Developing the role of the Nursing Associate

*Third National Conference*

Monday 24th September 2018
De Vere W1 Conference Centre, London

The Development of the Nursing Associate Curriculum

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Presentation Structure

What?

So What?

What next?

Borton’s Reflective Model (1971)
What? – Background

• An approved university for NMC pre-registration nursing since 1996

• Track record for delivering Foundation Degrees at Level 5 since 2008

• Expertise in developing new roles for the workforce

• First wave HEE national pilot site - Nursing Associate with South West London Partnership
What is the South West London Partnership

Employers

St George's University Hospitals
NHS Foundation Trust

Kingston Hospital
NHS Foundation Trust

South West London and St George’s Mental Health
NHS Trust

Epsom and St Helier University Hospitals

Croydon Health Services
NHS Trust

Surrey and Borders Partnership
NHS Foundation Trust

Placement Providers

The Royal Star & Garter Homes
Caring for the nation's military family since 1916

Central London Community Healthcare
NHS Trust

Barchester Healthcare

Queens Court Barchester Healthcare
Project Timeline

Announcement of successful pilot sites
12/10/16

Meetings:
Steering Group;
Curriculum Development;
Placements
31/10/16

Programme University Validation Event
14/12/16

Nursing Associate programme commenced
04/01/2017

25/10/16
HEE Curriculum Framework event

14/11/16
Open days; Recruitment

19/12/16
Application target met
What we needed to know

How our curriculum could:

1. contribute to the Five Year Forward View to build a sustainable and flexible workforce for the future;

2. demonstrate commitment to new ways of working, in line with local and national strategy (STPs, Leading Change, Adding Value Framework 2016);

3. be evaluated in line with HEE and the University’s requirements.
What we needed to do

1. Understand HEE’s national curriculum

2. Co-produce a curriculum for a contemporary WBL programme to meet the needs of all stakeholders

3. Use innovative teaching and learning strategies in practice and in the University

4. Produce a curriculum that would enable career progression

5. Most importantly, produce a curriculum that would enable successful Nursing Associates to deliver safe and effective care across a variety of settings
Project Plan

Steering Group work streams

October-December 2016
- Resourcing, recruitment and admission criteria,
- curriculum design, PAD, placements: trainee & mentor support and quality governance

November 2016
- Admission criteria (Maths, English, Grade C/L4 or Functional Skills L 2).
- Evidence of ability and all tested
- Value-based selection & interviews

14 December 2016
- Approval of the programme – within an existing Foundation Degree framework

4 January 2017
- Trainees enrolled and inducted onto the programme
Curriculum Design

First Year (Level 4)

- **Personal and Professional Development (1)**
  - 15 credits
- **Applied Anatomy and Physiology**
  - 30 credits
- **Essence of Care (1)**
  - 30 credits
- **Developing the Patient Experience**
  - 30 credits
- **Pathways of Patient care**
  - 15 credits

Second Year (Level 5)

- **Personal and Professional Development (2)**
  - 15 credits
- **Essence of Care (2)**
  - 30 credits
- **Long-term Conditions Across the Lifespan**
  - 30 credits
- **Care of the Deteriorating Patient**
  - 30 credits
- **Enhancing Care**
  - 15 credits
To ensure compliance, coherence and integration the curriculum was mapped against:

<table>
<thead>
<tr>
<th>HEE National Curriculum Nursing Associate</th>
<th>Skills for Care Certificate: 15 Standards</th>
<th>KU&amp;SGUL Transferable skills and SEEC descriptors QAA Benchmarks Statements</th>
<th>NMC KU&amp;SGUL Approved BSc (Hons) Nursing: Registered Nurse</th>
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<tbody>
<tr>
<td>8 Domains and Learning outcomes</td>
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Practice Work Stream

Focus: quality and governance of practice

- Develop a Practice Assessment Document assessing professional values, competencies and skills
- Agree placement length and frequency to meet both the trainee, programme and employer needs
- Identify placement type (“in hospital”, “close to home” and “at home”) in employing organisations and within placement partner’s settings
- Self audit and report back that all placements to be used for the trainee Nursing Associate had in place a Education Quality Review (audit)
- Confirmation that local governance is in place in all areas to enable trainees to raise concerns about patient safety, standards of care and education and training
The Curriculum

- 2 year, full-time programme, total hours 3,375

- Attend University 1 day per week (7.5 hr day) over a 40 week academic year and WBL/practice hours = 30 hours per week

- External placements, 4 x 3 week & 4 x 2 week blocks = 600 hours (changed Feb 2017 to 675 hours) moved to 6 x 4 week blocks over 2 years
So What? – What Went Well?

★ Strong partnership – mutual trust and respect

★ Consensus on the Nursing Associate role

★ Building on strong established frameworks

★ 100% recruitment from local workforce and excellent retention rate

★ Unsuccessful applicants – feedback for future success
So What? - Surprises

I was surprised that the role is not fully understood in all areas of practice. Many of the trainees have developed an admirable ability to advocate for themselves amongst their peers to ensure that their role is understood and respected.

Izzy, Lecture-practitioner

I think that as the NA is a new role, it is not publicised enough and staff are unsure of what the role entails. Placement staff would benefit from understanding the NA’s role more by being given information as many staff feel it is the same as the role of the nurse; although practice are not confident in allowing TNAs to do what nursing students do.

Practice assessors are not fully sure of what the NA role encompasses.

Because it is a new role, staff are still unsure of what we need to learn but I found out you can get the learning you need by having a positive attitude and working hard.
So What? - What Went Less Smoothly?

- Timescale impacted on quality enhancements (front loaded learning material, inclusive curriculum)
- Timescale impacted on publicising of the role and the preparation of clinical areas
- Timescale impacted on employers’ ability to support and prepare candidates for interview
- The uncertainty around the future development of the Nursing Associate role
What Next?

- Importance of centralised mapping of the trainee placement learning
- Value of pre-recruitment information for applicants and employers
- Importance of joint decision making at every stage of the recruitment process
- Strengthening the inclusive curriculum with content on equality and diversity and across all fields of practice
- Appointment of new staff with a foot in both education and practice
- Strengthening service user engagement with the curriculum development and delivery
South West London Partnership

- SW London Partnership has been one of strength, trust and collaboration and continually reviews its ways of working.

- As a first wave pilot site, we have achieved what we set out to do with outstanding results as evidenced by HEE & NMCs QA analysis, achieving a Green RAG rating (April 2018)

- The following quotes from our trainee NAs, demonstrate the success of the programme and partnership.
I have enjoyed the year and I feel more confident in my clinical skills. This has helped me in my practice to deliver the best care to my patients.

My clinical knowledge has grown over the last year. I am so excited and now very confident as a healthcare professional.

It has introduced me to a lot of nursing skills and knowledge which I will put into practice. .. it’s a good progression.

The NA role is a great opportunity for us and also the NHS. I’m happy that I was accepted to do the course.

It’s been tough at times but worth it :)

Happy, pleased, upskilled

Interesting course with engaging material

Feeling proud, confident and determined