



GUIDANCE FOR THE SUPPORT OF NEW FAMILY NURSE'S IN PRACTICE PRIOR TO COMMENCING FOUNDATIONS IN FNP PRACTICE

1.0 INTRODUCTION

This updated guidance document is provided in response to an emerging challenge in FNP practice. The challenge is that some FNP sites in Scotland are providing the FNP Programme whilst there are Family Nurse vacancies or anticipated vacancies.

This means that in practice the remaining team members are caring for an additional number of clients. If these vacancies emerge between FNP Education Cohorts, sites may consider recruiting to the post and consequently new Family Nurses would be implementing the programme prior to the FNP Education Programme.

If a decision is made to recruit out-with the FNP Education Programme, the following guidance is offered to support Supervisors and FNP teams in building capacity and capability to meet the client needs. As the Family Nurse Partnership Programme expands and integrates across Scottish Health and Social Care Partnerships, it is recognised that this may be an increasing experience.

A further consideration should be the additional responsibility and complex decision making required of the FNP Supervisor in supporting a new Family Nurse prior to the FNP Education Programme. The local FNP Advisory Board may be a useful forum to explore the challenges and opportunities afforded by a decision to recruit out-with the FNP Education Programme.

The national Job description for the role of the Family Nurse and the person specification will ensure that the new Family Nurse will come into the post with a skill set that can be built upon with a period of supported learning. The recruitment process in each employing organisation should be cognisant of their responsibility to employ individuals who have the qualifications and capability to deliver the Family Nurse Partnership programme and the components of the Universal Health Visiting Pathway following a period of education and learning.

The need to recruit out-with the Education Programme may present some risk to the quality of programme delivery and requires to be mindful of the corporate responsibilities to ensure individuals are safe to practice. However, there is also an opportunity for the new Family Nurse to gain experience in the capabilities required of the role before commencing formal learning.

1.1 NURSING AND MIDWIFERY COUNCIL

It may be helpful to read this document alongside the NMC Code of professional conduct¹ and the Learning Needs Assessment (LNA) which can be found on TURAS <https://turasdashboard.nes.nhs.scot/> to

¹NMC (2015) Professional standards of practice and behaviour for nurses and midwives. Available at <https://www.nmc.org.uk/standards/code/>



support the Supervisor in the allocation of specific duties to a new Family Nurse. The LNA states that “It is the overall responsibility of the FNP Supervisor to ensure that all nurses have the level of understanding and competence necessary to fulfil all aspects of the FNP programme”. However, each nurse also has the responsibility to ensure that they have the necessary skills and knowledge to take up the role.

The NMC code requires all registrants to practise effectively, preserve safety, prioritise people and in addition promote professionalism and trust.

It may be helpful for the Supervisor to reflect on specific parts of the code prior to allocating duties to the new Family Nurse. The joint assessment which forms part of this document will help the Supervisor “be accountable for your decisions to delegate tasks and duties to other people”.²

For the new Family Nurse, the use of this guidance will assist them in fulfilling the requirement to “complete the necessary training before carrying out a new role”.³

This guidance is not exhaustive, and the prior experience and capability of the new Family Nurse will influence the use of this document as well as any decision making around priorities and timescales.

1.2 COMPETENCY AND CAPABILITY

Within FNP we are familiar with the Family Nurse Capability and Proficiency Framework. Within this framework capability and proficiency are considered as part of a developmental continuum from capability to proficiency. Capability (or ability) describes the ability to apply knowledge, attitudes, beliefs and skills. Proficiency describes a high degree of ability, experience and expertise over time. A capability and proficiency framework will better capture the skills, knowledge, values and self efficacy required to be a Family Nurse. Family Nurses require to work in an environment that can be both dynamic and unpredictable.⁴

1.3 JOINT ASSESSMET OF CAPABILITY

The joint assessment of capability will be undertaken by the Family Nurse and Supervisor collaboratively within the protected supervisory relationship.

When completing this assessment please indicate the level of capability you agree as follows:

Indicate level 1 if the new Family Nurse has little or no **skills, knowledge, values and self efficacy** in the area described.

Indicate level 2 if the new Family Nurse has some **skills, knowledge, values and self efficacy** but will require further opportunity for learning and development in this area.

Indicate level 3 if the new Family Nurse has good **skills, knowledge, values and self efficacy** in this area.

²NMC (2015) Professional standards of practice and behaviour for nurses and midwives Part 11. Available at <https://www.nmc.org.uk/standards/code/>

³NMC (2015) Professional standards of practice and behaviour for nurses and midwives Part 13.5. Available at <https://www.nmc.org.uk/standards/code/>

⁴O’Connell, J., Gardner,G, Coyner, F. (2014) Beyond competencies: using a capability framework in developing practice standards for advanced practice nursing Journal of Advanced Nursing Vol.70 (12) pp2728-2735

The Family Nurse is required to provide evidence to support their joint assessment of capability. This evidence, in full, should be captured within their portfolio of evidence for purposes of NMC revalidation.

1.4 GOVERNANCE

The responsibility for the recruitment and employment of Family Nurses and Supervisors remain with the local NHS board and/or Local Authority. Local FNP Advisory Boards and clinical governance structures should therefore be invited to review and approve this guidance prior to its adoption by the FNP site.

2.0 CAPABILITY FRAMEWORK

A capability framework serves as an outline of what practitioners should be able to do in practice. In this document the capabilities incorporate several components:

- a performance component – identifies what people need to possess and what they need to achieve in the workplace.
- an ethical component – concerned with integrating knowledge of culture, values and social awareness into professional practice

- a component that emphasises reflective practice in action
- the capability to effectively implement evidence-based interventions in the changing context of health services
- a commitment to working with new models of professional practice and accepting responsibility for lifelong learning

The capability framework is set against the Four Pillars of Nursing Practice; Clinical Practice, Leadership, Facilitation of Learning as well as Evidence, Research and Development.⁵

⁵ NHS Scotland (2012) Advanced Nursing Practice Toolkit. Available at <http://www.advancedpractice.scot.nhs.uk/definitions/advanced-practice-as-a-level-of-practice.aspx>

2.1 ASSESSMENT OF CAPABILITY FRAMEWORK

Name of Family Nurse	Name of FNP Supervisor	Date commenced	Review date(s)

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Reflections of Supervisor

Reflections of Family Nurse

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Clinical Supervision			<p>Complete “My Supervision History”.</p> <p>Reflective discussion on Family Nurse’s supervision history.</p> <p>The following link provides e-learning entitled Midwifery Clinical Supervision. This learning is appropriate and useful for new Family Nurses.</p> <p>https://learn.nes.nhs.scot/Search/SearchResults?CreatorOrganisation=NHS%20Education%20for%20Scotland%20%28NES%29&searchterm=Supervision%20elearning%20module&page=1</p> <p>Develop supervision agreement for supervision in FNP Practice.</p>	

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Delivery of the components of the Universal Health Visiting pathway ⁶			<p>Local NHS Boards have local education programmes to support the delivery of the Universal Health Visiting Pathway which should be accessed if not previously completed. A link to the Universal Health Visiting Pathway is provided:</p> <p>https://www.gov.scot/publications/universal-health-visiting-pathway-scotland-pre-birth-pre-school/</p> <p>GIRFEC provides us with a clear framework to support child well-being. Read more about GIRFEC using the link below:</p> <p>www.gov.scot/Topics/People/Young-People/gettingitright http://www.knowledge.scot.nhs.uk/child-services.aspx</p>	

⁶Scottish Government (2015) Universal Health Visiting Pathway Edinburgh: Scottish Government

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Delivery of the components of the Universal Health Visiting pathway			<p>Child development e-learning programme: https://www.e-lfh.org.uk/programmes/healthy-child-programme/</p> <p>The role of the Named Person requires that an individual is capable of assessing speech, language and communication. The following is a link to a resource to support learning in this area: http://slctoolforhv.nes.digital/</p>	
Clinical Practice	Motivational Interviewing			<p>This module has been designed to communicate the latest knowledge and principles important to the practice of Motivational Interviewing. Prior to attendance at Foundations in FNP Practice new Family Nurses are asked to complete the two modules and assessment found on TURAS here.</p> <p>This education and learning will support their skills practice and education in the classroom.</p>	

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Clinical record keeping ⁷			<p>https://www.nmc.org.uk/employer-resource/local-investigation/guiding-principles/record-evidence-decisions/</p> <p>Guidance on utilising local clinical record keeping system.</p> <p>https://www.effectivepractitioner.nes.scot.nhs.uk/</p>	
Clinical Practice	Child Protection			<p>Organise meeting with local Child Protection Advisor and discuss expectations of tri-partite supervision.</p> <p>Review Core Competency framework for the protection of Children and organise appropriate education at level 3.</p> <p>https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/</p> <p>National Risk Assessment Toolkit</p> <p>www.gov.scot/Publications/2012/11/7143/0</p> <p>Assessment of Care</p> <p>https://www.glasgowchildprotection.org.uk/CHttpHandler.ashx?id=46203&p=0</p>	

⁷Nursing and Midwifery Council (2016) Record Keeping Guidance. NMC:London

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Adverse Childhood Experiences (ACEs)			<p>Explore the evidence regarding the impact of ACEs. http://www.healthscotland.scot/population-groups/</p> <p>Follow this with a reflective discussion to support assimilation to practice.</p>	
Clinical Practice	Infant Mental Health			<p>Supervisor should support the use of the following resources to explore and guide learning about the importance of attachment and responsive parenting.</p> <p>https://learn.nes.nhs.scot/10382/perinatal-and-infant-mental-health</p> <p>http://www.knowledge.scot.nhs.uk/maternalhealth/learning/maternal-mental-health.aspx</p> <p>Understanding Your Baby booklet</p> <p>The emotional Life of a Baby</p> <p>https://www.youtube.com/watch?v=TV775Dv3h6k</p> <p>https://www.circleofsecurityinternational.com/</p> <p>Dependant on background and base knowledge of the new Family Nurse, they may be interested in:</p> <p>https://www.futurelearn.com/courses/babies-in-mind</p>	

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Clinical Practice	Named Person			<p>Further information on the Children and Young People's Act (Scotland) 2014 is available at:</p> <p>https://www.gov.scot/policies/girfec/named-person/</p> <p>Local education and training should be accessed to ensure capability of the family nurse to carry out the duties of a named person as set out in statute.</p>	
Clinical Practice	Trauma and Violence Informed			<p>Family Nurses are working at a trauma enhanced level. The following links are all very useful and part of the National Trauma training Programme.</p> <p>https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/</p> <p>https://learn.nes.nhs.scot/37896/national-trauma-training-programme</p> <p>IPV</p> <p>http://www.healthscotland.scot/media/1166/brief-guide-to-intimate-partner-violence_5466.pdf</p> <p>Trauma informed</p> <p>https://learn.nes.nhs.scot/51118/women-children-young-people-and-families/one-out-of-four-learning-resource</p>	

				<p>National Trauma Training Programme</p> <p>https://www.nes.scot.nhs.uk/our-work/trauma-national-trauma-training-programme/</p> <p>Trauma in young people children and their families</p> <p>https://learn.nes.nhs.scot/16493/elearning-psychology/introduction-to-trauma-in-children-young-people-and-their-families</p>	
Clinical Practice	Learning Disabilities			<p>The following is a link to a practical and strategic guide to developing a supported approach for parents with learning disabilities.</p> <p>https://www.sclid.org.uk/publications/guide-to-supported-parenting/</p>	
Leadership	Strength based philosophy of practice			<p>Family Nurse to identify signature strengths utilizing www.viacharacter.org/</p> <p>Exploration of the subject of strength-based approaches in practice. ^{8, 9, 10}</p> <p>Reflective discussion on how strengths support us in undertaking our work within FNP and in modelling the behaviours expected of a Family Nurse.</p>	

⁸ McLean J (2011) Asset based approaches for health improvement: redressing the balance, Glasgow: Glasgow Centre for Population Health

⁹ Scottish Government (2010) Self-directed support: A national strategy for Scotland. A 10-year strategy for self-directed support in Scotland: Edinburgh. Scottish Government

¹⁰ Foot J and Hopkins T (2010) A glass half full: How an asset approach can improve community health and wellbeing, London: Improvement and Development Agency

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Leadership	History of Family Nurse Partnership			<p>Exploration of the development of the Family Nurse Partnership Programme evidence base.</p> <p>https://www.nursefamilypartnership.org/about/proven-results/</p> <p>Reflective discussion on the evidence base to support the new Family Nurse in modelling the behaviours expected of a Family Nurse.</p>	
Leadership	Community Intelligence			<p>Supervisor should guide the new Family Nurse to explore the referral pathways within the local community and build relationships with partner organisations.</p>	
Evidence, Research and Development	Use of data in FNP			<p>New Family Nurse should understand the importance of data protection within practice.</p> <p>https://learn.nes.nhs.scot/Search/SearchResults?searchterm=Data%20Protection%3A%20What%20You%20Need%20to%20Know&page=1</p> <p>Supervisor and data manager should support Family Nurse's learning about scheduling of data collection, reporting and analysis within the FNP programme and how this informs clinical practice.</p>	

Pillar of Nursing Practice	Specific area of practice	Joint assessment of capability (1-3 as above)	Evidence of capability	Suggested learning activities to support capability	Date capability assessed as level 3
Facilitation of learning	Learning Needs Assessment (LNA)			The Learning Needs assessment is completed following Foundations in FNP Practice. However, familiarisation with it prior to Foundations in FNP Practice will support learning. The LNA is available on TURAS Learn .	
Facilitation of learning	Family Nurse Capability and Proficiency Framework			As a senior nurse Family Nurses are expected to be able to apply the values, skills and knowledge gained through the FNP Education Programme with a level of capability, mastery and proficiency. To support reflection on and assessment of practice this framework offers examples of application for capability then mastery. https://learn.nes.nhs.scot/38617/family-nurse-partnership/education-programme/capability-and-proficiency-framework-competency/family-nurse-capability-and-proficiency-framework	

Your feedback on any content or omissions will be gratefully received by fnplearning@nes.scot.nhs.uk

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