

Shape of Caring Sue Hatton Senior Nursing Policy Manager



Nurse Education and Workforce Development: Horizon Scanning

- Nurses and nursing are on the cusp of a new era in the development of our profession.
- Education standards are being reviewed;
 - Lord Willis has undertaken two reviews of nurse education in the past 4 years;
 - Sustainability and Transformation are on everyone's agenda, balanced with quality and managing the finances.
 - Combining this with a growing population with greater needs (and expectations) and increased use of technology there are fantastic opportunities for nurses to be liberated; leading and providing care across complex environments.

Shape of Caring



Shape of Caring:

8 themes covering 34 recommendations

1. Enhancing the voice of the patient/ public
2. Valuing the Care Assistant role
3. Widening access for Care Assistant who wish to enter nursing
4. Developing a flexible model
5. Assuring a high quality learning environment for pre- registration nurses
6. Assuring high quality, ongoing learning for registered nurses
7. Assuring sustainable research & innovation
8. Assuring high quality funding and commissioning

[Care Matters: Shape of Caring Newsletter](#)

@NHS_HealthEdEng



Developing people
for health and
healthcare
www.hee.nhs.uk



'Nursing Associate'



- A **new role** to help bridge the gap between health and care support workers and graduate registered nurses.
- Opportunities for health care assistants to progress into nursing roles.
- **Post consultation:** HEE will define the scope of practice, knowledge, name and regulation requirements, and initiate the piloting/early adoption of the new role.

1 July	Birmingham
15 July	London
20 July	Manchester
22 July	Reading
29 July	Newcastle

What we learned



- New role: widespread and strong support.
- excellence through innovative, evidence-based, flexible, relevant education and training programmes
- supported by work-based learning, quality mentoring by experienced professionals and underpinned by a well-resourced infrastructure.
- Real change can only happen through partnership and collaboration and appropriate targeting of resources





What does this mean for nursing?

- Supporting and developing our existing nursing workforce
- Recruiting and retaining our graduates
- Students needs and expectations
- Implications for all workforce / roles



Progression into advanced nursing careers

<https://youtu.be/OLY1o8h9uAM>

<https://youtu.be/LGj58uJu3Fk>

Summary Report



Health Education England round table discussion on the future education of nurses working with children and young people. of the roundtable that took place on the 9th March 2016



Co-Chairs of the round table



HEE has a national leadership role in developing the current and future workforce decided on a round table, Chatham House Rules discussion approach, to be the mechanism to bring together a range of interested parties and child health experts.

Dame Liz Fradd & Hilary Cass were delighted to accept a request from Professor Lisa Bayliss-Pratt, Director of Nursing at HEE, to co-chair this event.



Dame Elizabeth Fradd
Independent Chair



Dr Hilary Cass
Senior Clinical Advisor for Children and Young People Health Education England.



Purpose of the roundtable



HEE wanted to explore as broadly and radically as possible during the time together, in the hope that bringing experts together in this way would generate new ideas through sharing and exploring together.

The overarching objectives of this discussion were to:

- ✓ Ensure engagement from a wide range of organisations and individuals to gather views about the future of Children's Nursing education.
- ✓ Identify and take into account work already undertaken, identify differing opinions and establish a means to gain consensus.
- ✓ Discuss previously highlighted key issues of shared concern, provide expert advice and guidance on potential short term and longer term solutions and any follow-up actions needed.
- ✓ Ensure everyone could contribute and explore as broadly and radically as possible a variety of options during the time together.

Key Messages from Shape of Caring -Theme 4



- ✓ **Concern that 2+1+1** may not adequately prepare children's nurses to care for the age range and across care settings.
- ✓ **Increase in high quality placements** particularly across community/non- acute.
- ✓ **A flexible education model** across a variety of settings to ensure generic and specialist skills acquisition. Children's nurses education must include aspects of mental health, learning disability, community care etc.
- ✓ **A defined career structure** that includes post registration training and Continues Professional Development to maintain a high quality CYP workforce.
- ✓ **Commissioners, employers and providers** recognising the specialist and distinct skills to care for the whole child and family, whilst ensuring safe staffing levels to meet the specific needs of CYP.
- ✓ **Flexible, high quality mentorship and preceptorship** models to develop both child centred nursing skills and nurture the identity of a children's nurse.
- ✓ **Opportunities for the unregistered workforce to progress** into CYP nursing through foundation degrees, Assistant Practitioner roles and other routes

Next Steps



- ✓ Work is needed to describe the breadth of current care provided by the children's national workforce
- ✓ To gain clarity around the upper age limit of young people that education programmes will be addressing e.g. 16/18/25yrs?
- ✓ Share the discussion from the round table discussion with the Council of Deans to inform contemporary curriculum development which includes core principles of education and recognising the unique contribution of service providers, academics, health and social care coming together.
- ✓ Around 90% of the core principles of education could be agreed by the development of some concisious statements from the group, which will then enable local flexibility for specialist tertiary centres, DGH's etc.
- ✓ HEE from the quality angle, will convene a focus group of newly qualified children's nurses who have been qualified 6 months and ask what went well during their programme, what areas did we get wrong and could improve on?
- ✓ HEE will continue to work with the NMC to inform on-going developments of their pre-registration standards.
- ✓ HEE to look at how the non-children's workforce could obtain the relevant children's and young peoples skills needed e.g. the adult nurse seeing children in A&E.
- ✓ To explore the use of placement tariff to stimulate growth and using Community Education Practice Networks (CEPNS) more efficiently and effectively.
- ✓ Many experts that attended the round table discussion offered their on-going support. They agreed to be called on as a resource around developing the standards and a model for pre-registration educational routes to the benefit of the children's workforce and most importantly those requiring care, children, young people and their families.
- ✓ To explore with the various stakeholders what this 'new' children's and young persons nurse described during the discussions should be called?

Partnership with the NMC



HEE and the NMC have been working together on the development of:

Shape of Caring where in response to the review's recommendations, the NMC has already embarked on a fundamental review of the skills and competencies that future nurses will be expected to meet for pre-registration.

Introduction of the Nursing Associate role where we are co-hosting the engagement events and will be working together on the next steps



Lessons Learned



What can we learn from previous workforce development initiatives?

EXPANDING HEALTH VISITOR CAPACITY 2014/15

Workforce Growth

- We need staff with the right values and competences
- We need consistency of message and continuity of relationships with families

Professional Mobilisation

- Clear evidence base / rationale
- Communication strategy
- Clear aims and objectives

Aligning Delivery Systems

- Good commissioning and service specification
- Development of outcome measures

Building on Lessons Learned

Recommendations from new role evaluations:

Be strategic: respond locally but build nationally	Ensure strong leadership	Prepare the ground: involve staff, give reasons	Be clear about supervision and accountability
Embed in the career framework	Clear job descriptions, person specifications etc	Monitor for competencies, development	Monitor for reactions among teams
Recognise problems and deal with them promptly	Use training to strengthen and introduce innovation	Mentoring: quality, capacity and consistency	Enable peer support and strong identity for trainees
Use technology well	Have champions at all levels	Build change management skills	Communicate!

Test Site Partnership Model



AIM: To test the ability of education and service providers to deliver a high quality and innovative work based learning programme for Trainee Nursing Associates

KEY FEATURES:

- ✓ Partnership comprised of an employer and education provider
- ✓ The employer will be the lead organisation in any partnership that must be allied to an STP footprint and will accept the funding allocation to train a minimum of 20 trainees
- ✓ Education and training will be delivered through a work based learning model
- ✓ The education providers must be either a Nursing and Midwifery Council accredited provider of pre-registration education, or able to demonstrate that they are working towards achieving NMC accreditation within the lifetime of the test site initiative.

Education and Training



Test site partnerships to develop a high quality and robust programme which:

- Demonstrates an employer driven work based learning education and training programme
- Must provide practice placements in a variety of healthcare settings
- Must deliver HEE's national curriculum
- Ensures curriculum-aligned experience that enables the building of knowledge, competencies and skills; and providing clear leadership, supervision and support for the embedding of the new trainee role as a precursor to that of qualified Nursing Associate
- Is developed against HEE's quality framework for education and training

Funding



- **For education providers,** a per capita sum of up to £5,000 per year (i.e. £10,000 per Trainee until 31 December 2018). The student per capita cost includes: marketing, recruitment, buildings and environment costs, resources, staffing, staff training, course development, pastoral support, careers advice, teaching materials, education and placement provider monitoring, assessing and reporting, examinations and all other costs relating to education provision
- **For employers and placement providers:** there is a per capita sum of up to £1,750 per year to cover placement costs (i.e. up to £3,500 per Trainee Nursing Associate to over the two year period),
- **Not funded:** capital projects and costs, running costs, backfill of trainees or staff, salaries.

Applicants are asked to the ways in which their grant application provides value for money and value added.
