



SETTING THE DIRECTION
FOR NURSING AND MIDWIFERY
EDUCATION IN SCOTLAND

THE STRATEGIC AIMS FROM THE CHIEF NURSING
OFFICER'S EDUCATION REVIEW



Foreword by the Cabinet Secretary for Health and Wellbeing

Our Vision for Healthcare¹ for the people of Scotland is clear and attainable; by 2020 everyone will be living longer healthier lives, supported to live independently at home for as long as possible and receive more treatments in the community rather than as hospital inpatients. Adult health and social care services will be integrated and services for children will be designed to ensure they have the best start in life. We are ambitious but committed to achieving our 2020 Vision. We will continuously improve the safety and effectiveness of our services and by putting people at the centre of everything we do, will deliver the high quality healthcare that the people of Scotland expect and deserve.

*Everyone Matters: 2020 Workforce Vision*², has been developed in recognition of the value we place on the NHS workforce and the essential role played by everyone in responding to the changes and striving to deliver a high quality health service that is amongst the best in the world. Now, as we move towards a health and social care system which is driven by improving people's wellbeing in all states of health, stages of life, and across diverse settings, clinical teams in particular will be expected to work in increasingly complex and demanding ways.

Nurses, midwives and those that assist and support their roles are the largest group of practitioners in the NHS family and the skills, knowledge and values they bring to the service have a significant impact. The NHS relies on nursing and midwifery education to prepare competent and caring practitioners who demonstrate professional behaviours and NHS values but also education that continues to develop skills in practice and research throughout professional careers.

The Chief Nursing Officer's Review of Nursing and Midwifery Education was timely in identifying the strengths and achievements in education and research in Scotland whilst recognising the challenges associated with educating a workforce to deliver high quality care within a rapidly changing health and care setting.

I welcome *Setting the Direction* as an important way forward.

A handwritten signature in black ink, appearing to read 'Alex Neil'.

Alex Neil, MSP

Cabinet Secretary for Health and Wellbeing

Introduction by the Chief Nursing Officer, the Chair of the Scottish Executive Nurse Directors, and the Chair of the Scottish Heads of Academic Nursing and Allied Health Professions

The Chief Nursing Officer's Education Review gave us a valuable opportunity to reflect on the achievements of nursing and midwifery education and research in Scotland, recognise the challenges that lie ahead and identify a focus for future action. Set within the context of significant change in health and social care, the Review has shown us a way forward which will be driven by educational innovation and excellence. We firmly believe that with everyone's commitment, collaboration and confidence the six strategic aims presented in *Setting the Direction* will be achieved and will prepare a nursing and midwifery workforce for 2020 and beyond. This will strengthen the contribution of nurses and midwives to meet the vision and values set out in *Everyone Matters: 2020 Workforce Vision*.³

Nursing and Midwifery staff account for over 42% of the NHSScotland workforce; leading or working within multidisciplinary multiagency teams, they provide services for people throughout their lives and play a key role in Scotland's health and care services. Consequently, service users and the wider public often view the quality of nursing and midwifery as the touchstone against which the rest of the service is judged. Education is at the heart of quality and must be seen as an investment not a cost.

The Review process and outcomes support the Scottish Government's Quality Ambitions⁴ and *2020 Vision for Health and Social Care in Scotland*,⁵ and set out an agenda to place nurses and midwives in control of their own future professional potential, and assert key roles within modern Scottish health and care delivery as part of the 2020 Workforce Vision.

Nursing and midwifery roles have developed and expanded considerably over the years. Already, advanced and specialist practitioners, work in ways that extend far beyond the expectations of a nurse or midwife ten or even five years ago. Supporting practitioners to rise to new challenges are responsibilities of both education and service providers. From the design and delivery of pre-registration programmes that prepare practitioners with the skills, knowledge and values that are required at the point of registration to providing post qualifying education and continuing professional development that is flexible, responsive, evidence-based, and financially sustainable.

Education at all levels should inspire a passion for continually striving to improve knowledge and practice, always learning, questioning, solving and never losing sight of the essential components of care, compassion and professionalism. A central theme of *Setting the Direction* gives focus to how education can instil the values, attitudes and behaviours that translate into compassionate and person-centred care.

We began the Chief Nursing Officer's Education Review with a 'future focus', but quickly became aware that there were some areas for which we would need to establish a consensus position now, before we could move forward to set out a possible future. Keen to articulate a 'bold' future vision of how nursing and midwifery should be in 2020 and beyond, the Review also heard and acknowledged those voices which have articulated an equally challenging 'present' and have sought to ensure that our future is built on solid foundations and a real engagement with our staff, our patients and our wider community.

It is in that spirit that we commend *Setting the Direction* to you and the goals and actions upon which we can collectively act to shape our professional future. We now encourage you to join us in moving these forward together. Taking this forward, in partnership, will be a privilege and is a professional imperative for all of us.



Ros Moore
Chief Nursing Officer for Scotland



Professor Fiona McQueen
Chair, Scottish Executive Nurse Directors



Professor Brian J Webster
Chair, Scottish Heads of Academic
Nursing and Allied Health Professions

Background

The Scottish Government's strategic direction for health and social care is based on the vision that by 2020 everyone will live longer, healthier lives at home or in a homely setting, adult health and social care services will be integrated and services for children will be designed to ensure they have the best start in life.⁶ *Everyone Matters: 2020 Workforce Vision*⁷ has been developed in recognition of the vital role of NHSScotland staff in supporting and driving these changes. New ways of working will increasingly focus on providing healthcare that is person-centred and safe,⁸ preventing and detecting health problems, making access more equitable and using a continuous improvement approach to improve efficiency and effectiveness that maximises the benefits of digital technology. This can only be delivered by a workforce that is confident, competent and caring with access to the best education and development.

The Chief Nursing Officer's Education Review reflected on the strengths and achievements in nursing and midwifery education and research. Based on this work, six strategic aims now set the direction to prepare the nursing and midwifery workforce, in partnership with the wider health and social care team, to deliver the *2020 Vision for Health and Social Care in Scotland*.

Setting the Direction informs an implementation process and action plan that will identify the priorities for 2014-2017 and towards 2020. It will strengthen partnership working between the Scottish Government, funding bodies, NHS Education for Scotland, our universities and colleges, staff, service users and carers, professional and system regulators and professional and workforce leaders in health and social care.

Six strategic aims for nursing and midwifery education in Scotland

1

Develop a sustainable national approach to post-registration and postgraduate education and continuing professional development.

2

Embed NHSScotland values⁹ and professionalism in all aspects of nursing and midwifery education, research and practice.

3

Deliver dynamic pre-registration nursing and midwifery education.

4

Enhance the quality of the practice learning environment for staff and students.

5

Strengthen clinical academic collaboration to ensure that research and evidence underpin and drive improvements in quality.

6

Develop an infrastructure to deliver efficient, responsive and sustainable education.

Strategic Aim 1

Develop a sustainable national approach to post-registration and postgraduate education and continuing professional development

An estimated 85% of the current nursing and midwifery workforce will still be working in NHSScotland in 2020.¹⁰ They will need a range of high quality, flexible and coordinated education and continuing professional development to support new ways of working, with assistive and support workers, the wider inter-professional team and within new service configurations to deliver the 2020 Vision. For some practitioners this will mean moving into completely new roles and for others, developing their existing roles so that they are fit for a new purpose, perhaps within different care settings. *Setting the Direction* positions education within the *Everyone Matters: 2020 Workforce Vision implementation framework and plan*¹¹ and the *Route Map to the 2020 Vision for Health and Social Care*.¹²

How we are doing this now

Provision

The range of education includes university and college accredited programmes and modules and Continuing Professional Development (CPD) delivered within NHS Boards and other organisations. Nursing and midwifery departments list over 400 modules and departments such as social work and education also provide post-registration and postgraduate programmes for nurses, midwives and other healthcare professions. However, in the absence of a national infrastructure (see Strategic Aim 6), there are examples, such as health visiting and unscheduled care, where education provision is not always related closely to workforce needs nor available consistently across Scotland.

Uptake

Flexible delivery methods have improved access to education but it remains challenging for employers to release staff or to protect study time. Falling applicant numbers have led to some universities withdrawing programmes such as District Nursing and losing specialist expertise from the education workforce at a time when it is most needed (see Strategic Aim 6).

Funding

NHS Boards' education and CPD budgets fluctuate and are subject to various levels of investment and competitive pressures. Central funding includes some Scottish Government funding to support specific service developments within NHS Boards and the development of practice education roles and resources, such as *Flying Start NHS*¹³ and the *Effective Practitioner*¹⁴, by NHS Education for Scotland.

Advancing Practice

Within a growing graduate workforce and the context of service redesign, a greater proportion of the nursing and midwifery workforce will require postgraduate education to practice at a higher level. Existing initiatives to support early and later career development (Early Clinical Career Fellowships, Advanced and Consultant level succession planning) have been effective but in the future will need to be more closely aligned to service needs and integrated workforce planning.

Improving what we do

1.1 Develop a delivery plan to support nursing and midwifery education, as one strand of Workforce 2020 implementation

1.2 Ensure safety, effectiveness and person-centred approaches are embedded within all education and development

1.3 Map roles at all levels using the *NES Post-registration Career Development Framework*¹⁵ to achieve nationally consistent education and service outcomes

1.4 Provide education for priority areas, such as community nursing and unscheduled care, that is accessible, flexible, sustainable and responsive to local need

1.5 Support postgraduate development early in nursing and midwifery careers in key areas of practice, management, education or research

1.6 Align support worker education consistently with the changing nursing and midwifery workforce

1.7 Ensure education develops roles that are flexible across care settings, relevant to context such as remote and rural practice and embrace technology and innovation

Collaborating for the future

1.8 Work together to promote a learning culture in which development and improvement are inherent in everyday working practices

1.9 Achieve graduate and postgraduate excellence through collaborative working and accreditation models between education providers, NHS Education for Scotland, NHSScotland, local authority and third sector partners

1.10 Build further collaboration amongst universities, colleges and NHS Learning and Development Leads to support excellence, avoid duplication and ensure sustainability

1.11 Work collaboratively at a national level to ensure a range of postgraduate programmes support emerging roles in advanced practice, such as in community settings and more specialised roles in hospital

1.12 Work collaboratively with partners to promote educational technology and other methods which improve flexibility and access and suit a range of learning styles and preferences

1.13 Build collaboration across sectors to develop a more integrated approach to education for health and social care practitioners

Strategic Aim 2

Embed NHSScotland values¹⁶ and professionalism in all aspects of nursing and midwifery education, research and practice

Professionalism is the ‘value-added’ factor that enhances the quality of care (NMAHP Coordinating Council¹⁷). Recruiting people who possess and demonstrate care and compassion is vital and a strong emphasis on professionalism must be maintained throughout careers with professional values continually renewed, re-invigorated and supported. Mentors and charge nurses in the Chief Nursing Officer’s Education Review felt that the focus on professionalism within current pre-registration education and in *Flying Start NHS*^{®18} is producing graduates who demonstrate real professional commitment. Education, continuing professional development, supervision and leadership can instill the values, attitudes and behaviors that underpin compassionate and person-centred care and embed the core values of NHSScotland; care and compassion; openness, honesty and accountability; working to the best of our ability; quality and teamwork.

How we are doing this now

Values-based selection

Students and staff are selected for their knowledge and technical skills, and their ability to demonstrate care and compassion in practice. Work commissioned by the Recruitment & Retention Delivery Group has mapped current selection methods for entry to pre-registration nursing and midwifery across Scottish universities and a further project is exploring the evidence base for measuring ‘emotional intelligence’. In addition, NHS Education for Scotland and the Northern Ireland Practice and Education Council are leading a UK group on ‘attributes and values in selection’ to support better understanding and use of evidence-based approaches in recruitment to pre-registration programmes and subsequently to NHS posts.

Professionalism

Professionalism is a key component of the taught curriculum within all pre-registration programmes. Effective mentorship, supervision and leadership in the practice learning environment enables students to adopt professional practice standards at the start of their careers. Continuing professional development enables staff to develop and renew their professional responsibilities. *The Education and Role Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice*¹⁹ is instrumental in giving this support.

The web based learning programme *Flying Start NHS*[®] was introduced in 2006 for newly qualified nurses and midwives and aims to support learning, build confidence and strengthen professional attributes during the first year of practice. Completion rates are highest when *Flying Start NHS*[®] is integrated into the workplace, with protected time and mentor support.²⁰ Further work, including *Effective Practitioner*²¹ and initiatives emerging from the Person-centred Care Collaborative, emphasise the importance of continuing support for professionalism.

Improving what we do

2.1 Ensure consistent, evidence-based methods of recruitment and selection in all universities including assessment of values and prior care experience

2.2 Strengthen professionalism as a central concept within all education programmes

2.3 Focus NHSScotland learning and development activity on values and professional codes as well as knowledge, competence and skill

2.4 Use continuing education and development to raise awareness of professional responsibilities including leadership, role modeling, and in supporting change and enhancement in areas where practice can be improved

2.5 Ensure all newly qualified nurses and midwives have access and the support to complete *Flying Start NHS*® as the start of a postgraduate career pathway and monitor completions nationally

Collaborating for the future

2.6 Work together to support evidence- based enhancements to recruitment

2.7 Work with the Nursing and Midwifery Council to support a more strategic Scottish approach to the regulation of education provision, the educational response to ‘fitness to practice’ and revalidation

2.8 All stakeholders use networks, involvement in policy, and engagement with the public to define and promote the professional image of nursing and midwifery in Scotland

2.9 Commission student representatives to prepare proposals to government and professional leaders for actions and strategies to reinforce pride and professional identity

2.10 Ensure evidence-based selection methods are used within all career development and advancement processes

2.11 Maximise the opportunities to nurture and develop the professional attributes and behaviours of nurses and midwives and across multi-professional teams

Strategic Aim 3

Deliver dynamic pre-registration nursing and midwifery education

The Chief Nursing Officer's Education Review identified a range of strategies that promote the quality of our students and pre-registration education programmes in Scotland. Both the Review and the *Willis Commission*²² found clear evidence of high quality modern nursing education. In addition, the results from the *Student Nursing & Midwifery Pre-registration Education Programme Performance Management Survey*²³ present a very positive picture of students, mentors and senior charge nurses working with university staff to develop caring, compassionate and competent nurses. However, the Chief Nursing Officer's Education Review identified scope to continue to improve the quality of pre-registration education, prepare practitioners who adhere to the highest standards of professionalism and deliver safe, effective and person-centred care in a wider range of settings and a complex integrated health and social system.

How we are doing this now

Quality enhancement

Pre-registration places are commissioned by the Scottish Government and quality assured by the universities and the Nursing and Midwifery Council (NMC). A performance management system is delivered by NHS Education for Scotland on behalf of the Scottish Government. Collaborative approaches have been effective in addressing quality and regulatory requirements at a national level, driven by groups such as the Scottish Collaboration for the Enhancement of Pre-Registration Nursing, the Mental Health Education Leads Group and the Strategic Paediatric Educationalists & Nurses in Scotland.

Recruitment, selection and retention

Significant improvements achieved by the universities and colleges and through the Recruitment & Retention Delivery Group, include:

- a robust data set for student retention and completion
- testing evidence based methods for meaningful service user and carer involvement in recruitment and selection and student support
- *Extraordinary Everyday*²⁴ to promote the image of nursing and midwifery
- Practice placement evaluation, assessment and support.

Programme design and delivery

All pre-registration nursing programmes are now approved according to the NMC (2010) Standards²⁵ and we are moving towards an all graduate profession in Scotland. While national frameworks²⁶ have demonstrated support for more consistent curriculum delivery, the diverse range of undergraduate provision includes honours degree programmes and different routes into programmes across the fields of practice. These programmes attract applicants with varied aspirations, interests and abilities, but it is less clear how these differences can be used to maximise benefit through their contribution to care delivery, research, leadership and education.

Employability

Education provision that allows flexible pathways and maximises employability is essential. Despite vacancies in some fields of practice, more students are accessing Scottish Government and NHSScotland sponsored internships, part of the One Year Job Guarantee Scheme. While not ideal, the scheme has many benefits and future planning should take account of this experience.

Improving what we do

3.1 Extend the performance management and enhancement process to all Scottish pre-registration programmes

3.2 Support national collaboration and a consistent approach to address regulatory issues

3.3 Ensure consistent, evidence-based methods of recruitment and selection in all universities including the assessment of values and prior care experience

3.4 Ensure curricula is designed to be responsive to changing service requirements

3.5 Explore the impact of the One Year Job Guarantee Scheme/Internship Scheme on employability and transition to the professions

3.6 Embed health informatics and technology in pre-registration curricula to prepare nurses and midwives to deliver care in a digital age

3.7 Ensure curricula that prepare nurses and midwives to self-manage, adapt and continue learning throughout their careers

3.8 Use the evidence to identify and spread best practice examples of programme content and delivery based on health and care priority areas

Collaborating for the future

3.9 Measure quality and performance based on wide stakeholder experience and involvement

3.10 Assess how the current education model based on specific fields of practice impacts on nursing practice and career flexibility

3.11 Build and commission interdisciplinary teams in education and practice and promote seamless working across care settings

3.12 Spread examples of excellence and establish inter-professional and inter-agency learning, teaching and assessment across all programmes

3.13 Explore the extent to which programmes at different academic levels meet the diverse needs and priorities of practice, education and research

3.14 Change the relationship between education and practice to create a unified educational experience for students

Strategic Aim 4

Enhance the quality of the practice learning environment for staff and students

The quality of the practice learning environment is crucial for pre-registration students' development as practitioners and professionals and throughout nursing and midwifery careers. Education and placement providers work together to continuously improve the quality of the learning environment to meet the standards for Nursing and Midwifery Council approved programmes and through a number of national initiatives, to reduce variation and duplication of effort. Mentors play a key role in supporting learning and development, acting as role models and in public protection terms, as assessors of competence and gate keepers to the profession for pre-registration students. The learning environment is challenged to provide the types of placements and experience that prepare students and staff to practice within a changing health and care context. This includes access to new types of placements in the community and with third sector and social care providers.

How we are doing this now

Pre-registration education

- **Consistent approaches** – The Recruitment & Retention Delivery Group established a National Strategic Group for Practice Learning to promote consistency and coordination. The group's work includes a *National Approach to Practice Assessment*,²⁷ pilot of the Quality Management of the Practice Learning Environment online system and the commissioning of literature reviews and evaluation to expand the evidence base.
- **Enhancing mentorship** – NHS Education for Scotland, in partnership with the universities and service providers, established *The National Approach to Mentor Preparation*²⁸ and the Practice Education Facilitator (PEF) and Care Home Education Facilitator (CHEF) roles. These support those mentoring pre-registration students and enhance the practice learning environment using the *Quality Standards for Practice Placements (QSPP)*.²⁹ Although this infrastructure is embedded across the country the quality of mentorship and student experience continues to vary. This raises questions as to whether mentor and assessor is a role for all registered nurses and midwives.
- **Placement allocation** – The National Strategic Group for Practice Learning, has supported innovative demonstration projects. The evaluation of models,³⁰ e.g. 'Hub & Spoke' has shown benefits to students and best use of scarce placements such as those in the community. Shared practice placement arrangements and Memoranda of Agreement are opening up more national approaches and overcoming some of the complexity and inefficiency associated with local allocation models. They have been effective in allocating pre-registration midwifery and learning disability nursing students to dispersed placements now that programmes are concentrated at fewer universities.

Post-registration programmes

Practice learning is already a core component of many continuing professional development, post-registration and postgraduate programmes. However, there is an increasing demand for approaches which maximise the work base as a learning environment and enable staff to combine development of skills and competence within their own practice environment with flexible and innovative educational technology and other methods of delivery.

Improving what we do

4.1 Develop and maintain a national tool to capture placement quality data, share student and mentor feedback and audit the quality of the learning environment for all students

4.2 Build on the existing PEF and CHEF structures to ensure improvement and innovation in practice learning and review practice learning support roles, titles, infrastructure and reward systems

4.3 Introduce methods to select and recruit mentors with the appropriate skills and aptitude for the role and ensure their role is valued

4.4 Implement approaches to enable pre-registration students to spend more time learning in community settings

4.5 Develop efficient and equitable models and processes for allocating placements across Scotland

4.6 Ensure the practice learning environment develops to accommodate the learning needs of an increasing range and number of staff

4.7 Collaborate across practice learning environments to achieve a consistent approach to placement assessment documentation for pre-registration students

Collaborating for the future

4.8 Introduce inter-professional and cross-institutional monitoring of the quality of the practice learning environment and its relationship with care quality

4.9 Extend PEF and CHEF structures beyond NHS and care home practice learning settings

4.10 Work collaboratively to develop a model to manage placement allocation across professions and institutions

4.11 Continue to strengthen the relationship between education and practice placement providers to enhance access to learning opportunities, standards of care and welcoming cultures in the learning environment

4.12 Disseminate good practice to ensure practice learning is evidence informed and impact assessed

4.13 Standardise Memoranda of Agreement and practice placement arrangements between service and education providers

4.14 Promote and facilitate access to remote and rural learning experiences for students

[27] http://www.nes.scot.nhs.uk/media/233571/national_approach_to_assessment_docs_on_pre-reg_nursing_progs_may_2011.pdf,

[28] http://www.nes.scot.nhs.uk/media/226446/mentor_prep_core_curriculum_framework_aug_2009.pdf, [29] http://www.nes.scot.nhs.uk/media/323817/qspp_leaflet_2008.pdf,

[30] http://www.nes.scot.nhs.uk/media/7410/Evaluation_of_Practice_Education_Feb08.pdf

Strategic Aim 5

Strengthen clinical academic collaboration to ensure that research and evidence underpin and drive improvements in quality

Utilising best evidence is essential for delivering safe, effective and person-centred healthcare.³¹ Achieving this requires excellence in research quality, attention to the growth of research-based capacity in the university and NHS workforce and partnership between universities and clinical services.³² We must be ambitious in building on our expertise in nursing and midwifery led multi-disciplinary research to achieve our aspiration for world-leading healthcare and nursing and midwifery practice in Scotland.

How we are doing this now

Individual and organisational capability and capacity

Initiatives that benefit nurses and midwives include, the NMAHP Research Training Scheme, the Chief Scientist Office (CSO) Personal Award Scheme and those provided by individual institutions and partnerships, e.g. Lothian Clinical Academic Research Careers Scheme. However, the focus is on early research career development such as PhD studentships and post-doctoral fellowships. There are few initiatives that support mid-career and senior research leadership and this limits future growth and sustainability in nursing and midwifery research.

The *National Guidance for Clinical Academic Research Careers for Nursing, Midwifery and Allied Health Professions in Scotland*³³ emphasises the importance of research and evidence-based practice at all levels of practice, including provision within pre-registration programmes.

The Research Excellence Framework determines the quality of research in UK universities and the distribution of substantial research funding. This places an imperative on the quality of research publications, the vitality and sustainability of the research environment and the impact of research on policy and practice. It is, therefore, mutually beneficial to universities and the NHS to optimise the impact of research and to work together to create high quality research environments. The CSO has supported strategic pooling and centres such as the NMAHP Research Unit and the Centre for Research on Families and Relationships to achieve this. Scottish universities make a significant contribution to the international and national evidence base for nursing and midwifery, however, the impact of research is best achieved through close partnership between research, policy and practice at all stages of research activity.

Knowledge exchange

Marshalling research strengths for Scotland's population and promoting a world-leading knowledge base for nursing and midwifery in Scotland will drive improvements in the quality of services. Opportunities for sharing dissemination and spread include: conferences in Scotland that showcase educational research programmes and using creative media to engage a wide audience. The Knowledge Network, *Knowledge into Action*³⁴ was commissioned by Healthcare Improvement Scotland and NHS Education for Scotland to help align the use of knowledge in NHSScotland with the aims of the *Healthcare Quality Strategy*.

Improving what we do

5.1 Implement the *Clinical Academic Research Career Framework* at all levels of the *Career Framework for Health*^[35]

5.2 Facilitate collaboration between Executive Nurse Directors and Academic Heads to increase integrated career opportunities that combine practice, research and quality improvement

5.3 Ensure senior nurse and midwife job descriptions specify core activities such as linking with universities, generating research ideas and involvement in decision making and research capacity planning

5.4 Enhance the research and leadership skills of nurse and midwife consultants and develop their skill in quality improvement activity

5.5 Increase the proportion of nurses and midwives with knowledge and capacity for research and quality improvement through undergraduate and postgraduate education

5.6 Ensure that new treatments and research knowledge reach the individuals or populations intended by fostering links between researchers and practitioners and using resources such as *Knowledge into Action*^[36]

5.7 Establish the role of nurses and midwives at different levels of the Career Framework in implementing evidence into practice to facilitate quality improvement in care delivery

Collaborating for the future

5.8 Executive Nurse Directors and Academic Heads develop strategic partnerships with universities and care providers in all sectors that support honorary contracts, joint appointments and shared policies and procedures

5.9 Demonstrate how research, evaluation and quality improvement outcomes are embedded in nursing and midwifery education and practice

5.10 Enhance opportunities for nursing and midwifery strategic leadership in multi-disciplinary and multi-professional research, service evaluation and quality improvement

5.11 Support dissemination and knowledge exchange of nursing and midwifery led education and clinical research programmes

5.12 Facilitate collaborations between service users, the public, researchers and decision makers in policy and practice at early stages of research to ensure findings are applicable to practice

5.13 Establish productive relationships between research and improvement methods to generate useful, timely and trustworthy knowledge for improving safe, effective and person-centred care

5.14 Work strategically with all aspects of research commissioning, policy and quality monitoring to ensure equitable access to research opportunities for nursing and midwifery

[31] <http://www.scotland.gov.uk/Publications/2010/05/10102307/>, [32] <http://www.scotland.gov.uk/Resource/Doc/146433/0038313.pdf>,

[33] http://www.nes.scot.nhs.uk/media/241642/nmahp_national_guidance_for_clinical_academic_research_careers_mar_2011.pdf, [34] <http://www.knowledge.scot.nhs.uk/together/knowledge-into-action.aspx>,

[35] <http://www.nes.scot.nhs.uk/media/4939/nmahp-careers-poster.pdf>, [36] http://www.skillsforhealth.org.uk/images/stories/Resource-Library/PDF/Career_framework_key_elements.pdf

Strategic Aim 6

Develop an infrastructure to deliver efficient, responsive and sustainable education

A strategic approach to the commissioning of education and shaping support for post-registration investment will require joint decision making by the Scottish Government and all partners. The Chief Nursing Officer's Education Review identified a complex picture in which commissioned and non-commissioned education is interwoven with service led post-registration delivery and institutional-based research. In the current context, greater collaboration between education, research and practice with decisions based upon robust evidence, genuine partnership and clear timelines and outcomes is needed. The aim is to develop an infrastructure, supported by strong leadership and governance arrangements, that will enable greater efficiency and effectiveness, change and innovation.

How we are doing this now

Commissioning

The target number of commissioned pre-registration nursing and midwifery places is set annually by the Scottish Government based on workforce projections. The last three decades have seen recurring peaks and troughs in education commissioning. The Chief Nursing Officer has addressed this through a transitional funding scheme but with a projected increased demand for nurses and midwives in coming years, better strategic planning is required to ensure Scotland is able to attract, recruit and retain the right number and mix of nurses and midwives to meet service needs.

There is currently no coherent national approach to planning, funding and coordinating post-registration and postgraduate education and continuing professional development to match changing service priorities and as a result there are gaps and duplication in provision.

Service users and carers

In the context of person-centredness, co-production, assets and enablement, some Scottish universities have already received commendation for service user engagement and many excellent resources are available to engage students and staff with the service user experience. Nonetheless, while increasing involvement is evident in teaching, there has been less involvement with curriculum design and development. The National Person-Centred Health and Care Programme provides new opportunities to engage service-users not only in education but also in evaluating person-centred approaches to care in practice.

Current structures

National educational initiatives also aim to facilitate local infrastructure to support local implementation. For example, NHS Education for Scotland has supported the Practice Education Facilitator (PEF) posts in all NHS Boards to enhance the quality of practice learning nationally. However, a closer relationship between national and local infrastructure would reduce undue pressure on education and service providers and further support implementation in practice.

Improving what we do

6.1 Establish a Delivery Group as the decision-making and governance body, involving all stakeholders and reporting to the Chief Nursing Officer, to develop and implement the *Setting the Direction* delivery plan

6.2 Develop an effective model for centrally coordinated and funded post-registration and postgraduate education to support nursing and midwifery education/capacity, as one strand of Workforce 2020 implementation

6.3 Review and revise the pre-registration intake modeling process based on robust workforce data, improvements in planning and education and practice quality indicators

6.4 Implement consistent approaches for service users to be part of all aspects of education processes

6.5 Identify and share best practice in developing effective infrastructure that will support consistent and high quality education locally and nationally

6.6 Strengthen relationships between national and local infrastructure to deliver effective and sustainable national initiatives

Collaborating for the future

6.7 Develop e-enabled education and research approaches to provide greater opportunity for collaboration and sustainability

6.8 Establish collaboration between all stakeholders to look strategically at the education infrastructure for the future

6.9 Explore methods to predict educational requirements for new clinical roles and enable providers to respond effectively

6.10 Develop infrastructures that support practice learning beyond the NHS in Scotland and care homes

6.11 Scope and develop practice across other professions such as social care and deliver the most effective person-centred approaches while maintaining professional integrity

6.12 Explore models for determining requirements in the education workforce to secure a cadre of high quality nursing and midwifery educationalists with the subject expertise that reflects the 2020 Vision for health and social care



Setting the Direction Summary is available at:
<http://www.scotland.gov.uk/settingthedirectionsummary>

A web version of this leaflet is available at:
<http://www.scotland.gov.uk/settingthedirection>

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