

A Strategic Framework

for Developing Practice Development Knowledge,
Skills and Expertise in Northern Ireland

Products Portfolio

Developing Practice Development and
Facilitation Capacity

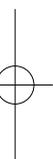


Health and
Social Care



Queen's University
Belfast

September 2013



Products Portfolio

Developing Practice Development and Facilitation Capacity

Authors:

This products portfolio was developed by the Northern Ireland Practice Development Knowledge and Skills Strategic Framework Implementation Group.

A Reminder about the NI Practice Development Strategy and Operational Plan

In 2009, 'A **Strategic Framework** for Enhancing Practice Development Knowledge, Skills and Expertise in Northern Ireland' was developed as a partnership between The Royal College of Nursing, The University of Ulster and the Health and Social Care Trusts. This framework set out a vision for the systematic development of practice development knowledge, skills and expertise with the intention of achieving a regional, joined up approach to the development, commissioning and evaluation of practice development learning programmes, which are strategically appropriate and better reflect organisational needs.

In 2010, an implementation group was established with the remit to:

1. Promote ownership of the strategic framework within all Health and Social Care Trusts in Northern Ireland.
2. Encourage strategic working between education providers across Northern Ireland.
3. Inform the development of a range of learning opportunities that will facilitate the growth of skills and expertise across the novice to expert learning and development framework.
4. Influence the design of Trust based activities that will facilitate the growth of skills and expertise across the novice to expert learning and development framework.
5. Design and agree a process to quality assure learning and development opportunities.
6. Provide guidelines for the evaluation of Practice Development activities to demonstrate its value to enhancing person-centred care/cultures.

The framework was officially launched in October 2011 at a seminar in Belfast attended by individuals representing a range of key stakeholder groups. The key strategic issues for implementation identified were:

1. Location of Practice development within existing Health and Social Care Strategy.
2. Collaboration between all stakeholders.
3. On-going development of practice development knowledge, skills and expertise
4. On-going development of facilitators

In 2011, an '**Operational Plan**'¹ for the implementation of the strategy was introduced. The key focus of the plan was that of giving direction to HSC Trusts about the need for systematic assessment of practice development knowledge, skills and expertise among staff teams using the '*practice development knowledge and skills escalator*' (Appendix 1). In this operational plan it was recommended that:

"The implementation of the strategic plan is dependent on the on-going availability of skilled facilitators who can facilitate the learning and development of others, as well as practice development programmes in Trusts. Therefore collaboration will be fostered with the 'International Practice Development Collaborative [IPDC] and local education providers for the development of facilitation expertise".

Therefore this '**practice development and facilitation capacity building framework**' sets out an overview of products and processes available to HPSS Trusts in order to inform and guide their education commissioning decisions.

¹ *Operational Plan: Facilitating the Development of Practice* (2011). Available at <http://www.nipec.hscni.net/pub/NIPEC%20PD%20Operational%20Plan%20Booklet.pdf>

Why the Need for a Capacity Building Framework

The modernisation of health and social care services, driven by regional strategic policy imperatives such as Transforming Your Care (DHSSPS, 2011), Quality 2020 (DHSSPS, 2011), the Bamford Action Plan (DHSSPS, 2012) and the Maternity Care Strategy (DHSSPS, 2012) to name but a few, is aimed at improving health outcomes, raising the quality of service delivery and improving the patient experience across the pathway of care. To address this challenging agenda, various targets, change management tools and service improvement techniques have been introduced that seek to place the patient at the centre of the process. Examples, such as the Safer Patient Initiative, focus on risk management and improving reporting systems. The Productive Ward Series incorporates Lean Thinking and Leadership Development and offers many useful techniques to increase the effectiveness of processes within clinical areas. The common denominator across all of these initiatives is the focus on improving systems and processes. The 'Francis Reports' (Mid Staffordshire NHS Foundation Trust, 2013) have highlighted the importance of 'putting the patient first within the available resources' (page 85). Practice Development has the potential to translate complex organisational and strategic agendas into practical reality for staff and patients. It develops effective workplace cultures that embed person centred processes, systems and ways of working and thinking.

Mentorship, Clinical Supervision and Practice Learning Support in the context of this Strategy

It is relevant to note that the provision of professional support and development, within the nursing and midwifery professions, is part of a continuum, commencing with:

- Mentorship for nursing and midwifery students undertaking NMC approved pre-and post registration programmes.
- Preceptorship for newly qualified nurses, midwives, SCPHNs, those returning to practice or new registrants from outside the UK.
- Clinical supervision to support the ongoing development of NMC registrants.

A key characteristic of these is the active engagement and participation of the individual student, nurse, midwife or SCPHN in his/her development within the practice setting using reflection as a means to learning. Johns (2000) describes critical reflection as "*a window through which the practitioner can view and focus self within the context of his/her own lived experience in ways that enable him/her to confront, understand and work towards resolving the contradictions within his/her practice between what is desirable and actual practice*". In this context it could be suggested that there is a potential foundation to build upon when pursuing the advancement of developing practice development and increasing facilitation capacity.

Why the Need for a Regional Portfolio of Products

Sustainable change requires local healthcare teams to become innovators, accepting responsibility for learning and developing their own practice rather than simply engaging in short term projects or responding to perceived external demands. With its emphasis on facilitating work-based learning, staff empowerment, evidence collation and implementation, and fostering positive team relationships, practice development has a key role to play in achieving sustainable change.

This regional portfolio outlines the range of Practice Development products available for:

1. Commissioning by the Education Commissioning Group.
2. HSC Trusts in their completion of Learning Needs Analysis as part of commissioning activity.
3. Practitioners and potential facilitators to acquire the necessary knowledge and skills to take forward the moderations agenda in a person-centred way.

A list of the available products matched against the skills escalator levels is provided in Appendix 2.

A Reminder About the Skills Escalator and How to Use it

At the heart of the *Strategic Framework Enhancing Practice Development Knowledge, Skills and Expertise in Northern Ireland* is 'The Skills Escalator' (Appendix 1). This escalator identifies the learning outcomes that individuals should have achieved at the 5 different levels, with the underpinning assumption that movement should be dependent on attaining the knowledge and skills at each level before moving to the next. It is essential that systems and processes are in place to enable staff to assess their existing practice development knowledge and skills in order to determine the 'level' at which they enter the framework and pursue their development.

Making your Choice: Available Products to Choose from

PRODUCTS FROM THE ROYAL COLLEGE OF NURSING

Visit <http://www.rcn.org.uk/aboutus/northernireland/learning>
or telephone 028 9038 4600 for further information

<i>An Introduction to Practice Development and Facilitation</i>	
Aims	To develop an awareness of the underpinning principles and theories of practice development and facilitation.
Suitable for	Novice level. The programme is aimed at participants who have little or no experience of practice development and/or facilitation and who wish to enhance their leadership by developing knowledge of tools and techniques used in practice development and facilitation.
Mode of delivery	3 day programme delivered using a blend of formal presentations, small group work, workshops and learning sets.
Assessment/credit	None. Certificate of attendance awarded

PRODUCTS FROM THE HSC CLINICAL EDUCATION CENTRE

Visit <http://www.cec.hscni.net> for further information

<i>Introduction to Transformational Leadership</i>	
Aims:	To support and enable nurses to apply transformational leadership skills to the delivery of person-centred care
Suitable for:	Novice level. The programme is aimed at providing Band 5 and band 6 nurses with an introduction to transformational leadership principles and processes. Transformational leadership shares many of the same principles as practice development and provides a basis for developing foundation skills in leading practice development activities in everyday practice.
Mode of delivery:	6 x ½ day module programme
Assessment/credit:	Portfolio of evidence

<i>Practice development – Developing Effective Workplace Cultures</i>	
Aims:	<p>This programme aims to give participants an opportunity to engage with the theory and application of practice development methodology enabling them to utilise skills to facilitate change and develop effective workplace cultures.</p> <ul style="list-style-type: none"> • Identify key principles of practice development methodology • Explore how the use of a practice development methodology can contribute to the development of effective workplace cultures. • Understand the importance of facilitation in practice development and the promotion of person-centred cultures. • Explore the use of different practice development strategies to effect change within the organisational context.
Suitable for:	Novice level
Mode of delivery:	Lectures and Workshops (3 days)
Assessment/credit:	N/A

<i>Person Centred Practice – An Introduction</i>	
Aims:	<p>This programme will provide participants with an overview of the theory and practice of person centred practice and its role within healthcare cultures. A Person Centred Care Framework will be introduced to participants and its applicability within a health context will be explored.</p> <ul style="list-style-type: none"> • Identify the key principles of person centredness and person-centred practice • Identify examples of person centred practice within the care setting • Understand the importance of own beliefs and values regarding person centred practice • Explore how the the barriers and enablers of person centred practice can be worked with and the impact these have on effective practice. • Understand the key benefits for patients, carers and staff from working in a person-centred way.
Suitable for:	Novice level
Mode of delivery:	Lecture/Workshop (1 day)
Assessment/credit:	N/A

PRODUCTS FROM QUEENS UNIVERSITY BELFAST

Visit <http://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/Education/>
or telephone 028 9097 5735 for further information

<i>Practice Development</i>	
Aims:	To enable beginners to peruse the core themes of practice development, with particular focus on developing facilitation skills.
Suitable for:	Novice level. Open access to ALL nurses, health and social care professionals who wish to explore and implement practice development.
Mode of delivery:	50/50 online and face to face sessions. Semester 2 of each academic year.
Assessment/credit:	20 credits at level 2 (Diploma) 20 credits at level 3 (Degree)

<i>Person-centred Assessment</i>	
Aims:	To enable experienced and specialist nurses to explore the concepts of person centred assessment within a practice development framework.
Suitable for:	Novice and Competent levels. All health and social care professionals working towards advanced health care roles.
Mode of delivery:	50/50 online and face-to-face sessions semester 1 of each academic year.
Assessment/credit:	20 credits at level 3 (degree) 20 credits at level 7 (MSc)

<i>Leading and Facilitating</i>	
Aims:	The aim of this module is to promote critical thinking, reflection, appreciation of culture and context, leadership and facilitation skills within a practice development framework.
Suitable for:	Novice and Competent levels. Those working towards advanced / specialist health care roles.
Mode of delivery:	50/50 online and face-to-face sessions. Semester 1 of each academic year
Assessment/credit:	20 credits at level 3 (degree) 20 credits at level 7 (MSc)

PRODUCTS FROM THE UNIVERSITY OF ULSTER

Visit <http://www.science.ulster.ac.uk/nursing/>

or telephone 028 9036 8386 / 028 9036 6621 for further information

<i>Developing Practice in Healthcare Pathway [DPHP] Programme – BSc, PG Dip, MSc (see Appendix 2 for list of individual modules)</i>	
Aims:	To develop person-centred practice, reflective inquiring practitioners and practice expertise using a practice-based learning model. Thereby aiming to develop knowledgeable and dynamic person-centred practitioners who are sensitive to the needs of service users and the context of care delivery.
Suitable for:	Advanced Beginner to proficient levels (Depending on the individual module – see Appendix 2). All healthcare practitioners on a professional practice register actively engaged in lifelong learning through KSF appraisal and the translation of this learning into the development of person-centred practice.
Mode of delivery:	Combines formal and practice-based learning modules. Required and optional modules are all firmly centred in practice and students supported by either a practice based facilitator, or lecturer.
Assessment/credit:	Practice-based modules are assessed through a reflective portfolio clearly demonstrating learning and the translation into the development of practice. University based modules are assessed through coursework. Modules range from 20, 30 and 60 credits at levels 6 (degree) and 7 (PGD/MSc).

<i>IPDC Programme for Developing Facilitators of Person-centred Cultures</i>	
Aims:	The programme aims to prepare participants to engage with the theory and practice of facilitation as an enabler in the delivery of person-centred practice through the use of practice development.
Suitable for:	Advanced Beginner level. Clinical leaders who have responsibility for the development of person-centred practices and cultures
Mode of delivery:	The programme is structured across 4 ½ days in total (2 ½ + 1 + 1 days) using a range of practice development approaches that enable participation, inclusion and collaboration of all participants. Interactive and creative workshops as well as active learning methods form the core approaches to the learning and development of facilitation knowledge and skill.
Assessment/credit:	Accreditation is optional: To achieve academic credit, participants will submit, within 6-weeks of completing the course, a xxx word critical reflection of the experience of facilitating person-centred practices and developing a person-centred culture. 20 credit points will be awarded at either level 6 or 7

<i>IPDC Foundation Practice Development School</i>	
Aims:	To explore the evidence base to practice development; and, experience the process of effective teamwork and group learning in relation to practice development, patient safety and person-centred practice concepts and theory.
Suitable for:	Competent level. All health and social care professionals who are responsible for developing, implementing, teaching or researching practice development
Mode of delivery:	This is a 5-day school. This school is not a conventional didactic or research methods course but is based around interactive and creative means of utilising participants own experiences of work and practice development. The School encourages active participation through interactive workshops and an introduction to active learning as a process to enable the development of personal and professional effectiveness. All sessions are built on a small amount of pre-course work which needs to be undertaken prior to commencement of the course. Participants are helped to take questions and action plans back to their workplace for action planning.
Assessment/credit:	Accreditation is optional: To achieve academic credit, participants will submit, within 6-weeks of completing the course, a xxx word assignment exploring the theory and practice development and its relationships with key healthcare agendas such as patient safety and person-centredness. 20 credit points will be awarded at either level 6 or 7

<i>PG Cert Health and Wellbeing (Facilitating Learning and Development)</i>	
Aims:	This programme aims to provide participants with the opportunity to critically analyse a variety of models, frameworks and theories that enable the facilitation of learning and development activities, as well as gaining the knowledge, skills and experience needed to transform learning into meaningful practical action
Suitable for:	Proficient level. All health and social care professionals who have foundation knowledge of facilitation and have some experience of facilitating learning and development in practice.
Mode of delivery:	Online learning supported by face to face workshops (x 3)
Assessment/credit:	The programme consists of 2 modules each of 30 credits at level 7. Module 1 is assessed through a critically reflective assignment and module 2 is assessed through the submission of a portfolio of evidence of participants' facilitation practice.

<i>IPDC Advanced Practice Development School</i>	
Aims:	This school aims to provide a critically creative and active learning space for participants to focus, through their own work experiences, on becoming more authentic, intentional and effective in practice development to enable thriving and flourishing for all.
Suitable for:	Expert level. All health and social care professionals who are responsible for leading and influencing on going and complex change and transformations in health care contexts or who are teaching or researching practice development or its related fields. As well as those who have completed the Foundation PD school consolidated their learning and wish to continue to a more in-depth level.
Mode of delivery:	This is a 5-day programme Critical Creativity and Active Learning will be used as the overall learning frameworks for the week, which begins with participants own experiences of 'me', 'my work' and practice development. The School encourages active engagement through interactive seminars, workshops and active learning groups.
Assessment/credit:	Accreditation is optional: To achieve academic credit, participants will submit, within 6-weeks of completing the course, a xxx word assignment can be submitted within 6-weeks of completing the course, focusing on a critical analysis of the underpinning theories of the course and their utility in practice. 20 credit points will be awarded at level 7

References

Department of Health, Social Services and Public Safety (2011) *Transforming Your Care. A Review of Health and Social Care in Northern Ireland*. Belfast: DHSSPS.

Department of Health, Social Services And Public Safety (2011) *Quality 2020. A 10-Year Strategy to Protect and Improve Quality in Health and Social Care in Northern Ireland*. Belfast: DHSSPS.

Department of Health, Social Services and Public Safety (2012) *Delivering The Bamford Vision: The Response of the Northern Ireland Executive to the Bamford Review of Mental Health and Learning Disability. Action Plan 2012-2015*. Belfast: DHSSPS

Department of Health, Social Services and Public Safety (2012) *A Strategy for Maternity Care in Northern Ireland 2012 – 2018*. Belfast: DHSSPS.

Johns, C. (2000) *Becoming a Reflective Practitioner*. Oxford: Blackwell Science

Mid Staffordshire NHS Foundation Trust (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Chaired by Robert Francis QC*. Available at <http://www.midstaffpublicinquiry.com/report>. Accessed 10th September 2013.

<p>Novice <i>Acquiring a basic understanding of PD principles</i></p>	<p>Advanced Beginner <i>Acquiring an understanding of PD theory, models and frameworks and their applicability to practice</i></p>	<p>Competent <i>Developing competence in the application of theories, models, frameworks & tools.</i></p>	<p>Proficient <i>Critical application of theories, models, frameworks and tools.</i></p>	<p>Expert <i>Leading PD and contributing to the development of new knowledge.</i></p>
<p>The learner should acquire a basic understanding of:</p> <ul style="list-style-type: none"> • PD principles of Collaboration, inclusion and participation. • PD methodologies. • Principles of person centred practice. • Reflective practice. • Values and making values and beliefs explicit. • Workplace culture. • Evidence informed practice. • The context (unit, organisational, strategic and policy) of practice. • Self & peer assessment using reflective appraisal and 360° feedback 	<p>The learner should acquire an understanding of:</p> <ul style="list-style-type: none"> • underpinning theories of PD focusing on how these theories enable emancipatory change. • Different forms of evidence for practice. • Principles and models of facilitation and mentorship. • Active learning approaches and frameworks. • The necessary attributes and skills for developing practice. • Using and informing policy and strategy in the context of undertaking PD. 	<p>The learner should know how to apply their understanding of:</p> <ul style="list-style-type: none"> • Theories of PD in the context of changing patterns towards effective person-centred workplaces. • Models, frameworks and tools and their critique in practice. • Reflection on and evaluation of personal effectiveness. • Team effectiveness and working with groups. • Evaluation frameworks taking account of different stakeholder perspectives. • Policy and strategy developments and the contribution of PD to these. 	<p>The learner should be able to critique and generate new understandings of:</p> <ul style="list-style-type: none"> • How to create learning cultures using active learning approaches. • The development and application of evaluation frameworks in practice. • Systematic processes to generate knowledge in and from practice. • Leadership in developing practice. • Influencing practice development in strategic and political contexts. • The use of practice development methodology to enable the implementation of key strategic developments, such as clinical supervision, patient experience standards, person-centred care, productive ward and LEAN. 	<p>The learner should be able to collaborate with and lead on practice development and practitioner research programmes that:</p> <ul style="list-style-type: none"> • Contribute to the ongoing development of facilitation skills and PD capacity building. • Generate new knowledge through masters level and doctoral level programmes. • Influence strategy and policy. • Enables practitioner research to be realised.
<p>Making explicit links between, practice, knowledge, skills, tools, methodologies and theories</p>				

<p>Novice <i>Acquiring a basic understanding of PD principles</i></p>	<p>Advanced Beginner <i>Acquiring an understanding of PD theory, models and frameworks and their applicability to practice</i></p>	<p>Competent <i>Developing competence in the application of theories, models, frameworks & tools.</i></p>	<p>Proficient <i>Critical application of theories, models, frameworks and tools.</i></p>	<p>Expert <i>Leading PD and contributing to the development of new knowledge.</i></p>
<p>RCN: An introduction to practice development skills (certificate level)</p> <p>QUB: Person-centred Assessment (level 3)</p> <p>QUB: Practice Development (levels 2 and 3)</p> <p>QUB: Leading and Facilitating (level 3)</p> <p>CEC: Facilitation</p> <p>CEC: Practice Development</p> <p>CEC: Person-centredness</p>	<p>*UU: DPHP Understanding practice development (level 6)</p> <p>*UU: DPHP Facilitation and Leadership (level 6)</p> <p>*UU: DPHP Practitioner as researcher (level 6)</p> <p>UU: IPDC Programme for developing facilitators of person-centred cultures (level 6)</p>	<p>QUB: Leading and Facilitating (level 7)</p> <p>*UU: DPHP Practitioner research project (level 6)</p> <p>*UU: DPHP Enhancing practice development (level 7)</p> <p>*UU: DPHP Facilitation and leadership in developing practice (level 7)</p> <p>*UU: DPHP Enhancing skills in developing practice (level 7)</p> <p>*UU: DPHP Programme for developing facilitators (level 7)</p> <p>QUB: Person-centred assessment (level 7)</p>	<p>UU: Critical inquiry in Developing practice (level 7)</p> <p>UU: PG Cert. Health and Wellbeing (Facilitating learning and development) (level 7)</p>	<p>UU: IPDC Advanced Practice Development School (level 7)</p> <p>UU and QUB: A variety of research modules are available which can be focused on investigating various aspects of practice development, facilitation and person centredness.</p>



