

Untangling a complex issue



**Nursing & Midwifery Student
Recruitment and Retention
Delivery Group**

Annual Report 2010-11

Recruitment and Retention Delivery Group & Short-life Working Groups Annual Report 2010-11

Introduction

The Recruitment and Retention Delivery Group was established by the Scottish Government in partnership with all key stakeholders in 2008. The programme of work has sought to further develop the theory and practice in nursing and midwifery student recruitment, selection and retention across Scotland through the commissioning of a wide range of enhancement and evaluation initiatives.

In April 2010, NES was asked to take over the management of this initiative and its workstreams and to begin to integrate these into its programme of work with partners in Higher Education Institutions (HEI) and NHS Boards. This transfer, along with structured access to the associated funding (still governed by the Delivery Group), has supported greater integration with existing work streams, provided additional project management and commissioning infrastructure and should support longer-term sustainability.

Meetings with the Chairs and membership of each SLWG have supported the progression of existing initiatives, the revision and refreshing of workplans and group structure/membership. The shift has also supported more detailed financial, governance and commissioning processes within NES. This report sets out the aims, actions and context of the group's work in 2010/11.

The new NMC standards for pre-registration nursing education

Published in September 2010, the new standards seek to reflect the perspectives of a wide range of stakeholders on how nurses, and nursing, should be developed to meet the challenges and opportunities presented by the changing face of health care in the UK.

The new standards bring about some significant changes to programme structures and outcomes with the "common foundation" and "branch" structure of the programmes being replaced by programme structures that combine generic and field-specific learning. All registered nurses emerging from the new pre-registration programmes will have a Degree as the minimum level of education preparation and pre-registration nursing programmes based on the new standards will be introduced incrementally in Scotland between 2011 and 2013 with the first graduates from these programmes emerging in autumn 2014.

It is clear that the development of the new programmes provides an opportunity for HEI, service staff and NES to work together with all stakeholders to support enhancements to programme design, structure and practice learning opportunities which support the skills and qualities of nurses graduating from the programmes and provide a learning environment and infrastructure which attracts, selects and supports those students in a challenging context. To that end, NES has made consistent efforts to link the outcomes of the recruitment and retention work with its work with HEIs on enhancement planning for the new pre-registration curriculum.

Commissioned Student Numbers and Recruitment patterns

As identified in the previous year's report commissioners and HEIs had been facing a situation where, despite the Cabinet Secretary for Health and Well-being holding overall target student numbers at the existing level of 3060/year, there had been a significant downturn in applications to pre-registration programmes across Scotland. Matched with a gradual increase in attrition, there were concerns that insufficient numbers of new staff would emerge from the system to meet demand or that the ability to apply robust selection might be reduced due to a diminishing candidate pool.

However, the widespread economic downturn and its effects on the wider training and labour markets appear to have generated an increased interest in Nursing and Midwifery pre-registration education. Thus, HEIs have reported significantly increased numbers of applicants and correspondingly higher applicant:place ratios.

Equally, the funding constraints on NHS Boards have prompted wide-ranging reviews of skill-mix and recruitment to support sustainable service provision within a tighter financial context. As the largest professional group within the healthcare workforce, much of the early focus of this work has been on Nursing and Midwifery staffing and there have been significant reductions in available posts for newly-registered staff.

Thus, whilst applications to HEI pre-registration programmes have risen, the Cabinet Secretary has agreed to further reduce the 2011/12 target numbers for commissioned programmes to 2680 (+20 to Open University) (Table 1). The resulting shifts present issues for the HEIs, both in terms of potential loss of income and in terms of the relative sustainability of provision of some programmes. In particular, the reduction in the total Midwifery target raised concerns about the non-sustainability of commissioned Midwifery programmes across all HEIs and prompted the Scottish Government to ask NES to work with the HEIs to support a process of transition to a three-centre model of Midwifery programme provision. Similarly, work within the DG programme has looked at possible models for greater flexibility in access to Learning Disability education through options for a distributed model.

Table 1. Suggested intakes, by institution and branch for 2011/12 (SG/SFC, 2011)¹

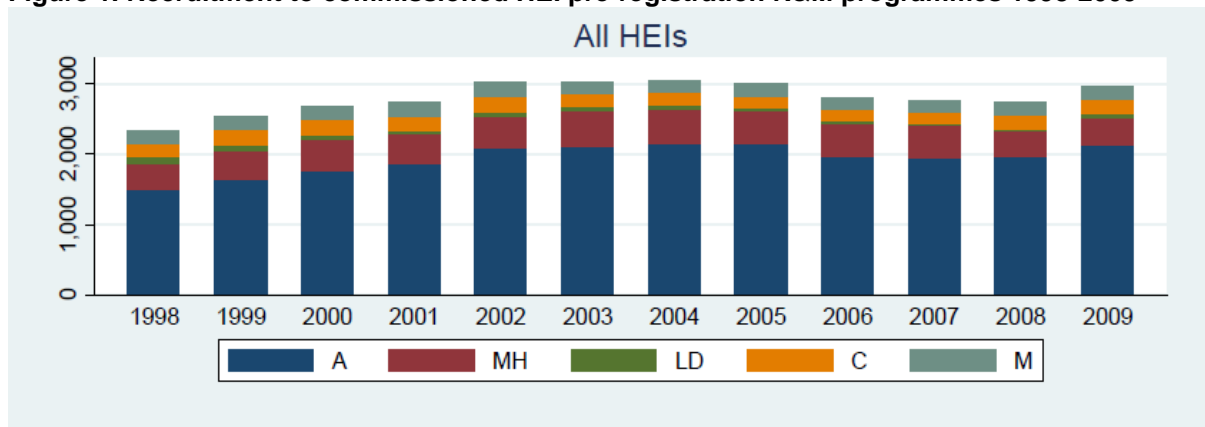
2011/12 intakes.	Dundee	GCU	ENU	RGU	Stirling	UWoS
Adult	287	304	368	180	245	534
Child	32	60	75	36	0	0
MH	56	60	60	30	72	121
LD	0	30	30	0	0	0
Midwifery	16	15	20	15	0	31
Total	391	469	553	261	317	686

In the context of the above it is interesting to note that analysis of the recruitment data across commissioned HEIs demonstrates that despite the reduction in target student numbers, the increased applications in 2009/10 have meant that actual total

¹Revised Intake targets for the controlled subjects of nursing and midwifery pre-registration education for academic year 2011-12. 24 June 2011 SFC/15/2011
http://www.sfc.ac.uk/web/FILES/Circulars_SFC152011/SFC1511.pdf

recruitment has been increased from that attained over the intervening three year period (Figure 1).

Figure 1. Recruitment to commissioned HEI pre-registration N&M programmes 1998-2009



However, as the work of the group has consistently demonstrated, student attrition and retention are complex constructs, inter-related with a number of sometimes competing factors. Our enhanced understanding of the relationship between policy, economics, educational provision, practice learning, student support and transition into longer-term employment/professional careers demonstrate that these will continue to be important factors to consider over the coming years.

Nursing & Midwifery Student Data Enhancement

Chaired by Dr Ruth Taylor, Associate Head of the School of Nursing and Midwifery at The Robert Gordon University, this workstream has the following key aims:

- To support the collection, analysis and dissemination of consistent national nursing and midwifery student progression data to enhance understanding of retention factors, attrition risk identification and effectiveness of retention support activity.
- To support student tracking into employment

This section describes the work completed to date on the Nursing and Midwifery student data set and sets out some early findings which indicate that retention appears to be improving.

2010/11 Activities:

The group have continued to work closely with the ISD project team and NES staff to link datasets at an HEI, HESA, SWISS and NES level and provide the opportunity to explore a number of variables or influencing factors in student attrition/retention which have not previously been well understood.

Supported by this work stream and based on learning from Dr Tilley's work on completion rates in Scotland, NES provided two papers to the Scottish Academic Heads which sought to provide greater clarity on variation within the calculation of attrition and the relative impact of a number of factors (age, gender, academic qualifications etc) on retention/completion. The existing NES data set holds individual level data on all nursing and midwifery pre-registration students at Scottish HEIs and includes academic profile (Figure 2), age (Figure 3), gender, nationality and ethnicity alongside details of the programme, location, type and duration.

Further, work on opening up this database and applying new data cleansing and analytical processes to more clearly determine progression, inactivity and completion have provided the opportunity to throw new light on these routinely collected data at both a local and national level. In particular, the powerful, and in some ways unique, combination of robust individual, institutional and national level data provides opportunities to analyse, present, discuss and disseminate findings in ways which provide much greater clarity and explanatory value.

Figure 2. Academic profile of entrants to commissioned HEI pre-registration N&M programmes 1998-2009

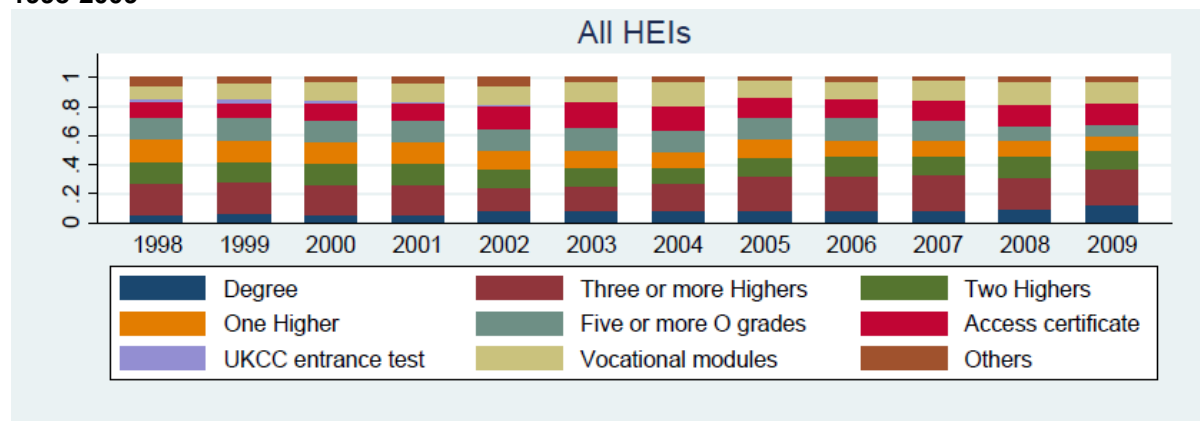
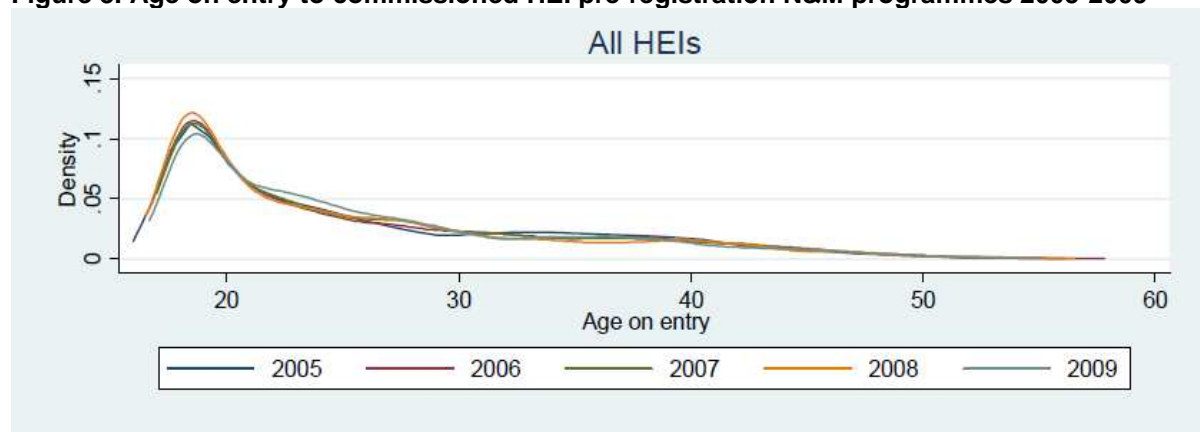
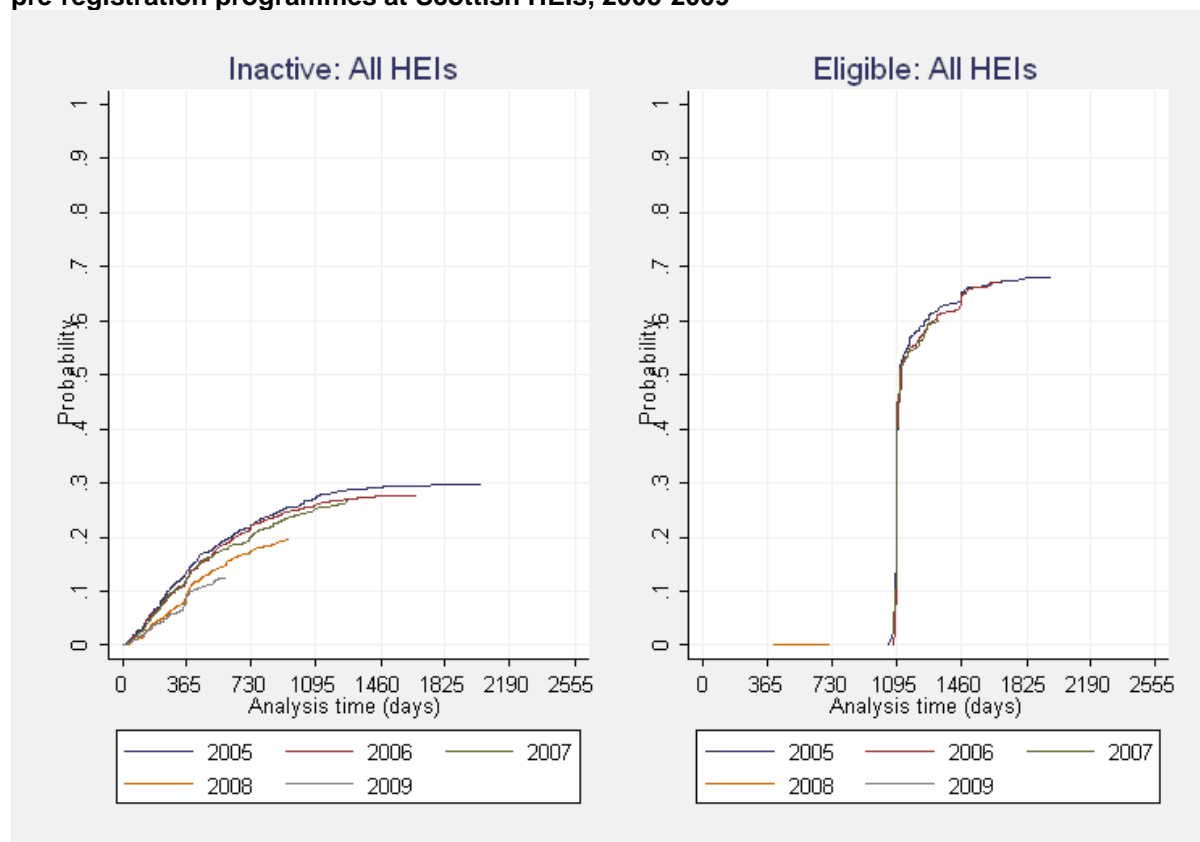


Figure 3. Age on entry to commissioned HEI pre-registration N&M programmes 2005-2009



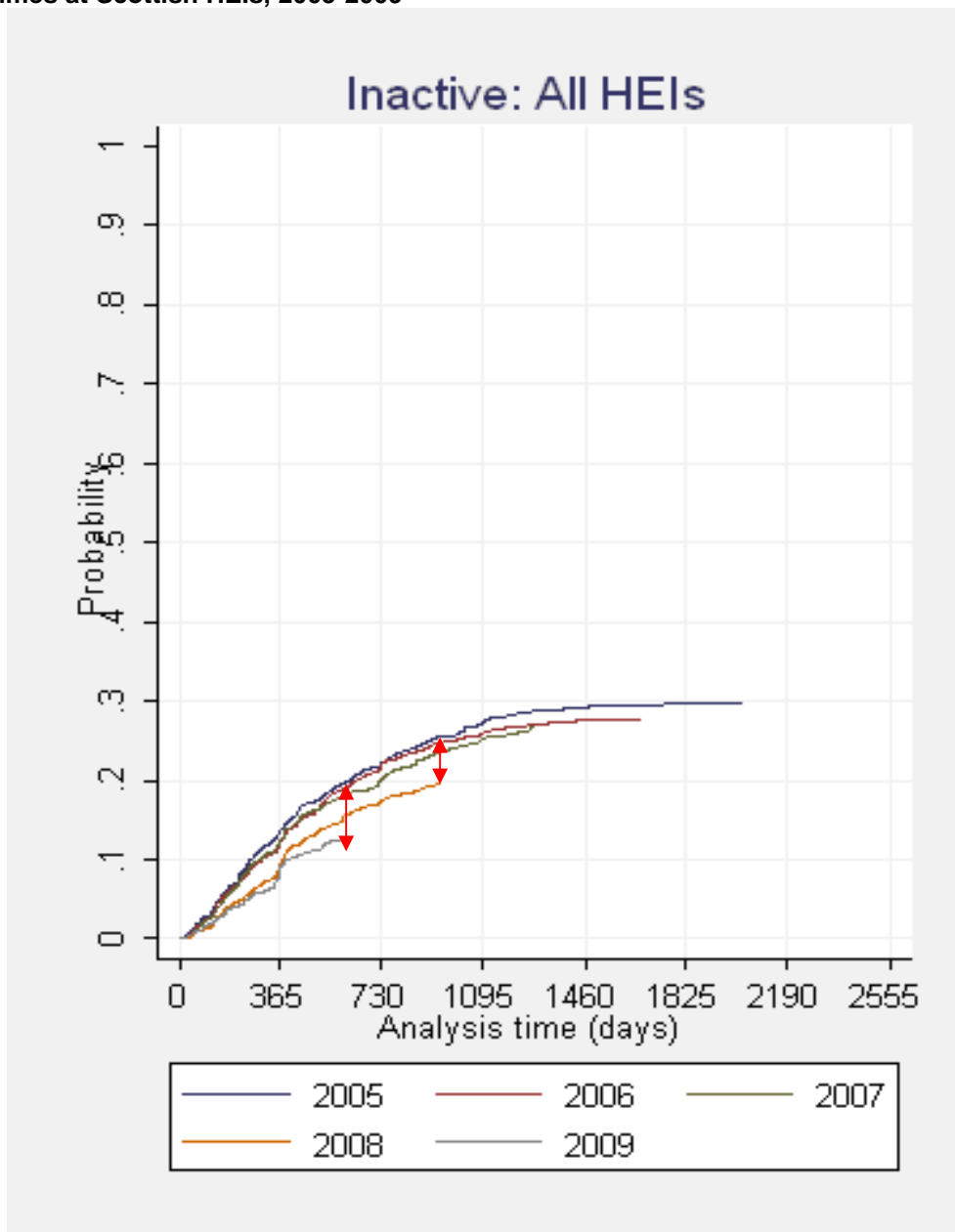
A key issue has been the previous focus on (non)completion at the three year point (nominal end of programme). Whilst presented alongside a number of caveats regarding potential subsequent completion/non-completion of students, this tended to present considerable potential variations in ‘attrition’ rate and obscure the overall completion or non-completion rates. However, by more accurately capturing completion within five years we have been able to much more consistently compare across and between institutions. To do this, NES has used ‘Cumulative Incidence Functions’ (CIFs) (Figure 4) for students entering the ‘Inactive’ (discontinued, but may or may not resume) and ‘Eligible for Registration’ (successfully completed programme) states. These CIFs calculate the probability of entering each state following the commencement of training.

Figure 4: Cumulative Incidence Functions for eligibility and inactivity for all commissioned pre-registration programmes at Scottish HEIs, 2005-2009



The robustness of the individual and cohort level data has also allowed us to ‘clean’ the comparative data sets of ‘non-standard’ data without losing the ability to examine these data as either subsets or as composite data. This data will, in the first instance, be incorporated into the feedback process to commissioned HEIs as part of the performance management process of pre-registration programmes. We believe this will open up new opportunities for closer, more structured and evidence-based dialogue between all stakeholders and provide more rapid and focused analysis in relation to specific areas of inquiry. Whilst the first analysis was focused upon commissioned programmes, it will be extended to provide analysis across all Scottish HEIs providing pre-registration programmes.

Figure 5. Cumulative Incidence Functions for inactivity for all commissioned pre-registration programmes at Scottish HEIs, 2005-2009



Given our focus on using this greater understanding to support national activity in support of retention and completion, it is important to note that the probability of a student entering the ‘inactive’ state (break in training or discontinuation) in the 2008 and 2009 cohorts was lower than in the 2005-2007 cohorts (identified by the arrows

in Figure 5). This may suggest that the increased focus on intervention and support around retention has already borne fruit.

Progress continues to be made both in ISD and NES in supporting access to the Higher Education Statistics Agency (HESA) data, its further analysis and linkage with the NES-held data. ISD now support access to 10 years of retrospective data from all Scottish HEIs and have on-going annual data downloads. Work is also on-going regarding Dr Colin Tilley's work linking the NES N&M completion data with the NHS SWISS data set.

In terms of integration, this work has now been brought under the wider umbrella of the NES *Analysis, Intelligence and Modelling (AIM) for Workforce Development* initiative. This NES-wide, cross-professional initiative seeks to add value by continuing to coordinate the use of existing resources, use common data sources, use common information governance procedures, share best practice and consider integrated workforce issues. Outside NES, the AIM for workforce programme will actively engage with external organisations (e.g., the SG and within it the Analytical Services Division, Regional Workforce planners, NHS Boards, HEIs, the Information Services Division, academic institutions such as the Health Economics Research Unit (HERU) in Aberdeen and the Centre for Workforce Intelligence) to ensure that the programme complements existing sources of labour market intelligence.

The programme focuses on good quality workforce analysis, intelligence and modelling and will;

- describe the features of, and the particular issues facing, the training and labour market for different health professionals in Scotland;
- identify and acquire data relating to these markets; and
- define specific projects together with an assessment of the resources and timescales required to deliver them.

Recent moves by the Nursing and Midwifery Council (NMC) to re-establish student indexing at a UK level presented a potential challenge to the continuity and quality of the NES Scotland-wide dataset by potentially diverting HEI data direct to the NMC. However, negotiation by NES has resulted in an agreement that NES will continue to collect and collate this data for the NMC on behalf of all Scotland's HEIs. We will continue to work closely with the NMC and HEI partners to ensure minimum disruption to the data collection and reporting process.

Taken together, the work supported by the Data Enhancement SLWG in identifying and strengthening our access to, and analysis of, N&M student data means that we already have a clear set of priorities and genuine opportunities for new insights linked to our core aims. The SLWG has therefore moved to become a reference group to the NES AIM initiative whilst still reporting to the Delivery Group on funded work. In line with our commitment to enhanced dissemination, the Group Chair, members and NES colleagues are looking at opportunities to publish our approaches, insights and recommendations.

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Recruitment, Selection and Retention

These two SLWGs have now been combined to create a joint Recruitment, Selection and Retention Sub Group, Co-chaired by Pauline Small and Jean Greig. This decision was based on increasing synergy between the outputs from the two workstreams – as illustrated by the production of the ‘Good Practice Guidance’ and a desire for greater integration in commissioning and governance.

Both groups have had a busy year with a number of important outputs reflecting completion of existing projects and new commissions.

2010/11 Activities:

1. Good Practice Guidance for Recruitment, Selection and Retention

<http://www.nes.scot.nhs.uk/about-nes/publications/good-practice-in-recruitment,-selection-and-retention-of-pre-registration-nursing-and-midwifery-students>

Developed by Dr Sheila Rodgers (University of Edinburgh) and Dr Rosie Stenhouse (University of Abertay), this guidance was jointly commissioned by the ‘Recruitment and Selection’ and ‘Retention’ SLWGs and seeks to help Higher Education Institutions (HEIs) in Scotland develop robust recruitment, selection and retention strategies for students in all branches of nursing and in midwifery and to benchmark good practice in this area.

The report was based on the findings of a literature review, national benchmarking exercise and a detailed survey of recruitment, selection and retention practices in preregistration Nursing and Midwifery programmes. It provides evidence-based indicators of good practice to support the work already being undertaken across Higher Education and service in Scotland and makes proposals for further initiatives.

It is intended that the guidance should be reviewed and updated on a regular basis to reflect new and emerging evidence. The decision to publish online supports this aim and the sub group will consider the structure and funding for the revision process.

2. Local structured evaluations of recruitment, selection and retention initiatives

A key finding of the work was that the evidence-base and impact evaluation for many of initiatives was limited. As a consequence opportunities were made available for HEIs to undertake further exploration of the impact of recruitment, selection and retention initiatives at an institutional level. Two HEIs (RGU and GCU) were successful in the NES-led commissioning process;

2a. *RGU – A structured Evaluation of Selection Process and Related outcomes for Pre-registration Nursing in RGU*

Led by Fiona Baguley and Dr Colin MacDuff, this work will use a mixture of quantitative and qualitative methods to evaluate the processes involved in the on-site selection visit and their relationship to subsequent student progression and retention. The evaluation will report regularly throughout its duration and a final report is scheduled for March 2012.

2b. GCU - Structured Evaluation of HEI Nursing and Midwifery Pre-Registration Recruitment and Selection Initiatives – led by Marty Wright and Prof. Keith Stevenson, this work involves direct engagement with first year student nurses and midwives through focus groups to explore experiences and perceptions of recruitment selection and retention initiatives, student support, the sense of 'belonging' and the impact of these on retention. The work will report regularly throughout its duration and a final report is scheduled for March 2012.

Both the above projects have been encouraged to support enhanced synergy with other initiatives through direct contact with project leads and the early sharing of insights, as appropriate.

3. Evaluation of Face-To-Face Interviewing and Related Selection Processes as Reliable and Valid Selection Tools for Recruitment of Student Nurses and Midwives

Led by Dr Ruth Taylor, this research team were successful in open tender for this research commissioned by the Recruitment and Selection Group through NES in early 2011.

The four aims of the evaluation are:

- 1. To explore the literature regarding the efficacy, reliability and validity of face-to-face interviewing and related selection processes as selection tools for recruitment of nurses and midwives.*
- 2. To ascertain the views/perceptions of key stakeholders in relation to the interview and selection process and (where possible) the outcomes of these initiatives regarding their influence on appropriate recruitment, selection and retention.*
- 3. To review existing models of face-to-face interviewing from across Higher Education Institutions in Scotland and, if appropriate, the wider UK against these criteria using a structured method.*
- 4. To determine measures of outcome against which the impact of different approaches can be assessed and to pilot such measures.*

The evaluation team have provided a detailed work plan for the project through until September 2012 including literature review, questionnaire distribution, focus groups/ interviews and further development of the underpinning analytical model. They are seeking to work closely with other project leads and key staff in HEIs and practice. Regular reports will be provided to the Steering Group and to the Delivery Group as the work progresses.

2. Pupil Placement and wider engagement with Schools

The NHS Tayside-based pupil placement project has now been completed and the guidance document published with support from the Delivery Group. NHS Lothian has taken up the opportunity, provided by Delivery Group funding, to create its own related document and this has also now been published.

Supported by Delivery Group funding, the University of Dundee have developed a programme of engagement with Schools entitled **Inspiring Future Nurses**. Based on the previous Widening Health Access Network (WHAN) work the initiative aims to provide an insight into nursing with targeted S3 school pupils.

Via contact with the Local Education Authorities, the programme team led by Fiona Dear, Gordon Black and John Blucharski targeted nine local schools which had previously sent few pupils to the School of Nursing at University of Dundee. These schools may be high or low performing schools in terms of progression rates to Higher Education.

The team designed a programme of activities to be delivered in school and practice settings and recruited student nurses to act as role models and to help deliver the programme. The activities include the following;

- *'What Does A Nurse Do?'*

Pupils work in groups to interview student nurses to discover what a nurse does, what makes a good nurse and the skills required. Pupils then present their findings to the rest of the class. Session designed to deliver Curriculum of Excellence outcomes. Interested pupils then invited to complete application form to join Inspiring Future Nurses Group and also invited to attend Explore Nursing event.

- *'Explore Nursing & Midwifery'*

Pupil participated in five hands-on workshops designed by the School of Nursing and Midwifery to illustrate elements of nursing. They also attended a presentation on the wide range of work/careers/locations where a nursing degree can be used as a starting point. Attendance was adversely affected by the winter weather but in total 88 pupils attended from seven Tayside schools. Feedback from both pupils and teachers was very positive. 53% of pupils responding said that they would like to be a nurse or midwife with a further 44% saying that they would consider these careers. It was very pleasing that 100% of respondents said that the activities were very or quite interesting.

- *'Nursing - Is It For You?'*

This session is delivered in school with the assistance of student nurses to give pupils an insight into nursing courses at Dundee University. Also we encourage pupils to seriously think if nursing is for them and suggest/inform them of work and volunteering opportunities.

- *'Child Nursing Webchat'*

A web-based chat to the many pupils interested in Child Branch so that they gain a realistic understanding of the child nursing programme.

- *'Explore Nursing & Health Careers'*

Half day event to provide schools with an opportunity for S3 pupils to participate in hands on nursing activities.

- *'Life as a Nursing Student'*

The team are currently developing this event which will offer senior pupils the opportunity to visit the University campus, attend a lecture and tutorial and mix with current nursing students.

- Mapping existing activities –The activities/projects include; Careers/Guidance events, University/FE College/School Open Days 'Inspiring Future Nurses', 'MAP for Life', 'Doctors and Nurses', 'Working in Health Access Network', 'Discovering Degrees', Work experience. The next step is to

transfer the methodology to other Schools of Nursing and to expand the map to cover their activities.

The Project Manual to support wider implementation will be launched in September 2011 and the group will continue to report from their activities over the remainder of 2011/12.

3. Pastoral Support Advisor Initiative within 3 pilot HEIs

Following agreement with the Delivery Group, step-down funding support to Robert Gordon University, Edinburgh Napier University and Glasgow Caledonian University was established for 2010/11 and 2011/12. It was always expected that the work at the three institutions would develop differently so that local need could be reflected. It has, however, been possible to develop an overall model which broadly summarises the approach taken in Aberdeen, Edinburgh & Glasgow (Fig 6):

Key principles:

- A reactive 1-2-1 service for all students
- A dedicated, professional advice and support service for all pre-registration students
- Pro-active outreach service to improve profile and accessibility
- Developing a visible presence in many areas to facilitate access and build informal relationships
- Specific interventions targeting identified need
- Triggers (e.g. absence, academic failure) identified and direct interventions developed in response
- Purposeful reflection to evaluate service effectiveness and student need
- Information collated and disseminated to enhance service provision and the student experience

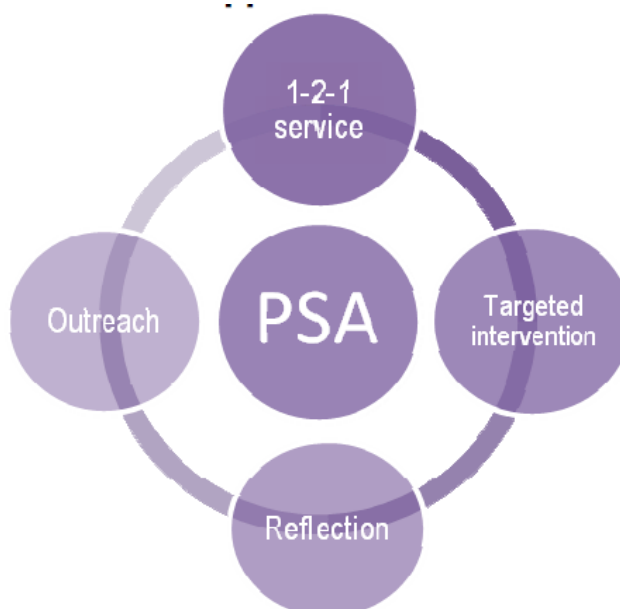


Figure 6 - PSA Model across three institutions

Each institution has prepared a report which outlines the institutional PCA model, presents outcomes and identifies indicators of impact on retention and student

support. These will be uploaded to the Recruitment and Retention section of the NES website.

All institutions have indicated their commitment to integrating the model in some form and, in 2011/12, all three institutions will develop a composite 'key messages' report which reflects shared themes and learning points to support wider integration of the initiative.

4. An evaluation of the introduction of the Student Review Record in three Scottish Schools of Nursing and Midwifery

This project, led by Josey Mackenzie from RGU explored the development, implementation and application of the

The key aims were;

- To identify pre-existing structures and processes for preview and review of students' progress
- to enable the introduction of the SRR in ways that are responsive to local needs and contexts
- To appraise processes of introducing the SRR in different contexts
- To evaluate the impact of the SRR on students' and Personal Tutors' awareness of at risk behaviours, and solutions to the risk behaviours
- To identify any unintended outcomes
- To make recommendations for future risk review work in this field

The report suggests that the SRR shows potential as a document for students to preview and review their progress in conjunction with their Personal Tutor and that its main strength appears to lie in raising awareness of at risk behaviours and providing a structure for related discussion. It concludes that the SRR could develop as a helpful influence in promoting retention and makes recommendations for the tool's further development and application.

5. Development, implementation of an absence management system (Nurse Kelpie) within 3 pilot sites

Based on a model developed in the School of Engineering at GCU, the NURSE KELPIE attendance monitoring system seeks to highlight problems with student attendance early and enable initiation of support mechanisms for such students expediently with the aim of improving retention.

The system was introduced as a pilot into 3 Schools of Nursing in Scotland (Glasgow Caledonian University (GCU), Robert Gordon University (RGU) and Edinburgh Napier University (ENU)). The project commenced in July 2009 with the aim of KELPIE v3.0 being installed in the 3 HEI'S ready for use at the start of the academic year 2009/10.

The specific outcomes relating to the project included:

- To provide statistics in relation to attrition prior to and then following the implementation of KELPIE at each pilot HEI
- To explore the perceived impact of KELPIE on student support and attrition/retention in the 3 pilot sites from the perspective of academic, administrative staff and students.
- To provide descriptive analysis of the challenges of embedding/using KELPIE at an institutional level from the perspective of academic and administrative staff

- To indicate the feasibility of embedding and using KELPIE to assist with the monitoring, collating and managing absence on a national basis

In response to challenges associated with the implementation of the project a further outcome has been included to describe and explore differences in the way that implementation has been achieved between HEIs.

Progress within the associated evaluation

GCU granted ethical approval in August 2009 and RGU and ENU in January 2010. Literature sourcing and review is ongoing and will continue until the project reaches completion with the final report.

Scoping exercise at each of the three HEI's were focussed upon historical data of attrition rates over the academic year 2008/09 and to ascertain the absence monitoring and retention strategies previously used across the three sites involved. Collation of this data has taken place and will be utilised for comparative analysis with data collected later in the evaluation. Semi structured focus groups interviews with academic and individual interviews with administrative staff with regards to the preparation, embedding and use of KELPIE to assist with the monitoring, collating and managing absence have been organised with the three HEIs.

Individual interviews with key members of administrative staff identified by the on-site contact from the participating HEI's have taken place. Those within GCU and RGU took place in the autumn of 2010 and in ENU in May 2011. Interviews have taken place with nursing students who have received the green and yellow letters associated with the pastel traffic light system of categorising absence. Students who have received pink letters have been offered individual telephone interviews as these are the students with greater underlying difficulties and consequently may feel uncomfortable discussing absence issues with fellow students in a focus group. Data from the focus groups and telephone interviews will be thematically analysed. It is anticipated that this will take place over May – September 2011.

Final data collection will take place in September /October 2011 and will involve distribution of a questionnaire requesting data regarding attrition rates and the outcomes of retention strategies used across the three pilot sites. The final report will be available in December 2011 for approval, dissemination to other relevant parties and via national networks and conferences as appropriate.

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Practice Learning SLWG

National approach to practice assessment documentation

A guidance document for a national approach to practice assessment documentation has been developed by a working group with representation from Scotland's Universities and Colleges and Practice Education Facilitators, and has been mapped to the NMC Standards for Pre-registration Nursing Education (2010) and the NES Quality Standards for Practice Placements (2008). The guidance is informed by the findings from two commissioned literature reviews pertaining to key areas of practice assessment as well as analysis and peer review of existing assessment documents. The guidance was published electronically in May 2011, with associated template documents being produced thereafter. Template documents will be published during Summer 2011. Whilst implementation of the recommendations should reflect the institutional context, it is hoped that all stakeholders (including mentors and students) will use this guidance to critically evaluate and develop their practice assessment processes.

<http://www.nes.scot.nhs.uk/about-nes/news/developing-a-national-approach-to-practice-assessment-documentation-for-the-pre-registration-nursing-programmes-in-scotland>

This work has provided the opportunity for stakeholders to further shape the strategic direction of practice assessment, and we are continuing to work together to embed values based care at the heart of student assessment in all programmes in Scotland. As such, we will progress this project further to support implementation of new curricula in line with key policy, such as The Healthcare Quality Strategy for NHSScotland. We are currently in consultation with our university colleagues to identify priority areas for development; early messages suggest that the preferred direction of the next phase of this project is to focus on developing national strategies which support:

- standardised APL of practice when moving between institutions, including articulation from FE into HE
- mapping of NMC essential skills clusters, progression points and competencies with a focus on integration and assessment of values and care qualities.
- facilitation of service user involvement in practice assessment (review of practice)

National strategic group for pre-registration nursing and midwifery practice learning

Chaired by Fiona McQueen, Executive Nurse Director NHS Ayrshire and Arran, a national strategic group for pre-registration nursing and midwifery practice learning has been established to provide a strategic level forum that promotes consistency, coordination and sharing of information to guide contemporary nursing & midwifery student practice learning experiences across Scotland.

National principles to support practice learning have been developed and agreed by the Group. The principles are set in the context where all NMC Standards relating to pre-registration nursing and midwifery education will be fully implemented by programme providers. A commitment to valuing, supporting and providing person centred care, and to taking individual responsibility for creating a positive learning environment, underpins each of the strategic principles, detailed below:

- A Scotland-wide approach to sharing best practice will provide a more enriched learning environment for students.
- The development and delivery of pre-registration programmes of education for nurses and midwives is a shared responsibility between programme providers, with HEIs holding ultimately accountability.
- Practice learning experiences will take place across a variety of settings and will be reflective of multi-professional and multi-agency working practices.
- Practice learning experiences will be strengthened and supported by robust evidence based on the exploration, testing and application of innovative approaches to education.
- The quality of practice learning experiences will be strengthened through programme providers, learners and mentors seeking and responding to feedback from service users and others.
- Practice learning environments will value and promote graduate level attributes and the professionalism of nurses and midwives.

Demonstration projects of new approaches to providing practice placements in pre-registration nursing programmes

Three partnership projects between NHS Scotland Boards and Universities have been supported through Delivery Group funding to design, implement and evaluate demonstration projects which pioneer new and innovative approaches to organising practice placements in the pre-registration nursing programmes. Hub and spoke models have been piloted across child and adolescent mental health services (CAMHS), a pre-registration mental health programme and a common foundation programme.

(i) Edinburgh Napier University and NHS Lothian

This project, led by Professor Morag Gray and Margaret Conlon, aimed to enhance and deepen student learning in child and adult mental health services practice placements. Two cohorts of final year students ($n=10$) participated in the model which consisted of completing two consecutive hub placements in a CAMHS setting. While allocated to the hub placement, students undertook a range of spoke experiences to enhance their appreciation of the treatment and care of clients they were working with. The project achieved its stated aims and specifically found that:

- Students reported a deeper learning experience that enabled them to see beyond an 'illness model' of children and young people's mental health.
- Students reported that two consecutive placements in one area enhanced their learning. Confidence increased as familiarity and understanding grew.
- There was an increase in the number of practice placements approved in CAMHS.
- There was an increase in the number of mentors as well as the recruitment to the mentorship training module.
- A resource bank of spoke placements has been developed for future use.

(ii) Robert Gordon University, NHS Grampian, NHS Shetland and NHS Orkney

In 2008 Robert Gordon University and its NHS Health Board partners identified an opportunity to develop a new practice placement model that would fit within a newly

developed curriculum for pre-registration nursing. In 2009, the School was approved to deliver a new approach to placement learning for the mental health nursing programme based on a hub and spoke placement model. The awarded funding supported evaluation of the adopted model.

Led by Dr Colin Macduff, the project focused on identifying key developmental and preparatory processes involved for the university and its NHS partners; stakeholders' experiences of implementation of the model; key factors that appear to influence success of the implementation; and any implications for possible wider application of the model. The project achieved its stated aims and specifically found that:

- A predominantly positive view was presented of the early impact of the model on the nature and scope of mentors' knowledge of their students.
- Students reported a similarly positive view in regard to the early impact of the model on their learning experiences.
- Although there was some polarisation between cohorts, students generally reflected on the strengths and weaknesses of the model and also on factors that could optimise its success

A specific recommendation has been made that universities and partner health boards, when developing new approaches to curriculum design in all areas of pre-registration nursing, should consider the potential benefits of a whole systems hub and spoke practice placement model in terms of enhance continuity for students, staff, patients and families.

(iii) University of Stirling, NHS Forth Valley, NHS Highland and NHS Western Isles

This project, led by Pat Bradley, aimed to develop, implement and evaluate the impact of a hub and spoke model of clinical practice placement across 3 geographically diverse locations, with a particular focus on enhancing the 1st year student experience. The project specifically found that adopting a hub and spoke approach to practice placements:

- provides a sense of belongingness to the clinical team and clinical area.
- provides a good sense of continuity in mentorship.
- fosters continuity in the assessment of practice.
- demonstrates greater perceived innovation in practice placement learning.

Supporting Mentors in the Care Home Sector

Supported by Delivery Group monies, NES has led the provision of funding to NHS Boards for the recruitment of 14 WTE education facilitators on a two year fixed term basis, or until March 2012. All posts were filled by July 2010, giving a team of 19 facilitators nationally. Scoping exercises suggest that the team are working with approximately 340 care homes nationally, providing support and development activities to approximately 640 registered mentors supporting pre-registration nursing students. Facilitators are being supported by NES through a development programme, and have access to peer support and collaboration via a shared space community.

Key outcomes of these posts are to:

- Maximise the contribution of care home placements to the development of the future nursing workforce by positively influencing the student experience of learning.
- Contribute to the development of, or complement, existing practice education and professional infrastructures, enhancing collaborative cross sector working between the Care Homes, the NHS Boards and Education Institutions
- Enhance the quality of the care home learning environment by supporting the education and development needs of staff to effectively support students within this setting, in particular through facilitating the implementation and sustainability of:
 - NMC regulatory standards, for example Standards to Support Learning and Assessment in Practice (NMC, 2008).
 - NES Quality Standards for Practice Placements (NES, 2008)
 - National Approach to Mentor Preparation (NES, 2007)
- Contribute to the development of the care setting as a positive learning environment which promotes a values based, person centred approach to care and learning through sign posting relevant opportunities and resources for nurses and support staff, within the context of national clinical priorities and care commission quality themes.

Evaluation of the role is being progressed by NES, the structure of which will look to include evidence of impact of the role. There are three components to the evaluation, focusing on the fundamentals of practice learning in the sector, engagement of the education facilitator role and the potential for broader impact.

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Careers/Image

Evidence generated from our programme of work supports a clear relationship between well-informed career choice amongst students, the quality and structure of selection processes and subsequent retention in Nursing and Midwifery pre-registration programmes.

As important influencing factors on attrition/retention, we are determined to influence both student awareness of nursing and midwifery careers and support HEIs in attracting and selecting the right candidates.

Scotland's HEIs are currently moving to a Degree-only exit from pre-registration nursing programmes and both NES and SGHD are already working closely with them to support this transition. By seeking to focus on both the attraction and filtering of potential candidates, we aim to support Scotland's HEIs in appropriate candidate selection and facilitate a more sustainable student profile for Nursing and Midwifery cohorts and better profiling of graduate nurses and midwives in the workforce.

The key elements of this work are to;

- develop a coherent national approach to supporting Nursing and Midwifery Careers
- work with HEIs, service, partnership and other stakeholders to ensure shared vision and develop an integrated campaign.
- coordinate support to facilitate uptake and involvement of stakeholders
- evaluate the relative effectiveness of different approaches to support maximum impact

Crucially, we recognise that HEIs are already working hard to achieve this objective and we are determined, through this work, to support evidence-based approaches, maximising impact and minimising less-effective interventions.

The key focus is upon;

- Modernising the image of Nursing & Midwifery as positive career choices
- Attracting the right calibre of candidate who is committed to education, training and practising as a Nurse or Midwife
- Ensuring that potential candidates for nursing and midwifery programmes have a realistic image of the professions, the career opportunities and our support for lifelong learning and development.

Based on the central theme of 'Extra-ordinary Every Day' and focussed on encouraging potential nurses and midwives to reflect on the values, attitudes and capabilities they may need to succeed in these professions in the 21st century Scottish education healthcare context.

Based on the results of research with the general public, potential nurses & midwives, students and stakeholders, NES are working with the Newhaven Agency and key stakeholders on developing a digital Nursing and Midwifery careers resource which will provide new materials which challenge and shift perceptions of the Nursing & Midwifery professions so that they are seen as fulfilling, challenging and inspiring careers. Resources will include Nursing and Midwifery Brand Guidelines and templates, Photography, Career pathway examples illustrated by practitioner stories. The initiative has widespread support from key stakeholders, including CNO, HEIs, Partnership bodies and NHS Board Nurse Directors.

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Linked Activities

Student Engagement

A key aim of the Recruitment and Retention Delivery Group has been to create a specific cross-cutting workstream focused upon eliciting and understanding student perspectives to inform 'Recruitment and Retention' workstreams, and to pilot a model / mechanism for enhanced student engagement with future work.

Funded through delivery group monies Article 13, an expert group in social and stakeholder engagement, were commissioned to develop a comprehensive student engagement process in relation to the broader delivery group work. This project considers specific engagement proposals along key junctures in the pre-registration students' journey, providing an opportunity to discuss amongst key stakeholders the outcome benefits, barriers and solutions which need to be addressed to facilitate meaningful student engagement and the importance, to NES and other stakeholders, of achieving an integrated approach.

The research, commissioned from Article 13, drew upon key definitions and models from Arnstein's (1969) work on citizen participation, Henriques' (2010) work in stakeholder engagement theory and practice within the context of social accountability, and the Kaizen concept (Wheeler and Sillanpaa 1998).

Building upon this theoretical context, the research methods took a stakeholder approach specifically to ensure inclusivity, with a wide range of stakeholders identified, engaged and having their insight captured. The study was predominantly qualitative, drawing on a series of methods – desk-based research and literature review, key informant interviews and engagement events – but included some quantitative elements (via online surveys) to optimise the number of stakeholders engaged. Maintaining the stakeholder-centric approach, the research focused on a number of questions within the context of student nursing and midwifery recruitment and retention; firstly by examining existing engagement, specifically considering ‘who leads existing engagement’, ‘what engagement is being undertaken and why’, ‘barriers to existing engagement’ and ‘existing channels for engagement’ as well as lessons learnt from previous engagement. The study then considered stakeholder insight regarding future engagement and the role of NES in this future engagement.

The report, to be launched in October 2011, will set out an engagement model based on the AA1000 standard (a best practice standard that provides guidance on stakeholder engagement and accountability). The model incorporates an engagement toolkit that was built out of the results from the research and used in the research process.

The report will be uploaded to NES website and will be incorporated in the national dissemination event in February 2012.

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Learning Disability Pilot Disseminated Model

There are currently two universities in Scotland offering pre registration Learning Disability (LD) nursing programmes - Edinburgh Napier University and Glasgow Caledonian University. The Disseminated Model pilot was supported by Delivery Group funding to particularly address the need to support recruitment and retention of LD students out with the central belt of Scotland, and address the workforce supply needs of remote and rural NHS Boards and other cross sector employers of LD nurses. The pilot was taken forward in partnership between Stirling University, Edinburgh Napier University and Glasgow Caledonian University.

The pilot concerns 2 cohorts of students recruited in 2009 and 2010. The main features of the pilot model are detailed below:

- Students were recruited by, and undertook year one (common foundation) of the programme in Stirling University - Stirling and Highland campuses.
- Students transfer to Edinburgh Napier University (ENU) or Glasgow Caledonian University (GCU) in year two and complete the remainder of their (LD branch) programme at these universities².
- Students are able to undertake the practice learning component of the branch programme in their ‘local’ geographic area, in case of ENU students - NHS Forth Valley and GCU students - NHS Highland.
- On transfer it was intended that ENU and GCU students were still able to access some support and facilities from Stirling University.

² It should be noted that original aspirations for the pilot included a wider scope in terms of university and NHS Board involvement.

- Delivery of the theoretical component of the ENU and GCU programmes is mainly by distance learning, minimising the need for students to travel to Edinburgh or Glasgow from distant geographical locations.
- Distance learning has/will be supplemented by intensive periods of 'face to face' peer and lecturer contact time at ENU and GCU;

Table 2 outlines the numbers recruited and retained to the pilot.

Table 2

2009 cohort				
Recruited by Stirling University	Transferred to ENU - 2010	Transferred to GCU - 2010	Attrition to Pilot	Comment
12	7	4	1	1 student intended for transfer to ENU transferred to the adult branch and remained at Stirling University.
2010 cohort				
Recruited by Stirling University	Intended transfer to ENU -2011	Intended transfer to GCU -2011	Attrition to Pilot	Comment
11	9	2	1	1 student intended for transfer to ENU transferred to the adult branch and will remain at Stirling University

The pilot is being internally evaluated by ENU and GCU, with the evaluation attending to a range of issues including student experience, performance and retention and mentor experience. The pilot has/is bringing about some new knowledge regarding on-line and distance theory and practice learning for students, and collaboration between universities.

It has also enabled strong and productive partnerships to be forged between universities and the two Health Boards out with the ENU and GCU normal catchment and placement provider areas. There have been some challenges, for example in progressing service level agreements between universities. Recruitment to the pilot has also been low and there have been issues of how truly disseminated many of the students are. Original aspirations to address remote and rural access and workforce supply issues have not been fully realised given the number of students recruited and the universities and NHS Boards involved.

The disseminated model as currently configured is not sustainable with the introduction of the 2010 NMC standards as programmes will not in the future be structured around Foundation and Branch Programme. A proposal has been previously considered and approved by the Delivery Group regarding the development of future sustainable model and this work will be progressed in 2011/2012.

Dissemination of Learning: Publications and Conference Presentations,

Potential areas for public output

The Delivery Group has actively promoted the work of the group over the past three years, mainly through conference presentations. Table 3 provides a list of the presentations undertaken to date.

Table 3: Presentations in 2010/11

Presentation title	Conference	Date
A joined-up approach to supporting student nurse and midwife recruitment, selection and retention in Scotland <i>Ellen Hudson, Mike Sabin, Dr Ruth Taylor, Vikki Melaragni</i>	RCN Education Forum Conference, Blackpool	27 th February 2010
Recruitment, Selection & Retention: untangling a complex issue <i>Mike Sabin, Keynote presentation</i>	NHS Education for Scotland, Pre-registration Nursing conference, Edinburgh	17 th February 2011
Taking a holistic approach to addressing the retention challenge <i>Dr Ruth Taylor, Dr Rosie Stenhouse</i>	NHS Education for Scotland, Pre-registration Nursing conference, Edinburgh	17 th February 2011
Student Engagement <i>Article 13, Mike Sabin, Vikki Melaragni</i>	NHS Education for Scotland, Pre-registration Nursing conference, Edinburgh	17 th February 2011
Supporting Students at Risk of Leaving their courses in Scotland <i>Dr Ruth Taylor, Ellen Hudson</i>	RCN Future Nursing workforce: Preparing Nurses for the Future 2011, London	3 rd March 2011

Most of these presentations have focused on the broad areas of activity at a UK-wide level. The Delivery Group could therefore consider increasing the scope of the public output to enhance the global reputation of both the Delivery Group's work and the people who have contributed to that work. To this end, Dr Ruth Taylor and Mr Sabin have developed a proposal to enhance the range and depth of the public output through journal publications and conferences.

The aim is to develop a critical mass of good public output that will facilitate the development of good practice, and that will potentially lead to the evolution of new research areas in recruitment and retention practice. It is proposed that each of the SLWGs and/or the Delivery Group should take a lead in approving the relevant areas and in determining who should be involved in each publication or presentation. The purpose of a dissemination strategy has been highlighted as an opportunity to create a critical mass of public output as a means of putting Scotland on the map for the work that has been undertaken, and will continue to be undertaken, under the umbrella of the Recruitment and Retention Delivery Group. In addition, it is an opportunity for all those involved in the work to increase their public output and thereby to enhance the reputations of the work stream as well as those of individual institutions.

The Delivery Group intend to work towards the development of a series of publications setting out the key areas of achievement and inviting further UK and international collaboration.

Evaluation of the Recruitment and Retention Delivery Group Programme of Work

An effective evaluation of the processes, outcomes and the efficiency and effectiveness of the actions planned and undertaken by the National Nursing and Midwifery Student Recruitment and Retention Delivery Group and associated Short Life Working Groups is a core requirement of the wider programme.

Each Short-life Working Group has established a programme of initiatives, funded from, and overseen by, the Delivery Group. Each of these initiatives has an evaluation/ feedback strategy, but given the inter-related nature of the initiatives and the broad stakeholder and partnership engagement there is a clear need to establish an over-arching evaluation process to ensure value for money and to maximise learning/benefit from the work. The Delivery Group stakeholders have been clear that such a strategy should provide external evaluation and deliver visibility to stakeholders.

GHK are the organisation which was successful in gaining the commission and, in close collaboration with NES and all stakeholders, they will take this forward over 2011/12. GHK specialise in research and evaluation, are particularly interested in education, workforce and labour market issues and have worked closely with universities, employers and education and healthcare providers of all kinds.

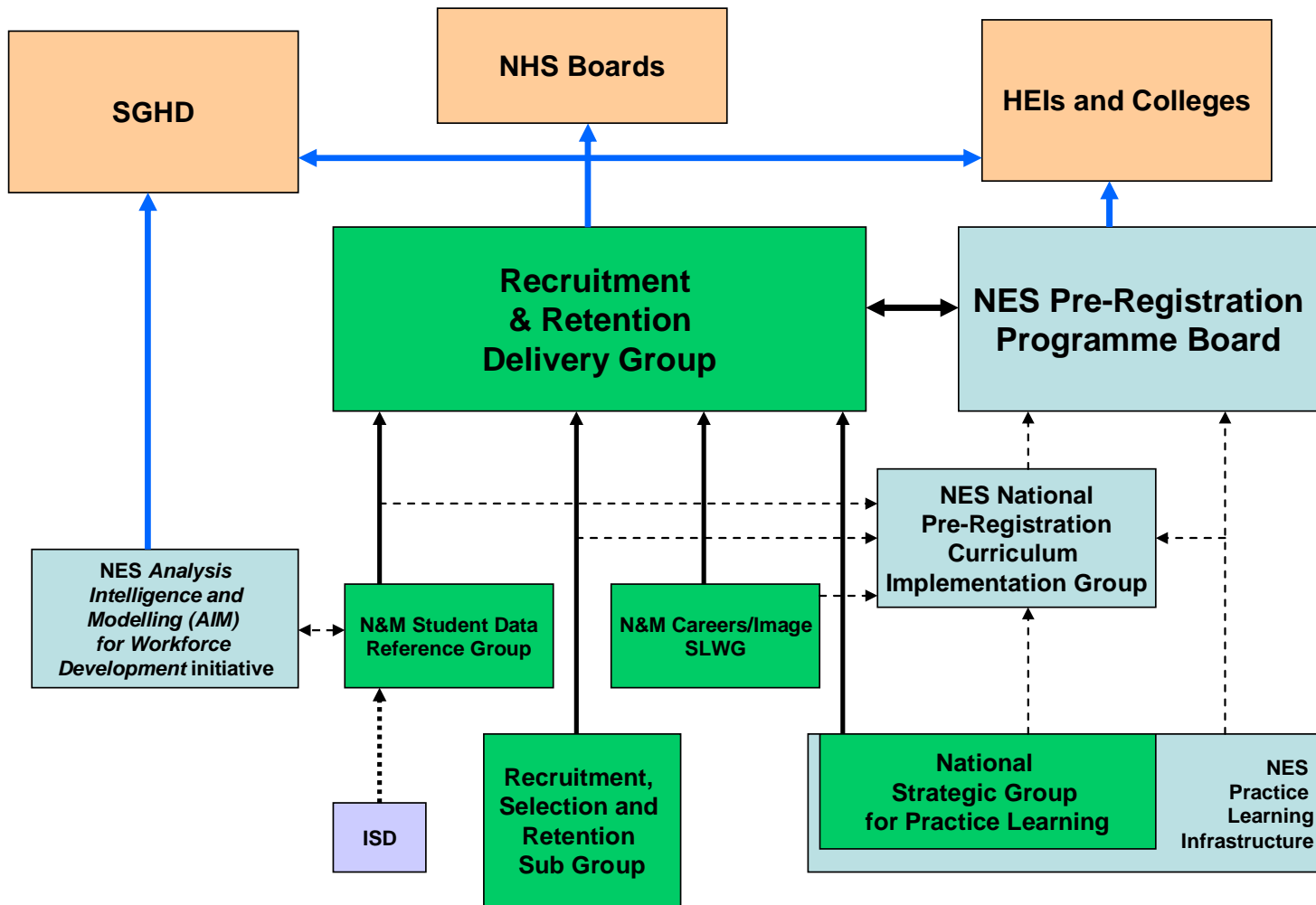
This evaluation aims to be formative, feeding findings back to the Delivery Group as it progresses. The key lines of enquiry are:

- *Is a 'whole systems' / national approach to addressing this issue appropriate?*
- *Which of the actions have been most effective?*
- *Why have these actions been effective?*
- *Are the 'success factors' replicable in other settings?*
- *How have actions carried out affected staff & students' experiences?*
- *What have the main barriers and enabling factors been in the work?*
- *How could the response to recruitment & retention issues become more effective?*

Given the complexity of the Delivery Group and SLWGs' activities, and the broad range of work commissioned so far, the process will involve a range of evaluation strategies including review of documents, interviews with group Chairs, delivery partners and stakeholders, focus groups with HEIs, Board staff and students and electronic surveys.

GHK will be submitting findings and recommendations in each quarter as the research progresses, and a final report in March 2012.

Mike Sabin
Programme Director
NHS Education for Scotland



Governance Relationships and Reporting between the Recruitment and Retention Delivery Group/Sub Groups and NES infrastructure