


Wessex Primary Care Training Hubs

Supporting the Development of Our Future Primary Care Workforce



GP Assistant supporting resource and competencies 2019

Acknowledgement that this document is taken from work shared on the HEE GPA Collaboration Group.

The below is to help GP mentors support their learners through the various outcomes of the GPA

You may have resources or guidance specific to your locality which may also be helpful to use with your learner where appropriate in addition to the resources linked to this document. These may include for instance practice protocols or local guidelines.

The GPA is largely experiential and it is appropriate to outsource elements to other colleagues within your organisation. These colleagues need to be competent in these areas.

Care Certificate

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**
 - 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**
 - Complex cases might include palliative care or multiple co-morbidities.

- 3. Be able to promote individual's well-being**
 - 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**
 - Talk about the patient's rights and their responsibility around self-care

- 5. Be able to support the implementation of care plans**
 - Show your learner how to adjust a care plan where needs change.

- 6. Be able to monitor a care plan**
 - Consider how compliance might be affecting the delivery of planned care.

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

- Discuss interventions to reduce admissions as an example

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

- Complete infection control mandatory training.

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

- Work with in local and national infection control policies

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

- Safe working for self, colleagues and patients.

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

12. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span

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

Administration

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](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

1. Be able to establish consent when providing care or support

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

2. 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.

3. Be able to prepare 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.

4. Be able to obtain 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.

5. Be able to test specimens

- 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.

6. Be able to report on the outcomes on the test of specimens

- 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

7. 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.

8. Understand legislation, policy and good practice related to obtaining venous blood samples

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

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

10. Be able to prepare to obtain venous blood samples

11. Be able to obtain venous samples

12. Be able to prepare venous blood samples for transportation

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

14. Be able to prepare 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.

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

16. Be able to prepare individuals to undergo healthcare activities

- Discuss chaperoning and the support required for both the patient and the clinician.

17. 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?

18. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections

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

<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>

20. Understand the causes of infection

21. 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

22. Common examination procedures

Communication

1. **The basic consultation**
2. **Common key lines of enquiry**
3. **Be able to implement and promote active participation**
<https://www.nice.org.uk/guidance/cg138/chapter/1-guidance>
4. **Be able to support the individual's right to make choices**
5. **Understand the principles of person centred assessment and care planning**
<https://www.nice.org.uk/guidance/cg138/chapter/1-guidance>
6. **Be able to facilitate person centred assessment**
7. **Be able to contribute to the planning of care or support**
8. **Be able to interact positively with individuals to promote participation**
 - Demonstrate to you learner a written care plan for the patient with details/dates/follow up/referrals etc.
9. **Be able to develop and implement person-centred daily plans to promote participation**
 - A suggested scenario for your learner would be a diet and exercise diary/care plan

Managing Health Records

1. **Be able to use person-centred records to evaluate an individual's participation in activities**
 - 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_12535_0.pdf



read coding -
tips.doc

3. Recording patient encounters

- <http://www.bradfordvts.co.uk/online-resources/>

4. Harvesting information from letters

5. Understanding drug history

6. Ordering common tests on behalf of GP