Glasgow City HSCP
Health and Social Care Partnership

Professional Governance Framework and Corporate Nursing Plans

PART 2

NHS Greater Glasgow and Clyde

Glasgow City Council

CONTENTS

1. ADULT SERVICES NURSING BAND 5, 6 AND 7 CORE COMPETENCY FRAMEWORK 2021	**04**
Introduction	5
Roles and Responsibilities, Nursing Governance	9
Personal Details	12
2. BAND 5 COMPETENCIES	**13**
Band 5 Competencies, Pillars 1-4	14
Action Plan	25
3. BAND 6 COMPETENCIES	**27**
Band 6 Competencies, Pillars 1-4	28
Action Plan	41
4. BAND 7 COMPETENCIES	**42**
Band 7 Competencies, Pillars 1-4	43
Action Plan	55
PDN Team Contacts	57

CONTENTS

5. ADULT SERVICES, NURSES LEARNING EDUCATION AND DEVELOPMENT FRAMEWORK 2021	**58**
Introduction	59
Roles and Responsibilities	62
Training and Resources	64
PDN Team Contacts	79
6. ADULT SERVICES NURSING, NQN BAND 5 CORE COMPETENCY FRAMEWORK 2021	**80**
Introduction	81
Roles and Responsibilities - Nursing Governance	85
Flying Start Outcomes - Diagram 1	88
Adult Services NQN Pathway - Diagram 2	89
Personal Details	90
NQN Framework Completion Confirmation	91
Protected Learning Time Agreement Template	93
7. NEWLY QUALIFIED BAND 5 COMPETENCIES	**94**
Band 5 Competencies, Pillars 1-4	95
Action Plan	107
PDN Team Contacts	108

1. ADULT SERVICES NURSING BAND 5, 6 AND 7 CORE COMPETENCY FRAMEWORK 2021

Introduction

The Chief Nurse Adult Services commissioned the Practice Development Nurse (PDN) team to devise an Adult Services Nursing Core Competency (NCC) Framework which would provide a set of core competencies for nurses working within adult services which outline the expected knowledge, skills and behaviours required by nursing staff. The Framework has been developed with reference to:

- The NHS Education for Scotland (NES) Nursing, Midwifery and Allied Health Professions (NM&AHP) Development Framework (2021)
- NHSGGC standardised job descriptions
- Current service inductions
- Existing and previous nursing governance and development programmes that have been utilised in Mental Health Services (MHS), Sexual Health Services (SHS), Prison Health Care (PHC) and Alcohol and Drug Recovery Services (ADRS)

The Framework should be used in conjunction with the Learning, Education and Development (LE&D) Framework which provides suggested resources to meet the competency statements. It also complements the NHS Knowledge and Skills Framework (KSF) and the annual Personal Development Planning and Review (PDP&R) process already in place through the TURAS appraisal.

Knowledge and Skills Framework and the Adult Services Nursing Core Competency Framework

- The NHS Knowledge and Skills Framework applies to all staff who are employed under Agenda for Change (AFC) terms and conditions
- The KSF helps to identify the level of knowledge, skills, and learning and development that staff need to fulfil their job role
- The Adult Services Nursing Core Competency (NCC) Framework provides the profession specific knowledge, skills and behaviours required
- The annual PDP&R process provides the Nurse Line Manager and the staff member with a structured process to help staff to be clear about what is expected of them in their job and to receive regular feedback on their performance. The Nursing Core Competency Framework alongside the Learning and Education Framework will be part of that process of Nurse Line Management Supervision and appraisal and provide a structure for nursing governance

Aims of the Adult Services Nursing Core Competency Framework

The NCC Framework aims to:

- Be used alongside the established corporate and service induction processes
- Set out expectations in relation to the nursing core competency statements relating to the knowledge, skills and behaviours required by registered nurses working within Adult Services to fulfil their role
- Set out nursing core competency statements for bands 5, 6 & 7
- Act as a supportive framework for Nurse Line Management, Supervision, KSF, and annual Personal Development Planning and Review Process (PDP&R)
- Support the completion of the Flying Start programme for newly qualified nurses

How the Adult Services Nursing Core Competency Framework is set out

The NCC Framework has three sections:

1. Band 5 Nursing Core Competencies

2. Band 6 Nursing Core Competencies

3. Band 7 Nursing Core Competencies

The Framework is available as a whole document, or separated by banding if the preference is to focus only on band specific competencies.

The nursing core competencies are separated under the four Pillars of Practice (NES, 2021):

1. **Clinical Practice**: the knowledge, skills and behaviours needed to provide high quality healthcare that is safe, effective and person centred
2. **Facilitating Learning**: the knowledge, skills and behaviours needed to enable effective learning in the workplace

3. Leadership: the knowledge, skills and behaviours needed to lead and to fulfil management responsibilities

4. Evidence, Research and Development: the knowledge, skills and behaviours needed to use evidence to inform practice & improve services

Within the Nursing Core Competency Framework, each nursing competency statement has been aligned to the NMC Code (2015):

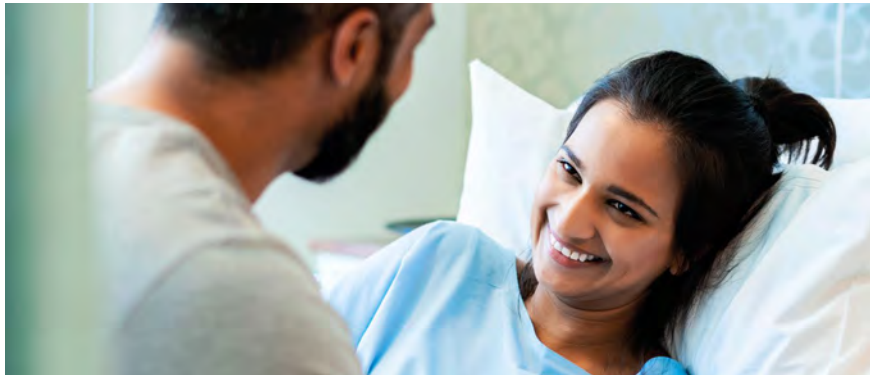
- Prioritising People
- Practice Effectively
- Preserve Safety
- Promote Professionalism

There is an expectation that all registrants can evidence that they are meeting, or working towards meeting, the band 5 nursing competencies. The nursing competency statements build on the clinical, leadership, facilitation of learning, and evidence, research and development expertise of the previous level to identify the specific knowledge, skills or behaviours required for the level above.

At the end of each nursing core competency section, the nurse should indicate if further practice development work and / or action plan is required and this should be agreed with the Nurse Line Manager. If required, any action plans would be completed in section B. Regardless of the requirement for action plans, a record of the nurse's progress through the competencies should be recorded in this section. This will be useful for other purposes such as evidence for Flying Start or revalidation.

Using the Framework and Roles & Responsibilities

The NCC Framework should be used as part of an ongoing process of development that involves the individual nurse, Nurse Line Manager, and the Practice Development Nurse or Practice Development Support Nurse (PDN/PDSN).



Using the Framework

The overarching principle is that the NCC Framework will be supportive to an individual's professional development. The Framework must be used by the nurse and their Nurse Line Manager as an essential part of the staff induction process for:

- Newly qualified staff
- Staff who have recently been recruited to a service
- Newly promoted staff

Following induction and for all existing registered nurses (including above) there is an expectation that the Framework is used to:

- Benchmark current knowledge, skills and behaviours to the expected practice of their role
- Highlight areas for reflective practice, support evidence collation which can be used for revalidation or Flying Start
- Support dialogue about professional development / career development and enhance the PDP&R process with the Nurse Line Manager
- Provide structure and dialogue for Nurse Line Management and registrant sign off.

The NCC Framework has been designed to enable the nurse to read through all core competency statements and

self-assess as to whether they meet them. Alongside the 'self-assessment rating' column there is an 'evidence' column for the nurse to list training, resources or examples of how they fulfil this competency in relation to their role. The Learning, Education and Development Framework should be used to identify and support staff with a range of training resources available to assist in achievement of the competency statements.

The competencies are written in such a way that there is an expectation that these can be met by all registrants. How individual registrants meet the competencies will vary depending on their area of practice, or may require the registrant to identify areas for future development opportunities. It is necessary to complete the self-assessment for all competency pillars and statements. However, it is not essential to complete the framework in a linear manner. The nurse can focus on one or two priority competency pillars in any order depending on their need at that time with the agreement of their Nurse Line Manager.

Roles & Responsibilities – Nursing Governance

The role of your Nurse Line Manager

If you are a newly qualified nurse, or new to role, the Nurse Line manager will support you through your induction process and record your completion of this and statutory and mandatory learning requirements. For existing and established staff the process will involve confirming statutory and mandatory learning is up to date and that role specific learning has been met in line with core competencies and practice area. The ongoing process for monitoring and supporting your development will include Nurse Line Management (NLM) supervision and review in line with the requirements for nursing governance, KSF and PDP&R. This Framework can assist your Nurse Line Manager to support you in ensuring you meet all the core competencies of your role and that these are signed off and revisited as part of the annual appraisal process with you.

This Framework alongside the LE&D Framework will help you both to identify and agree on any learning or development requirements to fulfil your role. There may also be additional learning suggested by you or your NLM to meet the competency statements. With your agreement, there may be other individuals within or outwith your team that may be able to support you in meeting the competency statements.

Your Nurse Line Manager will agree a timescale with you for any learning needs that are identified. The process of Nurse Line Management Supervision and clinical supervision will also be an opportunity to discuss and identify further learning attached to the competency statements. The TURAS platform should be used to keep evidence of any learning required. You and your Nurse Line Manager are responsible for ensuring that this document transfers with you if you move to a new role within the health board. Once the framework has been completed and signed off it can be revisited at any time as required, but as a minimum reflected in the discussion as part of annual appraisal.

All NHSGGC employees are required to perform the duties of their role to an acceptable standard and achieve the competencies within this Framework. Where it is identified a nurse requires additional support to achieve these competencies, in the first instance an informal Supported Improvement Plan may be required in accordance with the NHS Scotland Workforce Capability Policy. This may include the support of a PDN. A Supported Improvement Plan outlines areas for improvement with agreed actions and timescales to enable the nurse to achieve the required standard of performance. It is a supportive process ensuring a clear, fair and consistent approach is applied to allow the nurse every opportunity to improve their knowledge, skills and / or ability to undertake all elements of their role.

In integrated services or where your line manager is not a nurse it will be necessary to discuss this framework with them, practice development nurse or professional lead. This is to ensure that there is appropriate nurse line management supervision input into your self-assessment outcomes and evidence to provide the line manager with an appropriate level of nursing governance and assurance for sign off.

Your role

If you are a new member of staff, you will work closely with your Nurse Line Manager and ensure that all components of your induction and orientation are complete. However for all staff there is a requirement to understand the roles and responsibilities expected of you in your post and practice / service area. This NCC Framework, in conjunction with your job description, will assist you to ensure you are fulfilling your role. To support Newly Qualified Nurses (NQN) the framework is cross referenced to the Flying Start outcomes.

You will undertake the self-assessment element of the Framework to help you reflect on your role and to identify any areas where you may benefit from further learning and development to meet the nursing core competency statements. Having the confidence to reflect on what you are good at and what you want to improve on is a key factor in ensuring that the NCC Framework is supportive to you within your current area of practice within Adult Services.

After reading each competency statement, enter your level of confidence (1-3) against each statement:

3. I require development in most or all of this area

2. I require development in some aspects of this area

1. I am confident that I currently demonstrate this in practice

Please indicate the evidence available to support your self-assessment score and make any notes in the 'evidence' column. You should refer to the corresponding competency pillar of the LE&D Framework for examples of evidence you may have already undertaken that relates to learning and education.

You will use the self-assessment to identify areas for further support, learning or development. These will then be discussed with your

core competencies. When you meet the core competencies you can engage in dialogue with your Nurse Line Manager in relation to areas for your professional development or career progression and this can be progressed through the KSF and PDP&R process.

The safe and secure storage of the framework will be agreed by you and your Nurse Line Manager. Throughout your ongoing development you are responsible for identifying knowledge and skills that you feel you require to develop and recording this for your revalidation. You are required to engage in clinical supervision, Nurse Line Management Supervision and the KSF process including annual appraisal.

The role of the Practice Development Nurse and Practice Development Support Nurse (PDN team)

The role of the PDN team is to work with nursing staff to deliver safe, effective and person centred care; develop staff skills, competence and confidence in care delivery; and identify training and development needs of staff. They will provide training in practice / clinical skills and / or will signpost staff to appropriate resources and support. When using this NCC Framework in conjunction with the LE&D Framework, the PDN team can support the individual Nurse or the NLM through the process. Details for PDN team are at end of each section of this document.

This Framework is dynamic and will be reviewed and updated to reflect any service or policy changes that may impact on the Framework.

The implementation of the NCC Framework and the LE&D Framework will be evaluated. The evaluation process will also inform any future changes to these documents and resources.

We will review the impact of the Frameworks by:

- asking for staff views on a one-to-one basis, using focus groups, and using reflective practice sessions
- looking at feedback such as positive experiences of patients or common themes

Personal Details:

Name:				
Job Title & Banding:				
Ward / Team:				
Nurse Line Manager:				
Start Date:				
Timeframe for completion:				
Review period / dates:				
Completion date:				
Nurse Line Manager Signature:				
Staff Member Signature:				

Once the framework is completed an annual review of this framework should take place with the nurse line manager and member of staff, as part of the TURAS appraisal process.

2. BAND 5 COMPETENCIES

Band 5 Competencies, Pillars 1-4

Pillar 1 - Clinical Skills	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Prioritise People				
1.1 - Demonstrate awareness and understanding of the impact that personal behaviours, language and body language may have on an individual.				
1.2 - Demonstrate knowledge and understanding, and the impact of treating people with dignity, empathy, compassion and kindness in your area of practice.				
1.3 - Demonstrate knowledge and understanding of a non-judgmental attitude towards people and accept the values and diversity of each individual.				
1.4 - Identify and respond to health inequalities, discrimination and stigma, and work with people to minimise the potential impact.				
1.5 - Demonstrate the ability to effectively develop, deliver and evaluate timely and responsive person centred care planning.				
1.6 - Be able to recognise where an individual may be affected by trauma and adapt practice accordingly in order to minimise distress therefore maximising choice, collaboration, trust, empowerment and safety. Be aware, within your area and role, of appropriate support and referral pathways.				

Practice Effectively				
1.7 - Demonstrate engagement with service users, carers, MDT, external agencies, and colleagues to effectively communicate and ensure partnership working across and between services.				
1.8 - Demonstrate awareness and application to practice of local arrangements which define the accountability and autonomy of your role within your area of practice. These may include: • Named nurse • Key-worker • Care manager • Other local system of care allocation				
1.9 - Demonstrate knowledge and understanding of high quality, contemporaneous record keeping that reflects evidence based nursing care delivery.				
1.10 - Demonstrate application of knowledge of health education for service user and carers, ensuring understanding of information provided and how this impacts / affects them as an individual.				
1.11 – Demonstrate awareness and application of knowledge to appropriately deliver / facilitate / signpost therapeutic interventions based on individuals' identified signs and symptoms.				
1.12 – Demonstrate awareness and application of knowledge to access and input into all appropriate information systems in line with organisational and national information governance policies and frameworks.				

Preserve Safety				
1.13 - Demonstrate the ability to recognise and respond to and, where appropriate, escalate, a person's health and wellbeing needs with particular attention to; • Mental health • Physical health • Health promotion • Harm reduction				
1.14 – Demonstrate the ability to undertake a biopsychosocial assessment, relevant to your clinical area of practice, and take appropriate action based on the outcome of the assessment.				
1.15 – Demonstrate awareness and application of knowledge to practice of risk assessment and management that is relevant to sphere / area of practice.				
1.16 – Demonstrate awareness and application of knowledge of key organisational policies for your sphere of practice to provide and maintain a safe and therapeutic environment.				
1.17 – Demonstrate capability of the safe and secure handling of medicines to include: • Medication administration • Promotion of concordance with medication • Information and education on prescribed medication				

Preserve Safety				
1.18 – Demonstrate awareness and apply knowledge relevant to your area of practice of adult / child support and protection acts.				
1.19 - Demonstrate awareness and apply knowledge of relevant legislation, policy, and guidelines to your area of practice. For example: • Mental Health (Care and Treatment) (Scotland) Act • Confidentiality • Consent • Adults with Incapacity • Criminal Procedures (Scotland) Act				
1.20 – Demonstrate awareness and application of knowledge of health and safety legislation relevant to your area of practice to monitor and maintain the safety and security of self and others.				
1.21 – Demonstrate awareness and application of knowledge of infection prevention and control policy to monitor and maintain the safety and security of self and others.				
Action Plan Required?	Yes / No		Yes / No / NA	

Pillar 2- Facilitation of Learning	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
2.1 – Demonstrate awareness of the range of resources available to support your own learning and ongoing development needs, including the learning, education and development framework. Demonstrate accountability for addressing those needs.				
2.2 – Demonstrate the application of facilitation and teaching skills for student nurses and other staff.				
2.3 – Contribute to the supervision and mentorship of pre-registration practitioners by ensuring you fulfil the role of practice supervisor and / or practice assessor.				
2.4 – Demonstrates an awareness of factors which influence the learning environment and contribute to the development of this environment.				
2.5 – Demonstrate awareness and understanding of Quality Standards for Practice Learning (QSPL).				
2.6 – Actively encourage and promote constructive feedback and use this to reflect on current practice. Encourage others to do the same.				

Promote Professionalism and Trust				
2.7 – Demonstrate behaviour which motivates, stimulates and encourages others to facilitate the learning process and supports a culture of learning.				
2.8 – Evidence reflection of your own and others' experiences of the workplace and how this impacts on provision of person centred care.				
2.9 – Demonstrate knowledge and understanding of the impact that clinical supervision has on the individual and their learning and education requirements in order to fulfil their role.				
Action plan required?	Yes / No	Action Plan Completed?		

Pillar 3 – Leadership	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
3.1 – Engage in own personal and professional development – demonstrate knowledge and understanding of continuing education and professional development for self and others (e.g. flying start, mentorship).				
3.2 – Seek, receive and provide feedback in an open, honest and constructive manner. Engage in clinical supervision, nurse line management supervision, and take part in reflective practice.				
3.3 – Actively participate in and contribute to the monitoring, support, and development of junior staff through nurse line management supervision and clinical supervision.				
3.4 – Demonstrate accountability for own work and responsibility for delegation to others. Assume responsibility for the ward / department in the absence of the Senior Charge Nurse / Charge Nurse and ensure safe, effective and quality person centred care delivery.				
3.5 – Demonstrate leadership qualities and behaviours including skills in motivating, influencing, negotiating, decision making, and priority setting.				
3.6 – Communicate effectively verbally / non-verbally and in writing / electronically to a range of people. Communication includes negotiation, influencing and conflict resolution.				

Practice Effectively				
3.7 – Identify and analyse problems and recommend solutions.				
3.8 - Demonstrate the ability to work well within a team and in collaboration with others – functioning as a named nurse within the multi-disciplinary team.				
9 - Demonstrate awareness, knowledge and application of resource management appropriate to your clinical area, e.g. • Nurse in Charge • Duty role • Workforce planning				
3.10 – Support the Senior Charge Nurse/Nurse Team Leader in the maintenance of robust clinical governance of the ward / department, including policy procedure / standards compliance, and participating in clinical audit.				
3.11 – Understand the day to day operational management of the nursing team – contribute to the effective management of resources including workforce resources within own area of practice. Undertake the role of nurse in charge / duty nurse and take part in workforce planning.				

Promote Professionalism and Trust				
3.12 – Respond proactively to own and others concerns and know how to escalate ongoing issues. Demonstrate knowledge and understanding of complaints management.				
3.13 – Demonstrate knowledge, understanding and provision that ensures the practice of nurses in the team are within the legal and ethical framework set out by the Nursing and Midwifery Council Code. Maintain professional relationships and work within professional boundaries.				
3.14 – Act as a role model for more junior staff, demonstrating caring, compassionate and professional behaviour, fostering trust and confidence in the service for people in your care.				
Action plan required?	Yes/ No		Action Plan Completed?	

Pillar 4 - Evidence, Research and Development	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
4.1 – Demonstrate knowledge and understanding of different research approaches by being able to differentiate between studies and apply the evidence base for practice within your nursing field.				
4.2 – Through reflective practice and nurse line management supervision, identify and explore ideas for research / development activity within your own field of practice.				
4.3 – Demonstrate an understanding of the evidence based practice particular to your clinical area.				
4.4 – Demonstrate the ability to critically appraise research to understand the evidence base which underpins nursing practice.				
4.5 – Demonstrate an understanding of, and participate in, clinical audit activity which contributes to clinical governance and quality improvement processes within the clinical area.				
4.6 – Work in collaboration with senior staff to interpret and share good practice and the lessons learned from clinical audit.				
4.7 – Demonstrate an understanding of the role of research in the development of good clinical practice.				

4.8 – Engage in learning relevant to the practice area and be able to implement this and evaluate the impact.		
4.9 – Whilst participating in research, audit or related activities, be able to reflect on own professional values and behaviours and understand and demonstrate those inherent in the NMC Code.		
Action plan required?	Yes/ No	Action Plan Completed?

Action Plan

Action Plan			
Date	Progress Notes	Nurse signature	Nurse Line Manager signature

Date & Pillar no.	Action required	By whom	Review date/ Timescale

Nurse Line Manager signature	Nurse Signature	Date

Actions Achieved		Date
Nurse Signature		
Nurse Line Manger Signature		

Completion Record for Pillar			
Nurse		Nurse Line Manager	
Date		Date	

3. BAND 6 COMPETENCIES

Band 6 Competencies, Pillars 1-4

Pillar 1 - Clinical Skills	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Prioritise People				
1.1 – Develop and apply knowledge and understanding of the impact that personal behaviours, language and body language may have on an individual.				
1.2 – Act and influence others to demonstrate knowledge and understanding, and the impact of treating people with dignity, empathy, compassion and kindness in your area of practice.				
1.3 – Demonstrate knowledge and understanding of a non-judgmental attitude towards people and accept the values and diversity of each individual.				
1.4 – Practice in ways that identifies and responds to health inequalities, discrimination and stigma, and work with people to minimise the potential impact.				
1.5 – Work autonomously or as part of a team, assuming accountability and responsibility to develop and facilitate the safe delivery of effective, responsive and timely person centred care planning which is subject to regular review.				
1.6 Act and influence others to be aware of trauma informed care therefore maximising choice, collaboration, trust, empowerment and safety. Be aware, within your area and role, of appropriate support and referral pathways.				

Practice Effectively				
1.7 – Demonstrate, lead and support engagement with service users, carers, MDT, external agencies and colleagues to effectively communicate and ensure partnership working across and between services.				
1.8 - Demonstrate, lead and support in the application to practice of local arrangements which define the accountability and autonomy of your role within your area of practice. These may include: • Named nurse • Key-worker • Care manager • Other local system of care allocation				
1.9 – Demonstrate knowledge and understanding of high quality, contemporaneous record keeping that reflects evidence based nursing care delivery.				
1.10 – Lead and support in the delivery of health education for service users and carers, ensuring understanding of information provided and how this impacts / affects them as an individual.				
1.11 - Apply skills and knowledge to appropriately deliver / facilitate / signpost therapeutic interventions based on individuals' identified signs and symptoms.				
1.12 - Utilise a wide range of knowledge and skills to access and input into all appropriate information systems in line with organisational and national information governance policies and frameworks.				

Preserve Safety				
1.13 - Demonstrate the ability to recognise and respond to, and where appropriate, escalate, a person's health and wellbeing needs with particular attention to: • Mental health • Physical health • Health promotion • Harm reduction				
1.14 - Lead, support and undertake a biopsychosocial assessment, relevant to your clinical area of practice, and take appropriate action based on the outcome of the assessment.				
1.15 - Assess, investigate and communicate / act on information with regards to risk assessment and management that is relevant to sphere / area of practice. Support others in this process.				
1.16 - Lead, support and apply knowledge in the implementation of key organisational policies for your sphere of practice to provide and maintain a safe and therapeutic environment.				
1.17 - Demonstrate, monitor and apply knowledge of the safe and secure handling of medicines to include: • Medication administration • Promotion of concordance with medication • Information and education on prescribed medication				

Preserve Safety				
1.18 - Relevant to your area of practice, lead and support, apply knowledge, and raise awareness of the adult / child support and protection acts.				
1.19 - Relevant to your area of practice, lead and support, apply knowledge, and raise awareness of relevant legislation, policy and guidelines. For example: • Mental Health (Care and Treatment) (Scotland) Act • Confidentiality • Consent • Adults with Incapacity • Criminal Procedures (Scotland) Act				
1.20 - Lead and support in the implementation of health and safety legislation relevant to your area of practice to monitor and maintain the safety and security of self and others.				
1.21 - Apply knowledge and lead on the implementation of infection prevention and control policy to monitor and maintain the safety and security of self and others.				
Action Plan for Pillar 1				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Pillar 2- Facilitation of Learning	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
2.1 - Source and evidence the use of a range of resources available to support your own learning and the ongoing development needs of others, including the learning, education and development framework. Demonstrate accountability for addressing those needs. Engage in the facilitation of others' learning and development needs.				
2.2 - Apply a wide range of facilitation, teaching and assessment skills to develop and improve the practice of staff / student nurses.				
2.3 - Contribute to the supervision and mentorship of pre-registration practitioners by ensuring you fulfil the role of practice supervisor and / or practice assessor.				
2.4 - Support new practice supervisors / assessor in your area.				
2.5 - Utilise knowledge and understanding of Quality Standards for Practice Learning (QSPL).				
2.6 - Actively encourage and promote constructive feedback and use this to reflect on current practice. Encourage others to do the same.				

Promote Professionalism and Trust				
2.7 - Encourage and promote role model behaviour which motivates, stimulates and encourages others to facilitate the learning process and supports a culture of learning.				
2.8 - Demonstrate and facilitate ongoing reflection of your own and others' experiences of the workplace and identify how this impacts on the provision of person centred care.				
2.9 - Demonstrate knowledge and promote understanding and discussion of the impact that clinical supervision has on the individual and their learning and education requirements in order to fulfil their role.				
Action Plan for Pillar 2				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Pillar 3 – Leadership	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
3.1 - Demonstrate an understanding of the leadership challenges, opportunities and constraints in managing a team.				
3.2 - Demonstrate and apply leadership qualities and behaviours including skills in motivating, influencing, negotiating decision making, and priority setting.				
3.3 - Promote a supportive culture where feedback is received and provided positively in a constructive manner. Seek, receive and provide feedback in an open, honest and constructive manner. Engage in clinical supervision, nurse line management supervision, and take part in reflective practice.				
3.4 – Lead, contribute to, and monitor the support and development of junior staff through nurse line management supervision and clinical supervision.				
3.5 - Demonstrate accountability for own work and responsibility for delegation to others. Assume responsibility for the ward / department in the absence of the Senior Charge Nurse / Team Leader and ensure safe, effective and quality person centred care delivery.				
3.6 - Identify and analyse problems and recommend solutions.				

Practice Effectively				
3.7 - Engage in own personal and professional development – demonstrate knowledge and understanding of continuing education and professional development for self and support others in their continued education and personal development (e.g. flying start, mentorship).				
3.8 - Demonstrate the ability to lead a team in collaboration with others – function as a named nurse (or autonomous practitioner) and oversee functions of the named nurse system within a multi-disciplinary team.				
3.9 - Communicate complex information effectively verbally / non-verbally and in writing / electronically to a range of people, taking into account confidentiality. Communication includes negotiating, influencing, and conflict resolution.				
3.10 - Recognise early signs and be supportive of colleagues who are encountering health, wellbeing or performance problems and take appropriate measures to discuss / address these.				
3.11 - Support Senior Charge Nurse/Nurse Team Leader in the maintenance of robust clinical governance of the ward / department including policy procedure / standards compliance and participating in clinical audit.				

Promote Professionalism and Trust				
3.12 - Demonstrate knowledge and application of resource management appropriate to your clinical area, e.g. • Nurse in Charge • Duty role • Workforce planning				
3.13 - Respond proactively to own and others concerns and know how to escalate ongoing issues. Support others to take responsibility for ensuring concerns are addressed in a timely manner, applying all relevant policies.				
3.14 - Take a lead role in the day to day operational management of the nursing team – contribute to the effective management of resources including workforce resources within own area of practice. Under take the role of nurse in charge / duty nurse and take part in workforce planning and / or roster creation.				
3.15 - Demonstrate and monitor knowledge of, understanding and provision that ensures the practice of nurses in the team are within the legal and ethical framework set out by the Nursing and Midwifery Council Code. Maintain professional relationships and work within professional boundaries.				

Promote Professionalism and Trust				
3.16 - Act as a role model for more junior staff, demonstrating caring, compassionate, professional behaviour, fostering trust and confidence in the service for people in your care.				
3.17 - Demonstrate knowledge and understanding of complaints management. Lead in the response of more complex concerns.				
3.18 - Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviour of other members of the team.				
Action Plan for Pillar 3				
Action Plan Required?	Yes/ No	Action Plan Completed?	Yes/ No	

Pillar 4 - Evidence, Research and Development	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
4.1 - Use/utilise a range of different research approaches by being able to differentiate between studies and apply the evidence base for practice within your nursing field.				
4.2 - Through reflective practice and line management supervision, identify and explore ideas for research/development activity within your own field of practice.				
4.3 - Demonstrate an understanding of, use, and encourage others to apply evidence based practice particular to your clinical area.				
4.4 - Demonstrate the ability to critically appraise research to understand the evidence base which underpins nursing practice and assess how the evidence is being used in the practice area.				
4.5 - Lead in undertaking clinical audit activity which contributes to clinical governance and quality improvement processes within the clinical area. Demonstrate the ability to analyse audit results and apply to the clinical area of practice.				
4.6 - Interpret and share good practice and the lessons learned from clinical audit.				
4.7 - Demonstrate and support others to understand the role of research in the development of good clinical practice.				
4.8 - Engage in learning relevant to the practice area and be able to implement this and evaluate the impact.				

Promote Professionalism and Trust				
4.9 - Whilst participating in research, audit, or related activities, be able to reflect on own professional values and behaviours and demonstrate those inherent in the NMC Code.				
4.10 - Identify and disseminate relevant information on NHS board/University programmes of research/forums/special interest groups/ networks relevant to areas of practice.				
Action Plan for Pillar 4				
Action Plan Required	Yes/No	Action Plan Completed?	Yes/No	

Date	Progress Notes	Nurse signature	Supervisor signature

Action Plan

Action Plan			
Date & Pillar no.	**Action required**	**By whom**	**Review date/ Timescale**
Nurse Line Manager signature	Nurse Signature		Date
Actions Achieved			Date
Nurse Signature			
Nurse Line Manger Signature			
Completion Record			
Further Actions Required:			
Nurse		Supervisor	
Date		Date	

4. BAND 7 COMPETENCIES

Band 7 Competencies, Pillars 1-4

Pillar 1 - Clinical Skills	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Prioritise People				
1.1 - Promote and act to influence others to understand their impact on others and to behave with compassion and kindness.				
1.2 - Promote and act to influence others to incorporate non-judgemental, values-based nursing care into practice.				
1.3 - Promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion, fostering trust and confidence in the service for people in your care and colleagues.				
1.4 - Develop advanced competence, innovation and leadership in the management and delivery of safe, effective person centred care within own area of practice.				
1.5 - Act and influence others to be aware of trauma informed care therefore maximising choice, collaboration, trust, empowerment and safety. Be aware, within your area and role, of appropriate support and referral pathways.				

Practice Effectively				
1.6 - Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people about complex or challenging matters.				
1.7 - Use advanced skills and knowledge to oversee, monitor and evaluate effectiveness of delegation and care delivery processes.				
1.8 - Maintain and monitor standards of record keeping, ensuring adherence to nursing professional standards & organisational policy.				
1.9 - Apply a significant range of skills to promote health and wellbeing, and improve health literacy through a shared understanding of information which empowers and enables patients to fully participate in care planning. Make complex clinical judgements about patients' ability to participate in planning of care and making informed choices.				
1.10 - Promote expert practice and knowledge of all nursing care / therapeutic interventions pertinent to the needs of the individual.				
1.11 - Have sound working knowledge of a wide range of information systems to inform and improve health and lead others to use these effectively to enhance patient care.				

Preserve Safety				
1.12 - 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, and support others to develop these skills.				
1.13 - Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient and staff safety and continuity of care.				
1.14 - Lead the nursing team in the maintenance of a safe and therapeutic clinical environment by ensuring compliance with organisational policies, standards and procedures.				
1.15 - Ensure safe and effective administration of prescribed medication / treatments in compliance with NHS GGC policy; monitoring effectiveness of prescribed treatments; monitoring and effective management of unwanted side effects.				
1.16 - 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.				

Preserve Safety				
1.17 - Ensure that professional nursing practice (and that of others whose duties have been delegated) adheres to the NMC Code when exercising any function in relation to legislation, and have regard to the principles of the guidelines / acts: • Mental Health (Care and Treatment) (Scotland) Act • Confidentiality • Consent • Criminal Procedures (Scotland) Act • Adults with Incapacity • Adult / Child Support and Protection				
1.18 - Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation, acting on concerns and / or reporting incidents in line with local reporting procedures.				
1.19 - Lead the nurse team on the implementation of infection prevention and control policy to monitor and maintain the safety and security of self and others.				
Action Plan for Pillar 1				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Pillar 2- Facilitation of Learning	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
2.1 - Role model exemplary facilitation and teaching skills, and develop those skills in others. Develop and facilitate the use of educational materials for students, staff and service users. Develop, lead and support the teaching, supervision and assessment skills in others.				
2.2 - Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice.				
2.3 - Act as an experienced supervisor of pre-registration students by ensuring you fulfil the role of practice supervisor / practice assessor. Support new practice supervisors / assessors in your area.				
2.4 - Utilise knowledge and understanding of Quality Standards for Practice Learning (QSPL).				
2.5 - Lead on strategies that enable effective reflective practice. Provide and promote constructive feedback and use this to reflect on current practice, encouraging others to do the same.				

Promote Professionalism and Trust				
2.6 - Lead on review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment e.g. QMPLE.				
2.7 - Promote the understanding and discussion of the impact that clinical supervision has on the individual and their learning and education requirements in order to fulfil their role. Lead on the implementation of the supervision policy.				
Action Plan for Pillar 2				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Pillar 3 – Leadership	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
3.1 - Apply leadership qualities and behaviours and have sound knowledge of the leadership challenges, opportunities and constraints in managing a team.				
3.2 - Ensure systems are in place, and create a culture for feedback to be received and provided positively in a constructive manner. Seek and receive feedback and engage in clinical supervision, nurse line management and reflective practice.				
3.3 - Contribute to the development of organisational objectives and create opportunities to involve other practitioners.				
3.4 - Ensure systems are in place to provide and monitor the support and development of staff through nurse line management supervision, clinical supervision, flying start facilitation, and becoming practice facilitators / assessors.				
3.5 - Use creative and innovative solutions to address complex problems and support others in developing these skills.				
3.6 - Build and lead teams, engage stakeholders, and work in collaboration with others.				

Practice Effectively				
3.7 - Role model highly developed verbal, non-verbal and written communication skills.				
3.8 - Lead on the management, planning and support for colleagues who are experiencing health, wellbeing or performance problems, and take appropriate measures to address complex issues raised by staff.				
Promote Professionalism and Trust				
3.9 - Lead innovation and quality improvement and promote the involvement of others. Demonstrate how feedback is used by the organisation to positively improve services and to support robust clinical governance.				
3.10 - Progress workforce development plans aligned to organisational priorities. Demonstrate effective financial and workforce planning, delivery and reporting.				
3.11 - Raise, escalate and respond to any concerns through established reporting mechanisms to ensure they are addressed in a timely manner and apply to all relevant policies.				
3.12 - Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities.				
3.13 - Provide strong and effective leadership across professional and organisational teams / boundaries which supports the ethical framework.				

Promote Professionalism and Trust				
3.14 - Evidence a positive impact of own exemplary leadership qualities and behaviours e.g. role modelling and professional behaviour.				
3.15 - Conduct local investigations and respond to all matters relating to incidents, complaints, disciplinary and grievance procedures.				
3.16 - Promote a culture of empowerment to enable concerns to be raised, addressed and / or appropriately escalated, with staff safety and wellbeing in mind, which promotes and upholds the values of the NHS.				
Action Plan for Pillar 3				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Pillar 4 - Evidence, Research and Development	Nurse		Supervisor	
Core Statement	**Self-assessment rating**	**Evidence**	**Met Y/N/NA**	**Comment**
Practice Effectively				
4.1 - Apply knowledge of research approaches and evaluation methods to promote and embed evidence based practice within the nursing team. Use findings from impact measures to continuously enhance practice and promote clinical effectiveness.				
4.2 - Through reflective practice and line management supervision, identify and explore ideas for research and lead the development activity within your own field of practice. Lead and support those in your team to develop original and creative solutions to problems.				
4.3 - Lead on quality improvement measures and clinical audit skills to support your team to celebrate successes and identify areas for improvement. Support others to continuously improve practice through promoting learning and development in quality improvement, clinical audit, and research skills.				
4.4 - Search and critically appraise research and synthesize evidence to inform practice, and understand and assess how the evidence is being used in the practice area.				

Practice Effectively				
4.5 - Lead in undertaking clinical audit activity and support others to do so by contributing to clinical governance and quality improvement processes within the clinical area. Analyse audit results, share good practice and the lessons learned from audit, research and quality improvement activity locally, and nationally through professional and peer reviewed processes.				
4.6 - Act as a role model for the wider team by promoting a positive research culture through supporting others to understand the role of research in the development of good clinical practice.				
4.7 - Engage in learning relevant to the practice area and evaluate the impact of learning through critical analysis, evaluation and synthesising complex and / or professional problems and issues, and support others do the same.				
Promote Professionalism and Trust				
4.8 - Whilst participating in research, audit or related activities, be able to reflect on own professional values and behaviours and understand and demonstrate those inherent in the NMC Code. Utilise appropriate policies to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice One, ethics, data protection, and confidentiality.				

Promote Professionalism and Trust				
4.9 - Contribute to the wider research agenda through identifying and disseminating relevant information on NHS board/University programmes of research / forums / special interest groups / networks relevant to areas of practice.				
Action Plan for Pillar 4				
Action Plan Required?	Yes/No	Action Plan Completed?	Yes/No	

Action Plan

Action Plan			
Date	Progress Notes	Nurse signature	Supervisor signature

Date & Pillar no.	Action required	By whom	Review date/ Timescale

Nurse Line Manager signature	Nurse Signature		Date

Actions Achieved			Date
Nurse Signature			
Line Manger Signature			

Completion Record		
Further Actions Required:		

Nurse		Supervisor	
Date		Date	

PDN Team Contacts

North East Mental Health Services and Prison Healthcare

(Including Specialist Services and Police Custody)

PDN Aileen Jones **JONESAI302@ggc.scot.nhs.uk**

PDN Martin Haughey **Martin.Haughey@ggc.scot.nhs.uk**

PDSN Kirsty Wright **Kirsty.Wright@ggc.scot.nhs.uk**

PDSN Rachell Pirie **Rachell.Pirie@ggc.scot.nhs.uk**

North West Mental Health Services

PDN Karyn Hamilton **Karyn.Hamilton@ggc.scot.nhs.uk**

PDSN (Vacant)

South Mental Health Services

PDN Fiona Mack **Fiona.Mack@ggc.scot.nhs.uk**

PDSN Jennifer Love **Jennifer.Love@ggc.scot.nhs.uk**

Renfrewshire & Inverclyde

PDN Marie Gilchrist **Marie.Gilchrist@ggc.scot.nhs.uk**

PDSN (Vacant)

Sexual Health Service

PDN Lisa Woodrow **Lisa.Woodrow@nhs.scot**

Alcohol and Drug Recovery Services and Prison Healthcare

PDN Elizabeth Lamb **Elizabeth.lamb@ggc.scot.nhs.uk**

PDN Dawn Henderson Dawn.**Henderson@ggc.scot.nhs.uk**

PDSN Roisin Barrett **Roisin.Barrett@ggc.scot.nhs.uk**

Contributors

Joan Blackwood, Senior Nurse Projects

Chelsey Paterson, PDN Quality and Transformation Team

5. ADULT SERVICES NURSING LEARNING, EDUCATION & DEVELOPMENT FRAMEWORK 2021

Introduction

The Chief Nurse Adult Services commissioned the Practice Development Nurse (PDN) team to devise this Learning, Education and Development (LE&D) Framework to be read and utilised in conjunction with the Adult Services Nursing Core Competency (NCC) Framework. The Framework brings together the range of existing learning requirements and resources for nursing staff. The LE&D Framework aims to:

- Assist nursing staff working in Adult Services to identify and engage with resources that will assist them to meet the core competencies associated with their role
- Support and direct nurses to a central resource point to assist them to keep up to date with changing skill needs and new technology
- Assist Nurses to develop new skills and knowledge that is specific to their area of practice

The LE&D Framework and the NCC Framework should be used in conjunction with the NHS Knowledge and Skills Framework (KSF) and the annual Personal Development Planning and Review (PDP&R) process already in place, the resources in the Framework are not exhaustive and will be added to over time and reviewed.

Knowledge and Skills Framework, TURAS – A foundation for learning, education and development

- The NHS Knowledge and Skills Framework applies to all staff who are employed under Agenda for Change (AFC) terms and conditions. It should be considered as the foundation of an individual's learning, education and development needs.
- The LE&D Framework is designed to support this process.
- The KSF is a broad framework which supports a fair and consistent approach to PDP&R. It identifies the level of practice required for each role and helps staff to identify areas for development in a consistent and coordinated way.
- PDP&R should be documented within TURAS as part of a structure of regular supervision and support between staff and supervisor. The TURAS dashboard contains a portfolio that will allow you to record and evidence any learning and development that is achieved through using the LE&D Framework.

Aims of the Learning, Education and Development Framework and how we will check that it is supporting staff

The LE&D Framework aims to:

- Be used alongside the established corporate and service induction processes
- Signpost nursing staff to resources that will assist them to fulfil the competencies of their role and completion of the Nursing Core Competencies Framework
- Provide role specific training and development resources that can assist nursing staff to meet their service, mandatory, and statutory training requirements, and to assist them to continue to develop within their role
- Provide education and learning resources to assist nursing staff to prepare for career progression
- Complement and support completion of the Flying Start programme for newly qualified nurses

As this is a dynamic Framework it will be monitored and updated in line with national and local policies and drivers, training availability, and developing resources. The implementation of the NCC Framework and the LE&D Framework will be evaluated. The evaluation process will also inform any future changes to these documents and resources.

We will review the impact of the Framework by:

- asking for staff views on a one-to-one basis, using focus groups, and using reflective practice sessions
- looking at feedback such as positive experiences of patients or common themes

How the Learning, Education & Development Framework is set out

Sections 1 - 5

Induction, statutory and mandatory requirements for role/practice area

- NHS GGC Corporate Induction
- Adult Services Specific Induction/Orientation
- Flying Start
- NHS GGC Learn Pro Statutory and Mandatory Modules
- Adult Services Role Specific Learning

Sections 6 - 9

Learning and education associated with the four pillars of the Nursing Core Competencies Framework:

- Clinical Practice
- Facilitating Learning
- Leadership
- Evidence, Research and Development

Each pillar of the LE&D Framework contains a learning, training or development resource related directly to a core competency statement in the NCC Framework. All pillars have also been aligned to the NMC Code (2015).

At each stage in your career, your needs as a practitioner change. The core knowledge, skills and behaviours of bands also change as your career progresses. The learning and development resources applicable to band 5, 6 and 7 are indicated by a tick in the corresponding column.

Using the Framework and Roles & Responsibilities

The use of the LE&D Framework should be viewed as a dynamic, ongoing process that involves the individual nurse, their Nurse Line Manager, and the Practice Development Nurse or Practice Development Support Nurse (PDN/PDSN).

Using the Framework

The LE&D Framework can be used in various ways depending on individual needs. Some parts of the Framework need to be completed with some immediacy, other parts may be repeated on an annual basis, and some aspects may be useful in undertaking skills development. There are no expectations that the document is fully completed (with the exception of mandatory / statutory aspects). The overarching principle is that the LE&D Framework will support an individual's professional development and the achievement and sign off on the Nursing Core Competencies Framework.

The LE&D Framework can be utilised to:

- Raise awareness and compliance with induction requirements

- Support dialogue about professional development / career development
- Support self-directed learning in nursing areas outwith own field of practice
- Provide structure and dialogue between Nurse Line Manager and member of nursing staff
- Highlight areas or ideas for the PDP&R process
- Provide resources for learning/reflective practice and support evidence for Revalidation or Flying Start

Roles & Responsibilities

The role of your Nurse Line Manager

Your nurse line manager (NLM) will support you through your induction process and record your completion of this and statutory and mandatory learning requirements. For existing and established staff the process will involve confirming statutory and mandatory learning is up to date and that role specific learning has been met in line with core competencies and practice area.

The ongoing process for monitoring and supporting your development will include NLM supervision and review in line with the requirements for KSF and PDP&R. The LE&E Framework can assist your NLM to identify learning or development requirements that you may need to fulfil your role. There may also be additional learning suggested by your NLM.

Your NLM will agree a timescale with you for any learning needs that you identify. The process of regular Nurse Line Management supervision and clinical supervision will also be an opportunity to discuss and identify further learning. The TURAS platform should be used to keep evidence of any learning required and completed. You and your Nurse Line Manager are responsible for ensuring that this document transfers with you if you move to a new role within the health board.

Your role

If you are a new member of staff, you will work closely with your Nurse Line Manager and ensure that all components of your induction and orientation are complete. However for all staff there is a requirement to understand the roles and responsibilities expected of you in your post and practice / service area. You will discuss with your NLM the content of the core competencies and agree areas for further support, learning or development. Throughout your ongoing development you are responsible for identifying knowledge and skills that you feel you require to develop and keep a record of this for your Revalidation or Flying Start.

The role of the Practice Development Nurse and Practice Development Support Nurse (PDN team)

The role of the PDN team is to work with nursing staff to deliver safe, effective and person centered care; develop staff skills, competence and confidence in care delivery; and identify the training and development needs of staff. They will provide training in practice / clinical skills and / or will signpost staff to appropriate resources and support. When using this LE&D Framework in conjunction with the NCC Framework, the PDN team can support the individual nurse or the NLM through the process. The PDN team, with staff involvement, will be involved in keeping the framework current and up to date. Details for PDN team are at the end of this document.

The LE&D Framework is dynamic and will be reviewed and updated regularly to reflect priority areas of nursing practice.

The implementation of the NCC Framework and the LE&D Framework will be evaluated. The evaluation process will also inform any future changes to these documents and resources.

We will review the impact of the Frameworks by:

- asking for staff views on a one-to-one basis, using focus groups, and using reflective practice sessions
- looking at feedback such as positive experiences of patients or common themes

Training and Resources

1. Corporate Induction (must be completed by all staff)	Service	Band 5	Band 6	Band 7
1.1 **NHSGGC Induction**	All Services	√	√	√
2. Staff Health & Wellbeing and Resources (available for all staff)	**Service**	**Band 5**	**Band 6**	**Band 7**
2.1 **Staff Support Resources**	All Services	√	√	√
3. Flying Start	**Service**	**Band 5**	**Band 6**	**Band 7**
3.1 **Flying Start Portal**	Newly Qualified Nurses	√		
4. Local Induction (service specific)	**Service**	**Band 5**	**Band 6**	**Band 7**
4.1 ADRS Induction –Refer to local inductions 4.2 **ADRS specific resource**	ADRS, Addiction PHC	√	√	√
4.3 Sexual Health Induction- Refer to local inductions 4.4 **Sexual Health specific resources**	Sexual Health Services (SHS)	√	√	√
4.5 **Prison Health Induction** 4.6 **Prison Health Care resources**	Prison Health Care (PHC)	√	√	√
4.7 MH Inpatient and Community Local Induction/ orientation Access through line manager	MH Inpatient & Community Services	√	√	√
4.8 MH Specialist Services Induction – Refer to local inductions	MH Specialist Services	√	√	√
5. Statutory and Mandatory Training and Resources	**Service**	**Band 5**	**Band 6**	**Band 7**
5.1 NHS GGC Learn Pro Statutory and Mandatory Modules (9) **Learn Pro Log in**	All Services	√	√	√
5.2 Adult Services Role Specific Learning **Learn Pro Log in**	Services as specified below			
• GGC061: Management of Needle Stick & Similar Injury • NES: Prevention & Management of Occupational Exposure • GGC063: Managing skin care for responsible person	All Services	√	√	√

5. Statutory and Mandatory Training and Resources	Service	Band 5	Band 6	Band 7
5.2 Adult Services Role Specific Learning				
• GGC063 Managing Skin Care	All services exception of SHS	√	√	√
Clinical Risk Management - Mental Health • GGC:192 Clinical Risk Management-Mental Health	All services exception of SHS	√	√	√
Self Harm Resource • 'What's the harm' taster sessions currently available	All services	√	√	√
Suicide Assessment & Management Training • STORM	ADRS/Addiction PHC	√	√	√
• ASSIST	All Services	√	√	√
• Safe Talk	All Services	√	√	√
• Talk to me	All PHC	√	√	√
Additional resources • ASK Tell sessions • SAMH online sessions (via NHS GG&C Mental Health Improvement Team website) **NESprevention-of-self-harm-and-suicideresources**				
National trauma training programme | Turas | Learn (nhs.scot)	All Services	√	√	√
• Safety and Stabilisation face to face training	ADRS, All PHC	√	√	√
Additional Resources **Opening Doors: Trauma Informed Practice for the Workforce - Bing video** **Sowing Seeds -Trauma Informed Practice For Anyone Working With Children And Young People**				
Think delirium, improving the care for older people : delirium toolkit | Turas | Learn (nhs.scot)	All services exception of SHS	√	√	√
Essential Perinatal & infant mental health; Risk in the perinatal period: 4 Modules: • Introduction • Keeping baby in mind • Risk in the Perinatal period • Assessment	ADRS, MH, PHC (with exception of Older Adult and male only prisons environments)	√	√	√

5. Statutory and Mandatory Training and Resources	Service	Band 5	Band 6	Band 7
5.2 Adult Services Role Specific Learning				
Core Skills in Relapse Prevention and Recovery Management (6 modules) • Additional face to face training and ongoing coaching required	ADRS / Addiction PHC	√	√	√
NHS GGC Violence Reduction Resource • Personal Protection Training	Inpatient / Community All PHC	√	√	√
		√	√	√
Medical Emergency Training **Resuscitation Staffnet Page**	All Inpatient & EDTS	√	√	√
Basic Life Support • GGC 027: Anaphylaxis	SHS/ Community / All PHC	√	√	√
Scottish Infection Prevention and Control Education Pathway (SIPCEP) Foundation level	All Services	√	√	√
Learnpro Module • GGC 234: RN Update-COVID-19-19 Contingencies – Infection Prevention & Control (refresher) **Additional resources** **Public Health Scotland website** • IPC Manual, PPE Guides & video / Face Masks/ Cleaning Guides **NHSGGC IPC website** • Pathways/ SOPs	MH/ADRS/All PHC	√	√	√
Prevention and Management of Falls				
• GGC: 215 An Introduction to Falls	MH / ADRS Inpatients	√	√	√
• GGC: 216 The Falls Bundle of Care		√	√	√
• GGC: 217 Risk Factors for Falls (Part 1)		√	√	√
• GGC: 218 Risk Factors for Falls (Part 2)		√	√	√
• GGC: 219 What to do when your patient falls		√	√	√
• GGC: 221 Bedrails		√	√	√
• Falls Face to Face training/support		√	√	√

5. Statutory and Mandatory Training and Resources	Service	Band 5	Band 6	Band 7
5.2 Adult Services Role Specific Learning				
• GGC: 242 NEWS2	MH/ADRS inpatients/ All PHC	√	√	√
• GGC:080 Prevention of Pressure Ulcer	Inpatient MH/ADRS	√	√	√
• PUDRA in house training		√	√	√
• Tissue Viability Link Nurse Training		√	√	√
• GGC:103 A 'MUST' for healthcare **Additional Resources** **MUST Resource**	MH/ADRS Inpatient/All PHC	√	√	√
• Competencies for clients symptomatic of STI (in house training)	SHS	√	√	√
Faculty of sexual and reproductive health – letter of competence for Intrauterine Techniques (FSRH LoC IUT)	SHS		√	√
• Post graduate training/certificate in Sexual and Reproductive Health – University based	SHS	√	√	√
• Competence in insertion/removal of subdermal contraceptive implants (in house training)	SHS	√	√	√
• Cervical cytology core training - plus 3 yearly updates	SHS	√	√	√
• Nursing in the Termination of Pregnancy Assessment and Referral Service – role specific – in house competency training	SHS	√	√	√
• Advanced Practice & Assessment - level 11 – role specific – University based	SHS			√

5. Statutory and Mandatory Training and Resources	Service	Band 5	Band 6	Band 7
5.3 Information Governance				
GGC email	All Services	√	√	√
EMIS	All Services except SHS	√	√	√
SSTS	All Services	√	√	√
Clinical Portal	Service Specific	√	√	√
• Care First and / or AIS (Moving to ECLIPSE)	Service Specific	√	√	√
• NaSH Electronic System	Service Specific	√	√	√
Trak care	Service Specific	√	√	√
Datix	All Services	√	√	√
• GGC 135: Datix reporter training	All services	√	√	√
• GGC 134 Datix Managers Training	All services	√	√	√
Turas	All services	√	√	√
Nurse bank	All except SHS	√	√	√
CAIR Dashboard	Service Specific	√	√	√
eESSLogin (scot.nhs.uk)	All Services	√	√	√
• GGC 203 eESS Guidance for Managers	All Services	√	√	√
• Vision	All PHC	√	√	√
• DAISy	ADRS/PHC Addictions	√	√	√
5.4 Professional and Organisational Governance				
NMC The Code	All Services	√	√	√
Adult Services Clinical Policies and Guidelines	All Services	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.1 Preserve Safety				
Medication Administration				
Medicines Safety Resource Pack	All Services	√	√	√
NHS GGC Clinical Guideline Depot Injections	All Services	√	√	√
Good practice standards - Using Lithium Safely	All Services exception of SHS	√	√	√
Clozapine Service Standards	All Services exception of SHS	√	√	√
• Home detox –face to face training and competency tool (available from PDN ADRS)	ADRS community	√	√	√
• Buvidal training package face to face training	ADRS/Addiction PHC	√	√	√
• Naloxone staff pack (available from PDN ADRS)	ADRS/Addiction PHC/MH role specific	√	√	√
Non-Medical Prescribing V300 certificate – level 9 or 11 University based	SHS MH/ADRS/PHC (role specific)		√	√
COVID-19 Vaccination/PGD Resources				
• COVID-19 information provided in **Core Brief**	All Services	√	√	√
• PGD administration/training (as per local arrangement)	All Services	√	√	√
Additional resources				
MyPsych Medicines Companion	All services exception of SHS	√	√	√
Medicines Reconciliation/Immediate Discharge Letter (IDL)	MH/ADRS inpatients	√	√	√
Venepuncture Staffnet link • Learn pro module GGC 157: Venepuncture and Cannulation **Book through Eess**	Service Specific	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.1 Preserve Safety				
Adult support and protection				
Level 1 • GGC 006: Public protection (adult and child) as per mandatory	All Services	√	√	√
Level 2 • GGC 022: Adult support and protection (advanced)	All Services	√	√	√
Level 3 **Safe Lives Training**	ADRS/SHS (role specific)	√	√	√
Additional LearnPro Modules:				
• GGC 021: ASP Unscheduled care	MH/ADRS inpatient	√	√	√
• GGC 024: Adults with incapacity (part 4)	MH/ADRS inpatient	√	√	√
Child Protection				
Level 1 Mandatory • GGC 006: Public protection (adult and child) as per mandatory 9 LearnPro • GGC 039: Protecting Scotland's children	All Services	√	√	√
Level 2 • GGC 037: Child Protection CSE • GGC 040: Child Protection risk assessment • GGC 096: Child Protection emotional abuse • GGC 131: Cultural issues of child protection • GGC 140: Domestic abuse in children's services	All Services	√	√	√
Level 3 • 'Protecting children – your roles & responsibilities' face to face training • Learning from significant case reviews' face to face training • NES GIRFEC practice model • GGC: 104 Child protection for midwifes **CPU Training Information Resource**	SHS (role specific)/MBU/ ADRS	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.1 Preserve Safety				
Mental Health Act • GGC 069:Nurses Power to Detain • GGC 117 Capacity and Consent • GGC 130: Consent information • GGC 223 MHA and Medical Treatment	All services exception of SHS	√	√	√
Mental Health Legislation within PHC: Self Directed Learning	All PHC	√	√	√
Additional resources				
Mental Welfare Commission: Law and Rights Resources	All services exception of SHS	√	√	√
Learnpro GGC 231: Carer awareness training Learnpro GGC 196: Equality and Diversity Learnpro GGC 225: Health Inequalities	All Services	√	√	√
Gender Based Violence				
• Turas Learn - 'Domestic abuse awareness raising tool'	All Services	√	√	√
• CPD NES: Human trafficking (adults)	SHS	√	√	√
Gender Based Violence				
• Turas Learn - 'Domestic abuse awareness raising tool'	All Services	√	√	√
• CPD NES: Human trafficking (adults)	SHS	√	√	√
• Drug and Alcohol Harm Reduction (available from PDN ADRS)	ADRS/Addiction PHC	√	√	√
• Safe Injection training: face to face training	ADRS/Addiction PHC	√	√	√
• Alcohol Brief Interventions GGC: 025 Alcohol Awareness	ADRS/MH/Addiction PHC	√	√	√
Drug and Alcohol Additional resources **Talk to Frank Website** **Alcohol Focus Scotland** **Drug Effects Wheel** **SDF Training**	ADRS/MH/Addiction PHC			

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.1 Preserve Safety				
MH Assessment:				
Refer to local induction process	MH and Specialist MH Services	√	√	√
BBV				
• Awareness and Testing: face to face local training **Specialist knowledge for sexual health advising'**	ADRS/SHS/Addiction PHC SHS	√	√	√
• HIV treatable & preventable – Scottish Drugs Forum	ADRS/SHS/Addiction PHC	√	√	√
Motivational interviewing – Scottish Drugs Forum or in house training	ADRS/SHS/Addiction PHC	√	√	√
ARBD: GGC: 029 ARBD Acute (Wernicke's Encephalopathy)	ADRS/ Addiction PHC	√	√	√
ADRS: face to face training	ADRS/ Addiction PHC			
Addenbrooks cognitive examination tool				
addenbrooksACEIII training resource				
Co-occurring Substance Misuse and MH disorders NES learn pro Module	All service except SHS	√	√	√
Duty of Candour NES Learn Pro Module	All Services	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
Physical health assessment, screening and intervention				
Deteriorating Adult Patient **NEWS2 Standardising Assessment Guideline 2020** **TURAS Learn - SEPSIS Educational Resources** **NHSGGC Delirium Guidelines**	All service except SHS	√	√	√
Food, Fluid & Nutrition **MH FFN Manual** **International Dysphagia Diet Standardisation Initiative (IDDSI)** **Non- Eating Disorder Refeeding Guidance** **Enteral Feeding Liaison Nursing Service** **GGC: 202 Insertion of NG Feeding Tubes in Adults** **Reducing the Risk of NG Feeding Tubes**	MH/ADRS All PHC (to have an awareness of)	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.1 Preserve Safety				
Diabetes Managed Clinical Network (MCN) **LearnPro NES: Diabetes Think Check Act Modules** • Module 1 – Introduction to inpatient diabetes • Module 2 – Insulin administration • Module 3 – How to prevent and manage hypoglycaemia • Module 4 – Subcutaneous Insulin Management • Module 6 – Intravenous **LearnPro GGC210 FS Precision Pro - Blood Glucose Monitoring** **MCN Diabetes Inpatient Management Safer Use of Insulin (Scotland)** **HIS iHub Diabetes Think Check Act Toolkit**	All service except SHS	√	√	√
NHSGGC Chronic Pain Managed Clinical Network (MCN) • GGC: Chronic Pain • GGC: 051 Acute Pain/Subcutaneous Morphine	MH/ADRS	√	√	√
Palliative Care & End of Life Care • GGC:053 Palliative End of Life care • GGC:099 CME T34 Syringe Pump	Inpatient Services	√	√	√
Additional Resources				
NHSGGC Respiratory Managed Clinical Network **NHSGGC Heart Disease Managed Clinical Network** **NHSGGC Stroke Managed Clinical Network**	All services where applicable	√	√	√
6.2 Prioritise People				
Person Centred Care Planning - MWC Guide GGC 028: Anticipatory care planning	All service except SHS	√	√	√
Equalities in Health NHSGGC Resource list	All Services	√	√	√
Scottish Mental Health Services for Deaf People	All service except SHS	√	√	√

6. Core Competencies – Clinical Skills	Service	Band 5	Band 6	Band 7
6.3 Practice Effectively				
Electroconvulsive therapy: **ECT Services Staffnet**	MH	√	√	√
Dementia Care:				
Dementia Strategy **Level 1** • Dementia – Promoting excellence –Informed (learn pro)	All services	√	√	√
• Skilled level – Improving practice resource (5 modules – learn pro)	Care Group specific	√	√	√
• Essential in Psychological Care in Dementia - (NES module)	Care group Specific	√	√	√
Level 2 • Enhanced\Expertise - Psychological interventions in response to stress and distress in dementia (2 day face-to-face training)	Care Group Specific	√	√	√
Level 3 • Training for trainers (1 day to allow staff to deliver 'essentials' training)	MH/ADRS Trainers	√	√	√
• Dementia Specialist Improvement Leads (Application through NES)	MH/ADRS Improvement Leads	√	√	√
Psychological Therapy skills/Psychosocial Interventions - • Behavioural Activation • CBT (Supervision) **SPIRIT**	All service except SHS	√	√	√
• Adult Eating Disorder **AEDS staffnet page** **Additional resources** **Reference NES Matrix recommendations (2015)** **Eating Disorder Accreditation & Training Scotland (EEATS)**	All services	√	√	√
NHS Learn Pro Login • GGC: 234 COVID-19 contingencies	All Services	√	√	√

7. Core Competencies - Facilitation of Learning	Service	Band 5	Band 6	Band 7
7.1 Practice effectively				
Effective practitioner	All Services	√	√	√
Knowledge network	All Services	√	√	√
TURAS Learn	All Services	√	√	√
Feedback resources	All Services	√	√	√
Preparation for Practice Supervisor and Assessor for student learning National framework for practice supervisors, practice assessors and academic assessors 	All Services	√	√	√
NHS Learn Pro Login • CPD: Coaching and Mentoring	All Services	√	√	√
Quality Standards for Practice Learning	All Services	√	√	√

8. Core Competencies - Research and Development	Service	Band 5	Band 6	Band 7
8.1 Practice Effectively				
NHS Learn Pro Login • NES: Using Audits to Support Improved Practice	All Services	√	√	
Quality Improvement and Patient Safety • GGC: 109 Quality Improvement Fundamentals	All Services	√	√	√
• NES: Quality Improvement Fundamentals	All Services	√	√	√
The pursuit of health care excellence	All Services	√	√	√
Care Assurance System (CAS)	All Services	√	√	√
CAIR Dashboard overview	All Services	√	√	√
NES: Scottish Improvement Foundation Skills (SIFS)	All Services	√	√	√
Scottish Improvement Leader Programme (ScIL)	All Services		√	√
Improvement projects: guides for 'how to'	All services	√	√	√
The Research Room – Support For those undertaking or interested in starting research	MH	√	√	√
NHS Research Scotland: Writing for publication in scientific journals	All services			√
8.2 Promote Professionalism and Trust				
NHS Research Good Clinical Practice	All services	√	√	√

9. Core Competencies - Leadership	Service	Band 5	Band 6	Band 7
NES Conflict Management	All Services	√	√	√
NES Change Management	All Services		√	√
NES Delegation Framework	All Services	√	√	√
NES Clinical supervision resource	All Services	√	√	√
NES Leadership and management Resource	All Services		√	√
Staffnet leadership resource	All Services		√	√
Flying Start Definitive Guide • GGC: 259 Flying start facilitator guide	All Services	√	√	√
NHS Learn Pro Login • Learn Pro CPD: Various Leadership and Management Modules	All Services	√	√	√
NHSGGC : Managing Difficult Conversations	All Services		√	√
NHSGGC : Managing Conduct (People Management Module)	All Services		√	√
NMC: Principles for Preceptorship	ALL Services	√	√	√

PDN Team Contacts

North East Mental Health Services and Prison Healthcare

(Including Specialist Services and Police Custody)

PDN Aileen Jones **JONESAI302@ggc.scot.nhs.uk**

PDN Martin Haughey **Martin.Haughey@ggc.scot.nhs.uk**

PDSN Kirsty Wright **Kirsty.Wright@ggc.scot.nhs.uk**

PDSN Rachell Pirie **Rachell.Pirie@ggc.scot.nhs.uk**

North West Mental Health Services

PDN Karyn Hamilton **Karyn.Hamilton@ggc.scot.nhs.uk**

PDSN (Vacant)

South Mental Health Services

PDN Fiona Mack **Fiona.Mack@ggc.scot.nhs.uk**

PDSN Jennifer Love **Jennifer.Love@ggc.scot.nhs.uk**

Renfrewshire & Inverclyde

PDN Marie Gilchrist **Marie.Gilchrist@ggc.scot.nhs.uk**

PDSN (Vacant)

Sexual Health Service

PDN Lisa Woodrow **Lisa.Woodrow@nhs.scot**

Alcohol and Drug Recovery Services and Prison Healthcare

PDN Elizabeth Lamb **Elizabeth.lamb@ggc.scot.nhs.uk**

PDN Dawn Henderson Dawn.**Henderson@ggc.scot.nhs.uk**

PDSN Roisin Barrett **Roisin.Barrett@ggc.scot.nhs.uk**

Contributors

Joan Blackwood, Senior Nurse Projects

Chelsey Paterson, PDN Quality and Transformation Team

6. ADULT SERVICES NURSING, NEWLY QUALIFIED BAND 5 CORE COMPETENCY FRAMEWORK 2021

Introduction

The Chief Nurse Adult Services commissioned the Practice Development Nurse (PDN) team to devise an Adult Services Nursing Core Competency (NCC) Framework which would provide a set of core competencies for nurses working within adult services which outline the expected knowledge, skills and behaviours required by nursing staff. The Framework has been developed with reference to:

- The NHS Education for Scotland (NES) Nursing, Midwifery and Allied Health Professions (NM&AHP) Development Framework (2021)
- NHSGGC standardised job descriptions
- Current service inductions
- Existing and previous nursing governance and development programmes that have been utilised in Mental Health Services (MHS), Sexual Health Services (SHS), Prison Health Care (PHC) and Alcohol and Drug Recovery Services (ADRS)

The Framework should be used in conjunction with the Learning, Education and Development (LE&D) Framework which provides suggested resources to meet the competency statements. It also complements the NHS Knowledge and Skills Framework (KSF) and the annual Personal Development Planning and Review (PDP&R) process already in place through the TURAS appraisal.

Knowledge and Skills Framework and the Adult Services Nursing Core Competency Framework

- The NHS Knowledge and Skills Framework applies to all staff who are employed under Agenda for Change (AFC) terms and conditions.
- The KSF helps to identify the level of knowledge, skills, and learning and development that staff need to fulfil their job role.
- The Adult Services Nursing Core Competency (NCC) Framework provides the profession specific knowledge, skills and behaviours required.
- The annual PDP&R process provides the Nurse Line Manager and the staff member with a structured process to help staff to be clear about what is expected of them in their job and to receive regular feedback on their performance. The Nursing Core Competency Framework alongside the Learning and Education Framework will be part of that process of Nurse Line Management Supervision and appraisal and provide a structure for nursing governance.

Aims of the Adult Services Nursing Core Competency Framework

The NCC Framework aims to:

- Be used alongside the established corporate and service induction processes
- Set out expectations in relation to the nursing core competency statements relating to the knowledge, skills and behaviours required by registered nurses working within Adult Services to fulfil their role
- Set out nursing core competency statements for bands 5, 6 & 7
- Act as a supportive framework for Nurse Line Management, Supervision, KSF, and annual Personal Development Planning and Review Process (PDP&R)
- Support the completion of the Flying Start programme for newly qualified nurses

How the Adult Services Nursing Core Competency Framework is set out

The NCC Framework has three sections:

1. Band 5 Nursing Core Competencies
2. Band 6 Nursing Core Competencies
3. Band 7 Nursing Core Competencies

The Framework is available as a whole document, or separated by banding if the preference is to focus only on band specific competencies.

The nursing core competencies are separated under the four Pillars of Practice (NES, 2021):

1. **Clinical Practice**: the knowledge, skills and behaviours needed to provide high quality healthcare that is safe, effective and person centred
2. **Facilitating Learning**: the knowledge, skills and behaviours needed to enable effective learning in the workplace

3. **Leadership**: the knowledge, skills and behaviours needed to lead and to fulfil management responsibilities
4. **Evidence, Research and Development**: the knowledge, skills and behaviours needed to use evidence to inform practice & improve services

Within the Nursing Core Competency Framework, each nursing competency statement has been aligned to the NMC Code (2015):

- Prioritising People
- Practice Effectively
- Preserve Safety
- Promote Professionalism

There is an expectation that all registrants can evidence that they are meeting, or working towards meeting, the band 5 nursing competencies. The nursing competency statements build on the clinical, leadership, facilitation of learning, and evidence, research and development expertise of the previous level to identify the specific knowledge, skills or behaviours required for the level above.

At the end of each nursing core competency section, the nurse should indicate if further practice development work and / or action plan is required and this should be agreed with the Nurse Line Manager. If required, any action plans would be completed in section B. Regardless of the requirement for action plans, a record of the nurse's progress through the competencies should be recorded in this section. This will be useful for other purposes such as evidence for Flying Start or revalidation.

Newly Qualified Nurse Pathway

This document has been tailored specifically for Newly Qualified Nurses to support completion of Flying Start while undertaking this framework. Each competency statement is the same as the band 5 framework, however in this version it has been mapped to the Flying Start outcomes (Diagram 1). This has been demonstrated within the "relates to flying start outcome number" column. The Adult Services Newly Qualified Nurse (NQN) Pathway (Diagram 2) illustrates the process and timeframe a Newly Qualified Nurse will undergo within their first year of practice. NHSGGC allows all NQNs 24 hours protected time towards completing Flying Start. Protected time is taken in agreement with

your NLM and can be utilised in a variety of ways, for example; to attend training, a Flying Start session or gather evidence. Please use the Protected Learning Time Agreement template included within this document to record your protected time.

Using the Framework and Roles & Responsibilities

The NCC Framework should be used as part of an ongoing process of development that involves the individual nurse, Nurse Line Manager, and the Practice Development Nurse or Practice Development Support Nurse (PDN/PDSN).

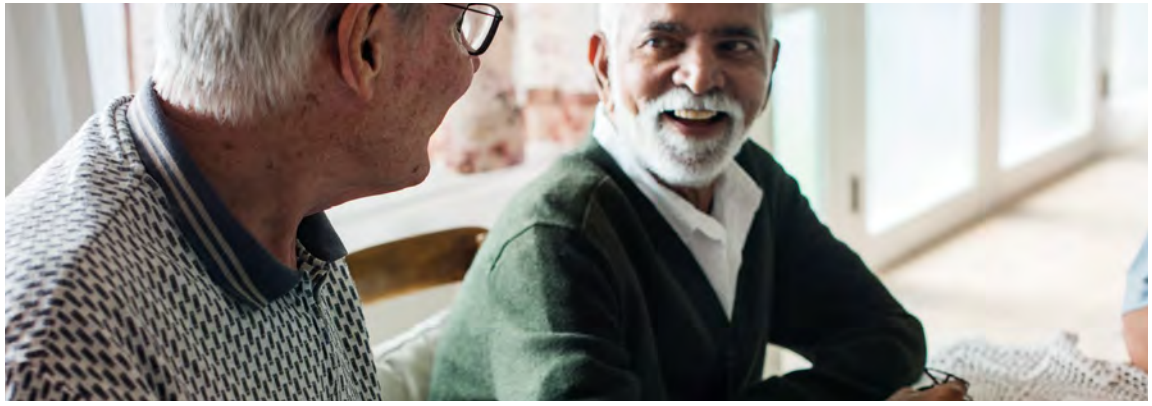
Using the Framework

The overarching principle is that the NCC Framework will be supportive to an individual's professional development.

The Framework must be used by the nurse and their Nurse Line Manager as an essential part of the staff induction process for:

- newly qualified staff
- staff who have recently been recruited to a service
- newly promoted staff
- Following induction and for all existing registered nurses (including above) there is an expectation that the Framework is used to:
- Benchmark current knowledge, skills and behaviours to the expected practice of their role
- Highlight areas for reflective practice, support evidence collation which can be used for revalidation or Flying Start
- Support dialogue about professional development / career development and enhance the PDP&R process with the Nurse Line Manager
- Provide structure and dialogue for Nurse Line Management and registrant sign off.

The NCC Framework has been designed to enable the nurse to read through all core competency statements and self-assess as to whether they meet them. Alongside the 'self-assessment rating' column there is an 'evidence' column for the nurse to list training, resources or examples of how they fulfil this competency in relation to their role. The Learning, Education and Development Framework should be used to identify and support staff with a range of training resources available to assist in achievement of the competency statements.



The competencies are written in such a way that there is an expectation that these can be met by all registrants. How individual registrants meet the competencies will vary depending on their area of practice, or may require the registrant to identify areas for future development opportunities. It is necessary to complete the self-assessment for all competency pillars and statements. However, it is not essential to complete the framework in a linear manner. The nurse can focus on one or two priority competency pillars in any order depending on their need at that time with the agreement of their Nurse Line Manager.

Roles & Responsibilities – Nursing Governance

The role of your Nurse Line Manager

If you are a newly qualified nurse, or new to role, the Nurse Line manager will support you through your induction process and record your completion of this and statutory and mandatory learning requirements. For existing and established staff the process will involve confirming statutory and mandatory learning is up to date and that role specific learning has been met in line with core competencies and practice area. The ongoing process for monitoring and supporting your development will include Nurse Line Management (NLM) supervision and review in line with the requirements for nursing governance, KSF and PDP&R. This Framework can assist your Nurse Line Manager to support you in ensuring you meet all the core competencies of your role and that these are signed off and revisited as part of the annual appraisal process with you.

This Framework alongside the LE&D Framework will help you both to identify and agree on any learning or development requirements to fulfil your role. There may also be additional learning suggested by you or your NLM to meet the competency statements. With your agreement, there may be other individuals within or outwith your team that may be able to support you in meeting the competency statements.

Your Nurse Line Manager will agree a timescale with you for any learning needs that are identified. The process of Nurse Line Management Supervision and clinical supervision will also be an opportunity to discuss and identify further learning attached to the competency statements. The TURAS platform should be used to keep evidence of any learning required. You and your Nurse Line Manager are responsible for ensuring that this document transfers with you if you move to a new role within the health board. Once the framework has been completed and signed off it can be revisited at any time as required, but as a minimum reflected in the discussion as part of annual appraisal.

All NHSGGC employees are required to perform the duties of their role to an acceptable standard and achieve the competencies within this Framework. Where it is identified a nurse requires additional support to achieve these competencies, in the first instance an informal Supported Improvement Plan may be required in accordance with the NHS Scotland Workforce Capability Policy. This may include the support of a PDN. A Supported Improvement Plan outlines areas for improvement with agreed actions and timescales to enable the nurse to achieve the required standard of performance. It is a supportive process ensuring a clear, fair and consistent approach is applied to allow the nurse every opportunity to improve their knowledge, skills and / or ability to undertake all elements of their role.

In integrated services or where your line manager is not a nurse it will be necessary to discuss this framework with them, practice development nurse or professional lead. This is to ensure that there is appropriate nurse line management supervision input into your self-assessment outcomes and evidence to provide the line manager with an appropriate level of nursing governance and assurance for sign off.

Your role

If you are a new member of staff, you will work closely with your Nurse Line Manager and ensure that all components of your induction and orientation are complete. However for all staff there is a requirement to understand the roles and responsibilities expected of you in your post and practice / service area. This NCC Framework, in conjunction with your job description, will assist you to ensure you are fulfilling your role. To support Newly Qualified Nurses (NQN) the framework is cross referenced to the Flying Start outcomes.

You will undertake the self-assessment element of the Framework to help you reflect on your role and to identify any areas where you may benefit from further learning and development to meet the nursing core competency statements. Having the confidence to reflect on what you are good at and what you want to improve on is a key factor in ensuring that the NCC Framework is supportive to you within your current area of practice within Adult Services.

After reading each competency statement, enter your level of confidence (1-3) against each statement:

3. I require development in most or all of this area

2. I require development in some aspects of this area

1. I am confident that I currently demonstrate this in practice

Please indicate the evidence available to support your self-assessment score and make any notes in the 'evidence' column. You should refer to the corresponding competency pillar of the LE&D Framework for examples of evidence you may have already undertaken that relates to learning and education.

You will use the self-assessment to identify areas for further support, learning or development. These will then be discussed with your Nurse Line Manager to agree actions required to meet the nursing core competencies. When you meet the core competencies you can engage in dialogue with your Nurse Line Manager in relation to areas for your professional development or career progression and this can be progressed through the KSF and PDP&R process.

The safe and secure storage of the framework will be agreed by you and your Nurse Line Manager. Throughout your ongoing development you are responsible for identifying knowledge and skills that you feel you require to develop and recording this for your revalidation. You are required to engage in clinical supervision, Nurse Line Management Supervision and the KSF process including annual appraisal.

The role of the Practice Development Nurse and Practice Development Support Nurse (PDN team)

The role of the PDN team is to work with nursing staff to deliver safe, effective and person centred care; develop staff skills, competence and confidence in care delivery; and identify training and development needs of staff. They will provide training in practice / clinical skills and / or will signpost staff to appropriate resources and support. When using this NCC Framework in conjunction with the LE&D Framework, the PDN team can support the individual Nurse or the NLM through the process. Details for PDN team are at end of this document.

This Framework is dynamic and will be reviewed and updated to reflect any service or policy changes that may impact on the Framework.

The implementation of the NCC Framework and the LE&D Framework will be evaluated. The evaluation process will also inform any future changes to these documents and resources.

We will review the impact of the Frameworks by:

- asking for staff views on a one-to-one basis, using focus groups, and using reflective practice sessions
- looking at feedback such as positive experiences of patients or common themes

Flying Start Outcomes (Diagram 1)

01

Clinical Practice

Critically reflect on your contribution to the delivery of safe care.

Examine your practice in relation to enhancing person centred care.

02

Facilitating Learning

Engage in professional development which demonstrates your commitment to career long learning and excellence in practice.

Demonstrate ability and confidence in developing and supporting others to learn.

03

Leadership

Examine your practice in relation to how you demonstrate effective self-leadership.

Critically reflect on your behaviours and actions that impact working collaboratively with colleagues.

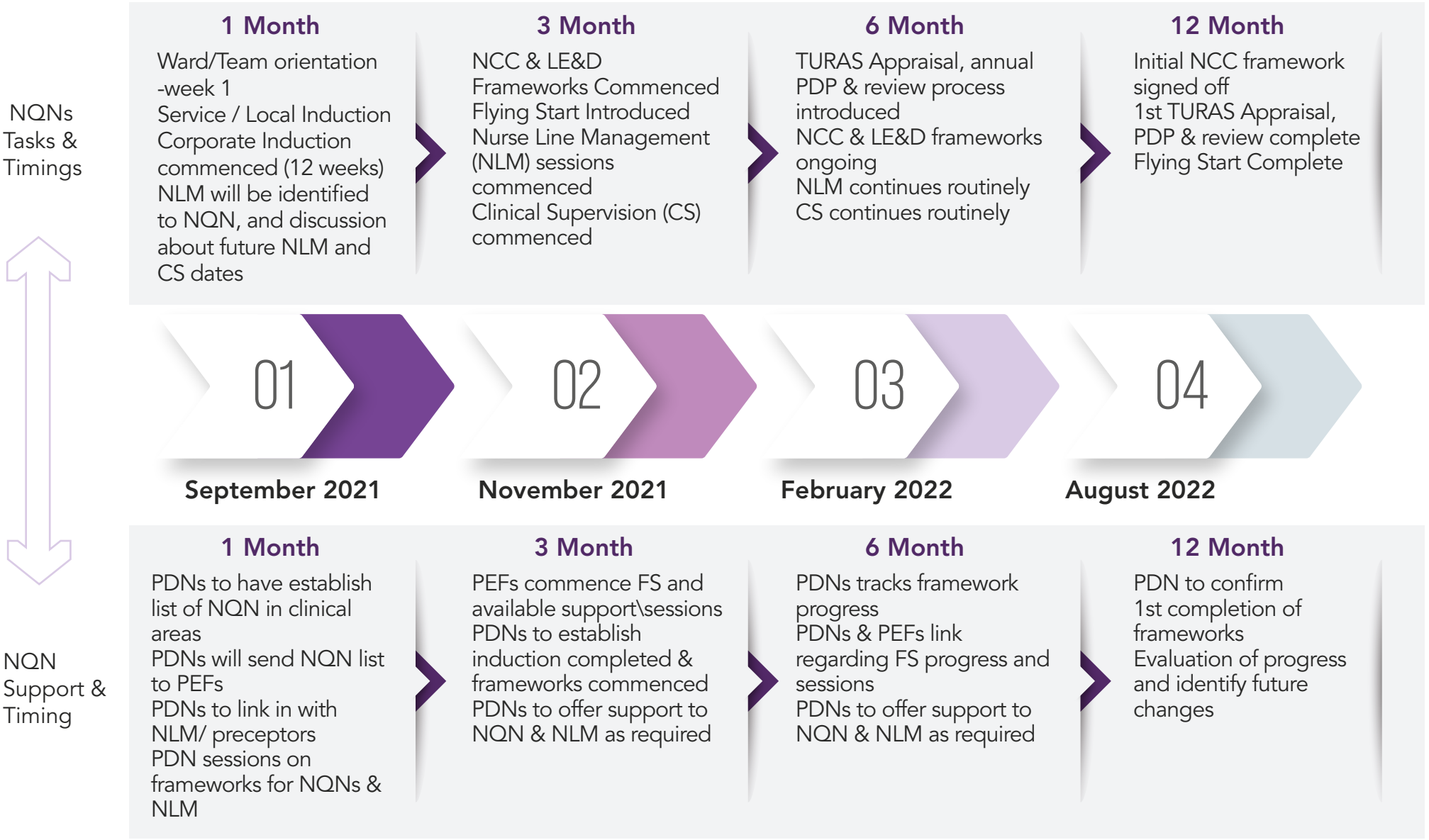
04

Evidence, Research & Development

Source evidence relevant to an aspect of your practice.

Review service user participation on your workplace.

Adult Services Newly Qualified Nurse (NQN) Pathway (MH, ADRS and PHC) (Diagram 2)



Abbreviations: **NCC** – Adult Services Competency Framework; **LE&D** - Learning, Education & Development Framework
PDP – Professional Development Plan; **PDN** - Practice Development Nurse; **PEF** – Practice Education Facilitator

Personal Details:

Name:				
Job Title & Banding:				
Ward/Team:				
Nurse Line Manager:				
Start Date:				
Timeframe for completion:				
Review period/ dates:				
Nurse Line Manager Signature:				
Staff Member Signature:				

NQN Framework Completion Confirmation

NQN Initial Framework Completion Record:			
Nurse Core Competency Framework completed (Y/N)		Date	
Registrant's Signature		Date	
Verification by Nurse Line Manager			
Name & Designation		Date	
Nurse Line Manager's Signature		Date	

Nest Steps	Y/N/NA	Review \ Due Date
TURAS Appraisal & PDP completed		Date
Undertake Practice Supervisor modules		Date
Undertake Practice Assessor modules		Date
NCC revisit scheduled		Date
Working towards Revalidation		

Protected Learning Time Agreement Template

NHSGGC allows all NQNs within their first year 24 hours protected time towards completing Flying Start. By meeting all competency statements of the band 5 NCC framework and using the related sections of the LE&D framework you will be meeting the Flying Start outcomes. Please use the template below to record your protected time. Protected time is taken in agreement with you NLM and can be utilised in a variety of ways, for example; to attend training, a Flying Start session or gather evidence.

Protected Learning Time Agreement (24hrs) **Please provide details of how Protected Learning Time was planned and used.**		
Date	**Time Used**	**Learning Activity**

7. NEWLY QUALIFIED BAND 5 COMPETENCIES

Band 5 Competencies, Pillars 1-4

Pillar 1 - Clinical Skills	Nurse		Supervisor		
Core Statement	**Self-assessment rating**	**Evidence**	**Skill Met Y/N/NA**	**Relates to Flying Start outcome number**	**Comment**
Prioritise People					
1.1 - Demonstrate awareness and understanding of the impact that personal behaviours, language and body language may have on an individual.			1.2		
1.2 - Demonstrate knowledge and understanding, and the impact of treating people with dignity, empathy, compassion and kindness in your area of practice.			1.2		
1.3 - Demonstrate knowledge and understanding of a non-judgmental attitude towards people and accept the values and diversity of each individual.			1.2		
1.4 - Identify and respond to health inequalities, discrimination and stigma, and work with people to minimise the potential impact.			1.2		
1.5 - Demonstrate the ability to effectively develop, deliver and evaluate timely and responsive person centred care planning.			1.2		
1.6- Be able to recognise where an individual may be affected by trauma and adapt practice accordingly in order to minimise distress therefore maximising choice, collaboration, trust, empowerment and safety. Be aware, within your area and role, of appropriate support and referral pathways.					

Practice Effectively					
1.7 - Demonstrate engagement with service users, carers, MDT, external agencies, and colleagues to effectively communicate and ensure partnership working across and between services.			1.1 4.2		
1.8 - Demonstrate awareness and application to practice of local arrangements which define the accountability and autonomy of your role within your area of practice. These may include: • Named nurse • Key-worker • Care manager • Other local system of care allocation			1.1		
1.9 - Demonstrate knowledge and understanding of high quality, contemporaneous record keeping that reflects evidence based nursing care delivery.			1.1		
1.10 - Demonstrate application of knowledge of health education for service user and carers, ensuring understanding of information provided and how this impacts / affects them as an individual.			1.1 1.2 4.2		
1.11 – Demonstrate awareness and application of knowledge to appropriately deliver / facilitate / signpost therapeutic interventions based on individuals' identified signs and symptoms.			1.1 1.2 4.2		
1.12 – Demonstrate awareness and application of knowledge to access and input into all appropriate information systems in line with organisational and national information governance policies and frameworks.			1.1		

Preserve Safety					
1.13 - Demonstrate the ability to recognise and respond to and, where appropriate, escalate, a person's health and wellbeing needs with particular attention to; • Mental health • Physical health • Health promotion • Harm reduction			1.1		
1.14 – Demonstrate the ability to undertake a biopsychosocial assessment, relevant to your clinical area of practice, and take appropriate action based on the outcome of the assessment.			1.1		
1.15 – Demonstrate awareness and application of knowledge to practice of risk assessment and management that is relevant to sphere / area of practice.			1.1		
1.16 – Demonstrate awareness and application of knowledge of key organisational policies for your sphere of practice to provide and maintain a safe and therapeutic environment.			1.1		
1.17 – Demonstrate capability of the safe and secure handling of medicines to include: • Medication administration • Promotion of concordance with medication • Information and education on prescribed medication			1.1		

Preserve Safety					
1.18 – Demonstrate awareness and apply knowledge relevant to your area of practice of adult / child support and protection acts.			1.1		
1.19 - Demonstrate awareness and apply knowledge of relevant legislation, policy, and guidelines to your area of practice. For example: • Mental Health (Care and Treatment) (Scotland) Act • Confidentiality • Consent • Adults with Incapacity • Criminal Procedures (Scotland) Act			1.1		
1.20 – Demonstrate awareness and application of knowledge of health and safety legislation relevant to your area of practice to monitor and maintain the safety and security of self and others.			1.1		
1.21 – Demonstrate awareness and application of knowledge of infection prevention and control policy to monitor and maintain the safety and security of self and others.			1.1		
Action Plan for Pillar 1					
Action Plan Required?	Yes/No		Action Plan Completed?	Yes/No/NA	

Pillar 2- Facilitation of Learning	Nurse		Supervisor		
Core Statement	**Self-assessment rating**	**Evidence**	**Skill Met Y/N/NA**	**Relates to Flying Start outcome number**	**Comment**
Practice Effectively					
2.1 – Demonstrate awareness of the range of resources available to support your own learning and ongoing development needs, including the learning, education and development framework. Demonstrate accountability for addressing those needs.			2.1		
2.2 – Demonstrate the application of facilitation and teaching skills for student nurses and other staff.			2.2		
2.3 – Contribute to the supervision and mentorship of pre-registration practitioners by ensuring you fulfil the role of practice supervisor and / or practice assessor.			2.2		
2.4 – Demonstrates an awareness of factors which influence the learning environment and contribute to the development of this environment.			2.2		
2.5 – Demonstrate awareness and understanding of Quality Standards for Practice Learning (QSPL).			2.2		
2.6 – Actively encourage and promote constructive feedback and use this to reflect on current practice. Encourage others to do the same.			2.1 2.2		

Promote Professionalism and Trust					
2.7 – Demonstrate behaviour which motivates, stimulates and encourages others to facilitate the learning process and supports a culture of learning.			2.2		
2.8 – Evidence reflection of your own and others' experiences of the workplace and how this impacts on provision of person centred care.			2.1		
2.9 – Demonstrate knowledge and understanding of the impact that clinical supervision has on the individual and their learning and education requirements in order to fulfil their role.			2.1		
Action Plan for Pillar 2					
Action plan required?	Yes/ No	Action Plan Completed?		Yes/No/NA	

Pillar 3 – Leadership	Nurse		Supervisor		
Core Statement	**Self-assessment rating**	**Evidence**	**Skill Met Y/N/NA**	**Relates to Flying Start outcome number**	**Comment**
Practice Effectively					
3.1 – Engage in own personal and professional development – demonstrate knowledge and understanding of continuing education and professional development for self and others (e.g. flying start, mentorship).			2.1 3.1		
3.2 – Seek, receive and provide feedback in an open, honest and constructive manner. Engage in clinical supervision, nurse line management supervision, and take part in reflective practice.			2.1 3.1 4.2		
3.3 – Actively participate in and contribute to the monitoring, support, and development of junior staff through nurse line management supervision and clinical supervision.			2.2		
3.4 – Demonstrate accountability for own work and responsibility for delegation to others. Assume responsibility for the ward/department in the absence of the Senior Charge Nurse/ Charge Nurse and ensure safe, effective and quality person centred care delivery.			3.1		
3.5 – Demonstrate leadership qualities and behaviours including skills in motivating, influencing, negotiating, decision making, and priority setting.			3.1		

Practice Effectively					
3.6 – Communicate effectively verbally / non-verbally and in writing/electronically to a range of people. Communication includes negotiation, influencing and conflict resolution.			3.2		
3.7 – Identify and analyse problems and recommend solutions.			1.1		
3.8 - Demonstrate the ability to work well within a team and in collaboration with others – functioning as a named nurse within the multi-disciplinary team.			3.2		
Promote Professionalism and Trust					
3.9 - Demonstrate awareness, knowledge and application of resource management appropriate to your clinical area, e.g. • Nurse in Charge • Duty role • Workforce planning			1.1		
3.10 – Support the Senior Charge Nurse / Nurse Team Leader in the maintenance of robust clinical governance of the ward / department, including policy procedure / standards compliance, and participating in clinical audit.			1.1 3.1 3.2 4.2		
3.11 – Understand the day to day operational management of the nursing team – contribute to the effective management of resources including workforce resources within own area of practice. Undertake the role of nurse in charge/duty nurse and take part in workforce planning.			1.1 3.1 3.2		

Practice Effectively					
3.12 – Respond proactively to own and others concerns and know how to escalate ongoing issues. Demonstrate knowledge and understanding of complaints management.			1.1		
3.13 – Demonstrates knowledge, understanding and provision that ensures the practice of nurses in the team are within the legal and ethical framework set out by the Nursing and Midwifery Council Code. Maintain professional relationships and work within professional boundaries.			1.1 3.2		
3.14 – Act as a role model for more junior staff, demonstrating caring, compassionate and professional behaviour, fostering trust and confidence in the service for people in your care.			2.2 3.2		
Action Plan for Pillar 3					
• Action plan required?	Yes/ No		Action Plan Completed?		Yes/No/NA

Pillar 4 – Evidence, Research and Development	Nurse		Supervisor		
Core Statement	**Self-assessment rating**	**Evidence**	**Skill Met Y/N/NA**	**Relates to Flying Start outcome number**	**Comment**
Practice Effectively					
4.1 – Demonstrate knowledge and understanding of different research approaches by being able to differentiate between studies and apply the evidence base for practice within your nursing field.			4.1		
4.2 – Through reflective practice and nurse line management supervision, identify and explore ideas for research / development activity within your own field of practice.			4.1		
4.3 – Demonstrate an understanding of the evidence based practice particular to your clinical area.			4.1		
4.4 – Demonstrate the ability to critically appraise research to understand the evidence base which underpins nursing practice			4.1		
4.5 – Demonstrate an understanding of, and participate in, clinical audit activity which contributes to clinical governance and quality improvement processes within the clinical area.			1.1 4.2		
4.6 – Work in collaboration with senior staff to interpret and share good practice and the lessons learned from clinical audit.			1.1 4.2		
4.7 – Demonstrate an understanding of the role of research in the development of good clinical practice.			4.1		
4.8 – Engage in learning relevant to the practice area and be able to implement this and evaluate the impact.			4.1		

Promote Professionalism and Trust					
4.9 – Whilst participating in research, audit or related activities, be able to reflect on own professional values and behaviours and understand and demonstrate those inherent in the NMC Code.			4.1		
Action plan required?	Yes/ No		Action Plan Completed?		Yes/No/NA

Date	Progress Notes	Nurse signature	Nurse Line Manager signature

Action Plan

Date & Pillar no.	Action required	By whom	Review date/ Timescale

Nurse Line Manager signature	Nurse Signature		Date

Actions Achieved			Date
Nurse Signature			
Line Manger Signature			

Completion Record for Pillar		
Further Actions Required:		

Nurse		Nurse Line Manager	
Date		Date	

PDN Team Contacts

North East Mental Health Services and Prison Healthcare

(Including Specialist Services and Police Custody)

PDN Aileen Jones **JONESAI302@ggc.scot.nhs.uk**

PDN Martin Haughey **Martin.Haughey@ggc.scot.nhs.uk**

PDSN Kirsty Wright **Kirsty.Wright@ggc.scot.nhs.uk**

PDSN Rachell Pirie **Rachell.Pirie@ggc.scot.nhs.uk**

North West Mental Health Services

PDN Karyn Hamilton **Karyn.Hamilton@ggc.scot.nhs.uk**

PDSN (Vacant)

South Mental Health Services

PDN Fiona Mack **Fiona.Mack@ggc.scot.nhs.uk**

PDSN Jennifer Love **Jennifer.Love@ggc.scot.nhs.uk**

Renfrewshire & Inverclyde

PDN Marie Gilchrist **Marie.Gilchrist@ggc.scot.nhs.uk**

PDSN (Vacant)

Sexual Health Service

PDN Lisa Woodrow **Lisa.Woodrow@nhs.scot**

Alcohol and Drug Recovery Services and Prison Healthcare

PDN Elizabeth Lamb **Elizabeth.lamb@ggc.scot.nhs.uk**

PDN Dawn Henderson Dawn.**Henderson@ggc.scot.nhs.uk**

PDSN Roisin Barrett **Roisin.Barrett@ggc.scot.nhs.uk**

Contributors

Joan Blackwood, Senior Nurse Projects

Chelsey Paterson, PDN Quality and Transformation Team