

GP Mentor – Supporting resources aligned to competency framework

Introduction

The following guidance is to help GP mentors in supporting learners through the various outcomes of the GPA Certificate.

Each of the five domains within the competency framework are listed below with the detailed outcomes required within each domain.

Some of the outcomes are self explanatory and so there will be reference to “demonstrating and seeing evidence of 1.1-1.4 etc.” However, where further resources are needed, there are links to reading materials, relevant web sites and suggested topics for the GP mentor to discuss with the learner.

In addition to the resources, there may also be local resources or guidance which may also be helpful to use with the learner where appropriate. These may include for instance practice protocols or local guidelines.

The GPA programme is largely experiential and so there may be an opportunity to outsource elements to other colleagues (e.g. Practice Manager). However, these colleagues must be competent in such areas.

The GPA’s primary mentor should always be a GP, who may draw on support from other health professionals in the practice/PCN.

Should the practice wish to use healthcare professionals or other colleagues to support the GPA with elements of training/learning, they must be fully endorsed by the GP practice following a risk assessment within the practice, e.g. for indemnity/insurance purposes. The practice team must also be fully confident that the healthcare professionals/colleagues are fully trained and qualified to support the learner. Any concerns or questions must be relayed to the GP mentor.

Under the **accredited route**, the GP mentor has overall responsibility for signing off the whole programme and all clinical domains. However, the practice may also choose to use a secondary mentor to support GPAs in the non-clinical elements of the course, who can then sign off non-clinical domains. The secondary mentor must refer back to the GP Mentor if they have any concerns or questions, and the GP mentor remains accountable overall.

Care Certificate

Domain 1

Has your learner completed the care certificate self-assessment tool?

<http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Self-Assessment-Tool.pdf>

<http://www.skillsforcare.org.uk/microsite/Assessing-the-care-certificate/index.html>

<https://www.nice.org.uk/guidance/sg1/chapter/patient-centred-care>

http://www.nursingandmidwiferycareersni.hscni.net/media/1265/nipец_record_keeping_standards_november_2013.pdf

1. Understand the application of person centred approaches in health and social care

- Utilising the above resource demonstrate and see evidence of 1.1-1.2
- Discuss with your learner the value of tailored/personal care plans in conditions such as mental health or diabetes.

2. Be able to work in a person-centred way

- Utilising the above resource demonstrate and see evidence of 2.1 -2.3
- Complex cases might include palliative care or multiple co-morbidities.

3. Be able to promote individual's well-being

- Utilising the above resource demonstrate and see evidence of 3.1-3.4
- Discuss issues such as body image, mental health, race and faith in this context
- Discuss issues such as isolation and vulnerability

4. Understand the role of risk assessment in enabling a person-centred approach

- Utilising the above resource demonstrate and see evidence of 4.1-4.3
- Talk about the patient's rights and their responsibility around self-care

5. Be able to support the implementation of care plans

- Utilising the above resource demonstrate and see evidence of 5.1 onwards.
- Show your learner how to adjust a care plan where needs change.

6. Be able to monitor a care plan

- Utilising the above resource demonstrate and see evidence of 6.1 onwards.

- As above. Also consider how compliance might be affecting the delivery of planned care.

7. Be able to facilitate a review of care plans and their implementation

- Utilising the above resource demonstrate and see evidence of 7.1 onwards.
- Discuss interventions to reduce admissions as an example

8. Understand roles and responsibilities in the prevention and control of infections

- Utilising the above resource demonstrate and see evidence of 8.1 onwards.
- Complete infection control mandatory training.

9. Understand legislation and policies relating to prevention and control of infections

- Utilising the above resource demonstrate and see evidence of 9.1 onwards.

10. Understand systems and procedures relating to the prevention and control of infections

- Utilising the above resource demonstrate and see evidence of 10.1 onwards.

11. Understand the importance of risk assessment in relation to the prevention and control of infections

- Utilising the above resource demonstrate and see evidence of 11.1 onwards.

12. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both during a patient's life.

- Utilising the above resource demonstrate and see evidence of 12.1 onwards.

13. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

- Utilising the above resource demonstrate and see evidence of 13.1 onwards.

Administration

Domain 2

1. Understand requirements for handling information in health and social care settings

- Has the learner completed their Information Governance training within the last 12 months?
- As your learner to familiarise themselves with the latest code of practice around confidentiality ?
http://www.cqc.org.uk/sites/default/files/documents/20121105_code_of_practice_on_cpi.pdf

https://www.gmc-uk.org/Confidentiality_good_practice_in_handling_patient_information___English_0417.pdf_70080105.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200146/Confidentiality_-_NHS_Code_of_Practice.pdf

2. Be able to implement good practice in handling information

- Has the learner completed their Information Governance training within the last year?
- Do they understand the need for smartcard security?
- Do they understand that a good quality password should contain Capitals, numbers, lowercase and characters and also be changed regularly and not written down?
- Does the practice have the appropriate security policies in place and is the learner familiar with them?
- Discuss with your learner the repercussions of non-contemporaneous notes. Contact your indemnifier for supporting information on good record keeping.
- Discuss your practices policy on consent to share information and ensure your learner has a good understanding. Suggestion – does your learner grasp the IG issues around taking patient data to home visits or external meetings?
- Discuss capacity to consent with your learner and share latest guidance and practice policy. https://www.gmc-uk.org/static/documents/content/Consent_-_English_0617.pdf

3. Know ways to support individuals to access information on services and facilities

- Does the practice have an Accessible Information Standard policy? Is the learner familiar with this?
- Is your learner familiar with alternative ways to access information when appropriate, e.g. translated materials, translator services, large print format etc?
- Does your learner know how to signpost patients to local resources such as charities, voluntary sector services, online services etc.

4. Be able to work with individuals to select and obtain information about services and facilities

Demonstrate to your learner

- Basic information from medical notes where clinical opinion is not required
- Template available for use on clinical system for completion of medical report may be appropriate to use
- Must read report and remove any information not relevant to the application, including potentially sensitive information, e.g. termination of pregnancy
- Must remove reference to third party information which may be in the patient record
- The importance of the signatory GP checking the document prior to signing and sending
- Where fees are chargeable and share the practice policy on the same

5. Be able to work with individuals to access and use information about services and facilities

- Can your learner help patients to access information about services and facilities at the practice, e.g. through leaflets, website, sign posting in clinical encounters?
- Does your learner know what clinical services are available to direct patients to appropriately in the locality, e.g. physiotherapy, phlebotomy, alcohol and addiction service, mental health services etc?
- Does your learner know what third sector services are available in the locality including when and how to direct patients to them, e.g. Carers association, cancer care support organisations, etc?

6. Familiarisation with hospital, out of hours and other communications, and key information to be extracted

- Show your learner how to read through clinical letters and discuss which letters are to be passed to a doctor/nurse/other. Share the practice policy on the same.
- Describe the practice process for AED, admissions and discharge letters both elective and non-elective.
- Feel assured the learner recognises new diagnoses, new medications and medications changes.
- Feel assured the learner understands the reporting pathway for significant new diagnoses.
- Share the practice summarising policy with the learner and feel assured they understand this.
- Demonstrate summarisation of incoming records.

- Demonstrate summarisation of incoming letters via hard copy/Document handling system .

7. Be able to support the GP to complete common administrative tasks.

- Prioritise which are the main admin/form filling burdens for you and your GP colleagues. Then identify those most suitable to be passed to the GPA. Give practical demonstrations on their completion and the process to be followed.

Clinical Domain 3

1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

- Contact your CCG/Trust for their latest policy
- Share practice protocols.
- Legislation, policy and good practice related to obtaining venous blood samples:

http://apps.who.int/iris/bitstream/10665/44294/1/9789241599221_eng.pdf

2. Understand how to prepare and manage environments and resources for use during healthcare activities

- To be added

3. Preparing environments, medical equipment, devices and resources for use during healthcare activities

- Share the practices clinical governance policy with the learner and feel assured that they have understood its contents.
- Share the practices infection control policy with the learner and feel assured that they have understood its contents.
- Share the practices cold chain policy, stock/vaccine control protocol and health & safety policy with the learner.
- Share the practice calibration of equipment policy/process.

4. Be able to ensure that environments and resources are ready for their next intended use

- Observe your learner completing 4.1 – 4.8

5. Be able to prepare individuals to undergo healthcare activities

- Observe your learner completing 5.1 – 5.8
- Discuss chaperoning and the support required for both the patient and the clinician.

6. Be able to support individuals undergoing healthcare activities

- Has your learner completed their BLS training & anaphylactic shock training?
- Does your learner understand the emergency protocol for an unwell patient?
- Do you have panic buttons and does your learner understand what to do in an emergency?

7. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections including COVID-19

- See demonstration of 7.1-7.8

8. Understand the importance of good personal hygiene in the prevention and control of infections

- Demonstrate and see evidence of 8.1-8.6

<https://www.nice.org.uk/guidance/qs61/resources/infection-prevention-and-control-pdf-2098782603205>

<http://www.infectionpreventioncontrol.co.uk/content/uploads/2016/11/Audit-Tool-Hand-Hygiene-for-GP.pdf>

9. Understand the causes of infection

- Demonstrate and see evidence of 9.1-9.6

10. Understand the transmission of infection

http://cdn.cityandguilds.com/ProductDocuments/Health_and_Social_Care/Care/4222/Additional_documents/HandSC_Level_2_Textbook_Sample_Chapters.pdf

11. Be able to establish consent when providing care or support to a patient

- Analyse factors that influence the capacity of an individual to express consent
- Explore areas such as mental health, capacity, learning disabilities and learning difficulties and current health conditions that will affect a patient's capacity.
- Discuss verbal, nonverbal, expressed and implied consent and demonstrate how to properly code on the clinical system.
- Share your practice policy and feel assured your learner understands this.
- Ensure your learner understands the reporting procedure for the refusal of consent where appropriate.

https://www.gmc-uk.org/static/documents/content/Consent_-_English_0617.pdf



Consent.pdf

12. Understand the processes involved in obtaining and testing specimens from individuals

- Discuss the various samples that may be obtained – blood, urine, sputum, sperm, swabs (wound) and faeces and discuss the kinds of tests one would expect to carry out on such samples.

Urine – pregnancy, ACR, Infection.

Blood – tft, fbc, lft, u&e, Hba1c, Lipids (fasting and non) etc

Sperm – fertility

Sputum – infection

Wound swab – infection

Faeces – FOB, infection

- Give examples of equipment needed such as gloves, apron, different blood tubes, urine containers, swabs, forms and collection bags etc. Discuss PPA and share the practice policy. Discuss lab collection times.
- Local CCG and hospital policies/procedures will be a good resource.

13. Preparing to obtain specimens from individuals

- Provide your learner with a protocol. Ensure you cover: confirmation of identity to clinical record including DOB, labelling, correct completion of lab forms and obtaining and recording consent.
- Discuss the need for a secure room and privacy screen where appropriate.
- Share the practices chaperone policy and ensure the learner is familiar with it.
- Discuss the need record chaperone offer and decision and demonstrate this in the clinical record.
- Discuss the practices resources such as language line, deafness resources, interpreters etc. Share the practice policy and ensure your learner knows how to access these services.

14. Obtaining specimens from individuals

Venepuncture

- Provide a practice protocol.
- Provide local trust protocol.
- Contact your local trust to enquire re training (this is often provided)
- You can consider an external trainer, these are often costly however.
- If you have a suitably experienced phlebotomist within your team and wish for them to provide the training the below resource will help:



Policy & Protocol
Obtaining Venous Blo

Other samples

- Urine, blood, sputum, swab – provide your learner with practical demonstrations of each. Ensure that protocols are provided and you are assured that they are competent.

15. Testing specimens from individuals

- Provide urine dip stick and blood sugar protocol and provide practical training. Demonstrate how to record on the clinical system and when to refer to another clinician.
- Provide Infection Control policy including hand washing and glove use. Provide PPA policy and feel assured that the learner understands its contents.

16. Be able to report on the outcomes on the test of specimens to the GP and patient

- Demonstrate examples of normal and abnormal results in the following scenarios. Include recording in medical records and informing the patient. Ensure that the protocols provided include reporting procedures where appropriate e.g.:
- Urine dip stick, MSU, Swab, Cholesterol

17. Understand the anatomy and physiology relating to obtaining venous blood samples

- Your learner should provide a written demonstration of their understanding of points 17.1 – 17.3

18. Preparing to obtain venous blood samples

- See a demonstration that your learner achieves points 18.1 – 18.4 competently

19. Obtaining venous blood samples

- See a demonstration that your learner achieves 19.1 – 19.7 competently

20. Be able to prepare venous blood samples for transportation

- See demonstration of 20.1

21. Common examination procedures

- Demonstrate and see evidence of 21.1-21.10

21. Significant events and incident reporting

- To be added

Communication

Domain 4

1. **Consultation modalities**
 - To be added
2. **The basic consultation**
 - Demonstrate and see evidence of 2.1-2.9
3. **Common key lines of enquiry**
 - Demonstrate and see evidence of 3.1 – 3.7
4. **Be able to implement and promote active participation**
 - <https://www.nice.org.uk/guidance/cg138/chapter/1-guidance>
5. **Be able to support the individual's right to make choices**
 - Demonstrate and see evidence of 5.1-5.3
6. **Demonstrate the use of resources to support communication**
 - To be added
7. **Consultation skills**
 - To be added
8. **Practice communication**
 - To be added
9. **Complaints**
 - To be added

Managing Health Records

Domain 5

1. Be able to utilise GP clinical records to gain and add appropriate information

- Demonstrate to your learner how the records can demonstrate how the patient is losing weight, bloods improving, BMI etc.

2. Summarisation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215680/dh_125350.pdf



read coding -
tips.doc

- Demonstrate and see evidence of 2.1-2.3

3. Recording patient encounters

- <http://www.bradfordvts.co.uk/online-resources/>
- Demonstrate and see evidence of 3.1-3.4

4. Harvesting information from letters

- Demonstrate and see evidence of 4.1-4.5

5. Understanding drug history

- Demonstrate and see evidence of 5.1-5.2

6. Obtaining results of common tests on behalf of GP

- Demonstrate and see evidence of 6.1-6.4

7. Be able to navigate the population manager facility within the clinical system to support chronic disease management.

- To be added