

# Bitesize Case Study: Newly Qualified Nurses Employed in Primary Care - an Enhanced Training Practice (ETP) example

## What was the issue or problem? What did you set out to do?

The Practice Nurse workforce is ageing with almost one in five General Practice Nurses (GPNs) aged 55 and over (GP Taskforce, 2014). In 2009, Buchan & Seccombe warned that the challenge of replacing those who retire will become a progressively prominent issue over the next few years. Notably, The General Practice Forward View (2016) cannot be delivered without sufficient recruitment and workforce expansion. Historically, nursing students have little access to placement opportunities in Primary Care, therefore having limited appreciation of the role of the Practice Nurse and would not customarily consider Primary Care as an option after qualifying.

## What were the Key Outcomes?

- Three students on their Year 3 placement or final sign off placement have been employed as GPNs within Wigan CCG.
- Student Learning Outcomes have been mapped against Quality Outcomes Framework (QOF).
- Basic GPN competencies have been achieved while on placement in preparation for Practice Nurse interviews and employment.



## What did you do?

### What was the intervention or initiative?

In September 2015, Health Education England (HEE) working across the North West made accessible a substantial investment to develop placements for healthcare students in primary care with the aim of recruiting and retaining a future healthcare workforce in the general practice setting. This investment has led to the establishment of 15 Enhanced Training Practices (ETPs) to provide exposure and breadth of placement experience for healthcare students through a 'Hub' and 'Spoke' model approach. This model was adapted from a model used in Yorkshire and the Humber.

ETPs provide exposure and breadth of placement experience while also allowing general practice to address workforce shortages in primary care. They are a practice or group of practices accredited to provide undergraduate and postgraduate multi-professional training learning environments. As a Hub, the ETP takes the lead role in developing both sufficient capacity and quality of learning environments, whilst also creating a multi-professional learning organisation ethos. Each ETP has committed to accommodating a total of 80 learners incrementally over a three year period, through the development of high quality Spokes, otherwise known as associated hubs sufficient to accommodate 20 learners in year one, 40 in year two and 80 in year three. Associated hubs are affiliated providers of learning environments, recruited by the Hub and equally subject to eligibility and quality assurance criteria.

### What were the lessons learned?

The ETPs have moved the boundaries - instead of students spending time observing general practice on an ad hoc basis, students can now spend full placements in primary care.

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Students are assets, rather than a burden. Students gain extensive clinical skills which in turn give them the basic competencies practices would require when employing a new GPN.

The management infrastructure put in place by the ETP Coordinator is key to the success and sustainability of this development. The management arrangements and strong collaborative working ensure any associated hubs/spokes were fully informed and have ongoing support.

A full eWIN case study of this ETP is also available here:

[http://www.ewin.nhs.uk/tools\\_and\\_resources/newly-qualified-nurses-employed-primary-care-enhanced-training-practice-etp](http://www.ewin.nhs.uk/tools_and_resources/newly-qualified-nurses-employed-primary-care-enhanced-training-practice-etp)

## References

Buchan, J. and Seccombe, I. (2009). Difficult times, difficult choice: The UK nursing labour market review 2009. Royal College of Nursing.

GP Taskforce. (2014). Securing the future GP workforce delivering the mandate on GP expansion: GP Taskforce final report. Health Education England. [Online] [Accessed 3rd May 2017]

<https://www.hee.nhs.uk/sites/default/files/documents/GP-Taskforce-report.pdf>

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