The Nursing Framework at

The Hillingdon Hospitals NHS Foundation Trust
A step-by-step guide for Nurses and Healthcare Assistants

1. Introduction

Your career at The Hillingdon Hospitals NHS Foundation Trust matters to us.

We recognise the valuable contribution of all staff in the delivery of high quality healthcare for our patients and their families. We believe that providing the appropriate training and development for our staff is essential in achieving this. We also recognise that nursing today requires an intricate interplay between fundamental care and high level technical competence, bio-medical knowledge and decision-making skills, and the ability to develop therapeutic relationships based on compassion and holistic and intelligent care.

In examining development pathways for registered and unregistered clinical staff we have referred to best practice frameworks to ensure that we invest effectively in our whole nursing and clinical support workforce; this will support us in maximising capacity, to provide flexible and robust opportunities to progress careers, including, and if appropriate, into pre-registration nursing programmes.

The Trust supports the ‘Modernising Nursing Careers’ programme which aims to enable nurses to contribute towards the changing healthcare environment in a flexible and innovative way. We wish to support nurses so that they can be increasingly independent and innovative, so that they can exercise higher levels of decision-making and have the ability to assess and apply evidence-based care safely.

We will ensure that nurses are equipped with the right skills and capabilities, creating a more flexible and competent workforce for the Trust. We are fully committed in supporting newly registered nurses during their Preceptorship period so that they can develop their confidence as nursing professionals, refine their skills, values and behaviours and continue their journey of life-long learning. The Trust has utilised the Department of Health Preceptorship Framework for Nursing to support a structured programme of Preceptorship; this will ensure consistency across the organisation, reduce variability in practice and ensure the delivery of high quality care; it will also facilitate smooth transition from student to autonomous professional.

This handbook is designed to give you a clear and practical guide to your development opportunities and to support your career development pathway in the Trust. It illustrates our work to attract staff to the Trust and explains the development programmes we have introduced for healthcare assistants, newly qualified nurses and experienced staff.

We hope you find this handbook useful and we look forward to seeing your progression within this organisation.
2. Jobs website

The Trust has developed a nursing, midwifery and health care assistant recruitment website in response to the demand for easily accessible information for nurses and midwives who are interested in coming to work at The Hillingdon Hospitals NHS Foundation Trust.

The website can be accessed via https://www.jobs.nhs.uk/

Lead Nurses can be contacted directly by email so that potential new recruits can gain accurate information about those clinical areas they are interested in. There are also details of job opportunities throughout the Trust (via NHS Jobs link) and training and development information.

Sources:

1 DoH (2010) Widening Participation in Pre-Registration Nursing Programmes
2 DoH (2008) Framing the Nursing and Midwifery Contribution- driving up the quality of care
3 DoH (2007) Confidence in Caring - A Framework for Best Practice
5 DoH (2006) Modernising Nursing Careers: setting the direction
3. Preceptorship and Transition Programme for Newly Qualified

The Professional Development Pathway for newly or recently registered nurses and nurses who have previously worked in nursing homes has been designed to meet the professional development needs within the Trust. This post-registration, educationally led pathway, contributes to the national emphasis on workforce planning and quality of service delivery. The programme aims to help make the transition of staff from Student to Staff Nurse as easy as possible to support their learning and development needs.

The pathway is 12-18 months based on the NHS KSF Foundation Gateway. The purpose of the Foundation Gateway is to check that individuals can meet the basic demands of their post (DoH 2004). In Hillingdon, the pathway period time 12 months. Staff can then move on to Band 5 – Beyond Preceptorship competencies and depending on their progress. We believe this is deemed appropriate to allow opportunity to test-out, consolidate and have verified a measurable level of competence required of a Band-5 registered nurse.

3.1 The Structure

**The Preceptorship will evolve around 3 main components:**

*Introduction and Orientation to the Clinical Area*

This component entails staff being introduced to the:

- Ward/Department area, i.e. colleagues and multi-disciplinary team
- Clinical area routine, i.e. day to day activities
- Ward/Department layout, i.e. fire exit, equipment storage, patient’s bed area/section

*Support and supervision in the Clinical Area*

Preceptor and Preceptee will discuss the Support Network Plan, i.e. who will be supporting in place of absence of Preceptor.

*Development of Skills*

- Skills achieved in training/ previous experience from nursing home care setting.
- Skills essential and required in the Clinical Area
3.2 The Pathway

**PATHWAY**

**PRELIMINARY INTERVIEW (1ST Week)**
- Personal learning outcomes/opportunities
- Agree Support Network and mechanisms
- Training needs analysis (Learning Agreement of essential knowledge and skills to be completed)

**ONGOING DISCUSSION & REVIEWS**
(between Preceptor and Preceptee within 3-6 months)
Reflection and a review of progress (Self-Assessment)
Identification of learning and development

**INTERMEDIATE INTERVIEW (within 6-9 months)**
Review meeting with Preceptor
“What I have done so far?”
Progress with the programme, clinical skills, specific skills in the clinical area

**ONGOING DISCUSSIONS (within 9-11 months)**
Review progress
Evidence of essential skills completed as per agreement
Re-evaluate Learning Contract, i.e. StaM training, skills training competencies completed
Plan for staff to progress to attending external courses, i.e. Tissue Viability, Stroke, Diabetes

**FINAL INTERVIEW (within 12 months, in line with the PDR process)**
Assess evidence of learning, i.e. reflections and self assessment which can be used as evidence for the NMC Revalidation requirement, i.e. CPD, Reflective Account
Plan for Nursing Career Framework “Beyond Preceptorship-Band 5”
3.3 The Framework

Following on from the **NEW Starters Programme**, staff will attend the role specific **Nurse Induction**. The newly qualified staff nurse and staff nurses who previously worked in nursing home will be given competency workbook. A sample of the Learning and Development framework is shown below. It will be up to the decision of their respective Line Manager and the clinical area’s training needs analysis.

![Diagram showing the Nurse Induction process](image-url)
The chart shown above is only a **suggested framework** of the Preceptorship Programme. Individual development needs will be identified with the preceptor, in accordance with the clinical area. The external courses will also be established during the preceptorship period. A list of Clinical Skills Training must be booked via ESR Learning and must be confirmed and agreed by their Line Manager as an approval of the study day.

**In-house (Internal) Training**

**Clinical Skills Training**

- Drug Calculation Workshop
- Drug Calculation Test
- IV Study Day
- Peripheral Cannulation and Intraosseous Training
- Venepuncture for Nurses
- Interpreting Blood Results
- Male Catheterisation and Care
- Nasogastric Tube Insertion (Classroom and Bespoke Sessions)
- Medicines Management
- Accountability and Safety – including Good Record Keeping and Venous Thromboembolism (VtE)
Personal Development

- Neurolinguistic Programming (NLP)
- Preparing your Portfolio for Revalidation

External Courses:

Study Leave Policy: It is a requirement that all staff are up-to-date, or booked to attend their statutory, mandatory and trust mandatory training before accessing other learning and development activity. Any applicant who does not meet the criteria will have their request rejected and their application form returned.

3.4 Medicines Administration and Management – core competency at Band 5

The Medicines Management Framework has been designed to:

- Assess and help develop your competence in the knowledge and administration of medicines
- Improve the safety of the administration of medicines by nurses

The framework utilises the ‘Medicines Management Competency Workbook’ and the ‘Intravenous Drug Administration Competency Workbook’ to ensure that all nurses in the Trust are knowledgeable, competent and confident in medicines management.

For intravenous drug administration the practice assessment section is for use in clinical settings and can only be commenced after you achieve a 100% pass mark in the Drug Calculation Test.

The different elements included in the assessment of Medicines Management and Administration competency are:

- Professional aspects
- Relationships with other professionals
- Medicines management – dispensing, supply and storage; prescriptions; administration; TTOs and discharge; patients’ own drugs; self-medication
- Management of anaphylaxis
The Nurse Education Programme

- Practical aspects of intravenous drug administration

Staff should always make reference to the relevant Trust policy via the staff Intranet: Policy for the Prescribing, Administration and Control of Drugs and Intravenous Drug Administration policy.

4. Taking your skills to another level – ‘Beyond Preceptorship’

4.1 Band 5 Advanced Competencies

By the time you reach the Second Gateway of Band 5, all nurses are expected to have achieved the 12 month Preceptorship programme. It is also expected that you will have moved on to achieving more advanced competencies which will also be the starting point for Band 6 (See Figure 1).

The programme of competencies aims to ensure that nurses can develop their clinical and frontline managerial skills further. It also assists staff to achieve the Second Gateway for their Agenda for Change Band 5 and the Foundation Gateway for Band 6.

The programme for achieving more advanced skills can only be accessed once you have demonstrated that you have achieved the mandatory clinical core competencies required by the Trust and your clinical area. Nurses are expected to complete more advanced competencies within their clinical workplace. Health Care Practice Award Framework modules (for Diplomats) and Level 7 modules (First degree) can also be accessed at this stage.

4.2 Band 6 Competencies and the Intermediate Development Programme

Band 6 nurses will be expected to work through this competency programme to develop their clinical, leadership and management skills further. The programme consists of core managerial competencies and also provides a flexible template, utilising the KSF so Education Nurses and Ward Sisters / Charge Nurses or department managers can adapt it to the local environment; there is also a focus on achieving ongoing specialist degree and Masters level education. It incorporates fundamental competencies, such as updating mentorship skills and knowledge, to more advanced management competencies and is a tool for progression from the Band 6 Foundation Gateway to the Second.
4.3 Gateway and through the Agenda for Change pay bands.

The programme includes 3 key components:

- Attendance at relevant clinical management and leadership study days
- Completion of the competency document to assess and develop practical clinical leadership skills
- At the end of the programme, the nurse is required to submit a practice portfolio relating to their development as a team leader and clinical leader – the competencies set are based on dimensions from the KSF.

The Trust’s Learning and Development department offers development opportunities for staff at Band 6 / 7 with regard to management and leadership programmes, such as the ‘Inspired to Lead’ programme, which has been accredited by the Institute of Leadership and Management for the Level 3 Award in Management. The Trust also provides a programme for newly appointed managers (NAM programme) to equip staff with the financial, organisational, educational and team building skills to immediately be effective in their new role. These courses provide the Intermediate Development Programme for Band 6 and Band 7 nursing staff in order for them to progress along the career development pathway (see Appendix 1). There are also degree pathway leadership and management modules.

Consideration as to which programme is most suitable to access should be undertaken with your mentor/line manager as part of your Personal Development Plan (PDP).

N.B. Funding for specialist degree and Masters level education will be determined on an individual basis dependent on the need and job role. Staff should not assume that the cost of any course will be funded by the Trust; this will be discussed with the line manager and the Nurse Education Lead. Please refer to the Trust’s Study Leave policy.
4.4 Band 7 Competencies: Leadership and Management “Working with Others”

Band 7 nurses will be expected to undertake advanced leadership and management competencies based on the NHS Leadership Qualities Framework. A competency document will be completed and relevant management and leadership study days will need to be accessed. The Health Care Practice Award Framework modules can also be accessed at this stage to support educational development and ongoing specialist degree and Masters level education. Should a Band 7 nurse need to attend the Intermediate Development Programme (Band 6 competency framework) then this should be achieved before moving through the Foundation Gateway on the Agenda for Change band.

Key competencies for a Band 7 role include:

- self-direction
- good time management
- leadership skills
- to be able to work autonomously and in a team, self-development and developing others, working closely and co-operatively in a MDT, developing knowledge in their area/specialty.

4.5 Specialist Nurses

When nurses are planning their careers they need to consider how much general experience they might require before entering a specialist area of practice. Then they must decide if there are relevant specialist courses and what they should undertake in terms of further development. It must be realized that although courses are important and have their place, reflection on what has been learnt from completing them and using new knowledge in one’s daily clinical practice is vital.

Specialist nurses embarking upon a specialist route need to be motivated to develop themselves and optimize the opportunities that they encounter, also to use their experience to integrate knowledge and skills. These develop confidence and enhance assertiveness skills, which specialist nurses must utilise to appropriately challenge MDT members in order to ensure safe and appropriate care for the patients and relatives that they encounter, particularly those who may be vulnerable and have safeguarding issues. They will also begin to contribute to audit and research within their specialty, commencing at a local level and
hopefully progressing to a regional level. However, some specialist nurses and midwives contribute at a national and/or international level.

4.6 Band 8a competencies: Advance Leadership and Management “Motivating Others”

Band 8a nurses will be expected to have undertaken and gained experience in advanced leadership and management competencies based on the NHS Leadership Qualities framework and to be able to demonstrate their expertise. They should be experts within their speciality using researched evidence based knowledge to write and implement standards of care to gain assurances that high quality care is delivered to patients. They should promote a positive patient experience, safeguarding patients with a particular focus on vulnerable people whilst ensuring that all patients receive care in a safe, clean and appropriate environment. A research module at degree or masters level is desirable. With the changes in nurse education Band 8a type posts would be encouraged to consider achieving a Master’s Degree level of education.

Band 8a Matrons must be able to demonstrate how they are implementing the ten key components of the Matrons role.

4.7 Band 8b/c

The consultant nurse/midwife role builds upon many of the attributes of the specialist nurse or midwife. They will also normally have experience in teaching in a university environment and teaching members of the MDT. Their leadership skills are more developed. They will have experience of working on guidelines, protocols, policies and strategies at a Trust level and often progress to regional, national and international level. They contribute to the body of knowledge in their specialty.

Within their working week they will spend 50% of their time clinically engaging with patients, in various formats, and as experts directly guide other staff in patient and relative management within the specialty.
5 The NMC Revalidation

What is revalidation?

Revalidation is a process that all nurses and midwives will need to engage with to demonstrate that they are fit to practise throughout their career.

All nurses and midwives are currently required to renew their registration every three years. Revalidation will strengthen the renewal process by increasing professionalism and introducing new requirements that focus on:

- Up-to-date practice and professional development;
- reflection on the professional standards of practice and behaviour as set out in the Code;
- engagement in professional discussions with other registered nurses or midwives.

Revalidation is not about addressing bad practice amongst a small number of nurses and midwives. It’s about promoting good practice across the whole population of nurses and midwives.

When revalidation is introduced it will replace the existing Prep requirements and the notification of practice form.

Why are we introducing revalidation?

The purpose of revalidation is to improve public protection by making sure that nurses and midwives continue to be fit to practise throughout their career.

Our registrants need to stay up to date in their professional practice, develop new skills, keep up to date on standards and understand the changing needs of the public they serve and fellow healthcare professionals with whom they work.

Revalidation will give greater confidence to the public, employers and fellow professionals that nurses and midwives are up to date with their practice.
Who will need to revalidate?

All nurses and midwives will need to revalidate at the point of the renewal of their registration in order to remain on the NMC register.

When will revalidation start?

In October 2015, our Council is expected to give the go-ahead to launch revalidation. From this point, nurses and midwives will need to familiarise themselves with the revalidation requirements and start to develop their portfolio.

Revalidation will build on the requirements that nurses and midwives already need to meet. However, we want to provide a fair and reasonable amount of time for nurses and midwives to familiarise themselves with the revalidation requirements and prepare for their revalidation. We are proposing that the first nurses and midwives to revalidate will be those with a renewal date in April 2016.

Contact

For any comments or queries regarding revalidation, please contact revalidation@nmc-uk.org
6 Health Care Assistant’s Education and Training Pathway

Following on from the Francis report and the Cavendish review, the Induction Care Certificate has been successfully piloted within the trust for both new starters and current healthcare assistants. It is now being rolled out nationally; the Care Quality Commission will expect every healthcare assistant to have the care certificate as part of the induction process and have deemed it to be best practice. All healthcare assistants that have started in the trust since August have had their care certificate induction; this involves a two day induction following on from the corporate induction. This covers the 15 standards of the care certificate, there are also role specific topics that are covered, including; physiological observations, personal care and the patient with pain. The healthcare assistant then has a workbook to complete in practice to ensure that they are providing high quality, compassionate patient care.

15 standards of the care certificate

1) Understand your role
2) Your personal development
3) Duty of care
4) Equality and diversity
5) Work in a patient centred way
6) Communication
7) Privacy and dignity
8) Fluids and nutrition
9) Awareness of mental health, dementia and learning disabilities
10) Safeguarding adults
11) Safeguarding children
12) Basic life support
13) Health and safety
14) Handling information
15) Infection prevention and control
If a current healthcare assistant that started prior to August 2014 would like to achieve their care certificate there is a much shorter alternative course. Get in touch with the nurse education team to arrange an overview of the care certificate, Francis report and the importance of whistleblowing and raising concerns.

In 2015 there will be a pathway for healthcare assistants (Appendix 1) who would like to develop themselves within their role. At the end of the course the healthcare assistant will achieve a level 2 QCF or intermediate apprenticeship. There will be three cohorts per year and it will be available to apply for via ESR. The Higher Care Certificate will begin in summer 2015 and there will be an option to make this an advanced apprenticeship with QCF level 3 if required. Another course which is in early development is the progressive care certificate; this course is aimed at bridging the gap between level 3 QCF and Level 6 nursing degree programme. It will provide the healthcare assistant with interview skills, reflective practice and focuses on the academic requirements of a career in nursing. Ultimately the pathway will help the healthcare to progress academically but essentially they will be able to deliver highly skilled, compassionate care to the patients.

6.1 The Foundation Degree

The Trust is working with local education providers7 to provide a Foundation Degree to those healthcare assistants who meet the criteria for entry (NVQ 3 or equivalent). This is a work-based programme of education and supports enhanced knowledge and skills at a support worker level. This may be accessible to individuals to support them in their career development pathway to prepare them for Assistant Practitioner (Band 4) type roles or as a bridge to access First Degree education. The requirement for this level of education would be based on the role and needs of the service area.

Access to this programme would need to be agreed by your line manager and a process of interview would be undertaken by the Trust and the relevant education provider.

6.2 Healthcare Assistants – secondment opportunities

HCAs can apply for a secondment to undertake full-time nursing/midwifery training at Buckinghamshire New University.
Staff who wish to apply must:

- Have the support of their line manager or head of department
- Meet the educational requirements for nursing / midwifery training
- Meet criteria for application as a UK resident and have ‘definite leave to remain’ status

Make a formal application to the Lead Nurse for Education and Bands 1-4 Training to be followed by a pre-interview with Trust staff and then followed by an interview with representatives from the education provider.

There are limited secondments available and the co-ordination of these is undertaken by the Lead Nurse for Education and Bands 1-4 Training. Decisions will be based on length of service with the Trust.

6.3 Career Pathway in Nursing

For any information about your career pathway please do not hesitate to arrange a meeting with the Nurse Education Team:

Contact details:

**Helen Bodlak**
Lead Nurse for Education and Bands 1-4 workforce Development
Email: [Helen.bodlak@thh.nhs.uk](mailto:Helen.bodlak@thh.nhs.uk)

**Ana-Mariela Gutierrez**
Practice Educator – Clinical Skills
Email: [Ana.gutierrez@thh.nhs.uk](mailto:Ana.gutierrez@thh.nhs.uk)

**Catherine Hazleton**
Practice Educator – Bands 1-4 Training
Email: [Catherine.hazleton@thh.nhs.uk](mailto:Catherine.hazleton@thh.nhs.uk)
What is a portfolio?

A portfolio is a personalized collection of materials. Portfolios are often identified with people in the arts (photography, design, etc.) and conjure up images of large black cases or binders with samples of work. They are now widely used in many other fields.

A portfolio is:

• A reflection of you as a professional
• A record of your professional development
• Proof of performance on the job or in class
• What you have accomplished (i.e., tangible evidence)
• Evidence of your learning new skills
• Paper-, computer-, or web-based

Preparing a Portfolio

Why create a portfolio?

Portfolios can be used for a variety of purposes. This guide focuses on creating portfolios that are used to:

• Market your capabilities in job interviews
• Negotiate promotions and raises
• Apply for bonuses, scholarships, or grants
• Document the quality and quantity of your professional development
• Demonstrate prior work or learning experiences for educational credit

Regardless of purpose, portfolios document skills and accomplishments through examples of work.
What’s included in a portfolio?

Items found in most portfolios include:

- Your CV (ask a career advisor for information on CV preparation)
- Transcripts
- Evidence of professional affiliations
- Licenses or certifications – NMP PIN, Care Certificate
- Letters of reference
- Evidence of specific skills (e.g., public speaking, leadership, and writing)
- Work samples (e.g. projects, items produced on attended training, seminar, courses or co-op experiences)

Depending upon your profession, specific items can be added to provide an accurate representation of your knowledge and abilities. As you can imagine, your portfolio can become quite a large collection of items. During an interview it would be impossible and unwise to go through every item with an employer. A better strategy is to select items from your portfolio to be included in a smaller interview portfolio. This portfolio can be presented during an interview to add evidence of important knowledge or skills you possess that are relevant to the position or promotion at hand. Take your cues from the interviewer in regards to an appropriate time to share items from your portfolio.

Benefits of interview portfolios

Interview portfolios should include the best examples of your skills and abilities from your professional portfolio that are particularly relevant to the position you are seeking. When you customise your interview portfolio to the requirements of the specific job, it demonstrates that you’ve done your homework and understand the characteristics the employer is seeking (Kimeldorf, 1997).

Developing a portfolio helps you prepare for interviews by allowing you to think critically about your life experiences and accomplishments. When preparing for an interview, this process will enable you to highlight specific experiences that led to the development of valuable workplace skills. In addition, preparing a portfolio allows you to see how well your qualifications match those of the position for which you are applying.

When developing a portfolio, it is important to identify skills and work samples that best highlight the skills needed for the specific job you are seeking. You may consider having
targeted portfolios for different types of jobs. When reflecting on your skills related to a specific job, you may find skills that need improvement. By clearly defining the skills you need to improve, you are better able to discuss your goals and their match with the goals of the organisation with whom you are interviewing (JIST, 2003).

Having your portfolio in the interview offers many benefits. The contents of your portfolio demonstrate your experience, skills, and abilities in a visual way. In addition, it can help your application stand out to employers.

**Making an interview portfolio**

To make an interview portfolio:

- Put items in loose-leaf binder
- Use sheet protectors
- Use copies (keep a master copy of all items)
- Use index tabs and/or title pages to divide sections
- Maintain a manageable size, ideally 5-10 pages
- Omit page numbers to make it easier to add and move items around
- Use consistent headings and placement of items
- Put sections together according to what the employer is looking for (job description)
- Proofread to make sure it is error free

Ensure that your interview portfolio:

- Looks professional
- Reflects your actual skills
- Is occupationally focused
- Is easy to update
- Is easy for the employer to quickly review
- Can stand alone without explanation
• Supports information presented in your resume

**Creating electronic portfolios**

Electronic portfolios use interactive multimedia to increase the range and type of materials that can be included as evidence of learning. They take full advantage of the advanced capacity of desktop computers to include text, graphics, animation, sound and video (Pack, 1998). One day, employers may require applicants to submit electronic portfolios.

In his book Portfolio Power, Kimeldorf explains the intricacies of this process and provides a few tips on creating these types of portfolios (1997).

When developing electronic portfolios, remember to:

• Update your electronic portfolio frequently

Include only relevant work samples arranged to highlight your best skills

• Keep your portfolio concise, neat, and honest

Do not:

• Put your picture in your portfolio (reduces employment law issues)

• Use flashy text, icons, or sound (unless needed)

• Include work samples that are difficult to load (Dixon, 1998; JIST, 2003)

You can develop an electronic portfolio on your own by designing a website. The advantage to developing your own is that you have the greatest amount of creativity. A possible disadvantage is the need for web design skills.

For Royal college of Nursing (RCN) members, they can access and create their ePortfolio through this link [https://www.rcn.org.uk/development/learning/learningzone](https://www.rcn.org.uk/development/learning/learningzone)

**Sources:**


Simmons, A and Lumsden, J (2013) Preparing a Portfolio
### NMC Revalidation

#### Appendix 1

<table>
<thead>
<tr>
<th>Revalidation</th>
<th>Revalidation requirements</th>
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<tbody>
<tr>
<td>Practice hours</td>
<td>You must practise a minimum of 450 hours (900 hours for those with dual registration) over the three years prior to the renewal of your registration.</td>
</tr>
<tr>
<td>Continuing professional development</td>
<td>You must undertake 35 hours of continuing professional development (CPD) relevant to your scope of practice as a nurse or midwife, over the three years prior to the renewal of your registration. 20 hours of CPD must be through participatory learning.</td>
</tr>
<tr>
<td>Practice-related feedback</td>
<td>You must obtain five pieces of practice-related feedback over the three years prior to the renewal of your registration.</td>
</tr>
<tr>
<td>Written reflective accounts</td>
<td>You must prepare five written reflective accounts on what you learnt from your CPD, practice-related feedback or an event or experience in your practice, and explain how this is relevant to the Code.</td>
</tr>
<tr>
<td>Reflective discussion</td>
<td>You must discuss these reflective accounts with another NMC-registered nurse or midwife as part of a reflective discussion.</td>
</tr>
<tr>
<td>Health and character</td>
<td>You must provide a health and character declaration, including declaring any cautions or convictions.</td>
</tr>
<tr>
<td>Professional indemnity arrangement</td>
<td>You must declare that you have, or will have when practising, appropriate cover under an indemnity arrangement.</td>
</tr>
<tr>
<td>Confirmation</td>
<td>You will need to demonstrate to an appropriate person that you have met the revalidation requirements.</td>
</tr>
<tr>
<td>Keeping a portfolio</td>
<td>We strongly recommend that you keep evidence that you have met these requirements in a portfolio. This does not have to be an e-portrait.</td>
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The Care Certificate
has been successfully piloted within the trust and continues to run for new starters as part of the induction process. For healthcare assistants that are already employed in the trust that have not yet attended the care certificate, please contact me after discussion with your ward manager and I can do a 90 minute session in your ward area.

The Essential Care Certificate
is a new in-house training programme for healthcare assistants, it is a 6 month course and covers essential aspects of providing high quality, compassionate patient centred care within the hospital environment.

The Higher Care Certificate
Is an in-house training programme, it is a yearlong course which continues to develop high quality, compassionate patient centred care within the hospital environment. There will be advanced skills, competencies, a self-directed workbook.

The essential care certificate (intermediate apprenticeship QCF level 2)
The opportunity to map the evidence achieved within this course to a QCF level 2 qualifications and gain an Intermediate apprenticeship

The higher care certificate (advanced apprenticeship QCF level 3)
The opportunity to map the evidence achieved within this course to a QCF level 3 qualifications and gain an advanced apprenticeship

The Progressive Care Certificate
Is an in-house training programme that prepares the healthcare assistant for nursing training at level 6. It is run in conjunction with Bucks New Uni.