

# NURSING AND MIDWIFERY PRACTICE EDUCATOR NATIONAL NETWORK - ANNUAL REPORT 2018-19



## WELCOME AND INTRODUCTION

Welcome to the 2018-19 annual report produced by the NHS Education for Scotland (NES) nursing and midwifery practice educators (PEs).

This report is intended for our stakeholders and external partners and provides an overview of the unique contributions and impact of PEs in the delivery of key ambitions outlined in the NES Nursing and Midwifery Strategy 2014-17 (NES, 2014) and the NES 2018 Annual Review Self-Assessment Document (NES, 2018a).

NES currently employs 16 PEs (12 WTE PEs) referred to collectively as the NES Practice Educator National Network (NESPENN) and has partnership arrangements in place where we, as PEs, are hosted in the 14 territorial health boards, see **Figure 1**.

Figure 1:  
PEs and their host NHS Boards

Figure 1, click on the map for more details about who we are, where we work, and the remit of the PE role.

Our employment model provides opportunity to work collaboratively alongside clinical and education colleagues within our Boards, our strategic partner organisations, as well as contributing to activities in our aligned programmes of work within the NES nursing, midwifery and allied health professional (NMAHP) directorate see **Figure 2**.

Figure 2: NES Programmes of work (NES 2014)

PRACTICE EDUCATION				
Post Registration/ Post graduate Education and CPD	Woman, Children and Young Persons	Person-Centered care and Health and Social Care Integration	Mental Health, Learning Disabilities and Dementia	Healthcare Associated Infection/ Health Improvement and Protection
Pre Registration Nursing and Midwifery Education and Health Care Support Workers				

In addition, having the NESPENN enables us to collaborate, sharing our experience and expertise as well as key developments and resources. Learning from each other and sharing best practice supports both NES and our Boards in meeting their key priorities.

As PEs, we work within the [NES practice education team](#) infrastructure nationally and locally in partnership with: practice education facilitators (PEFs), care home education facilitators (CHEFs) and allied health professional practice education leads (AHP PELs). Our aim is to support the delivery of safe, effective and person-centred care, ensuring best outcomes for patients through supporting our NMAHP practitioner colleagues in their professional learning and development. Importantly, our role enables us to establish relationships with clinical and education colleagues in our Boards. We can access their expertise, gain an understanding of their learning needs and obtain feedback on their user experience when engaging

with NES resources. This in turn can inform and shape future NES educational developments, ensuring they are relevant, appropriate and delivered in a way that addresses service and practitioner need.

This report illustrates a selection of our activities reflected across the 14 Boards, showing examples of innovation and flexibility in our approach, highlighting key achievements and the impact we have made over 2018.

The report is set out around four strategic themes from the Nursing and Midwifery Strategy 2014-17 (NES, 2014):

- **THEME 1** - Developing an excellent nursing and midwifery workforce.
- **THEME 2** - Improving quality of health and care through education and research.
- **THEME 3** - Ensuring responsive education to meet service needs.
- **THEME 4** - Enhancing educational infrastructure.



## THEME 1 - Developing an excellent nursing and midwifery workforce

This first theme focuses on enabling an excellent workforce through the consistent use of evidence-based education for improved health and care. It consists of three key areas recruiting and training healthcare staff, undergraduate and pre-registration education and the workplace learning environment (NES, 2014).

The PEs are well positioned to support NES in achieving the aims within this theme. Their unique position means they can link Board educational objectives with NES priority areas. This ensures staff have access to NES resources and evidence based educational tools to support learning and education in practice. This section highlights the work the PEs are involved with in relation to the Transforming Roles and Clinical Supervision for Midwives agendas.

**Transforming Roles Agenda** (Ayrshire and Arran, Borders, Dumfries and Galloway, Fife, Forth Valley, Grampian, Greater Glasgow and Clyde, Highland, Lothian, Orkney, Shetland, Tayside, Western Isles)

As part of the Transforming District Nursing (DN) Roles agenda (Scottish Government, 2017a), NES were commissioned to provide education to support the transition to the refocused DN role. A secondment opportunity enabled one of the PEs to lead on the development of the [DN Continuing Professional Development \(CPD\) Learning Resource](#).

All PEs have contributed to this work through reviewing the learning resource content, facilitating awareness sessions within their Boards and supporting both [regional workshops](#) and a national conference for DNs.

The PEs have been integral in demonstrating, giving context to and embedding the use of the resource within local district nursing teams across NHS Scotland. The ability to bridge the gap between NES and the Board staff is a unique aspect of the PE role and enables NES to share resources with those that will benefit from them most. In addition, a range of funded projects based on the DN CPD resource were supported locally by the PEs. An example of this is a project that enabled eight DNs to become champions to engage their teams in utilising the DN CPD learning resource. The project was successfully presented at the DN national conference by one of the local DN leads highlighting how the resource had impacted on patient care and the DN role.

**Clinical Supervision for Midwives** (Ayrshire and Arran, Borders, Dumfries and Galloway, Forth Valley, Grampian, Greater Glasgow and Clyde, Highland, Lothian)

The PEs have continued to support the facilitation of workshops preparing midwifery clinical supervisors across NHS Scotland. Within their Boards, PEs have been key in supporting the midwifery clinical supervisors in the application of their learning and skills from the workshops and the [NES Clinical Supervision for Midwives](#) online resource to support their practice. This involvement has enabled PEs to become familiar with the clinical supervision resource content and its applicability across other healthcare disciplines.

As an example of this, one PE is supporting local midwifery clinical supervisors through facilitating group supervision sessions exploring their experiences and support needs. This has led to the PE delivering training, using units within the [NES Train the Trainers' Toolkit: Helping others to facilitate learning in the workplace](#) (NES, 2017a), to develop their confidence working with groups. This demonstrates PEs ability to respond to service and individual needs using their knowledge of relevant NES resources.





## THEME 2 - Improving quality of health and care through education and research

Adopting a continuous quality improvement approach to practice is essential for improving patients' experiences and outcomes. This requires education that not only supports quality improvement, but also enhances nurses and midwives' capacity and capability to draw on reliable research and evidence to improve their practice (NES, 2014). Work within NES has included a range of quality improvement initiatives to contribute to the delivery of safe, effective and person-centred care and a continued contribution to the implementation of Everyone Matters: 2020 workforce vision (Scottish Government, 2013) through support for NHS Scotland leadership and management priorities (NES, 2018a). This section highlights the work of the PEs in relation to quality improvement and empowerment of practitioners and includes specific work undertaken by PEs that supports the delivery of this theme.

### Safe, Effective and Person Centred (Dumfries and Galloway, Greater Glasgow and Clyde, Lothian)

In partnership with the Scottish Social Services Council, NES co-produced the education framework, [Palliative and End of Life Care; enriching & improving experience](#) (NES, 2017b) to support the learning and development needs of the health and social care workforce. PEs have been working locally with Board colleagues and key stakeholders to promote the use of the education framework to both review their education provision and to enable practitioners to identify and address their own learning and development needs. This collaboration has supported the integration of the education framework within the palliative and end of life care learning and development plans within several Boards.

### Quality Improvement (Borders, Fife, Forth Valley, Lothian, Tayside)

NES continues to develop quality improvement (QI) education to support individuals, teams and organisations (NES, 2018a). To strengthen the use of improvement methodology in practice, PEs have been working with clinical and practice development teams within their Boards utilising key NES resources. Positive impact upon practice has been seen through the successful support of QI initiatives and through the integration of QI tools into a variety of development programmes and educational governance activity. An example of this is, within one Board's clinical education team the PEs have supported colleagues to use QI methodology to strengthen their approach to evaluation and impact reporting of local educational initiatives. The NESPENN are also further developing their own knowledge and skills, learning more about QI methodologies with the aim of supporting both NES and the Boards in applying evidence-based QI and impact evaluation methodologies to current and future educational initiatives.

### Leadership (Fife, Forth Valley, Grampian, Highland, Greater Glasgow and Clyde, Orkney, Tayside)

PEs have been involved in a variety of leadership and management support programmes for nurses, midwives and AHPs in practice. These have included development programmes across the Post Registration Career Development framework (NES, 2015). A PE, working within one Board driving a focus on professionalism, has developed and delivered sessions that have been very well received and continue to evolve to meet demand. Utilising key NES resources like [Effective Practitioner](#) and [Knowledge Network](#) resources PEs have also developed, delivered and evaluated leadership programmes that are now successfully embedded in practice. Many of these programmes are now being delivered and sustained by Board colleagues.



### **THEME 3 - Ensuring responsive education to meet service needs**

This theme focuses on the provision of responsive education to meet service needs (NES, 2014). Changing demographics, increased public expectations, technological advancement and new models of delivering integrated care present the current nursing and midwifery workforce with significant challenges, as well as exciting opportunities. NES is committed to supporting new and extended roles to support integration and the delivery of safe person-centred care services as a key requirement of the 2020 Workforce Vision (Scottish Government, 2013). This section describes specific areas of work where PEs support healthcare staff to deliver safe, person-centred care services, reduce health inequalities and support new models of care.

#### **Equal Partners in Care: Personal Outcomes Focused Conversations (Forth Valley)**

NES continues to support the development of person-centred approaches to care through the provision of education with shared decision-making at the centre (Scottish Government, 2018). PEs have been supporting this in the Boards and a key project has involved one PE supporting practitioners to change their communication practice and culture from service led to person-centred by adopting a personal outcomes approach. This has involved collaborating with the AHP PEL and the local authority education leads to develop a programme

for raising awareness across all areas of practice. Work with the early adopter teams has nurtured potential mentors and facilitators and promoted engagement with tools and techniques which support a personal outcomes approach. This work has enabled an understanding of the level of underpinning theory and skills practice that is required to influence practitioner motivation. The information has then been used to create a package of educational material to support changes in the wider workforce.

#### **Health Inequalities: Health Literacy (Ayrshire and Arran, Tayside)**

NES is committed to tackling health inequalities through provision of education and training that addresses this Scottish Government priority (NES, 2018a). The experience gained from one of the PEs' involvement in supporting their Board as the national Health Literacy Demonstrator site has enabled sharing of key learning within the NESPENN which includes resources, learning tools and examples of best practice. This has resulted in the NESPENN integrating health literacy awareness raising into a range of education sessions such as newly qualified practitioner programmes and learning programmes based on the [NES Train the Trainers' Toolkit: Helping others to facilitate learning in the workplace](#) (NES, 2017a). This PE has also collaborated with a Scottish Government cross party working group on the importance of health literacy in ensuring people understand and use health information as well as highlighting its impact on medication compliance. More information can be found at [The Health Literacy Place](#).



### **Mental Health and Wellbeing: Dementia** (Greater Glasgow and Clyde, Lothian, Western Isles)

PEs continue to be responsive to the range of education needs of staff supporting people living with dementia. This includes working with Dementia Champions, supporting adult health teams and promoting NES learning resources in a variety of ways including supporting Board learning and development events. One PE is currently working in collaboration with their dementia nurse consultant and NES dementia project lead to support district nurses in extending and enhancing their role in dementia support. This has involved completing a learning needs analysis and the development of a bespoke learning programme that links with the Promoting Excellence education framework (**Scottish Government, 2011**).

### **New Models of Care** (Highland)

This year the **Transforming Roles** programme has given the PEs the opportunity to support a range of new models of care including the health visitor (**HV**) and school nurse (**SN**) refocused roles. One PE is currently working in collaboration with local practice teachers to provide a preceptorship programme for newly qualified HVs and SNs based around action learning sets. The project has involved developing, testing and embedding a preceptorship programme and

model of supervision across the Board. The programme resulted in the sharing of practice and resources, the development of a peer support network and the enhancement of their communication skills. Feedback from the preceptees highlighted that they felt more confident and resilient because of participating in the programme. Learning from this work and other Boards' activities will inform the NES national preceptorship working group.





#### THEME 4 - Enhancing educational infrastructure

The development of emerging technologies presents the PEs with opportunities for education. PEs contribute to the aims of this theme by continually building strong multi-professional relationships and approaches to learning and education for nurses and midwives (NES, 2014). This section highlights how PEs have used technology and resources to support education for nurses and midwives and their continuing professional development.

**Train the Trainers' Toolkit: Helping others to facilitate learning in the workplace** (Ayrshire and Arran, Borders, Dumfries and Galloway, Fife, Grampian, Greater Glasgow and Clyde, Highlands, Lanarkshire, Lothian, Orkney, Tayside)

**The Train the Trainers' toolkit: Helping other to facilitate learning in the workplace** is a resource that has been designed to support the development of health and social care professionals, service users and carers involved in facilitating learning as part of their role (NES, 2017a). The utilisation of this toolkit continues to grow and is now widely used by PEs across most Boards in Scotland. As a result, the NMAHP workforce education capacity has increased enabling more effective teaching, learning and facilitation within the Boards. Programme evaluations confirm that practitioners' feel more

confident and better equipped to facilitate learning within a variety of settings. Delivering the programme has also provided an opportunity for the PEs to collaborate with the wider practice education team by co-delivering with PEFs, CHEFs and AHP PELs within the Boards.



**TURAS Digital Platform** (Learn, Appraisal, Professional Portfolio)  
(Ayrshire and Arran, Borders, Dumfries and Galloway, Fife, Forth Valley, Grampian, Highlands, Lothian, Orkney, Tayside)

**TURAS** is the new single unified digital platform for health and social care professionals (NES, 2018b) that allows practitioners to access all NES applications with a single secure sign on. Working in partnership with practice education teams, PEs continue to promote staff engagement and raise awareness of the TURAS digital platform by developing and delivering training sessions for nurses and midwives that incorporates Professional Portfolio and Learn. The PEs have demonstrated to staff how they can access relevant CPD learning resources and use the various templates and functions of the Professional Portfolio to gather evidence to support both appraisal and revalidation requirements. PEs have also linked with Board leads in the roll out of TURAS Appraisal to support a consistent message for practitioners. As practitioners increase their awareness of the applications on the TURAS platform, PEs have responded to requests from various practitioner groups such as general practice nurses and advanced nurse practitioners who want to explore how the portfolio can best support their learning. In addition, PEs are able to engage with practitioners to gather user experience and feedback that is informing and shaping future developments of the TURAS platform.

**The Knowledge Network** (Ayrshire and Arran, Grampian, Lothian)

Practitioners accessing the **Knowledge Network** have significantly increased in 2018 which NES (2018a) attributes to the series of enhancements including a new discovery service and improved user access. The Knowledge Network provides all health care staff with access to a digital library of electronic resources (**e-journals, articles and e-books**), research databases and evidence summaries and other services provided by NES to ensure equity of access to research and evidence to support practice. As role models and knowledge brokers, PEs utilise the resources contained within the knowledge network to support staff development programmes within various Boards.

**Role modelling technology to support enhanced collaboration**  
(Greater Glasgow and Clyde, Highlands, Orkney)

In line with the Digital Strategy (2018a), NES expanded their digital educational provision with new learning resources and applications, and continued work to make NES resources available on a wide range of devices through a single point of entry. PEs contribute to this by role modelling and actively promoting the use of technology within training events whilst strengthening collaboration across remote and rural areas. GoToMeeting™ is increasingly being used within Boards to facilitate meetings and training. Regular use of video conferencing (**VC**) has supported remote practitioners to engage in action learning and development sessions. To support the educational needs of practitioners involved with dementia champions, PEs have supported presenters with aspects of planning and presenting their work.

## SUMMARY AND FUTURE WORKING

Reporting this selection of our key activities and achievements enables us to demonstrate the diversity of the work we are currently involved in and how we continue to develop our role both in NES programmes of work and in our Boards. Our opportunity to link with our clinical and education colleagues in our Boards, bringing their user experience and feedback into NES is invaluable in sustaining this partnership relationship and key to informing the ongoing development of resources. The impact of this way of working has been evidenced in a recent MSc dissertation study undertaken by one of the PEs which demonstrated how our role enables us to support this 'knowledge exchange process'. Stakeholders involved in the study highlighted that we were key in influencing and informing the development and embedding of resources into practice.

Annual joint meetings between our Board professional leads and the NES practice education team, as well as sharing our quarterly reports, enables us to determine and review how the PEs can best support the priorities of the board in line with the strategic vision of NES. Our national network allows us to share learning and experience as a team, support each other and bring learning and developments into our local practice. Our iMatters report highlighted overall very high levels of satisfaction within all the measures but especially in relation to team working. However, to ensure we maintain and develop our ways of working, we have created an action plan that enables us to keep an open dialogue about how we work and how we continue to address any areas for improvement as outlined in this [short audio story](#).

Although this report outlines the past year's activities, within it are clear indicators of future work priorities. Supporting developments in the [Transforming Nursing roles](#) agenda around the community nursing workforce, health and social care integration and Advanced Nurse Practitioner role will continue. Clinical supervision has been highlighted in the Chief Nursing Officer's 2030 Nursing Vision report ([Scottish Government 2017b](#)) and PEs have supported the adaptation of the Midwifery Clinical Supervision online resource, developing the [NES Clinical Supervision](#) online resource to meet the learning and preparation needs of all NMAHP practitioners and will play a key role supporting implementation.

Work is underway to support the implementation of the new Nursing and Midwifery Council (NMC) Standards of proficiency for education and training of nurses and midwives. Through the direction of the [Scottish Future Nurse and Midwifery programme board](#), NES are leading on the implementation of a "Once for Scotland" approach to delivering on these standards and the PEs will be supporting the NES practice education team with aspects of implementation of the work plan.

In addition, the NES Strategy 2019-24 will provide direction for the provision of learning and development resources, supporting a digital infrastructure to enable high-quality learning and employment experiences for NHS Scotland staff. PEs will continue to play a key role in realising this vision.

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