


Developing Competence through education and work based learning.

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- An overview of the proposals for post-registration nursing education and the impact on nursing practice
- Education and work based learning opportunities
- Revising the domains and competencies for advanced nurse practitioners: an update



An overview of the proposals for post-registration nursing education and the impact on nursing practice

Key Documents

- Modernising Nursing Careers: Setting the direction (DH 2006)
- Towards a Framework for Post-registration Nursing Careers: consultation response report (DH 2008)
- High Quality Care for All (DH 2008a)
- A High Quality Workforce: NHS Next Stage Review (DH 2008b)

- Framing the Nursing and Midwifery contribution: driving up the quality of care (DH 2008c)
- Nurses in Society: Starting the debate (Maben and Griffiths, 2008)
- Trust, Assurance and Safety (2007)

Key proposals

- Modernising Nursing Careers (UK wide).
- Careers aligned to patient pathways (England).
- Preceptorship.
- Map competences and roles to NHS career framework.
- Clarity of Advanced level practice (Multi professional)
- Leadership



Education and work based learning opportunities



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Definition of Work Based Learning (Manley et al 2007)

WBL is a process:

- concentrates on *how learning* takes place within the workplace.
- *stimulated by workplace activities* that engage the learner in *discussion and debate with workplace colleagues*.
- can trigger *transformation of workplace culture* into one that captures *learning from practice* to enhance *individual, team and organisational working practices*.

Lessons from projects undertaken by the RCN

- A need for skilled facilitation through clinical supervision, critical companionship, action learning, or practice development to help practitioners to:
 - Demonstrate their effectiveness
 - Develop their evidence and integrate this with all agendas
 - Increase their competencies
 - Help others develop their effectiveness

The attributes/characteristics of work-based learning (Manley 2008)

LEARNER

- An active learner
- Learning from and with others

WORKPLACE ACTIVITY

- Everyday work of healthcare is the basis for learning, development, inquiry and transformation in the workplace

RESOURCES

- A skilled facilitator
- Learning resources

INFRASTRUCTURE:

- Systems for providing assessment, feedback & support
- Systems for enabling learners to investigate, evaluate and transform their practice and work environment

Enabling Factors (1)

AN ORGANISATION-WIDE LEARNING PHILOSOPHY:

- A learner-centred approach
- Education outcome is directly related to needs of the organisation as well as the needs of learners
- Genuine workplace learning culture in place
- Nurturing creativity and continual reflection to develop professional expertise
- Collaborative learning towards shared goals

Enabling factors (2)

SUPPORTIVE ORGANISATION-WIDE INFRASTRUCTURE:

- Partnership working between practitioners, academic and healthcare organisations & communities
- Professional and academic accreditation
- locally delivered programmes tailored to the workplace
- preparation of supportive facilitator roles
- strategic direction for learning
- resources: time and financial support

Consequences

INCREASED EFFECTIVENESS:

- Individual/personal effectiveness
- Interdisciplinary/team effectiveness
- Organisational effectiveness
- Learners, facilitators, and those benefiting from the learning will flourish and grow

Educational Opportunities

- Skills for Health competences
 - Reflection on and in practice
 - Used in qualifications
 - Team development
 - Identify and recognise team and individual roles
 - Facilitate career progression.

www.skillsforhealth.org.uk

RCN Resources

- RCN Expertise in practice standards.
 - Encourage reflection and analysis of practice, capturing expertise through day to day practice.
- Facilitation standards
- Specialist and generalist competencies

Other education opportunities


- National Institute for Health Research – Clinical Academic Training pathways
 - Masters in Research (MRes) or Masters in Clinical Research.
 - Doctorate Research (not professional doctorate)
 - Clinical Lectureship
 - Senior Academic Clinical Lectureship



■ Clinical Doctoral Research Fellowship.

[www.nccrcd.nhs.uk/nursesmidwivesandahp/
catdoctoralfellowship09](http://www.nccrcd.nhs.uk/nursesmidwivesandahp/catdoctoralfellowship09)

Closing date for applications 1pm 8th April
2009.



Revising the domains and competencies for advanced nurse practitioners: an update

Supporting the Development of Advanced Nursing Practice (MNC)

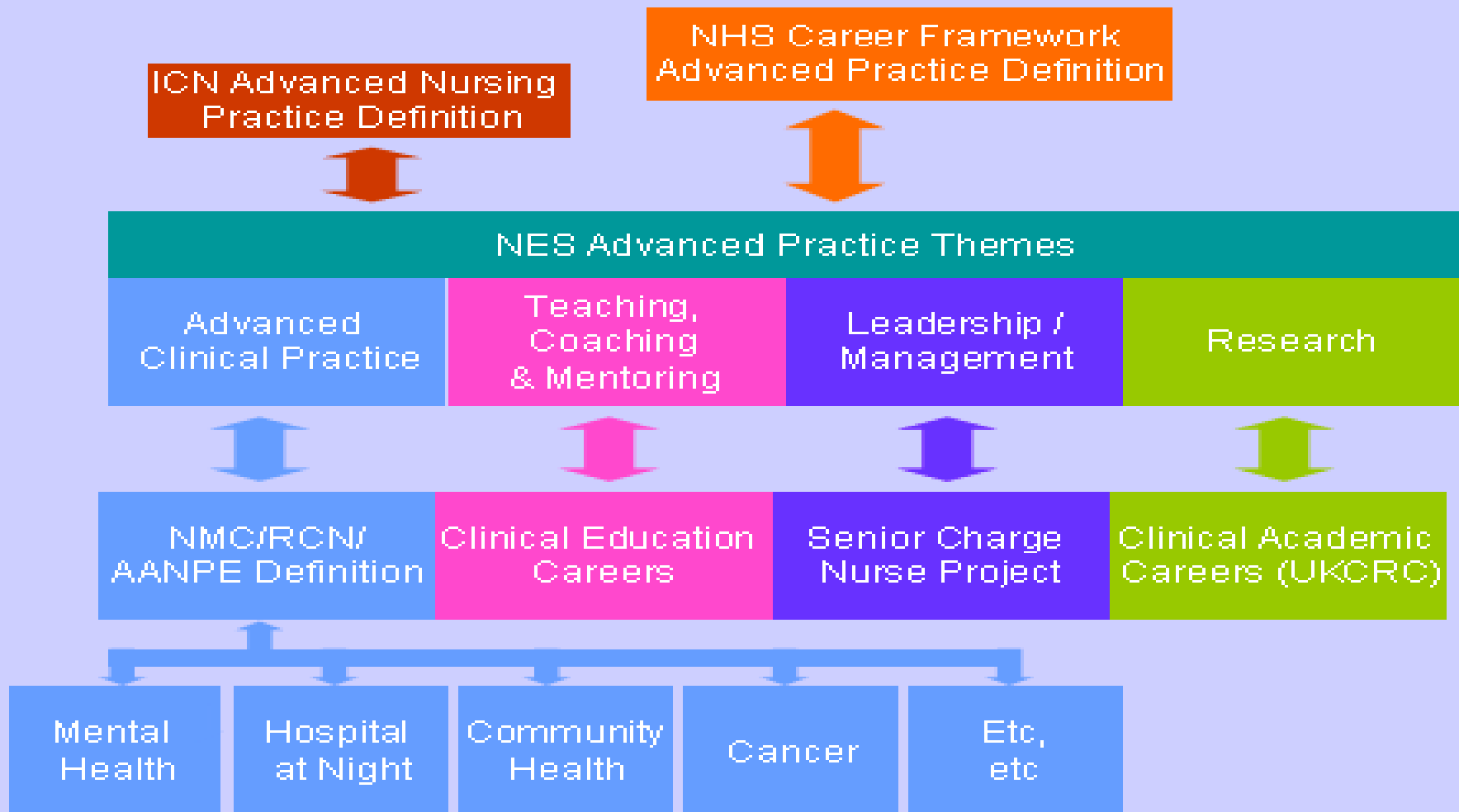
- A level not a role
- A combination of RCN/NMC/AANPE/ICN definitions
- 4 key themes:
 - clinical/professional practice
 - facilitating learning
 - leadership & management
 - research

Domains of Advanced Nurse Practitioner practice (NMC, 2005; RCN, 2008)

- Assessment and Management of Patient health/illness status
- The nurse-patient relationship
- The education function
- Professional role
- Managing and negotiating health care delivery system
- Monitoring and ensuring the quality of advanced health care practice
- Cultural competence

- The Council for Healthcare Regulatory Excellence (CHRE) is to work with regulators, the professions in relation to advanced practice in nursing, AHPs and healthcare scientists. (DH 2007).
- Scotland – NES review of careers paths and educational preparation for specialist and advanced roles.

Advanced Practice



In Conclusion

- Challenging Future
- Nurses at the forefront of care and service delivery.
- Nurses as Practitioners, Partners and leaders.




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future



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■ With grateful thanks to Dr. Kim Manley –
Learning and Development Manager:
Resources for Learning and Improving,
Royal College of Nursing.