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)
- 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
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
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](http://www.skillsforhealth.org.uk)
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/nursesmidwivesandaehp/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

ICN Advanced Nursing Practice Definition

NHS Career Framework Advanced Practice Definition

NES Advanced Practice Themes

Advanced Clinical Practice
Teaching, Coaching & Mentoring
Leadership / Management
Research

NMC/RCN/AANPE Definition
Clinical Education Careers
Senior Charge Nurse Project
Clinical Academic Careers (UKCRC)

Mental Health
Hospital at Night
Community Health
Cancer
Etc, etc
In Conclusion

- Challenging Future
- Nurses at the forefront of care and service delivery.
- Nurses as Practitioners, Partners and leaders.
Step forward into your future
With grateful thanks to Dr. Kim Manley – Learning and Development Manager: Resources for Learning and Improving, Royal College of Nursing.