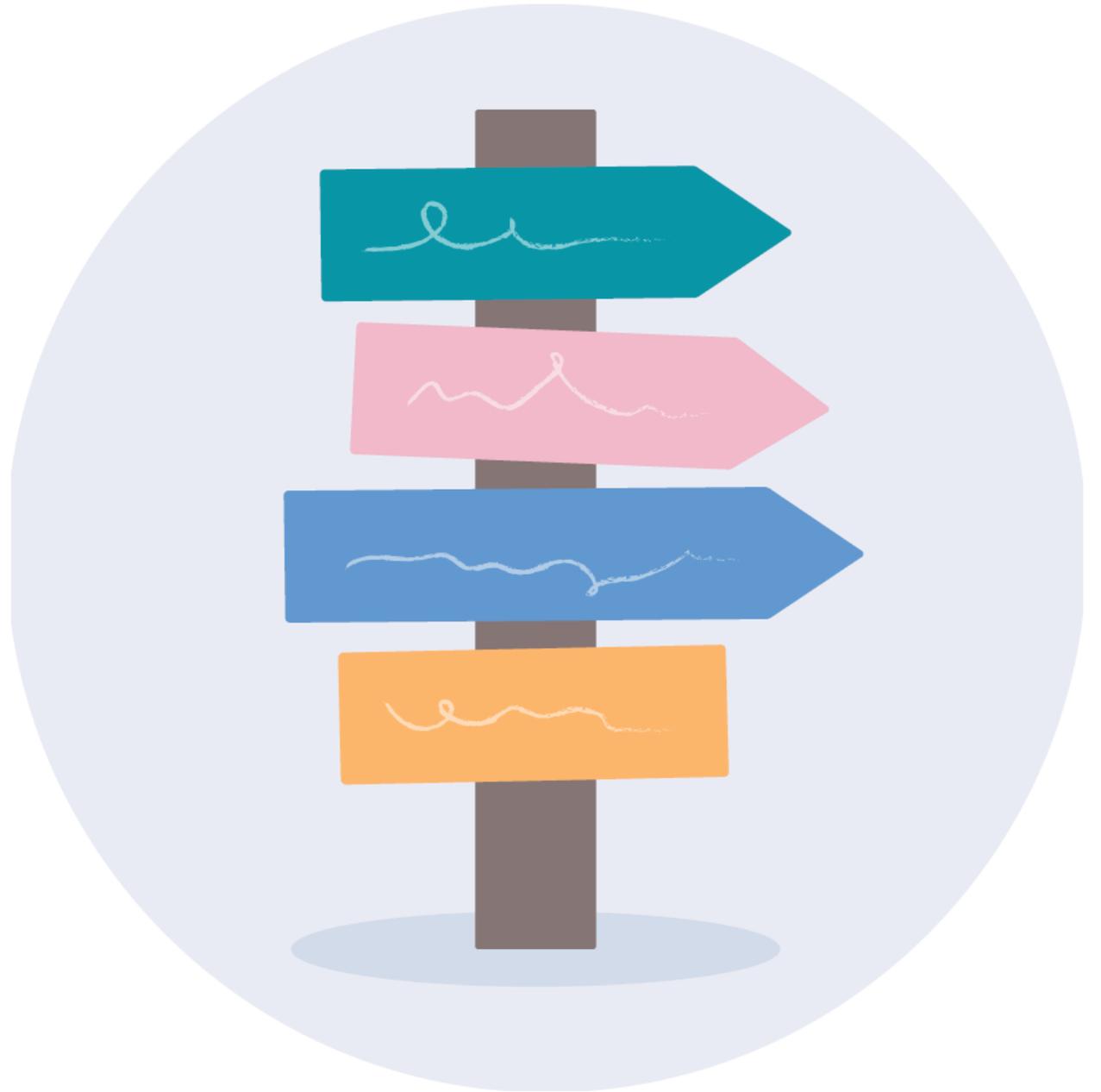
# Appendices

## Appendix 1: How the framework was developed

This framework has been developed by NHS Education for Scotland in collaboration with a wide range of stakeholders. It is contextualised in the Transforming Roles Paper 6: the role of the general practice nurse, 2025 review and refresh (Scottish Government 2025).

The expertise of stakeholders has enabled the framework to reflect the current and future knowledge and skills required by GPNs. Content has been informed by policy and practice, research and audit findings, existing GPN education, other educational frameworks and supporting materials.

The NMAHP development framework was used to populate all generic content, ensuring consistency with the wider nursing, midwifery and allied health professions. The generic context should be read within the context of general practice whilst GPN specific content provides more detailed knowledge and skills.

Stakeholders were invited to join a large representative working group to develop the framework, they had the opportunity to review and comment on draft content and participated in discussion meetings. Wider consultation took place with experts in fields such as mental health and women's health prior to review and approval in late Autumn 2025.
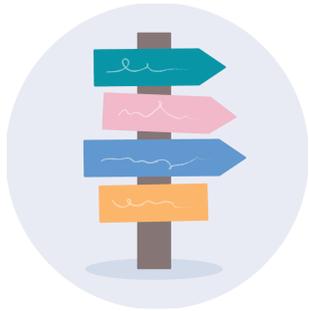
## Appendix 2: Useful Resources

## GPN Specific Resources

[NHS Education for Scotland GPN](NHS Education for Scotland GPN) Information about education and development opportunities for GPNs in Scotland. It includes information about funded university modules, Turas GPN CPD educational resource and coaching. It also has links to the Scotland Deanery courses that are available on NES Portal or via CPD Connect.

[General Practice Nursing | Scotland Deanery](General Practice Nursing | Scotland Deanery) Information about the GPN team in NES, GPN education pathway, CPD courses, NES GPN Connect Journal and Learn and Connect Bitesize learning.

## Generic Resources

Advanced Practice Toolkit The Advanced Practice Toolkit is a repository for credible and supportive resources relating to Advanced Practice.

Clinical Supervision This resource has been created to support all registered healthcare practitioners to develop relevant knowledge and skills for participating in clinical supervision.

Effective Practitioner  Here you will find information, resources, and learning activities designed to enhance your continuing professional development framed around the 4 pillars of practice.

Flying Start NHS® Flying Start NHS® is the national development programme for all newly qualified nurses, midwives and allied health professionals, to be undertaken in the first year of practice. It is designed to help support the transition from pre-registered student to qualified, confident and capable health professional.

Leadership and Management Zone  The purpose of the leadership and management zone learning site is to provide all health and social care staff across Scotland with an easy point of access to a range of development resources about leadership and management. The site supports those currently in a leadership role wanting to develop capabilities, or aspiring to develop further as a leader, or those wishing to support others' learning with toolkits, events, topics, programmes and links.

Making Delegation Safe and Effective A Learning Resource for Nurses, Midwives, Allied Health Professionals and Healthcare Support Workers, accessible on Turas Learn.

National Trauma Transformation Programme This learning site summarises the key trauma training resources from the National Trauma Training Programme that are openly available to support all members of the Scottish workforce.
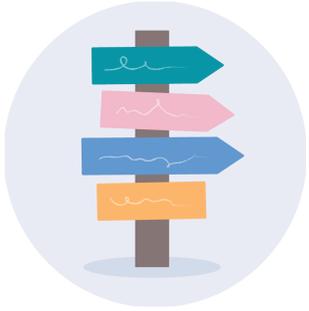
[Quality Improvement Zone](#)  The Quality Improvement Zone (QI Zone) is a learning and resource site from the NHS Education for Scotland Quality Improvement team which provides information and resources to support people with experience at all levels of quality improvement to develop their knowledge.

[Support Worker Central](#) The site supports role development and learning and development of nursing, midwifery and allied health professions support workers in Scotland.

[The Knowledge Network](#) Guidance and training for health and social care students in Scotland to use the Knowledge Network digital library resources: journals, articles, eBooks and evidence summaries. Includes how to register; instructional demo videos on Library Search, BMJ Best Practice and DynaMed; practice examples; and knowledge check.

[Turas Learn](#)  Sign in to gain access to a wide range of learning resources. Search for topic specific learning and add these to create a personalised learning area.

[Turas Portfolio](#)  Enables users to generate, record, reflect upon and share evidence of their learning and continuing professional development. This evidence can then be used by them as part of appraisals, career development, programmes of learning and for regulatory purposes, including revalidation.
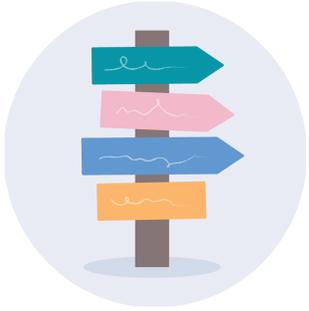
## Appendix 3: Reflective template

This tool is designed to help you reflect on your current job role and to identify areas where you may benefit from further training, education and development to enhance or develop in your current role and to or to support progress in your career.

| 🩸 Clinical skills |
|---|
| Reflect on your current level of confidence in clinical skills:<br><br>+ are there any areas you think you require to develop?<br><br>+ how will you do this, who will you speak to for information? |

| 🧠 Facilitating Learning |
|---|
| Reflect on your current level of confidence in facilitating learning:<br><br>+ are there any areas you think you require to develop?<br><br>+ how will you do this, who will you speak to for information? |
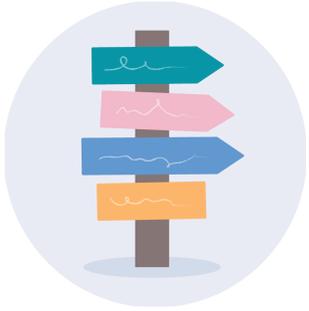
## Leadership

Reflect on your current level of confidence in leadership:

+ are there any areas you think you require to develop?

+ how will you do this, who will you speak to for information?

## Evidence, Research and Development

Reflect on your current level of confidence in evidence, research and development/service improvement:

+ are there any areas you think you require to develop?

+ how will you do this, who will you speak to for information?

You can download a copy of this Reflective Template and save in the upload documents section of Turas Professional Portfolio. Sign in at https://turasnmportfolio.nes.nhs.scot/ or register here.
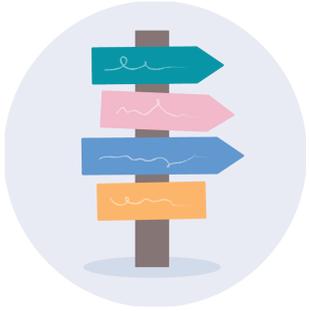
# Appendix 4: Scottish credit & qualifications framework (SCQF)

SCQF is the national qualifications framework. Senior healthcare support workers are normally working at SCQF level 7 and assistant practitioners at SCQF level 8. The minimum SCQF level for entry into the NMAHP professions is Level 9 (Ordinary Degree). Advanced Practice has been mapped to SCQF Level 11 study (master's level).

More information can be found at - Interactive Framework | Scottish Credit and Qualifications Framework (scqf.org.uk)

| Career Framework level | Minimum associated SCQF level |
|---|---|
| 5 Practitioner | Level 9 – Ordinary Degree level |
| 6 Senior Practitioner | Level 10 – Honours Degree level |
| 7 Advanced Practitioner | Level 11 – Master's Degree level |
| 8 Consultant Practitioner | Level 11/12 – Master's/Doctorate level |
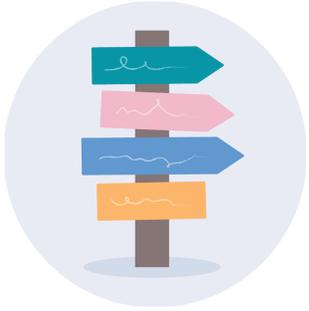
## Appendix 5: Glossary of terms

ANP - Advanced Nurse Practitioner

BMA - British Medical Association

CNOD - Chief Nursing Officer Directorate

CTAC - Community Care and Treatment Centres

DNAT – Development Needs Analysis Tool

GP - General Practitioner

GPN - General Practice Nurse

HCSW - HealthCare Support Worker

MDT - Multidisciplinary Team

NES - NHS Education for Scotland

NMAHP - Nursing, Midwifery and Allied Health

Professions

QNIS - The Queen's Nursing Institute Scotland

RCGP - Royal College of General Practitioners

RCN - Royal College of Nursing

SCQF - Scottish credit & qualifications framework

TR - Transforming Roles

V300 prescribing - Independent prescriber

qualification

VTP - Vaccination Transformation Programme
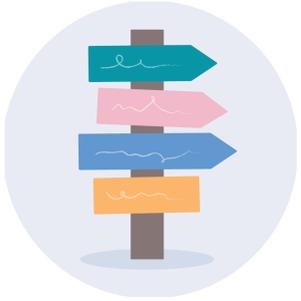
# Appendix 6: Reference List and Bibliography

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Scottish Government/BMA (2016) *General Practice: Contract and Context Principles of the Scottish Approach*

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nhs.scot** to discuss how we can best meet your requirements.