

Welcome to the Learning Disabilities Professional Development Forum

13th November 2019

Old School Canteen

Tyrone and Fermanagh Hospital

Welcome

- Housekeeping
- Today's programme (on tables)
 - Winners of the Nurse of the Year Learning Disabilities
 - The NIPAD Learning Disabilities
 - FNFM
 - CPD opportunities
- Table top exercise
 - questions, answers and actions
- Reflections on learning

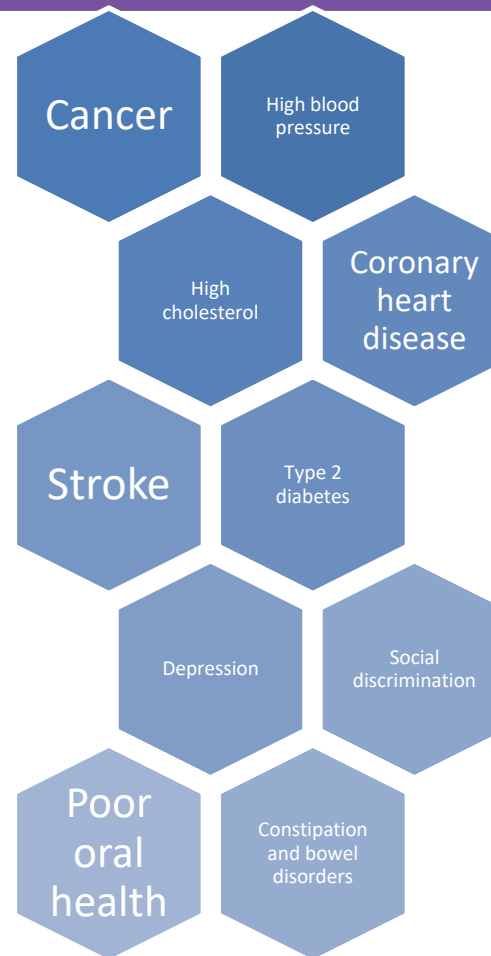


Choose to lose

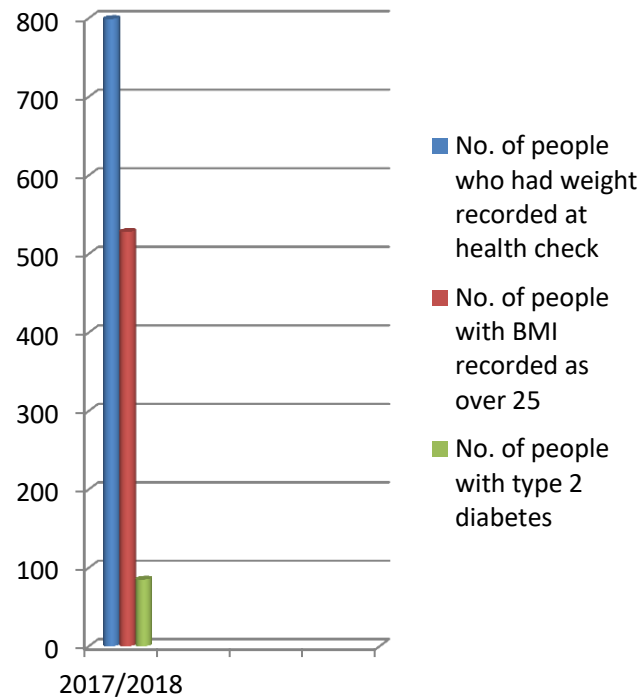
Siobhan Brady, Health facilitator Nurse Aoife Mills, Community learning disability nurse

Background Information

- Being overweight or obese increases someone's chances of developing conditions such as:



SET Statistics 2017/2018



66% of people with BMI recorded are in overweight/obese category

OUR AIMS

- Target group of people with high BMI
- Fun interactive sessions

- Weekly input from us

Weigh in Dance exercise class

Short Interactive education session

- Part of a group/team
- Individuals have ownership for group to make it person centred e.g. name, ethos, ground rules
- Feedback for change gained regularly formally and informally from individuals and family
- Reduce referrals to CNLD team



'Better lifestyles' group

Commencing 27th September 2018

Come along and join Siobhan and Aoife from the Community Team to learn how to:

Get Healthy → Get Active → Feel Better

Where and When?
Downpatrick Scout Hall
7pm

A 12 week group which will include:
a weekly weigh in, advice and information on a healthy lifestyle and dance activity.

I would like to receive support to help me get healthier by joining this group
Name: _____
Date: _____

Please return this form signed to Cyril McKissey c/o Downpatrick Sport and Recreational Club before 27th September

We look forward to seeing you

WHY?

- High prevalence of LD population with high BMI
- Fun sessions in order to engage and maintain attendance
- Weekly sessions for consistency
- Group work for interactivity, fun and competition
- Regular feedback to empower individuals, involve and ultimately motivate to lose weight and exercise
- Family feedback to attempt to make long lasting change

Our Co-Production Aim

From the early stages we aimed to co produce our programme with the individuals involved in design, development and evaluation. We felt that the individuals were best placed to advise on what type of support would make a positive difference. The aim of using co production was to empower self-help and have a high level of person centeredness.



How did we Co-Produce?



- Targeted venue and time of interest
- No cost to individual client
- No further commitment for family or carer
- Individuals involved from beginning
- Group picked their own name on week 1
- Provided individual consent through consent form
- Group decided on topics/subjects for each week
- Suggestions taken on how to improve at any time
- Midway evaluations completed by all clients in attendance
- Family/carer feedback sought
- Weekly slimmer of week awarded
- Overall certificates for participation, half stone awards and overall winner

Weekly Sessions



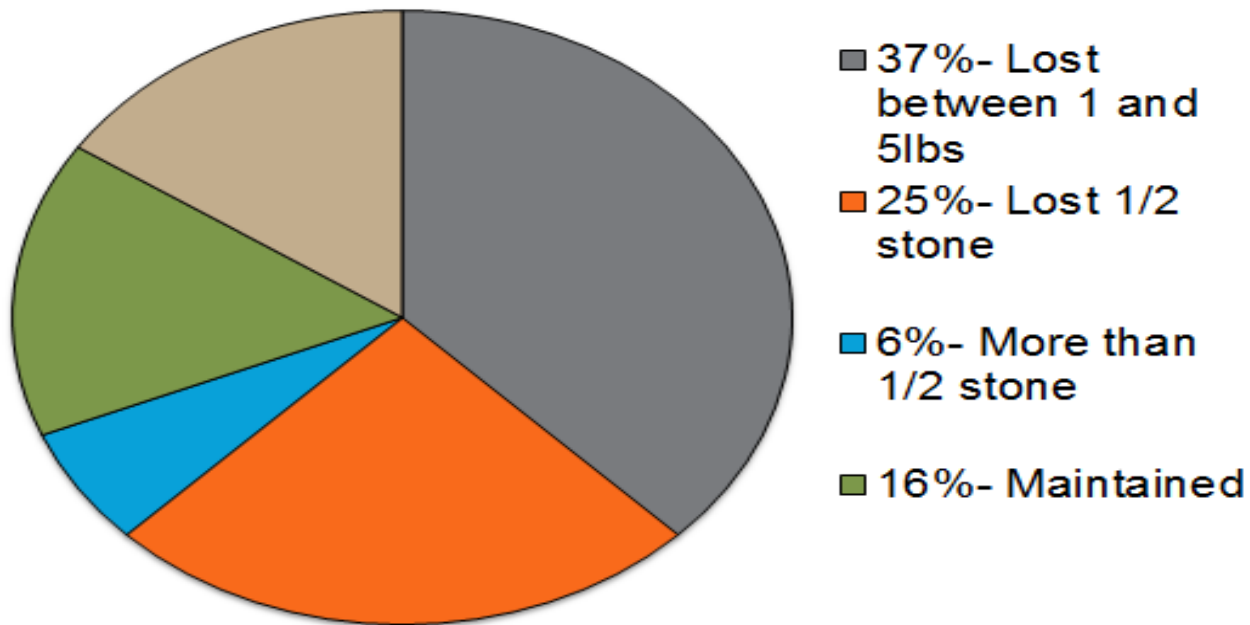


Results



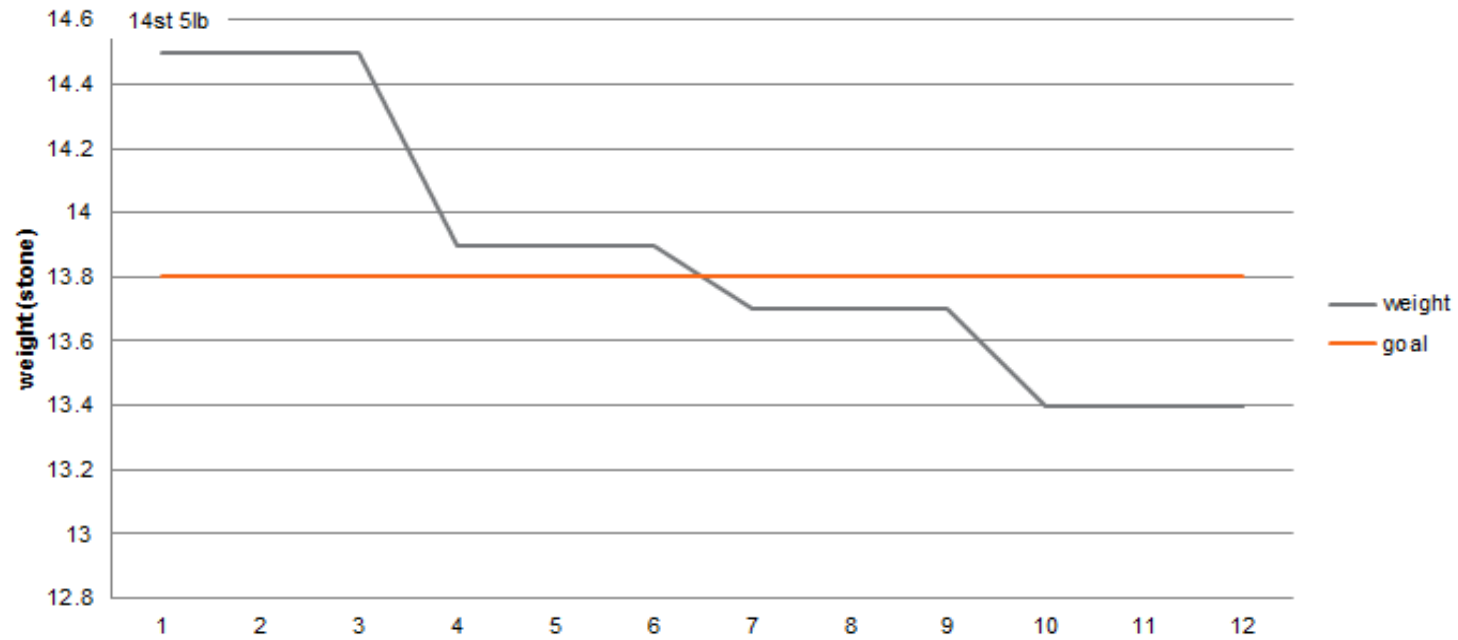
Weight loss

68% of individuals successfully lost weight

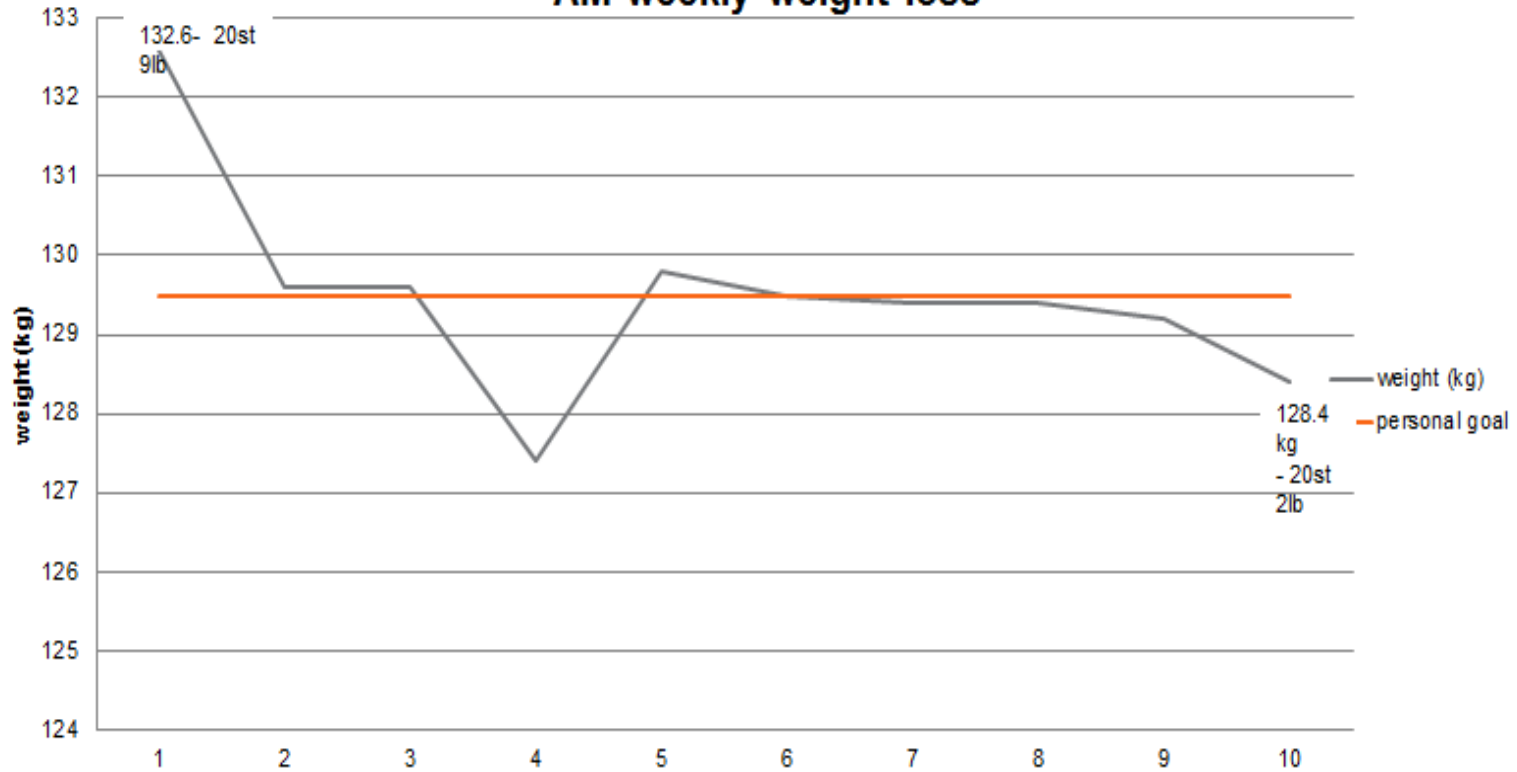


Personal Results

PMcG Weight loss



AM weekly weight loss



Challenges/Problems Encountered

In planning we identified possible problems and attempted to overcome:

Problem	How we attempted to overcome
Engagement	<ul style="list-style-type: none"> Targeted already established group New concept of being part of group rather than individual programme
Cost and transport for individuals and families	Targeted group that individuals already attend and no additional transport or cost required

During programme minor problems identified and easily changed:

Problem	How we attempted to overcome
Attention and length of session	Sessions were required to be made shorter as individual's felt too long
Capability and nature of activities	Was required that activities were made more sensory and interactive to meet individuals ability more appropriately

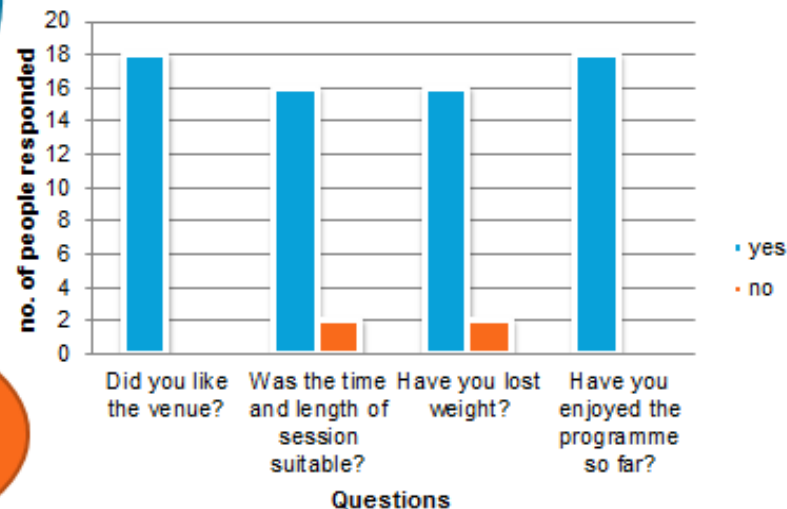
Week 7 Midway Evaluation

Do you feel better?

'Yes, I do not feel as down as I did before

We would like more sessions/another programme

Participant feedback at midway point



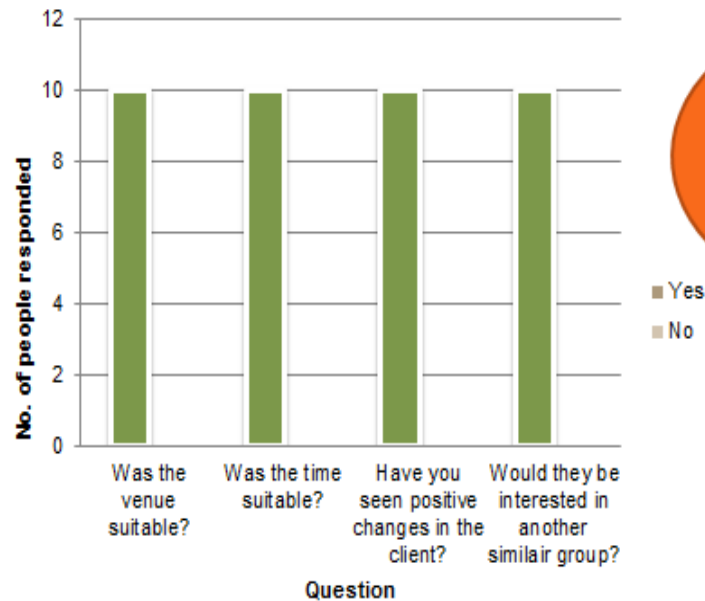
Are there any changes you would like?
more information on healthy eating in easy read format

Are there any changes you would like?
Activities where you can use more pictures

Carer End Evaluation

Positive change, individuals learning what is good for them

Liked learning about eating healthy and exercise



Now asks for healthier food and snacks

Enjoyed the music and style of exercise (dancing)

Showcasing the Project

- **Presented our ideas at MDT meeting**
- **Completed safety quality and improvement (SQE) project through South Eastern Trust**
- **Presented to quality improvement leads as part of SQE programme**
- **Applied for funding through trust initiatives health development department and dragons den**
- **Trust workshops involving MDT members and senior management to gain views on moving forward and our programme**

Conclusion

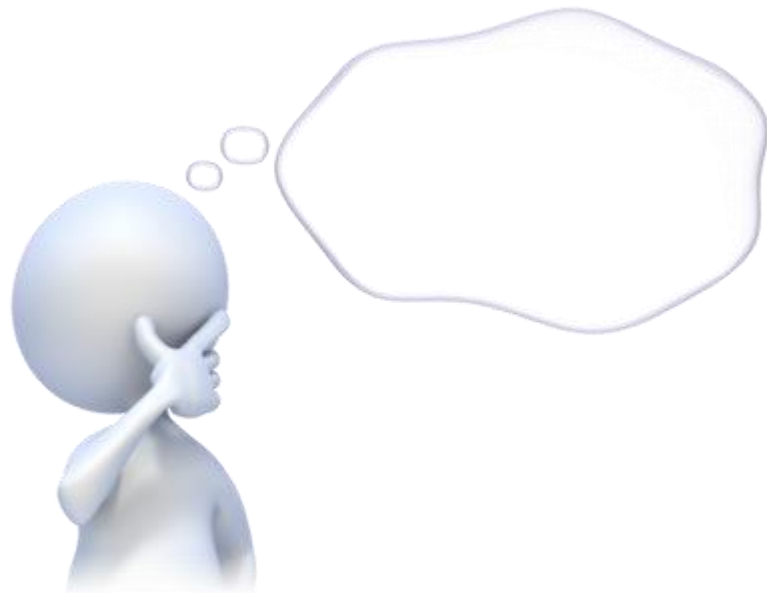
Outcomes were met as:

- Successful weight loss
- Engagement was positive
- Client satisfaction was high through feedback

Currently a third programme is running as requested by participants. Proposal has now been made for similar programmes to be rolled out throughout disability directorate.

Overall we feel that our programme was very successful due to meeting aims and defined outcome. It is an example of a clear, consistent, simple approach to combating obesity and health problems for people whom we provide care for – ultimately having a significantly positive effect on their lives and making improvements to their health.

Discussion



➤ *Could you implement a programme like this or something similar within your own area?*

➤ *How?*

NI Practice Assessment Document

Supervision and Assessment

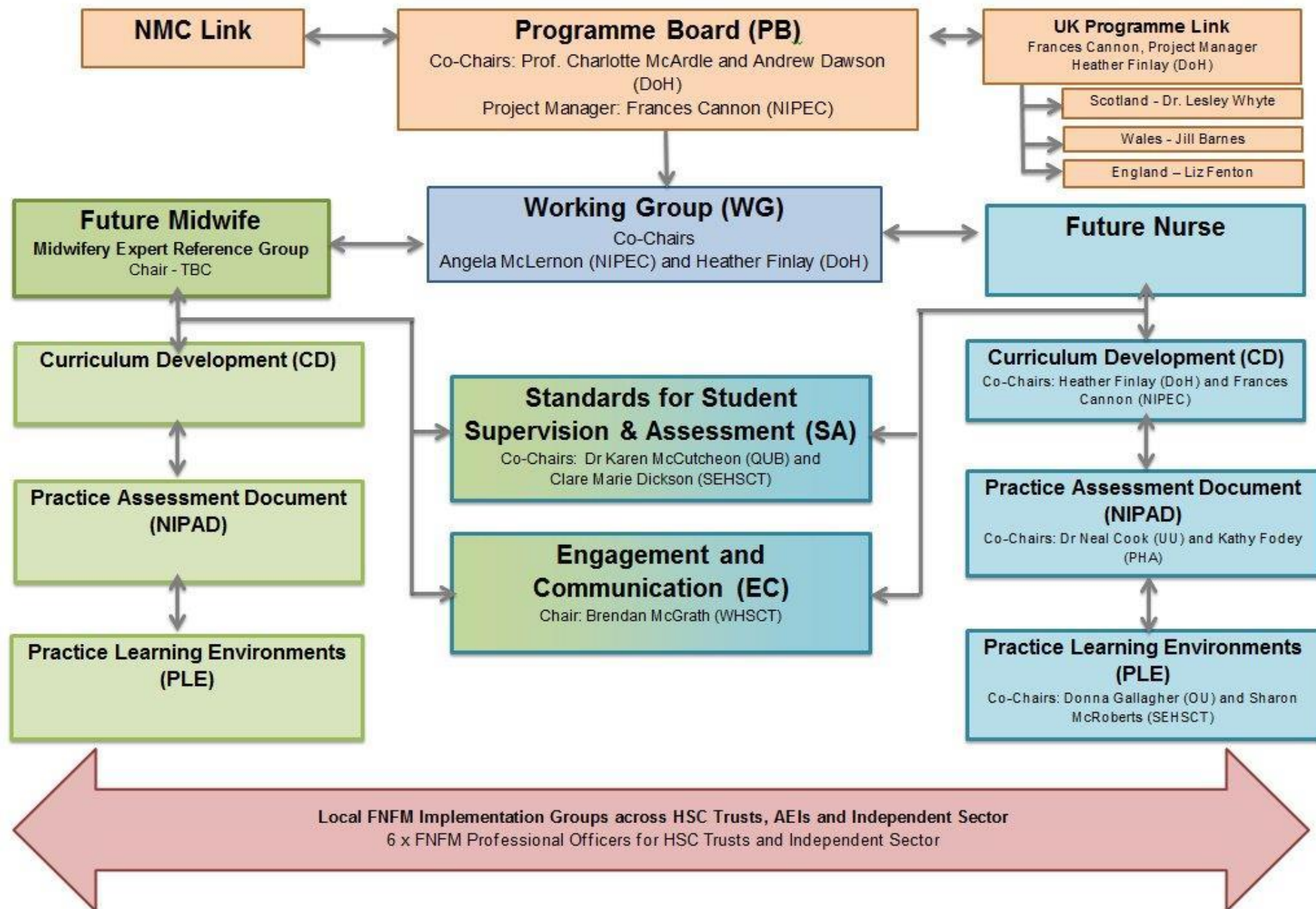


Process

- NMC wanted national approach
- Regional approach
- Coordinated by NIPEC in NI
- Involved 3 universities, practice staff, nursing students, service users



Northern Ireland Future Nurse Future Midwife (FNFM) Programme Structure



New Roles

Academic Assessor

University lecturer on the NMC register
To be present at summative
To inform if student academically progressing
Have to have equivalent experience of the field

Nominated person

Manager or appointed person in the PLE
Organise the supervision and assessment of the student

Some Roles / Processes Haven't Gone

- Link lecturer role
- Escalating concerns/issues
- PET
- Clinical hours 2300
- In Place

Some Processes Have Changed

- Formative/summative assessment
- Educational Audit
- Databases
- Regional approach
- Preparation programmes
- The portfolio!
- Credit for practice

NIPAD: Development

- January – 100 participants world café to form opinions and ideas
- Involved 3 universities, practice staff, nursing students, service users
- Group leaders formulated ideas from the meeting

AND

Basis of the London PAN PAD

- Presented to 3 universities and PEC 's
- Decision for NI to have field specific PADs
- Feedback given on format that all fields would be based on
- Field specific people from universities then looked at it in relation to their own field to put it in to field specific context

(discussion regarding e PAD to be continued)

Handbook

- Guide on how to use NIPAD for all people involved
- Other contents

Uniform policy

Absences / Sickness

Escalating concerns / Bullying/

Assessment process and Roles

NI PAD Contents

- 3 parts = years
- Brief overview of how to use it (in depth in Handbook)
- Assessment
- Evidence of learning
- Medicines and Numeracy
- Communications (annexe a of standards)
- Procedures in 2 parts (annexe B of standards

Assessment Documentation

Similar to present	Added in
<ul style="list-style-type: none"> Orientation page Setting objectives Midway review Formative / summative assessment Areas of concerns Action plans Carers feedback Other Professionals feedback 	<ul style="list-style-type: none"> Professional values Weekly student reflection of what learnt, if not why not and what for next week Time sheets different

Placement length changed at QUB summative will be longer

Evidence of Learning

- Each part has different types of evidence to go in to demonstrate the 7 platforms in NMC standards and how the student is achieving these in practice
- Based on reflections in practice
- Areas covered e.g. Public health, health promotion , quality, supervision of junior students, managing care of groups of patients (NB no 'management assessment ' as we know it now.)
- Evidence **is supported by practice supervisor**
- Evidence **is for Practice Assessor** to judge the students achievement of the Platforms



Medicines and Numeracy

- Application of theory to practice
- Each part different
- Evidence of how achieving this in practice
- Each part has Two formal medicine administration assessments

(NB QUB using Safemedicate to University)



Procedures and Skills: NMC (2018)

Achieved or not achieved	Scope of practice
<p>Safely demonstrate evidence based practice in all skills and procedures stated in annex A and B’ (p 9 future standards booklet NMC)</p>	<p>‘RN must be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care of people in their chosen fields of nursing practice’ (p 7+ p22 future standards booklet NMC)</p>

Communication Log (annexe a) NMC 2018

- Mapped from annexe achieved or not achieved **over the 3 parts** Not in Each part , all to be achieved by the end of the program for **ALL Fields = Scope of Practice**
- Practice Supervisor records if achieved or not achieved
- Evidence for practice assessor
- Major difference in the focus on these in MH to other fields as obviously their focus
- Student to take these in each part (year) with them (if remains a hard copy)

Procedures (clinical skills) (annexe B)

- Procedures to be achieved for **ALL Fields = Scope of Practice**
- Each part has **specific skills** that **have to be achieved in each part**, expecting to see development in these (colour coded)
- **Other skills** to be completed **across all three parts** colour coded blue
- **If not achieved then simulation as last resort**
- NMC very adamant that skills are
‘On people for people’

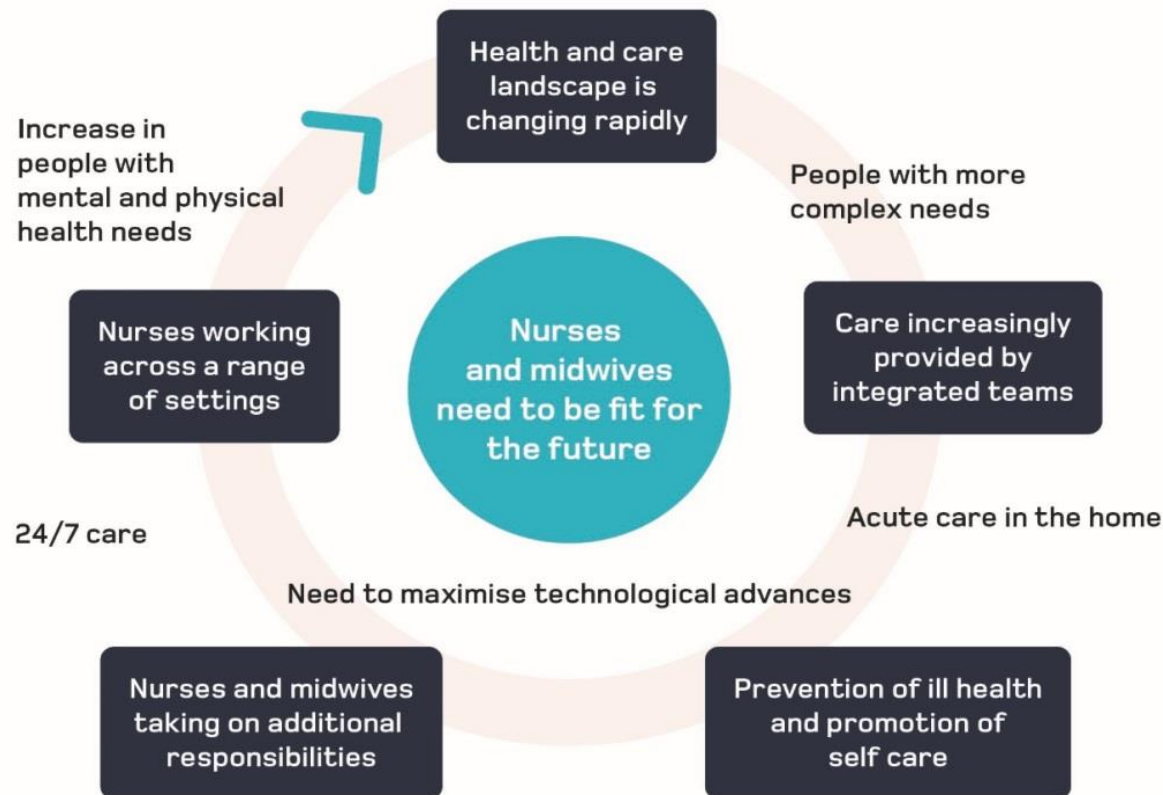
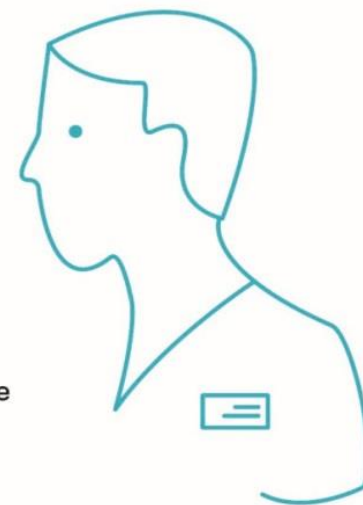
New procedures identified in standards of proficiency (NMC 2018)

- All gender catheterization (p 29)
- Cannulation (p 27)
- Medication routes , IV, (p31)
- Digital rectal examination (p 29)
- Chest auscultation (p, 27)
- Administer basic mental first aid , signs of self harm / suicide (p, 27)
- ECG (p, 27)
- Infusion pumps and I v fluid (p 29)
- End of life , organ donation, DNACPR, care for deceased person (p 31)

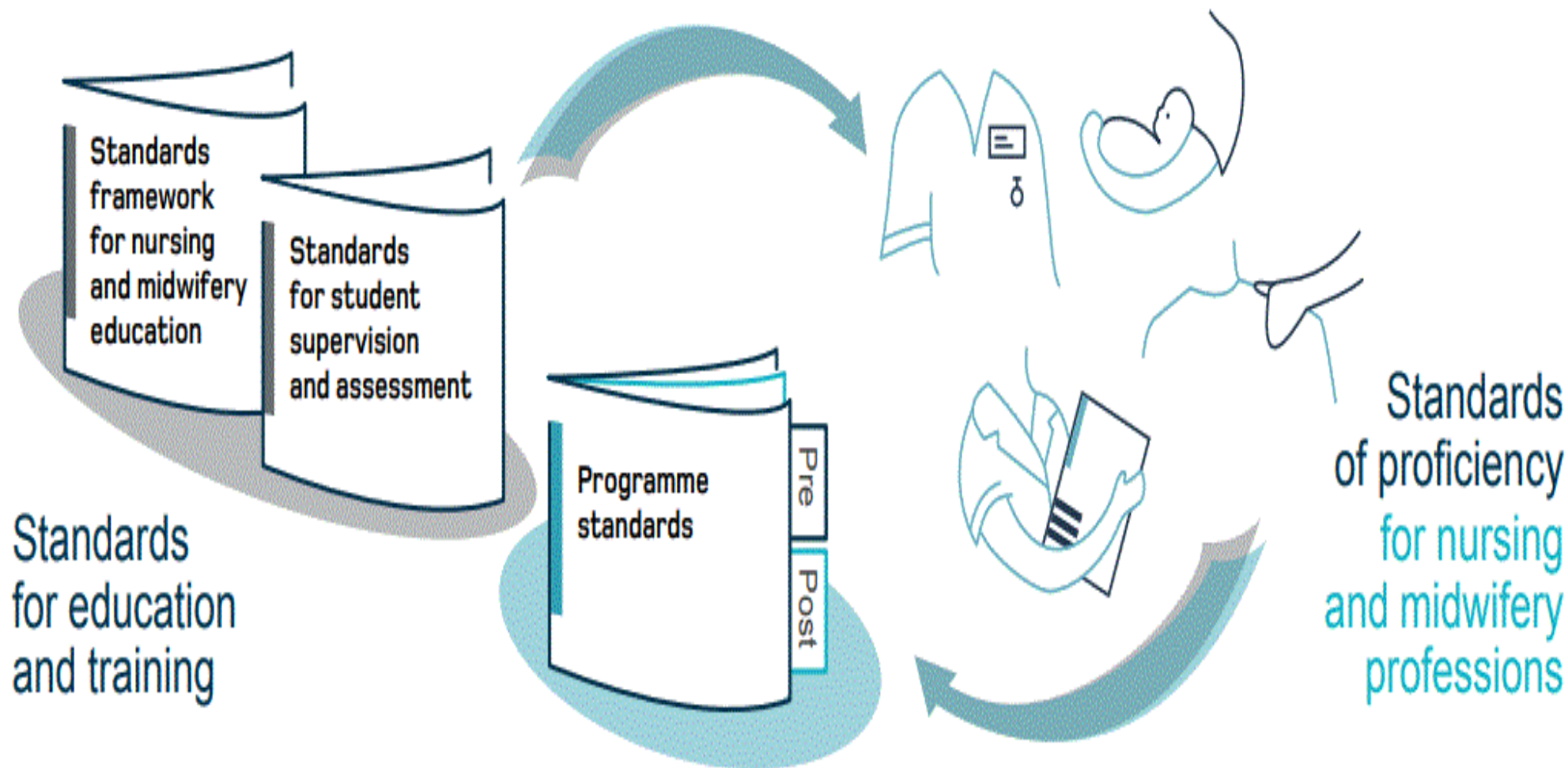
Future Nurse Future Midwife Professional Development Forum

13th November 2019
Old School Canteen
Tyrone and Fermanagh Hospital

The changing landscape



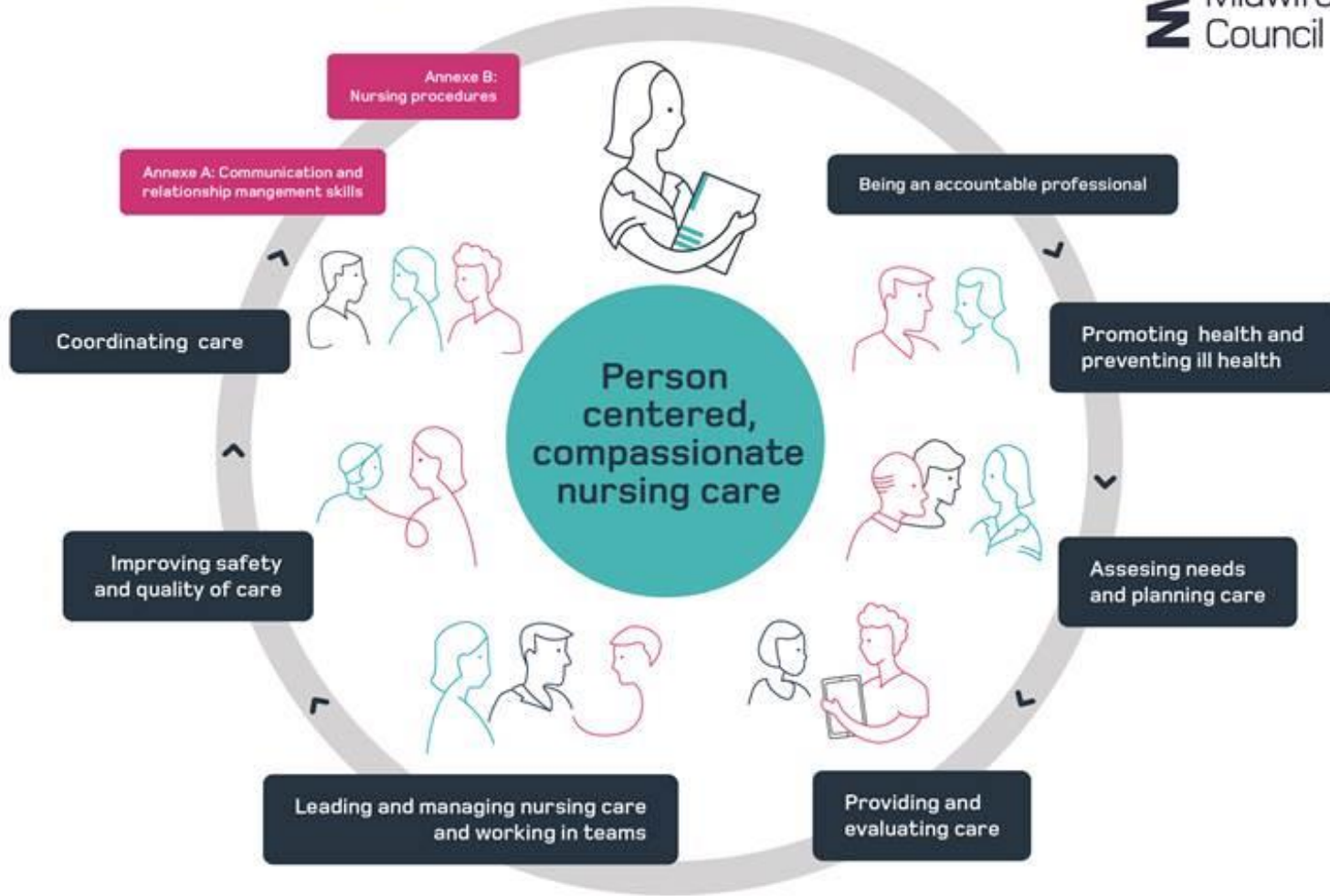
Future Nurse Future Midwife (2018)



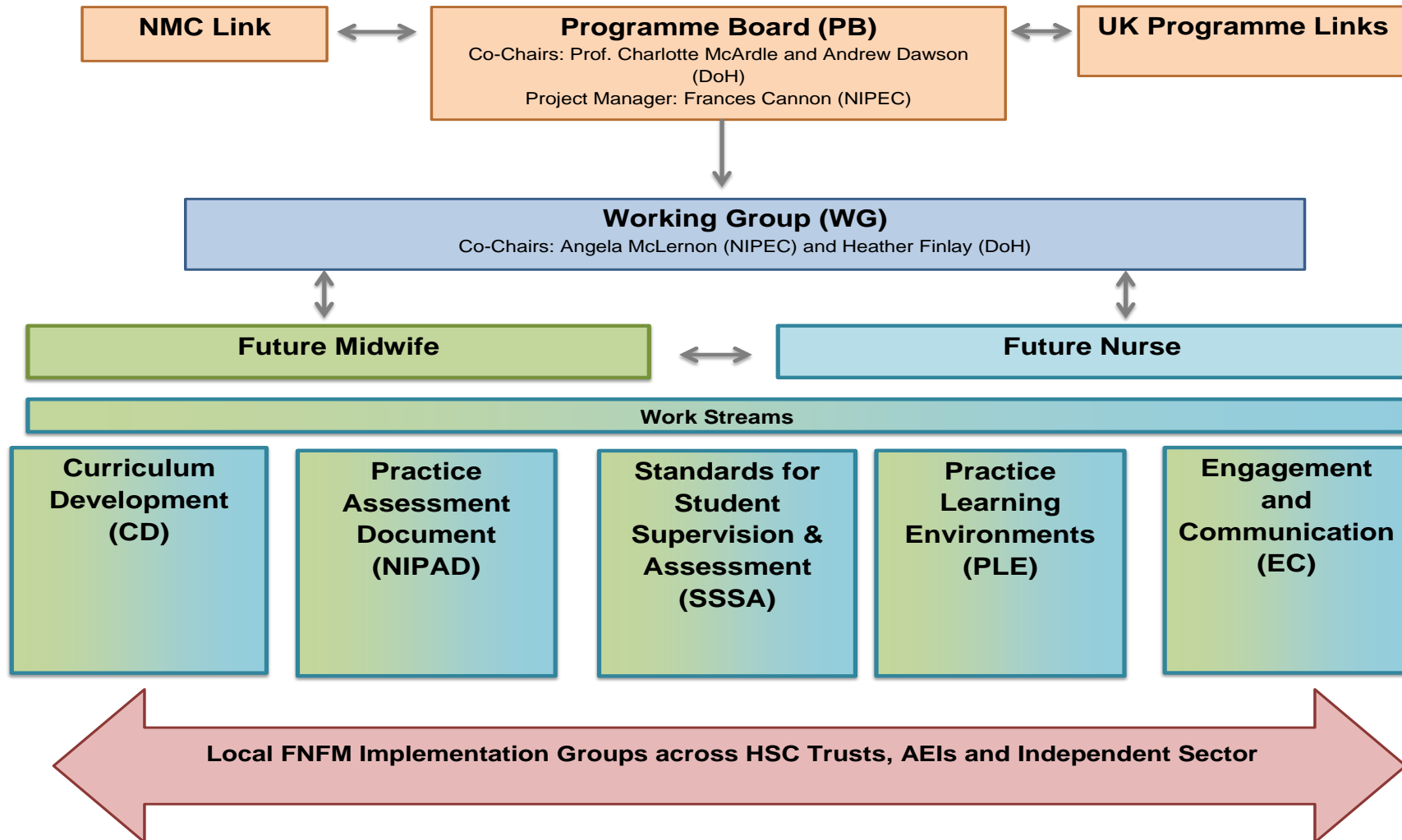
Future Nurse: Standards of Proficiency for Registered Nurse

- One set of proficiencies that apply to all fields of nursing
- Registration to a specific field(s) of nursing practice continues
- The level of expertise and knowledge required will vary depending on the chosen field of practice.

Future nurse proficiencies



Northern Ireland Future Nurse Future Midwife (FNFM) Programme Structure



FNFM Professional Officers



Sharon Conlan
SHSCT



Rhonda Brown
BHSCT



Kerrie McLarnon
NHSCT



Carol McGinn
WHSCT



Joanne Fitzsimons
SEHSCT



Bernadette Gribben
NIPEC

Practice Assessment Document -Work Stream

Aim: To Develop a Regional Practice Assessment Document – NIPAD


Student's name: _____
 Student ID _____
 Intake Year _____
 University _____

**NORTHERN IRELAND
 PRACTICE ASSESSMENT DOCUMENT
 PRE-REGISTRATION NURSING**

LEARNING DISABILITIES NURSING - PART 1

Students, supervisors and assessors, please note the NMC requirement R1.3:]

Please ensure people have the opportunity to give and if required withdraw, their informed consent to students being involved in their care.



Please keep your Practice Assessment Document (PAD) with you at all times in practice in order to review your progress with your practice supervisors, practice assessor and/or academic assessor.


Student's name: _____
 Student ID _____
 Intake Year _____
 University _____

**NORTHERN IRELAND
 PRACTICE ASSESSMENT DOCUMENT
 PRE-REGISTRATION NURSING**

LEARNING DISABILITIES NURSING - PART 2

Students, supervisors and assessors, please note the NMC requirement R1.3:

Please ensure people have the opportunity to give and if required withdraw, their informed consent to students being involved in their care.



Please keep your Practice Assessment Document (PAD) with you at all times in practice in order to review your progress with your practice supervisors, practice assessor and/or academic assessor.


Student's name: _____
 Student ID _____
 Intake Year _____
 University _____

**NORTHERN IRELAND
 PRACTICE ASSESSMENT DOCUMENT
 PRE-REGISTRATION NURSING**

LEARNING DISABILITIES NURSING - PART 3

Students, supervisors and assessors, please note the NMC requirement R1.3:

Please ensure people have the opportunity to give and if required withdraw, their informed consent to students being involved in their care.



Please keep your Practice Assessment Document (PAD) with you at all times in practice in order to review your progress with your practice supervisors, practice assessor and/or academic assessor.

Key Messages

- 3 Universities using same NI PAD
- NIPADs adapted for each Field of Practice supported by a Student Handbook
- Midwifery to develop own NIPAD

Standards for Student Supervision & Assessment (SSSA)- Work Stream

Aim: To agree the NI model for implementation of the Standards for Student Supervision & Assessment

- NI Model for SSSA
- SSSA NI Guide for those responsible for supporting and assessing students in practice
- Development of preparation programmes
- Agree Transitioning arrangements

Key message:

- *SSSA will replace the SLAiP*
- *Apply to all pre and post registration NMC approved programmes*
- *Commence from Sept 2020 / Transitioning*

**Current Roles
SLAiP
(NMC 2008)**

mentor
sign of mentor
practice teacher
link lecturer



**New Roles
SSSA
(NMC 2018)**

nominated person



practice supervisor/s

nominated practice
assessor

academic assessor

*link lecturer
role remains*

Separating the
supervision and
assessment roles
ensures greater
consistency and
objectivity in the
assessment process

Standards for Student Supervision and Assessment - Roles



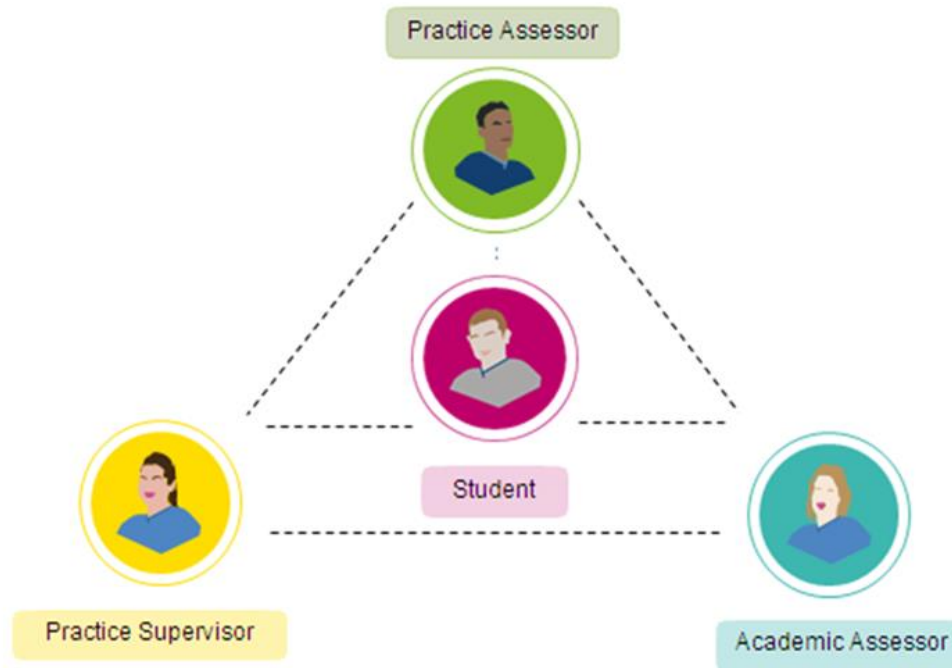
New Roles

The Practice Supervisor PS	The Practice Assessor PA
<p>NMC registered nurse or midwife other registered HSC professionals</p> <p>Students will be allocated at least one practice supervisor for each practice learning experience however they will work with multiple practice supervisors</p> <p>Level of supervision can decrease with student's increasing level of proficiency & confidence</p>	<p>NMC registered nurse or midwife</p> <p>Each student will have a nominated practice assessor for each practice placement or series of placements</p> <p>The practice assessor will not be the practice supervisor for the same student but can be a practice supervisor for another student</p>

New Roles

The Nominated Person NP	The Academic Assessor AA
<p>The ward sister /charge nurse, nurse manager/team leader</p> <p>Role is <u>critical</u> in providing and ensuring continuity and support for students</p>	<p>A registered nurse or midwife with appropriate equivalent experience for the student’s field of practice and hold relevant qualifications</p> <p>An affiliated member of staff from the student’s AEI and appointed for each part of the programme</p> <ul style="list-style-type: none"> • *Non concurrent parts of the programme <p>Enhanced partnership working with the practice assessor to evaluate and recommend the student for progression for each part of the programme</p> <p>Involved in managing student concerns</p>

Effective Assessment in Practice



All 3 Work Together to Support Student Learning and Assessment in Practice

Practice Education Teams

- Provide professional support, advice & guidance to the
 - nominated person
 - practice supervisors
 - practice assessors
- In partnership with AElS support students in meeting NMC Education Standards (2018)
- Contribute to the monitoring of learning and education activities
- Collate and maintain practice assessor database
- Facilitate sharing of required information with AElS within GDPR regulations
- Complete and monitor the PLEEA
- Help monitor the quality of practice learning environments

NMC Guidance

supporting information regarding practice learning environments
(non-registered professionals)

“Students can still avail of learning / enrichment opportunities in areas where there are no ‘professional’ registrants as long as their nominated practice assessor, supervisor(s) or any other suitable person has oversight of the learning within that placement

- The person or people who are coordinating the students learning may wish to draw up a plan for these placements, and coordinate with the student and those within the environment before, during and after the placement to discuss the learning outcomes that may be learnt and how they can be achieved
- The AEI, with its practice learning partners, must ensure that all placements have proper oversight and governance through such audits, visits etc.” **(NMC August 2019)**

Transition of Roles from September 2020

- All registrants will become practice supervisors & when agreed with the nominated person undertake practice assessor role
- All mentors, sign off mentors and practice teachers will transition to the new roles (dual role)

Key message

- *Transferable skills*
- *Preparation programmes*
- *Everyone's business*

Preparation Programmes



**Commences
March 2020**

Practice Learning Environments – Work Stream

Aim: Review the current arrangements for the identification of Practice Learning Environments with a view to maximising learning opportunities.

Practice Learning Environment Audit Tool

Practice Learning Environment Educational Audit Tool

1. Introduction

The purpose of this tool is to provide evidence that Practice Learning Environments (PLE's) have the capacity, facilities and resources in place, to deliver safe and effective learning opportunities and practical experience for students, as required to meet the NMC proficiencies for their programme of study. This should be collaboratively reviewed every two years to ensure the environment remains a sound educational setting for such learning to take place.

2. Description and Contact Details

Name of Provider			
Site/Service			
Ward/Unit/Team			
Date of Audit	Enter date	Review Date	Enter date
Hours of Service	E.g. Mon - Fri 9-5	Client Capacity	Issues Number
Practice Area Manager/Registered Home Manager	Nominated Person		
Name	Name		
Phone	Phone		
E-mail	E-mail		
Practice Education Facilitator (where applicable)	Link Lecturer/Practice Tutor		
Name	Name		
Phone	Phone		
E-mail	E-mail		

Allocation Reports should be emailed to:

Issue/Complaint

a. Description of PLE
Provide a brief introduction of the PLE, including an overview of the person/client/service user profile and the learning opportunities that allow students to meet the NMC communication and relationship management skills and nursing procedures. Also include identified spoke opportunities aligned to this PLE.

b. This environment actively protects students' as supernumerary. Select

c. A current student orientation pack is available. Yes or No



d. Optimum number of pre-registration students this PLE can facilitate, including Return to Practice Students. Number

e. Please confirm if environment is Hub (i.e. where practice assessors are available for assessment) or Spoke (i.e. where there are only practice supervisors available). Choose an item

3. Supervision and Assessment Capacity

Number of:	Part-Time	Full-Time	Total WTE

Student Evaluation








1

Future Nurse Future Midwife Northern Ireland

Practice Learning Environments

Regional Student Evaluation

Key message:

- *changing the narrative from i.e. medical placement or surgical placements- rather using the placement to achieve a whole range of proficiencies*
- *maximising learning opportunities in each placement*

Engagement and Communication - Work Stream

Aim: To deliver effective communication that is accurate, timely, relevant and reliable through a range of formats

- Twitter Chats
 - 24th January NIPAD
 - 25th July SSSA
- FNFM bimonthly Communication



FAQ

@NIPEC_online



#NIFNFM

Future Nurse Future Midwife
Northern Ireland
Implementation

Thank you

Visit

NIPEC website FNFM webpage

<http://www.nipec.hscni.net/work-and-projects/stds-of-ed-amg-nurs-mids/future-nurse-future-midwife/>

Clinical Education Centre

Meeting the needs of learning disabilities nursing - NMC Standards (2018)

Professional Development Forum
Registered Nurses Learning Disabilities

13th November 2019

Welcome to the HSC Clinical Education Centre



*Designing and delivering education for today and
transforming education for tomorrow*

Supporting
your Learning
Journey



LOGIN here to

- search programmes
- create an account
- access your programmes
- book a programme online

NEWS



Clinical Education Centre

for Nurses, Midwives and Allied Health Professionals



Enhanced educational infrastructure with education delivered close to our stakeholders in an environment conducive to learning

A motivated and highly skilled workforce

Designing and delivering high quality, creative, innovative, evidence-based education

Creating opportunities for collaborative working with other professionals, the public and the third sector to deliver regional educational priorities

About Us

The HSC Clinical Education Centre (CEC) is a unit of the Business Service Organisation (BSO). CEC design and deliver education that supports Nurses, Midwives and Allied Health Professionals across Northern Ireland. By working closely and collaboratively with clients we design, develop and deliver a wide range of programmes across a wide variety of fields of practice and settings to meet the learning and developments needs of local workforces. The CEC operates from four sites across Northern Ireland.

Vision

Designing & delivering education for today and transforming education for tomorrow

Mission

Design and deliver education that supports Nurses, Midwives and Allied Health Professionals to be the best that they can be

Values

Care & Compassion
Dignity & respect
Openness, honesty and responsibility
Quality
Teamwork
Inclusivity

Programmes

Learning Disability



- Specific Programmes
- Other programmes
- Meeting the changing life needs of the person
- Response to diverse roles of Learning Disability Nurses