

UNIT SPECIFICATION				
<b>Unit title</b> FOUNDATIONS IN GENERAL PRACTICE NURSING				
<b>Level</b>	Level 6	<b>Credit value</b>	40 (20 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	6 Month course 120 hours
<b>Pre and co-requisites</b> None				
<p><b>Aims</b> This unit is designed to equip students with the confidence and competence to fulfil the role of General Practice Nurse (GPN). To develop students critical understanding of the core competencies and professional skills of the General Practice Nurse (GPN). The unit comprises two interwoven strands; a skill-based component focusing on the acquisition of core Practice Nursing Competencies alongside the specific professional and personal development essential for effective functioning in the unique and evolving world of General Practice. The unit is grounded in and mapped against current, nationally recognised standards for GPN practice. The indicative content covers the United National Sustainable Development Goals (UNSDG's) 3. 3.4; 3.5; 3.7 '<i>Ensure health lives and promoting well-being for all at all ages</i>'. UNDSGD 4. 4.7 <i>Ensure all learners acquire knowledge and skills for sustainable development</i>.</p> <p>The unit will run over two semesters</p>				
<p><b>Intended learning outcomes (ILOs)</b> Having completed this unit the student is expected to:</p> <ol style="list-style-type: none"> <li>1) Explore and reflect upon the current and future role of the General Practice Nurse</li> <li>2) Analyse the evidence base for the core competencies and professional clinical skills required to function as a GPN</li> <li>3) To critically approach the underpinning knowledge base required to function as a GPN working in the evolving healthcare setting of primary care.</li> <li>4) To appraise the professional knowledge and skills required for quality improvement and patient outcomes and fulfil the role of General Practice Nurse in the evolving and changing world of primary care nursing</li> </ol>				
<p><b>Learning and teaching methods</b> A range of learning and teaching methods will be used, such as, lectures, theme days, seminars, blended learning, work-based learning supported by practice mentors. Technology enhanced learning, simulation. The unit will include specialist topic lecturers/ lecturer practitioners and the involvement of the BU PIER partnership to provide service user perspectives</p>				
<b>Assessment</b>				
<p><b>Formative assessment/feedback</b> ILO's 1-4 will be formatively assessed by a presentation of emerging themes from Action Learning Groups held during the unit and on days 24 and 25. Peer feedback and review.</p> <p>Assignment preparation tutorials for formative feedforward are built in on days 9, 15 and 16-25 Peer feedback from Action Learning Group sessions.</p>				

<p><b>Summative assessment</b>  ILO's 1 and 4 will be assessed by 50% coursework  ILOs 2 and 3 will be assessed by 50% coursework</p> <p>Click here to enter text.</p>	<p><b>Indicative assessment</b></p> <p><b>Both coursework 1 and 2 must be passed.</b></p> <p><b>Coursework 1</b>  ILOs 1 and 4 will be completion of a written essay introducing a quality improvement change within students own practice setting (50%) 3,000 words</p> <p><b>Coursework 2</b>  ILOs 2 and 3 will be assessed via a Structured Practice Portfolio (50%) equivalent to 3,000 words</p>
<p><b>Indicative unit content</b>  The focus of the unit will be upon understanding and developing the knowledge base for the evolving role of the General Practice Nurse, current and future practice.</p> <p>There will be a range of clinical skills taught including:</p> <ul style="list-style-type: none"> <li>• Cervical screening and cytology;</li> <li>• Adult and Child Immunisations. Vaccinations in primary care</li> <li>• Physical assessment and examination including respiratory and cardiovascular systems and associated complex conditions such as COPD, Asthma, Ischaemic Heart Disease</li> <li>• Population health screening and assessments</li> <li>• Long term conditions and population health</li> <li>• Health prevention and promotion</li> <li>• National Screening programmes</li> <li>• Mental health focus. Assessment and recognising anxiety, stress and depression presentations in complex conditions</li> <li>• Focus upon living with complex and multiple conditions, person centred and humanised care</li> </ul> <p><b>Professional skills including</b></p> <ul style="list-style-type: none"> <li>• Leadership and management including implementing quality improvement as a GPN working in primary care</li> <li>• Facilitating learning teaching and clinical supervision in a primary care setting. Peer supervision</li> <li>• Working in integrated systems, integrated health and social care</li> <li>• QoF and improving patient quality outcomes</li> <li>• Professional and personal development as a GPN</li> <li>• To provide safe and effective evidenced based practice in the primary care setting</li> <li>• Work Based Learning centering on negotiated Core and Professional skills Competencies</li> <li>• Patient Centred Care &amp; Humanisation</li> </ul>	
<p><b>Indicative learning resources</b>  Alfaro-LeFevre, R. 2020. <i>Critical thinking, clinical reasoning, and clinical judgment: a practical approach</i>. 7th edn. St. Louis, Missouri: Elsevier</p> <p>Ahluwalia, S., Spicer, J. and Storey, K. (eds) 2020. <i>Collaborative practice in primary and community care</i>. Abingdon, Oxon: Routledge (CAIPE collaborative practice series).</p> <p>Anasel, M. G., Kapologwe, N. A. Kalolo, A. (eds) 2023. <i>Leadership and governance in primary healthcare : an exemplar for practice in resource limited settings</i>. Boca Raton: CRC Press.</p> <p>Barr, J. and Dowding, L. 2022. <i>Leadership in health care</i>. 5th edn. Los Angeles: SAGE.</p> <p>Brook, J., McGraw, C. and Thurtle, V. (eds) 2021. <i>Oxford handbook of primary care and community nursing</i>. 3<sup>rd</sup> edn. Oxford: Oxford University Press (Oxford handbooks in nursing).</p> <p>Donaldson, L. et al. (eds) 2021. <i>Textbook of patient safety and clinical risk management</i>. Springer International Publishing.</p>	

Esterhuizen, P. and Howatson-Jones, L. 2019. *Reflective practice in nursing*. 4th edn. London: Learning Matters, an imprint of SAGE Publications (Transforming nursing practice).

Grant, A., Bach, S. and Goodman, B. 2019. *Communication and interpersonal skills in nursing*. 4<sup>th</sup> edn. Los Angeles: Learning Matters (Transforming nursing practice series)

Health Education England. 2021. Primary Care and General Practice Nursing Career and Core Capabilities Framework. Health Education England/ NHS England. NHS Improvement and Skills for Health

NHS England. 2017. General Practice, Developing confidence, capability and capacity. A Ten Point action plan for General Practice Nursing. NHS England Publications Gateway Reference number: 06870

Queens Nursing Institute. 2020. The QNI Standards for education and practice for nurses new to General Practice Nursing. Queens Nursing Institute

Storey, K., Last, J. 2021. *Nurse's survival guide to general practice nursing*. Elsevier Health Sciences.  
Welsh, M. and Brooks, S. 2021. *Practical general practice nursing*. Amsterdam: Elsevier.

United Nations Sustainable Development Goals 2019

Williams, K., Woolliams, M. and Spiro, J. 2020. *Reflective writing*. 2<sup>nd</sup> edn. London: Red Globe Press (Pocket study skills).

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[www.patientvoices.org.uk](http://www.patientvoices.org.uk)

<b>Unit number</b>		<b>Version number</b>	1.2	<b>Date effective from</b>	Sep 2023
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