North East
London
Training Hub

General Practice Assistant role: training in the workplace

This framework will guide you through an approach to developing and embedding a patient facing General Practice Assistant (GPA) role within your practice. It aims to support your understanding of roles and responsibilities for both the GPA and the mentor, the time commitment, and training.

Mission:

Prioritising GP time to operate at the top of their licence by introducing GPAs to support the smooth running of practices by handling routine administrative tasks and some basic clinical duties. The GPA will work with the direction of a GP, who has overall responsibility for providing medical care.

Programme objective:

- Develop knowledge and skills to practice safely and effectively as a GPA across all domains.
- Free up GP time to work at the top of their licence by removing administrative and some basic clinical tasks.

Objective of this framework:

This framework is aimed at GP practice leadership teams and seeks to provide an understanding of the training and mentoring to current and new staff and how it might look in your practice.

What is the General Practice Assistant role?

A GPA will support the GP(s) smooth running of clinics by performing the more routine administration and clinical tasks on behalf of the GP freeing up their time to focus on the patient.

What training is required and who will provide it?

A GPA is trained and supervised by the practice team and their learning is assessed by a qualified GP. To complete their learning, GPA must demonstrate their skills in five key areas, including basic clinical duties, administration, communication and record keeping.

The training runs for 6-9 months and is designed to regularly assess progress towards becoming a competent GPA. The timeframes are designed to be flexible to allow for clinical pressures for example from staff absences, sickness, GPs busy schedule etc. Learning occurs 1 day/week. This comprises:

- ½ day with mentor/GP/Secretary/HCA/Nurse/Practice manager/other colleagues. These sessions will guide all aspects of learning, and help to build and complete the portfolio
- ½ day uploading evidence into portfolio including reflection to assess competency.

This leads to the award of a certificate and a GPA accreditation.

A brief overview of the programme can be found here.

What will be required of a mentor?

A GP mentor will support their chosen colleague by providing educational and pastoral advice and support, direct learning, understanding and progress by providing feedback. Although these roles are not mutually exclusive, they will enable the mentor to create a constructive, supportive and educationally beneficial process that will feature:

- Provide unrivalled 1 to 1 learning and teaching that is work-based, and time protected
- Regular feedback sometimes immediately for example when you are observing a skill or a few days after your learner has completed a written component that you need to assess and then discuss
- Ways to direct and enhance learning
- Assessments both formative and summative

Each mentor/learner relationship is unique and dynamic, focusses on and meets the needs of both individuals, and complements and integrates with other methods and aspects of learning. Support for mentors is predominantly from your locality training hub lead. Subject to testing, Google Classroom will be accessible for use by mentors and GPA trainees for the collation of the required ePortfolios. More information and support for completing an e-Portfolio can be found in the Learning Guide, here.

This information, and more can be found in the Mentors Guide here.

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		KEY DOMAIN: CARE 13 CAPABILITIES TO COMPLETE		
Month 1	**Capabilities**	**Competencies (Refer to GPA Competency Framework)**	**Suggested training programme**	**Assessed by/date**
Week 1	1. Understand the application of person-centred approaches in health and social care but specifically in general practice. 2. Be able to work in a person-centred way 3. Be able to promote individual's well-being	1.1, 1.2 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4	Complete the Care Certificate assessments on the ELFH e-learning modules. Record activities and reflection to ePortfolio	___/___/___
Week 2	4. Understand the role of risk assessment in enabling a person-centred approach	4.1, 4.2, 4.3, 5.1, 5.2, 5.3 6.1, 6.2, 6.3	Complete the Care Certificate assessments on the ELFH e-learning modules. Record activities and reflection to ePortfolio	

	5. Be able to support the implementation of care plans	7.1, 7.2, 7.3, 7.4, 7.5	
	6. Be able to monitor a care plan		___/___/___
	7. Be able to facilitate a review of care plans and their implementation		
Week 3	8. Understand roles and responsibilities in the prevention and control of infections	8.1, 8.2	Complete the Care Certificate assessments on the ELFH e-learning modules.

Record activities and reflection to ePortfolio |
	9. Understand legislation and policies relating to prevention and control of infections	9.1, 9.2	
	10. Understand systems and procedures relating to the prevention and control of infections	10.1, 10.2	
	11. Understand the importance of risk	11.1, 11.2, 11.3	___/___/___

	assessment in relation to the prevention and control of infections			
Week 4	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. 13. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	12.1, 12.2, 12.3 13.1, 13.2, 13.3	Complete the Care Certificate assessments on the ELFH e-learning modules. Record activities and reflection to ePortfolio	___/___/___

Care certificate suggested in person learning support:

Below are some suggestions to support the e-learning. These are not a part of the training framework capabilities, however are suggested to support the trainees learning in a more practical, hands on way to ensure they get the most out of the training.

The 15 standards in the Care Certificate are:

1. Understand your role:

   Use the SWOT analysis (strengths, weakness, opportunities, threat) with mentor. This will support you to work together to understand what the plan is, who is available to support the mentee within the practice during their training and agree on what both the mentor and trainer expectations are.

2. Your personal development:

   Discussion on how the trainee's role will change and how members of the practice will make that happen.

3. Duty of care:

   Understanding and applying the duty of care and how it has developed.

4. Equality and diversity:

   Understand what this means and what the challenges will be. Suggestion to look at the NEL Training Hub Deprivation webinar.

5. Work in a person-centred way:

Using the personalised care agenda, try motivational interviewing using a scenario on a chronic disease.

6. Communication:

   Demonstration of effective communication with patients through face to face or over the phone discussions as appropriate.

7. Privacy and dignity:

   Do some chaperoning, demonstrate inside the curtain/outside the curtain behaviour.

8. Fluids and nutrition

   Consider how food and nutrition works in care plans,

9. Awareness of mental health, dementia and learning disability

   Discussion on practice policy in supporting mental health issues, when to report any issues and any external supports that may be available.

10. Safeguarding adults:

    Consider what is the practice policy, who does the reports, what's the format, what do they look at, what's prioritised.

11. Safeguarding Children:

    Consider what is the practice policy, who does the reports, what's the format, what do they look at, what's prioritised.

12. Basic Life Support

   Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines.

13. Health and Safety

   Consider what is the practice policy, and how to report any health and safety risks/issues.

14. Handling information

   Demonstrate maintaining up to date records, storing and sharing information in line with Practice procedure.

15. Infection prevention and control:

   Review an infection prevention and control audit and try completing a new one.

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	KEY DOMAIN: ADMINISTRATION 7 CAPABILITIES TO COMPLETE			
Month 2	**Capabilities**	**Competencies**	**Suggested training programme**	**Assessed by/date**
Week 1	1. Understand requirements for handling information in health and social care settings 2. Be able to implement good practice in handling information	1.1 - 1.2 2.1 - 2.5	Handling Information e-Learning (part of care certificate) In person learning – in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 2	3. Know ways to support individuals to access information on services and facilities	3.1 - 3.5	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 3	4. Be able to work with individuals to select and obtain information on services and facilities 5. Be able to work with individuals to access and use information about services and facilities	4.1 - 4.3 5.1 - 5.4	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___

Week 4	6. Familiarisation with hospital, out of hours and other communications, and key information to be extracted	6.1 - 6.6	[Introduction to Administrative Triage](#) In person learning – in line with practice procedure	
	7. Be able to support the GP to complete common administrative tasks	7.1 – 7.6	Record activities and reflection to ePortfolio	___/___/___
KEY DOMAIN: CLINICAL **22 CAPABILITIES TO COMPLETE**				
Month 3	**Capabilities**	**Competencies**	**Suggested training programme**	**Assessed by/date**
Week 1	1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens 2. Understand how to prepare and manage environments and resources for use during healthcare activities	1.1 – 1.2 2.1 -2.4 3.1 – 3.9	A completed Care Certificate will cover some competencies Access to relevant HCA training programme dates to be made available via Locality Training Hub Record activities and reflection to ePortfolio	___/___/___

	3. Preparing environments, medical equipment, devices and resources for use during healthcare activities			
Week 2	4. Be able to ensure that environments and resources are ready for their next intended use 5. Be able to prepare individuals to undergo healthcare activities 6. Be able to support individuals undergoing healthcare activities	4.1 – 4.8 5.1 – 5.9 6.1 – 6.6	Chaperones and consent In person learning – in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 3	7. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections including COVID-19 8. Understand the importance of good personal hygiene in the prevention and control of infections	7.1 – 7.8 8.1 – 8.6 9.1 – 9.6	A completed Care Certificate will complete some competencies. In person learning – in line with practice procedure Record activities and reflection to ePortfolio	

	9. Understand the causes of infection 10. Understand the transmission of infection	10.1 – 10.5		___/___/___
Week 4	11. Be able to establish consent when providing care or support to a patient	11.1 – 11.3	[Consent and Refusal by Adults with capacity](#) Record activities and reflection to ePortfolio	___/___/___
Month 4	**Capabilities**	**Competencies**	**Suggested training programme**	**Assessed by/date**
Week 1	12. Understand the processes involved in obtaining and testing specimens from individuals 13. Preparing to obtain specimens from individuals 14. Obtaining specimens from individuals	12.1 – 12.3 13.1 – 13.5 14.1 – 14.6	In person training - suggested nurse support for teaching Record activities and reflection to ePortfolio	___/___/___

Week			
Week 2	15. Testing specimens from individuals	15.1 – 15.2	
	16. Be able to report on the outcomes on the test of specimens to the GP and patient	16.1 – 16.4	In person learning - in line with practice procedure
	17. Understand the anatomy and physiology relating to obtaining venous blood samples	17.1 – 17.3	Record activities and reflection to ePortfolio ___/___/___
Week 3	18. Preparing to obtain venous blood samples	18.1 – 18.4	In person learning – suggest nurse support for teaching.
	19. Obtaining venous blood samples	19.1 – 19.7	Contact locality training hub for available training dates if needed.
	20. Be able to prepare venous blood samples for transportation	20.1	Record activities and reflection to ePortfolio ___/___/___
Week 4	21. Common examination procedures. Give examples of your delivery of the following	21.1 – 21.12	In person learning - in line with practice procedure
	22. Significant events and incident reporting	22.1	Record activities and reflection to ePortfolio ___/___/___

	KEY DOMAIN: COMMUNICATION 9 CAPABILITIES TO COMPLETE			
Month 5	**Capabilities**	**Competencies**	**Suggested training programme**	**Assessed by/date**
Week 1	1. Consultation modalities 2. The basic consultation 3. Common key lines of enquiry	1.1 – 1.6 2.1 – 2.9 3.1 – 3.7	Core consultation skills Record activities and reflection to ePortfolio	___/___/___
Week 2	4. Be able to implement and promote active participation 5. Be able to support the individual's right to make choices	4.1 – 4.4 5.1 – 5.3	In person learning – in line with practice procedure Core consultation skills Record activities and reflection to ePortfolio	___/___/___
Week 3	6. Demonstrate the use of resources to support communication 7. Consultation skills	6.1 – 6.9 7.1 – 7.2	Core consultation skills	___/___/___
Week 4	8. Practice communication 9. Complaints	8.1 – 8.5 9.1	In person learning - confirm your familiarisation with your practices complaints policy and system. Record activities and reflection to ePortfolio	___/___/___

	KEY DOMAIN: MANAGING HEALTH RECORDS 7 CAPABILITIES TO COMPLETE			
Month 6	**Capabilities**	**Competencies**	**Suggested training programme**	**Assessed by/date**
Week 1	1. Be able to utilise GP clinical records to gain and add appropriate information. 2. Summarisation	1.1 – 1.5 2.1 – 2.3	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 2	3. Recording patient encounters 4. Harvesting information from letters	3.1 – 3.4 4.1 – 4.5	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 3	5. Understanding drug history 6. Obtaining results of common tests on behalf of GP	5.1 – 5.2 6.1 – 6.4	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___
Week 4	7. Be able to navigate the population manager facility within the clinical system to	7.1 – 7.3	In person learning - in line with practice procedure Record activities and reflection to ePortfolio	___/___/___

	support chronic disease management.			

Sources

All information provided in this framework has been sourced from documents on E-Learning for Health, under General Practice Assistant, or find it [here](#).

Key documents include:

[Accredited Training Programme Overview](#)

[GPA Learners Guide](#)

[Mentor Guide](#)

[Frequently Asked Questions](#)

[General Practice Assistant (GPA) Competency Framework](#)