**North PEF/CHEF Regional Highlights**

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| NHS Highland | ***Priority 1: Enhance engagement with and political awareness of nursing and midwifery professional practice and regulatory changes***New Future Nurse and Midwifery Programme information sharing and dissemination during annual mentor updates, senior Charge Nurse meetings, one to one meeting, VC discussions. Distribution of current guidance to raise awareness, i.e. FNMP Newsletter. Strategic involvement with NHSH Future Nurse and Midwifery Implementation Group.Participation with educational body UHI re final year students in preparation for graduation. Topics presented by PEF team included duty of candor, revalidation, flying start, graduate programme, CPD, PDP, and TURAS. PEF team input was valued and feedback was of a positive nature. Involvement from the PEF/CHEF continues and we will support this again during 2020.Communication ongoing to support mentors, senior charge nurse etc in the clinical areas. PEF involvement with NHSH NMAHP leadership committee.***Priority 2: Extend the breadth of practice learning experiences into contemporary health and care environments*** Health visitor teams and school nursing areas are being reopened as clinical placements. Also a focus on exploring new areas, these areas include nursing homes and the ANP rural teams as well as specialist areas of practice. Focus was on SLA’s and maximising student placements within existing areas or newly opened areas. Productive year with input into schools and career events. This input includes collaboration with the department of commerce, secondary educational institutes throughout the Highlands and the small uniform days. These events proved popular and enjoyable for all those involved. The small uniform day was held in the Centre for Health Science and facilitated by members of the PEF team, pre- reg student nurses and university staff.Secondary school link person now in place. This named individual (from the PEF team or university) allows for good lines of communication and a single point of contact.Post graduate career fair included recruitment of nursing students which contributes to the future workforce within the highland area and in turn supports the shortfall of staff in the more remote an difficult to recruit areas.***Priority 3: Enhance and sustain the quality of the practice learning environment***Ongoing engagement with QMPLE, supporting team leads to use this system.The IT system “inplace” is a new system which will improve equity of placement allocation. Ongoing work alongside HEI’s to improve students training line and journey.Flying start programme facilitation throughout the geographical area. Input includes providing support and reviewing the programme on an ongoing basis.Graduate programme up and running (31NQP attended). PEF and educational leads running a ‘New Graduate Programme’ to support newly qualified AHPs and Nurses with Flying Start and throughout their first year of employment.Team using all available means/methods of sign posting learning resources twitter, nhs intranet page, face to face , VC, facilitated sessions and workshops. |
| NHS Western Isles | ***Priority 1: Enhance engagement with and political awareness of nursing and midwifery professional practice and regulatory changes*****Future Nurse/NMC standards** * Work has continues within the board to prepare for the implementation of the new NMC Standards. Awareness is being raised amongst all staff, via face to face communication, ward visits, email sign posting to NMC and NES guidance, PC Desktops, Team Brief, poster campaign. A programme of awareness sessions begins in March.
* PEF has raised awareness amongst care homes as to how the new standards will affect them, they are keen to work collaboratively once the new standards are in place.
* PEF has worked alongside HEI to lay the foundations for NQPs to be ‘Supervisor Ready’ at the point of registration.

***Priority 2: Extend the breadth of practice learning experiences into contemporary health and care environments*****Placement Capacity*** Identifying new areas/mentor teams is ongoing. This has been challenging at times, due to restructuring within the board, but it has also led to new placement opportunities: Macmillan and Palliative Care Team Placement have opened up, Dementia Post Diagnostic Support Team Placement and discussions regarding a rotational neuro placement with Specialist Nurses Parkinsons, Epilepsy and MS are progressing.

**Work Experience*** Links with the local College are well established. Students currently studying Health & Social Care courses attend Western Isles Hospital on placement in clinical areas, allowing them to experience the nursing environment. Many of these students progress to the UHI Pre Reg Nursing programme.
* High school pupils who attend Lews Castle College for 1 day a week, come to the hospital on a one off visit, to visit various departments, including Nursing and Midwifery, this gives a good insight into the workings of the whole hospital and the many career opportunities available within the NHS. Again, many of these pupils return to continue their studies as Nursing students.
* High School pupils who have an interest in Nursing and Midwifery, come to the hospital on work experience, have the opportunity to spend one week working at Western Isles Hospital. Rotational programmes are arranged for them, placing them in a different clinical areas each day, giving them a varied learning experience. They also have the opportunity to gain an insight into BLS training with our Clinical Practice Trainer.

**Widening Access to Nursing/ HEI Support** * PEF involvement in the interview process for applicants to UHI Pre-Reg Nursing Programme.
* OSCE Exam support.
* Placement allocation and mentor/PEF support for University of Stirling RTP Students.
* PEF support for OU Awareness Sessions took place in January and interviews are due to take place in the coming months.
* Placement allocation and support for current OU students and their mentors is ongoing.
* Promotion of the OUs Widening Access to Nursing Programme is underway, support for potential applicants is available from the PEF.

***Priority 3: Enhance and sustain the quality of the practice learning environment*****Quality Management of the Practice Learning Environments (QMPLE)*** Ongoing engagement work with SCNs/users re QMPLE. Audit process, mentor allocation, QSPP.
* Student education sessions re the use of QMPLE and the feedback system at the end of placement.
* Mentor database is now active in QMPLE

**NES Flying Start**Due to low NQP numbers, Flying Start numbers have been very low, however numbers are now improving slightly, with the employment of several NQPs.* Ongoing support for NES Flying Start NHS programme.
* Support for both the NQP and the Flying Start Facilitator is offered.
* Raising awareness of Flying Start with SCNs/Mangers.

A Preceptorship Programme is at the planning stage, this will offer support to NQPs, also RTP Nurses and Midwives, and registered staff who have moved to a clinical role, after a period in a non-clinical role. Flying Start will be integrated into the programme.  |
| NHS Tayside | ***Priority 1:  Enhance engagement with and political awareness of nursing and midwifery Priority 2:  Extend the breadth of practice learning experiences into contemporary health and care environments**** + Worked in collaboration with all staff to raise awareness and implement the new NMC Nursing and Midwifery Standards.
	+ Participated in local Strategic Oversight Group for new NMC Nursing and Midwifery Standards and associated short life working groups.
	+ Developed and delivered transition sessions to support mentors, sign-off mentor and practice teachers transition to new SSSA.
	+ Organised and delivered Nursing and Midwifery Educational Conference to raise the profile of educational priorities and the team across NHS Tayside. Topics encompassed: Future Nurse and Midwife, active learning, leadership, clinical supervision and ePortfolio.
	+ Worked with partner education providers on curriculum development.
	+ Collaborated with and supported partner approved education providers with NMC approval processes.
* Contribute to national Future Nurse and Midwife workstreams e.g. eLearning resource group for practice supervisor and practice assessor preparation

***Priority 2:  Extend the breadth of practice learning experiences into contemporary health and care environments**** + Supported staff awareness sessions in collaboration with partner education providers, to widen access into nursing e.g. Higher National Certificate (HNC) and articulation in to 2nd year of nursing programme.
	+ Had exploratory meeting with the Open University to explore additional widening access routes in to nursing.
	+ Participated in selection process of applicants for HNC and pre-registration nursing programmes.
	+ Supported review and redesign of selection process for pre-registration nursing programmes.
	+ Identified additional/underutilised practice learning environments e.g. Maxo- facial day surgery department
	+ Participated in information sessions on Return to Practice programme.
	+ Participated in work to progress the Clinical Supervision agenda in NHS Tayside.
	+ Supported healthcare careers opportunities ‘taster’ session for secondary school aged children.

***Priority 3:  Enhance and sustain the quality of the practice learning environment**** + Supported the delivery of newly qualified practitioner induction sessions.
	+ Supported learning environments with ‘de-brief’ sessions following student feedback from QMPLE, working in partnership with education providers to develop and implement actions plans (where required) along with celebrating successes and positive feedback.
	+ Supported and delivered train the trainer- facilitation of learning tool kit to a range of staff.
	+ Scoped capability and capacity using the NES tool to support review of learning environments.
	+ Supported and promoted Flying Start NHS in a variety of ways, including: promotion with 3rd year students prior to qualifying, at nursing induction sessions and through developing and delivery of sessions for managers and facilitators.
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| NHS Orkney | ***Priority 1: Enhance engagement with and political awareness of nursing and midwifery professional practice and regulatory changes**** Working in collaboration with staff raising awareness of the FNMP – this is highlighted and discussed at all annual mentor updates, discussions with senior charge nurses across the board and by the dissemination of FNMP newsletters via email to all mentors and senior charge nurses.
* Working with partner HEI’s on curriculum development.
* Raise awareness of the NEW NMC standards – discussed at all annual mentor updates.

***Priority 2: Extend the breadth of practice learning experiences into contemporary health and care environments**** Reviewing current learning environments with the aim to increase student numbers and develop new areas students can be placed – ongoing objective.
* 8 new mentors completed the mentor preparation programme.
* Developing Young Workforce events – careers fairs which incorporated young carers, secondary school career events and “Day in the Life” event hosted by NHS Orkney focusing on S3, S4 pupils. The later event encompassed Nurses, Midwives and AHP’s, highlighting many of the roles available across the NHS.

***Priority 3: Enhance and sustain the quality of the practice learning environment**** QMPLE roll out – PER user training sessions and mentor information sessions completed across the organisation. All senior charge nurses/midwives and lead mentors have received training in the use of QMPLE. All mentor updates have incorporated QMPLE, to highlight its use and ensure all mentors have an awareness of this platform.
* There are currently 9 newly qualified health care professionals who have commenced and been given an induction to the Flying Start Programme. This cohort have also been offered 1 to 1 sessions and ongoing support. The aim of this support, from the PEF, is to encourage participants to progress through and complete the programme.
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| NHS Shetland | ***Priority 1: Enhance engagement with and political awareness of nursing and midwifery professional practice and regulatory changes**** 8 New mentors through mentor preparation

***Priority 2: Extend the breadth of practice learning experiences into contemporary health and care environments**** Development of 2 new learning environments, increasing student numbers by 2
* Developing Young Workforce events, careers fairs, careers in the NHS days with S1 and S5

***Priority 3: Enhance and sustain the quality of the practice learning environment**** QMPLE roll out – PER user training sessions and mentor information sessions
* Flying Start Sessions 1 to 1, group sessions to help encourage progress and gain support within a group
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| NHS Grampian | ***Priority 1: Enhance engagement with and political awareness of nursing and midwifery professional practice and regulatory changes***Future Nurse Midwife Project (FNMP) has been an integral part of our work this year. Our lead NES PEF is part of the local implementation steering group and has been involved in the development and implementation of the NHS Grampian workplan and associated roll out. We have encouraged staff to engage in the FNMP agenda in a variety of ways: distribution of the national FNMP Newsletters, facilitating discussions and raising awareness around the NMC Standards of Proficiency for Registered Nurses at Mentor Updates; Practice Learning Environment Team meetings; Senior Charge Nurse & Team Leader meetings; local conference presentations and ad hoc Practice Education practice contacts. We have had the opportunity to participate in curriculum development workshops for the new undergraduate curriculum for both nursing and midwifery undergraduate programs.PEFs continue to collaborate with RGU and North Region colleagues in Short Life Working Groups to inform and develop local transition materials and the NES national e-resource materials for staff in relation to the new Standards for Student Supervision and Assessment.***Priority 2: Extend the breadth of practice learning experiences into contemporary health and care environments***Working in partnership with our practice colleagues we have scoped and created new Practice Learning Environments as well as reviewing and revising existing service level agreements; which has allowed us to maximise student capacity without compromising placement quality. Where there have been challenges around service re-design, PEFs have been integral to manage and mitigate risk within the practice learning environments. We have created new learning environments in mental health, acute care, primary care, specialist nurse teams and unique environments like HMP Grampian. We have worked in collaboration with RGU to develop the updated allocation model of the new curriculum launching in September 2020. The team continues to support innovate ways to widen participation through involvement with RGU Summer school and award winning Midwifery Insight days. We also support national and local careers events, with NHS Grampian winning ‘best stand’ at the Skills Scotland Event. We are supporting the Developing the Young Workforce agenda with the organisation offering school pupil work experience, modern apprenticeships and Princes Trust project, PEFs offer support during placements. ***Priority 3: Enhance and sustain the quality of the practice learning environment***We have worked in partnership with NES and RGU to implement the QMPLE database, taking advantage of the national practice education network to share knowledge and experiences. We have had very positive feedback from NES with regard to our robust roll out plans, including innovative social media campaign via twitter. We are now in the process of gathering student feedback and the data captured in QMPLE will allow us to continue to enhance the quality of learning environments across the area. Our implementation group is now becoming a strategic group to ensure sustainability of QMPLE. Flying Start is facilitated across all areas, starting with a new graduate welcome, bringing all fields together for learning sessions followed by practice development days during the first year of practice and local divisional input including clinical support and VBRP sessions. Reporting of Flying Start progression is undertaken through board and practice education governance structures. We have also provided our new graduate nurses with flying start badges which discreetly identify new graduates in practice, which have been very well evaluated. FS badge snip.PNG*Flying Start Badges*NHS Grampian are pioneering new roles within clinical practice and practice education with the development of new band 4 roles:* Wellbeing and Enablement practitioners: helping people to maintain their health, wellbeing and quality of life
* Associate Practice Educator: employed to support the health care support worker agenda, providing education and development

PEFs have been supporting these new roles in practice. We continue to strive to improve quality in practice, through a variety of interventions:* Palliative care and clinical skills education for care homes
* Teaching and marking on Mentor Preparation courses
* Core mandatory training in Maternity Services
* Mentor updates
* Working in partnership to develop new cause for concern process
* Review and development of band 6 development programme
* Supporting the transition from ANTT to NES Aspetic Technique
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