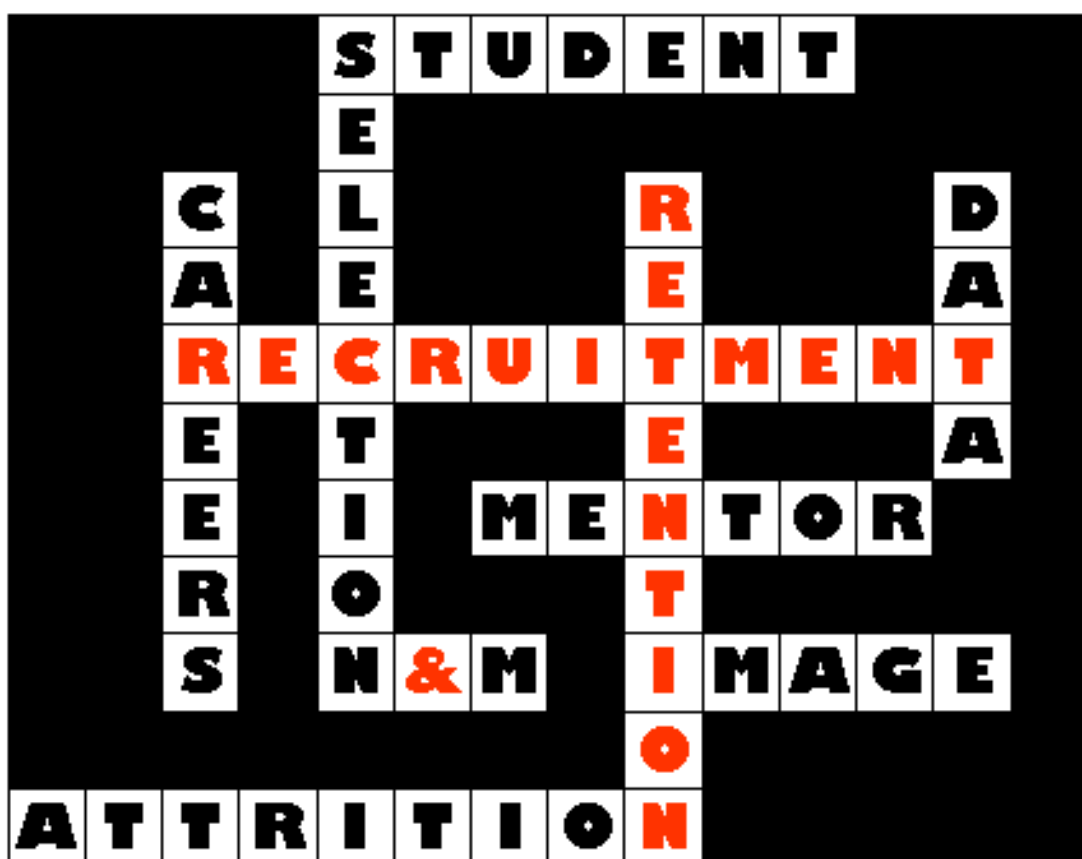


Recruitment and Retention Delivery Group & Short Life Working Groups



Annual Report 2009-10

Recruitment and Retention Delivery Group & Short-life Working Groups Annual Report 2009-10

Introduction

Established in early 2008, the Recruitment and Retention Delivery Group aims to support a programme of work to enhance practice in nursing and midwifery student recruitment, selection and retention across Scotland.

Developed in partnership with all key stakeholders, the range of the work and the structure and governance of the groups reflects both recognition of the complexity of the subject and the collective commitment of all agencies to support good practice in this area. This report sets out the aims, actions and context of the groups work in 2009/10.

Student Numbers

As a key part of the on-going workforce planning process, discussion and debate have continued across NHS Scotland and the Higher Education sector regarding the relationship between NHS Boards' staffing projections, demand associated with strategic policy objectives, current and future outputs from programmes and annual nursing and midwifery student target numbers.

Whilst the Cabinet Secretary made the decision to once again hold student target numbers for 2010/11 at the same level, there is on-going concern regarding a rise in the number of newly-qualified nurses and midwives unable to find employment and seeking access to the One-Year Guarantee scheme. Whilst, SGHD colleagues are working closely with practice and partnership to support creative approaches to employment in 'difficult to fill areas', an early objective of our work was to attempt to create a 'leaner' model matching recruitment more closely to demand whilst reducing wasteful and unsustainable levels of attrition and it will be important to consider the impact which reduced employment opportunities might have on recruitment and retention. To support on-going discussion, SGHD Workforce Leads will continue to attend the Delivery Group (DG) meetings and Nursing & Midwifery workforce planning will continue to be a substantive item on the agenda.

Recruitment patterns

At the beginning of this initiative, CATCH and HEIs were reporting a significant downturn in applications to pre-registration programmes across Scotland. Since then, two factors appear to have transformed the recruitment picture; the widespread economic downturn and; transition from CATCH to UCAS. Whether either of these phenomena is truly borne out in recruitment, retention and transition into longer-term employment will be important factors to consider over the coming years.

Impact of H1N1 Pandemic Flu

The onset of H1N1 Pandemic Influenza across Scotland in mid 2009 prompted a rapid re-appraisal of activity and planned initiatives across NHS Scotland and the HEIs. It was clear that key stakeholders in a number of the DG workstreams were likely to have to re-prioritise engagement in order to plan for and potentially manage pandemic-related initiatives. Further, all NHS and Government organisations were

asked to look at their funding streams and identify monies which could be released to support pandemic-related management.

To that end, the DG and all Short Life Working Groups (SLWG) were asked to consider which planned activities could be postponed or delivered over extended timescales. Further, following discussion, the DG acknowledged, and agreed to, the transfer of previously allocated funding back to SGHD. The DG identified that this agreement was subject to the retention and re-profiling of the £5M allocated funding. To that effect, a re-profiling of the remaining funding over 2009/10 - 2012/13 was agreed and forms the basis of the DG's on-going planning whilst recognising that this moves the funding plan into a new spending review period.

The proposed funding plan is now as follows:

	2008-09	2009-10	2010-11	2011-12	2012-13
Budget	£0.7M	£0.5M	£1.5M	£1.3M	£1.0M

It should be noted that the overall revised budget spend for 2009/10 has been achieved supporting the projects and outcomes listed below.

Priorities for 2009/10 and resulting programme of work

Data Enhancement SLWG

Aims:

- To develop consistent national student progression data, risk identification data, and activity effectiveness data
- To put in place a consistent approach to student tracking into employment: early exit, first destination and beyond

2009/10 Activities:

Many Higher Education Institutions (HEIs) were already looking closely at their student cohorts, developing an in-depth understanding of the student experience and the issues that affected students, but it was recognised that there was real potential to learn more about the student experience, retention and attrition through a consistent national approach.

The funded literature review had recommended that; a national approach would facilitate the comparison of data and lead to a better understanding of the wide issues; a holistic approach to tackling attrition is more appropriate than trying to address individual variables/factors; in the longer term, theoretical/mathematical models could facilitate a holistic approach (McKie, 2009). Further, learning from a study on completion rates in Scotland using routinely collected data identified several significant determinants of completion rates, but with relatively low explanatory and predictive powers; student-level factors that are unobserved may explain the residual variation thus meriting more detailed individual-level, longitudinal information on students (Tilley, 2009)

Refs:

- Tilley, C. (2009). Completions rates on nursing and midwifery courses in Scotland: 1998-2003, unpublished*
- McKie, A. (2009). Pre-registration nurse and midwife attrition and retention – a review of the literature, unpublished*

Actions and Constraints

The SLWG have therefore commissioned an ISD project team to develop a consistent approach to the development of a dataset and to facilitate the analysis of data within HEIs through pilot sites across Scotland.

New legislation regarding data governance and other wider student data improvement projects have had a significant impact on the willingness of HEIs to share student data. This has delayed progress such that whilst RGU has reached agreement to pilot the collection and collation of this data, the other pilot sites (UWoS, GCU and Stirling) are not currently participating. To encourage progress, the team are currently moving ahead at RGU and aim to share their process/findings with the other pilot sites to establish a means for further engagement. The principal initial outcome will therefore be a feasibility model for consistent data collection/collation from Scottish HEIs.

Significant progress has however been made in brokering access to the Higher Education Statistics Agency (HESA) data. The ISD have reached a data sharing agreement with HESA which will support access to on-going data and 10 years of retrospective data from all Scottish HEIs. This represents a real opportunity to support consistent and enhanced data collection, interpretation and analysis whilst minimising workload impact on HEIs. Work is also on-going regarding Dr Colin Tilley's annual analysis of retention/attrition factors and his work linking the NES N&M completion data with the NHS SWISS data set.

Further information:

Ruth.Taylor@rgu.ac.uk

Recruitment and Selection SLWG

Aims:

- Develop 'Good Practice Benchmark Statements' for recruitment and selection
- Commission/ Collate Literature Reviews and Evaluation of best practice (interviewing, testing etc)
- Establish a consistent approach to the Nursing & Midwifery Council (NMC) requirements and guidance on student recruitment and selection across Scotland
- Consider 'suitability indicators' to support selection and link all factors to national database
- Link to CATCH/UCAS transition work
- Underpin national marketing strategy approach

2009/10 Activities:

1. Benchmarking -

The SLWG commissioned a literature review and benchmarking exercise of recruitment and selection practices in pre-registration Nursing and Midwifery programmes at HEIs in Scotland to highlight best practice in Scotland in these areas and integrate this with what was known in the literature.

The literature review covered two significant areas in pre-registration nurse education: recruitment and selection. A narrative review was undertaken with a total of 169 sources reviewed. The literature review then informed the development of the benchmarking study. Semi-structured telephone or face to face interviews were carried out with key recruitment and selection personnel in all HEIs in Scotland

providing pre-registration nurse/midwifery education. Key findings identify that there are a large number initiatives in the HEIs in Scotland and that some could be described as centres of excellence in particular areas of recruitment or selection.

Recruitment

Most HEIs are well supported by corporate initiatives to recruit to programmes although there is little co-ordination with National bodies to recruit to the professions of nursing and midwifery. HEIs are predominantly concerned with recruiting to the institution and not to the professions. A realistic picture of nursing/midwifery in the 21st Century needs to be presented to potential applicants using a variety of media;

- *Recruitment initiatives must emphasise the academic requirements of nursing/midwifery and of their associated pre-registration programmes.*
- *Recruitment initiatives are in the vast majority of cases very poorly evaluated.*

Selection

Nursing struggles to recruit whilst medicine and physiotherapy struggle to select. Some midwifery programmes also struggle to select but continue to have problems with retention. Any selection procedures must be valid and reliable, based on high quality evidence and be transparent and fair. A job and person specification needs to be developed for nursing and midwifery students at the point of entry to the programme so that desirable and essential selection criteria can be developed. They can also be used to inform candidates of the role of the student and to make the processes more valid, reliable, transparent and fair. Self selection by applicants should be considered as both a means of informing applicants of the roles of a student/profession and also as part of the selection procedures.

The use of personal interviews is not supported by research and has no proven predictive validity despite the creation of scales and scoring systems which remain unvalidated in the main. Interviews should be discontinued in their current form and replaced by other on site selection procedures which enable a clear two way exchange of information and assessment of non-cognitive attributes. Candidates might be better assessed for non-cognitive attributes through a structured personal statement or essay. This needs to be written on site or validated as the students own work in some way. The use of criteria known to predict success could be used to select candidates but the only reliable indicator is academic performance. Other factors known to be associated with attrition might be noted at the selection process as a measure of the risk of a candidate not succeeding but cannot be used to exclude candidates reliably.

An executive summary of the report is available at:

<http://www.health.ed.ac.uk/nursing/staff/documents/ExecutiveSummaryRSRStudy.pdf>

These findings were then tested out in a survey for their validity and ranking of importance. The resulting analysis is now being used in the development of good practice guidance in recruitment, selection and retention in Scotland. This guidance has been circulated for final consultation and is currently being re-drafted for publication in autumn 2010.

2. Links with Supporting Professionals in Admissions (SPA)

Group members attended and participated at the SPA conference in Glasgow. We will continue to share outputs with this group.

3. Links with Scotland's Colleges

Sybil Lang has been co-opted onto the group to provide a clear link with the College sector and its key role in recruiting and preparing staff for N&M programmes.

4. Link to CATCH – UCAS Transfer

Liz Jamieson has continued to represent NES and keep the group abreast of issues regarding the transfer from CATCH to UCAS. On-going liaison with HEIs has been required to ensure all applications via CATCH are processed, a final outcome achieved and communicated to the applicants.

5. Pupil Placement and wider engagement with Schools

The Tayside-based project has now been completed and the guidance document is due to be published soon. Links have been made to other similar initiatives across Scotland.

The University of Dundee have developed a proposal to pilot a programme of engagement with Schools based on the previous Widening Health Access Network (WHAN) initiative. The SLWG have asked UofD to further develop the proposal along with partner(s) for potential roll-out in 2010-11.

6. Links with 'Marketing' stream

Recognising the clear links between workstreams, the team from Newhaven attended and presented at the R&S SLWG. Their proposals were well-received (see below) and both groups will continue to work closely and share outputs.

Further information: PaulineSmall@nhs.net

Retention SLWG

Aims:

- To scope and develop a consistent national attrition identification tool
- To review and support evaluation of the Pastoral Support Role
- Identify and progress collaborative, focused projects, to develop specific areas of good practice for student retention

2009/10 Activities:

As identified, many Higher Education Institutions (HEIs) have already been developing strategies to address issue of student attrition / retention and it was recognised that there was real potential to harness good practice and develop a consistent national approach. Indeed commissioned literature reviews recommended that, e.g.:

- issues relating to student retention/attrition were complex and inter-related and a holistic approach was essential in addressing a 'wicked problem';
- students should be supported from a pastoral as well as academic perspective;
- those at risk of attrition should be targeted for structured support;
- non – attendance is seen as a significant risk factor retention / success;
- a consistent approach towards management of students who interrupt their studies should be explored

References

McKie, A. (2009) Pre-registration nurse and midwife attrition and retention – a review of the literature, unpublished

Rodger, S & McCreaddie, M. (2009) Student Recruitment, Selection and Retention: Initiatives for Pre-Registration Nursing & Midwifery Programmes in HEI's in Scotland – Final report to the Scottish Government Health Department Short Life Working Groups on Recruitment, Selection and Retention - unpublished

1. Evaluation of SGHD Pastoral Care Advisor Initiative within 3 pilot HEIs

This evaluation of the SGHD-funded Pastoral Care Advisor Initiative within 3 pilot HEIs was commissioned from Prof John Atkinson and team at University of West of Scotland. The study has reviewed the PCA role from multiple perspectives and made several recommendations regarding opportunities for sustaining/integrating the initiative within HEI programme and institutional systems. Whilst the evaluation identifies both need and benefits, the relationship between the different PCA models and impacts is unclear and it has therefore been agreed to provide 'step down' funding to the pilot HEIs over 2 years, with funding linked to clear governance procedures and robust reporting mechanisms - In particular this will focus on the relationship between the model and impacts.

2. Implementation and evaluation of student focused risk identification model Student Review Record within 3 pilot sites

The Student Review Record (Traffic Light System) was developed in RGU as an early warning system to alert undergraduate nursing and midwifery students, and their personal tutors, of areas where students could be at risk of non-completion of their programme. One of the aims of the Student Review Record is to increase student and staff awareness of 'at risk' factors and thus prompt earlier interventions with the intention of enabling students to continue with their studies. The areas the tool focuses upon are academic performance, clinical performance, attendance, health, disability, finance and personal issues and the funded project supports the development of the VLE version of the Student Review Record and piloting with other HEIs.

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

Based on a system developed for engineering students at GCU, this initiative is piloting a computer-based nursing and midwifery student attendance management system at three Scottish HEIs. Evidence from earlier work supports a relationship between a closer focus on attendance and student retention and the NURSEKELPIE model represents an enhanced version of the original system.

The new software developments are virtually all on schedule and all technical work is currently projected to be completed on time. The only area that is reported as behind schedule is the production of online help for administrative staff. This will be rectified by the end of April 2010. A dedicated project web server under the full control of the technical team has been set up to support the project. This server is designed to carry KELPIE systems for all pilot sites and allows the technical team to have full control and access to all pilot systems during the early phases of the project. From a technical point of view, this is the best way to ensure that any difficulties encountered by early users can be dealt with rapidly and effectively.

The decision to run 3 pilot installations rather than 4 has made resources available to incorporate a unplanned additional feature into the final system. For example, it will now be possible for student placement hours to be recorded, verified and stored in

the final KELPIE system. The details of how this will operate are yet to be discussed and agreed with Placement Officers at each of the pilot sites, but technical trials are currently being conducted to assess the possibility of students on placement being able to input their placement hours to KELPIE using a text message or via an online interface. The hours can be verified by an appropriate person via an online interface. Early results indicate that such a solution will work technically. Discussions will take place towards the end of March 2010 with pilot site Placement Officers to formulate a final view on how to deal with placement data in KELPIE.

Overall, the project is on track, but (as in the Data Enhancement stream) data sharing arrangements have been complicated and have require workarounds. The SLWG Chair and SGHD representative have set up monthly teleconference meetings with the project lead to ensure on-going progress.

GCU – An early version of KELPIE has been used to monitor students since September 2009. The absence management of students including the generation of letters and emails from KELPIE has been taking place since that time and is ongoing. An updated version of the system will be made available to staff at GCU from Easter.

RGU – A number of meetings, discussions and training sessions have taken place. It was planned to give RGU staff access to their online version of KELPIE in January 2010. However, concerns were raised locally relating to the release of RGU student records data to the development team and this delayed the release. A confidentiality agreement has now been concluded between RGU and the development team and the transfer of data has recently taken place.

The RGU KELPIE system is now live and a lead member RGU staff has full access. Work has already started at RGU to collect attendance information and this can be input to the system retrospectively.

ENU – Staff training sessions and discussions have taken place. It was planned to give ENU staff access to their online KELPIE system in January 2010 but, as with RGU, some data protection concerns were raised by the ENU IT team. In this case, the solution agreed was to have the KELPIE software system installed locally at ENU. This form of local installation is included in the project plan, but it was scheduled to take place during July/August 2010 so installing locally at this time is simply bringing a planned part of the project forward. Unfortunately, this solution introduces unexpected delays to allow ENU to install the software and interface it to their student records system. This solution is ultimately the best one, but it has the disadvantage of causing a delay to the start up. The software installation files have been made available to the ENU IT team. An expected date for staff access to the online system is unclear at the moment. In spite of the unexpected software access delay, the collection of attendance data and the generation of communications to students has started at ENU. Letters and emails are currently going out to students.

4. Identifying and Improving Support Strategies for Leave of Absence Students

This funded project, led by Dr B Paterson and Mr Ian Murray from the University of Stirling has explored issues surrounding 'time out' students. The study is stage 1 of a potentially larger study with potential to produce good practice guidance to maximise successful return to studies (Stage 2).

The work suggests that HEIs require to adopt a strategic approach to retention, using information garnered from research into the factors predicting successful student completion to inform their recruitment, education and student support strategies. Ongoing longitudinal research in Stirling was addressing this objective but the data emerging had identified that students who take 'time out' from their studies out were at particularly high risk of non-completion. This observation was confirmed in informal discussions with other HEI giving rise to this research.

In particular, this research sought to address two specific issues, 'that organisations should develop means of keeping in touch with students on time out' and that they put in place support strategies for students on time out might best be accomplished. In order to establish what was presently being done nationally and that existing good practice was identified and disseminated.

- Retention rates may be considered as a reflection of HE providers success in selection, advice and support to their students.
- Retention strategies should include an explicit focus on those students who for personal and/or academic reasons may take leave of absence from their studies.
- Given the wider implementation of single intakes by HEI the numbers of students placed in LOA are likely to grow nationally.
- When leave of absence becomes necessary there are a range of means by which such students can be supported.
- Absolute retention rates may indicate little with reference to the performance of the institution in terms of added value. But the success that institutions have in supporting struggling or distressed students is arguably a more accurate reflection of the institution's effectiveness and procedures in adding value.

The report is currently with the SLWG for comment prior to wider circulation to the Delivery Group for discussion/action.

Further information: j.greig@gcal.ac.uk

Practice Learning SLWG

Aims:

- Develop guidance for a common approach to documenting assessment of practice in pre-registration nursing programmes in Scotland.
- Support the implementation and evaluation of demonstration projects of new and innovative approaches to providing practice placements in pre-registration nursing programmes.
- Establish a national strategic forum that promotes consistency, coordination and sharing of information to inform and guide the practice learning experience.
- Enhance mentor support and the learning experience of pre-registration nursing students in the Care Home Sector through the recruitment of Education Facilitators.
- Establish a national web based resource for mentors, and those who support them.

2009/10 Activities:

The Practice Learning Short-Life Working Group includes representation from service, education institutions, professional organisations, NHS Education for

Scotland (NES) and Scottish Government Health Directorates (SGHD). The group's work is informed by evidence from four nationally funded projects: The Evaluation of Fitness for Practice Pre-registration Nursing and Midwifery Curricula Project (Lauder et al, 2008) and the response from NHS Education for Scotland (NES, 2008); the Evaluation of the Practice Education Facilitator project (Carlisle et al, 2008); and a scoping report associated with Practice Placements (SMCI Associates, 2007).

Three broad programmes of work have been identified under the following headings:

Assessment

National Approach to Practice Assessment

Variability across HEIs in relation to assessment processes and documentation has the potential to impact on the student experience and the quality of mentor support provided. It is argued that a national approach to documenting practice assessment will provide more consistency in approach, make the best use of resources, and may increase student retention by providing a more positive assessment experience for both students and mentors.

A working group, with representation from each HEI and other collaborative partners, is therefore developing guidance for a common approach to documenting assessment of practice in pre-registration nursing programmes in Scotland. The guidance will include core documentation, guiding principles, and recommendations from two commissioned literature reviews exploring issues of using grading of practice, and service user and carer involvement in practice assessment. Guidance will remain in draft format and be reviewed following the publication of the revised NMC Standards for Pre-registration Nursing Education later in 2010.

Practice Placements

National Strategic Group for Practice Learning

Current and emerging evidence is creating the opportunity for a national strategic forum that promotes consistency, coordination and sharing of information to inform and guide contemporary nursing and midwifery student practice learning experiences across Scotland. NES have therefore established a strategic forum to facilitate the development of strategic principles and guidance for enhancing the practice learning experience of pre-registration student nurses and midwives in NHS Scotland.

Demonstration Projects of New Approaches to Providing Practice Placements in Pre-registration Nursing Programmes

Current models of practice placement allocation present challenges, including configuring placements that respond to policy drivers, variability in number and length of placements across branches and inter-HEI, balancing supply and demand for particular placements, and ensuring the quality of student practice placement experience. NES have therefore provided funding to support three pilot sites in exploring solutions to some of the challenges outlined above by establishing and evaluating new and innovative approaches to practice placement via the establishment of demonstration sites.

The three partnership projects between NHS Scotland Boards and HEIs to design, implement and evaluate demonstration projects will pioneer new and innovative approaches to organising practice placements in the pre-registration nursing programmes. Hub and spoke models are being piloted across a common foundation programme, pre-registration mental health programme, and Child and Adolescent

Mental Health Services (CAMHS). Detailed feedback on process, outcomes and further action will be provided by each of the pilot areas.

Mentor Support

Supporting Mentors in the Care Home Sector

The Care Home sector is often cited as both a growing area for care delivery and an area where support to students is less well developed. Therefore there is an opportunity to develop pre-registration student learning experiences and mentor support across care home practice placements. Supported by DG monies, NES has therefore led the provision of funding to NHS Boards for the recruitment of 14 WTE education facilitators nationally to support care home practice placements, with a specific focus on enhancing the student experience and developing the learning environment. It is hoped that this will enhance the development of pre-registration nursing students in care home practice placements, providing support to mentors through education and development activities and contributing to the care setting as a positive learning environment.

Enhancing Mentor Support through a National Mentor Resource

Whilst excellent resources exist locally for mentors and those who support practice, there was a need to establish a national repository for resources to support mentors that complements current resources. This will share good practice nationally, address any identified gaps in mentor resources, and support organisations to meet requirements for annual update and triennial review as required by the NMC..

Supporting the learning environment

NES will take forward further work around a quality enhancement measure linked to the revised NES Quality Practice Placement Standards and related educational/development support for Senior Charge Nurses.

Further information:

Lesley.White@nes.scot.nhs.uk

vikki.melaragni@nes.scot.nhs.uk

Marketing SLWG

Aims:

- Modernise the image of Nursing & Midwifery as positive career choices
- Support HEIs, Scotland's Colleges and Careers staff to attract the right calibre of candidate who is committed to education, training and practising as a Nurse or Midwife
- Ensure 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.
- Work with stakeholders to ensure shared vision and develop an integrated campaign.
- Evaluate relative effectiveness of different approaches to support maximum impact

2009/10 Activities

Evidence supports a positive relationship between better informed career choice amongst students, the quality and structure of selection processes and subsequent retention/attrition in Nursing and Midwifery pre-registration programmes. Whilst

previous approaches have sought to counter such attrition with higher recruitment targets, in the current context this results in significant and unsustainable costs to the health budget from both student fees and bursary payments.

Further, such large volume recruitment is unlikely to be sustainable in the future due to Scotland's changing demographic and there is a need to shift towards better targeted recruitment and selection based on both recognising and fostering aptitude and commitment to nursing and midwifery careers.

From 2011, Scotland's HEIs will be moving to a Degree-only exit from pre-registration nursing programmes. NES and SGHD are already working closely with them to support this transition. By focusing on both the attraction and filtering of potential candidates, we will support Scotland's HEIs in appropriate candidate selection and facilitate a leaner, more sustainable student profile for Nursing and Midwifery cohorts and better profiling of graduate nurses and midwives in the workforce. Crucially, we recognise that HEIs are already working hard to achieve this objective and are determined through this work to support evidence-based approaches, maximising impact and minimising less-effective interventions.

Based on the results of research with the general public, potential nurses & midwives, students and stakeholders, Newhaven has been commissioned by NES and CNO Directorate to develop a Nursing and Midwifery careers web resource which will challenge and shift perceptions of the Nursing & Midwifery professions so that they are seen as fulfilling, challenging and inspiring careers. Linking together these important themes, the project has a recruitment, selection, retention and education orientation ensuring that any activity benefits both pre-registration and post-registration nurses & midwives and supports their lifelong learning and development.

Central to the approach will be an exciting digital information hub where people considering a career in nursing or midwifery can access information to help them make informed choices based on reliable and accurate facts about education, courses and career progression. The website will be supported by a communications campaign aimed at potential applicants, careers advisors and the wider public. Although at an early stage, the initiative already involves close working with both professions and all the organisations that form the backbone of healthcare in Scotland. The internal communications programme and the digital element of the work aims to be up and running by the Autumn, with public-facing communications in 2011. All phases of the work will be subject to on-going review in support of our objectives and the broader employment context.

Phase 1: Positioning the profession, educating candidates & providing career navigation and identified pathways for those in the profession

- Potential Nurses & Midwives (career considerers)
- Student Nurses & Midwives
- Working Nurses & Midwives
- HEIs & Stakeholders

Phase 2: Broadening the appeal of Nursing & Midwifery and mitigating against outdated & negative perceptions

- Potential Nurses & Midwives (career neutral)
- Influencers – parents, partners & peers

Phase 3: Public facing work to shift broader role perceptions.

The initiative has widespread support from key stakeholders, including HEIs, Partnership bodies and NHS Board Nurse Directors and this approach places Scotland at the forefront of UK initiatives regarding the image of nursing and midwifery whilst ensuring a stronger, better matched and more sustainable link between the attraction, selection and retention of our future health workforce.

Further information: Mike.Sabin@nes.scot.nhs.uk

Linked Activities

Student Engagement

The Delivery Group have consistently sought to draw upon the views of students and to use these insights to shape the direction of our initiatives. Indeed, rather than adopt a tokenistic approach, and following consultation with stakeholders, the Delivery Group have chosen to create a specific cross-cutting workstream focused directly upon student engagement.

To that end, and following competitive tender, NES have commissioned Article 13, an expert group in social and stakeholder engagement, to take forward a specific project to develop a comprehensive student engagement process in relation to the nursing and midwifery career marketing, recruitment, selection and retention work.

The student engagement workstream will seek to capture student views, perceptions and aspirations in each of the key areas covered by the existing Short-life working groups (SLWG). This will also involve close working with the Delivery Group and the Chairs and membership of each of the SLWGs. Further, as a core element of our commissioning, we will establish, through this work, a model for wider student engagement upon which future work can be built.

Further information: Vikki.Melaragni@nes.scot.nhs.uk

Learning Disability Distributed Model

Following discussions a pilot model has been progressed with two institutions - Edinburgh Napier University and Glasgow Caledonian University working in partnership with Stirling University and related NHS Boards. Funding has been committed to this piece of work and NES have established a reference group linked to the national Learning Disability Senior Nurses group.

Dissemination Conferences and dissemination

A repeat of the previous national event was originally to be held in November 2009 at the Beardmore Conference Centre and we had hoped that this would inform the 'Student Enhancement' stream. However, this was cancelled due to the Pandemic, but remains a priority for 2010/11.

In February 2010, the Delivery Group supported attendance and presentation by each of the SLWGs at the RCN *Partners in Practice* conference in Blackpool. Alongside the presentation, we established an 'Information Hub' which reflect each of the key workstreams and a number of specific projects. Both aspects were well received and the 'information hub' also presented at the NHS Scotland Event in June and will be taken to the RCN event in Belfast (Sept '10)

Representatives from the Marketing SLWG presented at the RCN Student event in Glasgow, where the work was well received.

Evaluation

Evaluation of the processes, outcomes and value for money of the actions planned and undertaken by the National Nursing and Midwifery Student Recruitment and Retention Delivery Group and associated Short Life Working Groups are key requirements of this initiative.

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 are clear that such a strategy should provide external evaluation, provide transparency and deliver visibility to stakeholders.

Agreement has been reached on a package of £50 000 to support evaluation and a business case and briefing prepared. Unfortunately, despite agreement to proceed, it was not possible to secure a directly-funded unit to take on this work. The evaluation will therefore be commissioned by NES in 2010/11.

Transition to NHS Education for Scotland

As part of a wider strategic shift of responsibilities, SGHD has established the transfer of responsibility for commissioning/review of pre-registration nursing and midwifery programmes to NHS Education for Scotland (NES).

Given NES' clear and established educational development and support remit and their close involvement across the wider workstream, it was agreed that the whole Recruitment and Retention programme should transfer to NES from April 2010. This transfer, along with the associated funding, should support greater integration with existing workstreams, provide additional infrastructure and support longer-term sustainability.

It is recognised that, whilst the SLWG structures had been ideal for setting up workstreams and identifying priorities, the longer term governance, performance management and sustainability of initiatives required a new approach.

To that effect, Mr Sabin will be returning to NES from SGHD and will take over responsibility for the programme under Dr Ferguson's wider Pre-Registration remit. This should minimise any disruption to programme aims and timetables. However the shift provides an opportunity to refresh group memberships and agendas and to review and revise priorities for this important programme.

It has been agreed that meetings will be held with each SLWG to discuss:

1. Progress of existing work
2. Proposals for additional/revised workplans
3. Funding and timescales

These meetings have begun and option papers have been developed for the SLWGs to consider and to underpin more detailed financial, governance and commissioning processes within NES.

Mike Sabin
Programme Director
NHS Education for Scotland

APPENDIX 1. – Delivery Group and SLWG initiatives

