



**Golden Jubilee
National Hospital**

Patients at the heart of progress

Department of Nursing Clinical Education Strategy 2019 – 2023



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Introduction

Welcome to our Clinical Education Strategy for 2019- 2023. There are so many exciting and innovative changes for the Nursing Profession both from a national, regional and local perspective over the coming months and years.

These include:

- Expansion of our Board and clinical services provided for patients and a revised Board Strategy to support this
- Significant changes to pre-registration nursing education set out by the Nursing and Midwifery Council (NMC),
- Introduction of Health and Safety (Staffing) (Scotland) Act (2019)- commonly known as safe staffing legislation
- Embedding of the Excellence in Care project from the Chief Nursing Officer Department, Scottish Government (SG)

Our Strategy helps to shape and direct how we will embrace and support these drivers and describes how we plan to support the Nursing (including Healthcare Support Workers) and Operating Department Practitioner workforce going forward.

We have close links to many teams within the Board including Clinical Governance, eHealth, Infection Control Team, Health and Safety and Learning and Organisational Development colleagues.

As a department, we recognise that the provision of learning opportunities is vital for staff professional development and growth, and for delivery of safe, effective and person centred care. Learning opportunities come in many different methods from classroom teaching, self-directed eLearning, facilitated workshops and reflection on practice. This Strategy provides the focus for all education and training within the Nursing Department.

Many staff from the Nursing Department and other departments contribute significantly to our in house training programmes, as providers of specialist training and contributors to other training days.

This includes:

- Prevention and control of Infection team
- Tissue viability nurses
- Acute pain team
- Resuscitation officer
- Medical staff
- Health and safety officer
- Advanced Nurse Practitioners

Policy Context

There are several national and local drivers for clinical education for the duration of this strategy. Key policies and drivers on lifelong learning and continuing professional development are:

- NMC Code (NMC 2018 v2)
- Staff Governance Standards- 4th edition (Scottish Government 2012)
- A Guide to Healthcare Support Worker Education and Role Development (NES 2010)
- Revised Framework for Mandatory Induction Training in Healthcare Associated Infection for NHS Scotland (NES 2012)
- Nursing 2030 Vision (Scottish Government 2017)
- Scotland's National Dementia Strategy 2017-20 (Scottish Government 2017)
- Healthcare Associated Infection Standards 2015 (NHS HIS 2015)
- Post registration Career Framework for Nurses, Midwives and AHPs (NES)
- Future nurses: Standards of proficiency for registered nurses (NMC, 2018)
- Scottish Digital Health and Care Strategy: enabling, connecting and empowering (Scottish Government 2018)
- Making it easier: a health literacy action plan 2017-2025 (Scottish Government 2017)
- Health and Social Care Standards My support, my life (Scottish Government 2017)
- A National Clinical Strategy for Scotland (Scottish Government 2016)
- Transforming Roles Programme (Scottish Government 2016)
- Practising Realistic Medicine (Scottish Government 2018)
- Transforming nursing, midwifery and health professions roles: introduction (Scottish Government 2017)

Local policies and drivers specific to Clinical Education are:

- GJNH Nursing Strategy 2014-17 (this is currently being reviewed by the Nurse Director Group and refreshed in line with the revised Board Strategy)
- Golden Jubilee Foundation Dementia Strategy 2019-2022
- Annual Operational Strategy
- The Board Corporate Objectives 19/20
- Board Vision and Values
- Board Strategy 2019
- Board Advanced Practice Strategy
- Workforce Plan; Phase One Ophthalmology Expansion (GJF, 2018)

We maintain the framework of our previous strategy, and have aligned this document into four sections, following the four pillars of practice as per the Post Registration Career Framework for Nurses, Midwives and Allied Health Professionals (NES) Pillars of Practice.

Within each section we highlight work achieved and to be taken forward over the duration of this strategy.

Each of the pillars of practice is divided into aspects of practice

Pillar of Practice	Aspects of Practice
Clinical Practice	<ul style="list-style-type: none"> • Safe, effective and person centred care • Professional Judgement and Decision Making
Facilitation of Learning	<ul style="list-style-type: none"> • Learning, teaching and assessment • Creation of the learning environment
Leadership	<ul style="list-style-type: none"> • Team work and development • Professional and organisational leadership
Evidence, Research and Development	<ul style="list-style-type: none"> • Evidence into practice

Taken from <http://www.careerframework.nes.scot.nhs.uk/using-the-framework/pillars-of-practice.aspx>

Expansion plans

The Scottish Government have confirmed in the Waiting Times Improvement Plan, October 2018, that they will invest significantly over the next three years to make a sustainable and significant step-change on waiting times.

The GJF will therefore create additional elective capacity through expansion of the Golden Jubilee National Hospital in order to meet these sustainable waiting times, improve the effectiveness of the service and the patient journey as well as delivering high volume elective procedures whilst maintaining safe service provision (GJF Workforce Plan).

By the end of 2022 the GJF will have 25 surgical admission recovery unit pods, 4 Ophthalmology theatres, 7 Orthopaedic theatres, 2 General Surgery theatres, 2 Endoscopy Procedure rooms, a significant increase in new patient and pre-assessment appointments in clinic (Orthopaedic and General specialities) and an additional 33 inpatient beds (Orthopaedic and General specialities).

The expansion will be facilitated in two phases;

Phase 1 (by mid-2020), delivery of additional ophthalmology and general surgery elective care capacity and

Phase 2 (late 2021), delivery of additional elective orthopaedic surgery and other surgical elective care capacity.

The Strategic Workforce Planning and Education Steering Group have embedded the workforce planning process and aligned this with the Annual Operational Plan and are confident that it will meet the challenges set by the 2020 Workforce Strategy.

The current workforce will need to expand to meet this additional capacity within both Phases. This expansion of the workforce will present the opportunity to broaden the skill mix within the workforce and provide varied and rotational roles for staff.

Action points

1. The clinical educators involved within these specialities of expansion will support these projects and work with staff to increase knowledge, skills and opportunities within the GJF

Board Strategy

The Board Strategy has recently been approved by the Board. This maintains a key priority of education and development with an aspiration to build on existing training and education for the range of staff involved in delivering high quality healthcare, including healthcare professionals. As the Board continues to expand Clinical Education provision needs to be able to adapt to the needs of this, from supporting learners in the hospital who we aim to attract to clinical posts in the future to our staff currently in post. Ensuring that staff have access to clinical education, both for skills and competency attainment, and other aspects of building on knowledge of person centred care (and supporting development of this culture) is vitally important moving forward. We continue to pursue blended learning approaches- using opportunities for face to face facilitated learning as well as full use of e learning packages available on various electronic platforms.

Action point

1. We continue to work on and refine our Nurse Competency Packs for the duration of this Strategy, ensuring that they meet the changing needs in relation to patient care, staff needs and accounting for the skills attainment at different levels of staff. This includes the ability to 'close the loop' and that Clinical Educators and senior nurses are assured that staff have completed and signed off clinical competencies in a timely manner.

Section 1 Clinical practice

1.1 Mandatory core training

The nursing department currently supports staff with protected study time in order to participate in annual mandatory core training and complete mandatory e-learning. Many of the topics taught require annual and biennial updates through legislative and standards requirements. Whilst there are pressures on operational staffing it is deemed essential that our staff are fully up to date with all mandatory training and we have a target of 90% compliance with training in-line with wider Board targets with respect to mandatory training.

The topics taught, and our plans to ensure a continuous programme to meet training needs, are agreed in advance with the Nurse Director and senior nurse team. Clinical Nurse Managers have access to the Clinical Education database giving 'up to the minute' departmental information on compliance with mandatory training for their areas of responsibility, linking this to other workforce data available.

Action points:

1. To continue to provide mandatory core training days to staff frequently each month
2. To provide information on divisional and ward compliance with training on a monthly basis
3. Ensure that content of mandatory training days are agreed with the Nurse Director Group on an annual basis.

1.2 Nurse Induction

All nursing department staff will attend both the Nursing department and Corporate Induction programmes when joining the Golden Jubilee Foundation (GJF). New members to the nursing team attend the nursing department induction day together with a core skills update and additional induction training is arranged by the specific department clinical educator for their speciality.

1.3 Theatre Department

The Theatre Induction Programme is now embedded within the department since introduction in 2014, and runs twice a month for new employees to this highly specialised area. The programme continues to adapt to ensure that the enhanced skills needed to deliver safe and effective patient care is delivered within the theatre department and that all new employees to this area are supported from the onset of their employment.

1.4 Competency Based Training

Competency based packs available in the clinical areas are both generic and specialised. They are role specific and the content reflects the clinical area in which the competencies have to be achieved. Our strategy for the future is to continue to review both HCSW and registered nurse's roles and ensure their competency assessments reflect the expectation of their role in the clinical environment.

1.5 HCSW Competencies

HCSWs new to the organisation are expected to complete a **Mandatory Induction Standards Pack** within 3 Months (pro rata) of commencing employment. Following completion, they will then be given a competency pack specific to their role either Band 2 or Band 3.

Competency Packs Available

- Core Competencies,
- Cardiothoracic Critical Care, Cardiothoracic Ward, Cardiology Department, Coronary Care, Cardiac Catheterisation Lab,
- Orthopaedic Department
- Theatre, Scrub and Circulating
- Ophthalmic
- Critical Care
- OPD
- Theatre Assistants
- HCSW Band 2 and Band 3

Action points

1. To plan and implement a rolling programme to review all generic and speciality competencies across the hospital for HCSWs biennially.
2. To plan and implement a rolling programme to review all generic and speciality competencies for Registered Nurses across the hospital biennially.
3. Review and update the process for documentation of completed competencies within existing staff education databases.
4. To design a Competency Assessment System to reflect the training needs of the clinical environments within the Hospital Expansion.

Section 2 Facilitation of learning

2.1 Training needs analysis

We continue to review the education needs of our staff and participate in the annual Training Needs Analysis review carried out in the hospital with the Learning and Organisational Development team. With this knowledge gained we can improve our ability to anticipate the training needs of our staff in terms of in-house training opportunities and external training requirements.

Staff have the opportunity to be funded via their departmental budget, if the education required is 'essential' to their job role, or staff can apply for support from the Further Education funding budget if it is non-essential, but for personal professional development.

2.2 Further Education

The GJF actively encourages staff to participate in further education both for personal and professional development. The Further/Higher Education funding is available for courses recognised and accredited within a profession or a course that leads to a qualification. Applications to this funding scheme are anonymised and then scrutinised independently by a panel and scored in terms of the merits of the application form. This process is then checked by the L&OD team and Human Resources colleagues. We have successfully supported many nurses with this financial contribution to their studies and examples of this are staff completing Masters degrees, and many post graduate certificate courses. The Clinical Education Team ensure that staff are aware of this opportunity for financial support towards training and that staff are aware of the timetables anticipated for the completed applications.

2.3 eLearning

2.3.1 Learnpro™

LearnPro™, is the on-line learning platform for GJF and hosts modules covering the following:

- Statutory and Mandatory training modules required to be completed by staff from entry to GJF at Induction and throughout employment with the Board.
- Mandatory training for role/profession specific staff groups including Medical Gas Safety, Manual Handling Module A and Blood Transfusion Service.
- Continuous Professional Development modules include IV Medication,
- All staff working in GJF **must** be registered on LearnPro™ to access the statutory and mandatory training that they are required to complete as an employee of the Board.

We provide a short checklist for staff to review mandatory and non-mandatory e learning opportunities through Learnpro™.

Actions:

1. We will continue to review all the available resources for staff both from external validated web resources to use in LearnPro™ and assist staff to access this resource for ongoing learning. We provide facilitated learning opportunities to assist staff to get started onto available learning resources to encourage use of these resources.
2. We will support and encourage the use of Turas by nurses and nurse mentors and support staff with use of the resources within the Turas Portfolio. This is particularly of use to support staff to develop their portfolio of evidence to support NMC revalidation requirements.

2.3.2 Turas

Turas is a modern and accessible digital platform developed by NHS Education for Scotland (NES) serving Health and Social Care staff across Scotland. There are several platforms within Turas including Turas Learn, Turas People and Turas Appraisal.

Turas Learn is the platform for learning and support resources and provides access to learning and practice support resources produced by NES.

Moving forward, Turas Learn will replace Learnpro™ and become the management system for eLearning. The timetable for this transition will be planned nationally.

Actions:

1. Ensure that nursing department staff are trained appropriately to access the learning and support resources within Turas.
2. Ensure that nursing staff are able to demonstrate their individual learning on the Turas platform at their annual appraisal with line managers (this information is not automatically transferred onto eESS).
3. Support the wider organisation to ensure Turas is embedded with staff.
4. Engage with national leads for Turas in order that any national developments may be implemented smoothly.

2.4 Supporting and Developing staff

2.4.1 Pre-registration training

Within the Golden Jubilee we continue to regularly support pre-registration students from: -

- University of West of Scotland
- University of Glasgow
- Glasgow Caledonian University
- Open University

We recently have established strong links with the Open University and through them we are now able to provide a pathway for HCSWs to commence Pre-Registration Nursing Programmes.

Higher National Certificate (HNC) students from Further Education Institutions (FEIs) are also supported within our clinical areas as part of the Care and Administration Practice HNC.

We continue to monitor the evaluations received from students who access Practice Learning Experiences (PLEs) within the Golden Jubilee. The evaluations are completed on the Quality Management of the Practice Learning Environment (QMPLE) platform by the students, reviewed by Practice Education Facilitators and then passed onto the clinical areas. The number of evaluations completed by students has been low but work is commencing to encourage them to complete the evaluations and to help improve the number received.

In May 2018 the NMC developed new standards for pre-registration nursing programmes. This is a significant change in the delivery of nursing education moving forward. Following the introduction of the standards the HEI Pre-Registration Nursing Programmes require to adapt to reflect the changes which will have an impact on the Golden Jubilee Hospital as a practice provider. Work has commenced with the partner HEIs to develop the new curriculums to allow the new programmes to commence in 2020. With the introduction of the new standards a

new model of supervision and assessment will be introduced replacing mentorship. These changes will impact on the staff in the clinical areas and additional support will be required during the transition and implementation of the standards to ensure that we continue to be compliant with the current NMC standards and also to ensure that students have a positive learning experience.

All HEIs across Scotland will transition to the new standards with their Pre-Registration Nursing Programme commencing in 2020, the timescale and work plan to transition to the new standards is being directed by the Chief Nursing Officer for Scotland (CNO).

Aim: to continually provide positive learning experiences to learners within the Golden Jubilee Foundation.

Action Points:

1. Active participation with and representing the Board in working groups with HEIs to develop curriculums for Pre-Registration Nursing Programmes.
2. Work with existing mentors and staff within clinical areas to implement the new model of supervision and assessment. This work will be overseen by a local Programme Board in order that all aspects of the transition are monitored and escalated as required.
3. Work with students, Senior Charge Nurses and staff to improve evaluation return from students.

2.4.2 BSc Paramedic Sciences

We have commenced discussions with Glasgow Caledonia University (GCU) and the Scottish Ambulance Service (SAS) regarding Practice Learning Opportunities within the Golden Jubilee Foundation. GJF have been providing learning opportunities to SAS Paramedic Students for a number of years. GCU have commenced a BSc Paramedic Sciences programme and have approached GJF for Practice Learning Experiences. Work has commenced to explore suitable learning opportunities for the BSc Paramedic Students.

2.4.3 Operating department practitioners

The theatre department continues to support ODP students from Glasgow Caledonian University throughout their whole pre-registration curriculum. These students continue to be supported throughout the transition from Glasgow Caledonian University to the University of the West of Scotland (autumn 2019). The theatre department have a Service Level Agreement (SLA) covering the three year ODP programme to ensure that these students are placed within the department for a placement relevant to their stage and need. This SLA is reviewed on a regular basis with the University during the placement audit. ODP students have mentors from the ODP team and also the nursing mentor team, both of which must complete a separate training day for ODP mentorship.

We plan to ensure that our theatres environment and mentorship arrangements remain adaptable and accommodating to new students through this program as required and will monitor any opportunities going forward.

2.4.4 Theatre Academy

The Theatre Academy continues to grow in strength since commencing in 2015. The programme continues to be delivered via a mixture of supernumerary clinical practice within two theatre specialities and academic theory sessions over a 12-month period.

The Theatre Academy in its current format is being reviewed strategically within the hospital to include opinion and support from a wider stakeholder group. Options for possible change, progressing the concept and other opportunities for moving forward are being considered to help to build on the current structure of the Theatre Academy. Within 2019 we anticipate that the Theatre Academy will go through accreditation with Glasgow Caledonian University. This will give the course a post graduate certificate status and future Theatre Academy registered nurses will complete the course with a University accredited post graduate certificate (as well as the Golden Jubilee Foundation certificate).

2.4.5 Newly Qualified registration staff – Flying Start®

The Flying Start® programme was revised and relaunched in September 2017. The new programme has been developed around the post-registration pillars of practice and the changes reflect the developments that have occurred in healthcare since the initial programme was developed in 2006. Within the Golden Jubilee Foundation completion of Flying Start® is mandatory for all Newly Qualified Practitioners (NQPs) and completion and engagement is reported bimonthly to Clinical Nurse Managers.

Action points:

1. We will continue to ensure that newly qualified nurses/ODPs who join the GJF are enrolled onto Flying Start® and are assisted with progression throughout this programme.
2. Support clinical areas to support staff who are undertaking the Flying Start® programme.
3. Work closely with NES embedding the new Flying Start® programme.

2.4.6 Clinical Healthcare Support Workers

The continuing development of this staff group is maintained with mandatory core training, dedicated information sessions and workshops, and access to the SVQ programme, all of which are delivered in house.

2.4.7 Scottish Vocational Qualifications (SVQ)

The Clinical SVQ assessor/HCSW Lead has worked closely with the Scottish Qualifications Authority to establish our own SVQ Centre within the GJF which has had accreditation since 2017. The Centre can deliver Health Care Support (Clinical) Level 2 and Level 3 awards (SCQF 6 & 7) however it is anticipated that we will expand on the awards offered moving forward.

The Theatre department continues to offer units within the award pertinent to the speciality and has recently tailored the award to be specific to the Post Anaesthetic Care Unit (PACU).

The uptake has been steady to date with Rehabilitation, Radiology and clinical areas all supporting staff through the programme.

With the proposed hospital expansions in the near future it is envisaged that the demand for staff to complete an SVQ will increase. Therefore, the HCSW Lead is working in collaboration with our colleagues at NHS Greater Glasgow and Clyde to offer assessor and internal verifier awards to allow more GJF staff to take on these roles.

Action points

1. To continue to offer SVQ opportunities to clinical HCSWs and report this on an annual basis
2. To oversee and increase where possible the numbers of internal assessors, internal verifiers and staff to support the SVQ program
3. To explore the opportunities to expand the support to HCSWs within the Board through a strategic approach to increasing provision

2.5 Dementia Care and Practice

As the number of people living with dementia continues to increase, ensuring that all staff have the knowledge and skills identified in the Promoting Excellence Framework will remain a priority for the Alzscot Lead Nurse for Dementia. The materials supporting this framework are currently being reviewed and updated by NES. An 'Informed Level' presentation is provided during Corporate Induction to all new staff and tailored sessions have been delivered to specific areas on request. 50 Healthcare Support Workers have completed the Best Practice in Dementia Care programme at Skilled level. 14 members of staff including Registered Nurses and AHP's have completed the Enhanced Level Dementia Champions Programme through the University of the West of Scotland. The Dementia Champions and Lead Nurse also provides individual knowledge and guidance when reviewing patients with Dementia in our areas and to quality improvement projects throughout the Foundation.

Actions:

1. Informed Level will continue to be provided through Corporate Induction and suitable replacement developed once Corporate Induction Review is complete. Sessions tailored to specific groups will be provided as required.
2. Skilled level training will continue to be delivered to Healthcare Support Workers. We will review the available training programs/ packages to ensure the correct learning outcomes for our staff can be achieved. We will continue to support candidates on the Dementia Champions Programme
3. The Lead Nurse for Dementia will ensure that the resources provided are updated to reflect those under review by NES.
4. The future of the Dementia Champions Programme is currently under review. The Lead Nurse will monitor this and consider alternative provision if discontinued.

2.6 Higher and Further Education Institutions

Strong links have been established with the Higher and Further Education Institutions through supporting students out in practice, contributing to curriculum development work and accessing programmes of study from the institutions.

Aim: To continue to work in partnership with academic establishments.

Action points:

1. Maintain good working relationships with key representatives from Higher Education Institutions (HEIs) and Further Education Institutions (FEIs).
2. Collaborate with education providers in the development of joint programmes and development of pre-registration nursing programmes.
3. To support pre-registration and post registration training through delivery of training sessions where possible.
4. To continue to collaboratively support learners from the institutions out on practice learning experiences within GJF.

2.7 Links with external agencies

The clinical education team has developed strong links with external agencies which helps enhance the work of the clinical education team.

2.7.1 NHS Education for Scotland

Strong links have been established with NHS Education Scotland (NES) through Practice Education.

Aim: To work in partnership with NHS Education for Scotland (NES).

Action points:

1. Maintain good working relationships with key representatives from NES.
2. Seek NES approval and validation where possible for relevant courses.
3. To participate in NES led training opportunities and share good practice via NES led Practice Education forums.

2.7.2 Alzheimer Scotland

Alzheimer Scotland provides support for our Lead Nurse for Dementia role. The post holder will continue to work in partnership with Alzheimer Scotland and Alzheimer Scotland Dementia Nurse Consultant Group (ASDNCG) and adapt information gained from here to provide suitable training and education within the Board as appropriate.

Action Points:

1. Maintain good working relationship with ASDNCG to support development of national policies and guidelines.
2. Maintain relationship with Alzscot Resource Centre to ensure lived experience of people living with Dementia is incorporated in education and policy development.
3. Support development of dementia and delirium related learning resources for all staff.

2.7.3 Scottish Qualifications Authority (SQA)

GJF became an SQA Approved Centre in June 2017 delivering SVQ Healthcare Support Clinical awards at SCQF levels 5 and 6 and this has been well received throughout the hospital.

Mandatory annual Systems and Qualifications Visits have been held by SQA for GJF and will continue going forward.

2.8 HAI Education

It is the responsibility of the Prevention and Control of Infection Team to ensure delivery of the organisation's HAI education strategy, supporting managers and clinical staff to ensure that their HAI education needs and needs of their staff are demonstrated, implemented and evaluated through use of personal development plans.

Heads of Departments will consider HAI learning opportunities for their staff from the HAI Education Strategy (see appendix 1) and identify mandatory updates and priorities via TURAS and Personal Development Planning (PDP) process for inclusion within local learning plans aligned to the GJF Clinical Education Strategy 2019-2023.

Line managers are responsible for ensuring staff have access to education resources in order to ensure that their prevention and control of infection mandatory training requirements are met. All Mandatory requirements are described in GJF Learning and Development Mandatory Training Guide. Line Managers will have an overview of staff HAI training compliance, both mandatory and non-mandatory.

Section 3 Leadership

3.1 Caring Behaviours Assurance System (CBAS)

CBAS continues to be delivered within the organisation. CBAS aligns with the NHS Scotland Quality Strategy (May 2010).

The number of Quality Champions within the clinical areas continues to increase; an average of 32 members of staff complete training each year. The programme is reviewed annually to ensure it remains current with the main themes, over the last 3 years, focusing on enhancing understanding of quality care, addressing staff resilience and team's ownership of the quality of the care they deliver. This aide's assurance that patient and staff experience is of a high level.

Supported by the CBAS facilitators, May and November continue to be CBAS months. Teams within all clinical areas re-evaluate their quality statements, collect evidence and agree on items to improve the care experience for both patients and staff. For 2018/19 the emphasis for caring for staff within CBAS has been teams and how they work together. There has been good engagement and ideas around better communication within teams. The Quality Champions continue to develop very worthwhile patient focused improvements.

Action points:

1. CBAS facilitators will continue to offer CBAS programme, twice per year. Due to the increased numbers of Quality Champions within the organisation the CBAS facilitators will develop a 1-day programme which will be offered in May and continue with the more in-depth 3-day programme running in November.
2. CBAS facilitators will continue to offer support to Quality Champions during the dedicated CBAS Cycle months of May and November.
3. CBAS facilitators will work in collaboration with others in the organisation in regard to patient centred, staff centred and quality improvement work.
4. A review of CBAS action reporting will be undertaken to ensure improvement ideas developed as part of CBAS Cycles are being followed through in all clinical areas.

3.2 Advanced Practice within GJNH

In recent years, Scottish Government policies including the Transformational Change Plan, National Clinical Strategy and Realistic Medicine has signalled the need for service redesign within Scotland to meet the future expected needs of the population. As part of this endeavour, the Chief Nursing Officer (CNO) therefore was committed to maximising the contribution of the NMAHP workforce and expanding the boundaries of professional roles by establishing the Transforming Roles programme which commenced in 2016.

Scottish Government in conjunction with NES, agreed to provide the formal educational funding to all health boards to all new trainee ANP's employed after March 2016. Since that time 17 trainee ANP's have been employed within GJNH in cardiothoracic, cardiology, critical care, hospital@ night and most recently orthopaedics.

The Transforming roles programme continues at present with work currently being carried out in relation to those in Advanced Allied Health Professional (AHP) roles and those in Clinical Nurse Specialist (CNS) roles. It is planned that the roles of level 7 Advanced Clinical Nurse Specialists (ACNS) & level 6 Clinical Nurse Specialists (CNS) will be delineated by following similar parameters previously set out for the ANP's. This work is expected to conclude by July 2019 and be disseminated to all health boards for implementation. It is expected that GJNH will commence this process in August 2019.

In order to support Advanced Practice roles throughout Scotland 3 regional Advanced Practice Academies have been created:

- West of Scotland Advanced Practice Academy
- East of Scotland Advanced Practice Academy
- North of Scotland Advanced Practice Academy

The GJNH forms part of the West of Scotland Advanced Practice Academy along with 5 other health boards and also the Scottish Ambulance Service (SAS) and NHS

24. Each Academy has a leadership group who work together on their boards behalf to:

- provide an overarching guidance for Advanced Practice
- recognise & acknowledge individual local practice requirement
- provide advice to negotiate & strive for best practice

Whilst each academy is committed to supporting the learning and professional development of advanced practitioners nationally and across the boards, focussing on the development and maintenance of competence and capability, the academies acknowledges local interpretation of any guidance and local terms and conditions of assurance and governance. To this aim the West of Scotland Advanced Practice Academy leadership board meets on a quarterly basis to continue to drive forward advanced practice education & development.

3.2.1 Future Plans

Going forward from this, the strategy will be to continue to develop a consistent, dynamic and innovative approach to the development and governance of Advanced Practice across the Golden Jubilee National Hospital.

The implementation of the current strategy will:

1. Ensure that there is a robust governance framework around Advanced Practice Roles
2. Improve the provision of education of ANP's by ensuring that trainee ANP's are connected to appropriate Postgraduate Educational programmes with robust clinical supervision and support.
3. Improve the development and access to continuing professional development supervision for ANP's and other advanced practice roles.
4. Promote supporting professional activities to enhance and provide added value to Advanced Practice activities.
5. Evidence the contribution that Advanced Practitioners make to safe, effective and person centred care.

Section 4 Quality Improvement

4.1 Excellence in Care

Alongside all other NHS Boards, we are participating in the implementation of Excellence in Care within the Nursing Department. This work is being led by the Chief Nursing Officer for Scotland and all Executive Nurse Directors.

Through this program, a nationally agreed set of quality measures have been implemented and others are being developed which will give assurance of high quality nursing care at all levels from ward to board. Nationally this programme only covers inpatient areas and whilst this doesn't include many of our nursing staff (theatres, out patients and day surgery teams) we ensure that these teams are aware of this nursing project should the national plan include other nursing areas in time.

This project is overseen by the Nurse Director and Nurse Director Group. We have close working links with our Clinical Governance Department colleagues and eHealth to help to support this work and ensure that it is embedded into other Quality Improvement initiatives.

Our Care Assurance Information Resource (CAIR) dashboard is up and running in all inpatient areas. We will continue to work on this in terms of collecting data, supporting SCNs to introduce the new national quality measures and to support staff to scrutinize their own data for trends and improvements.

We are continuing to supporting the national work and contribute to work streams to help development and testing of measures

Action points

1. Support ongoing education of nursing staff on the CAIR dashboard and the quality improvement measures within this.
2. Support smooth introduction of newly developed quality measures.

4.2 Quality Framework

Since our last Clinical Education Strategy the Board quality dashboard has been developed into a Quality Framework which holds all quality measures for all clinical areas. This has been developed by the eHealth department and is used widely across the hospital to support local knowledge of quality and performance measures. Additional triangulation is possible through this in order that all aspects of quality can be reviewed and assured alongside several other key data (i.e. workforce, patient acuity, occupancy etc.)

Section 5 Manual Handling

A new Manual Handling Lead started in post mid-March 2019. With this there is an opportunity to review progress since the previous Strategy (2016 – 2019) was published.

Scottish Manual Handling Passport (SMHP) Scheme – The previous audit of the training provision that was completed in July 2016. A further review / audit of the provision will be completed and any areas for improvement identified to enable the organisation to work to full compliance with the SMHP Scheme.

Training provision within the organisation:

Manual Handling e-learning modules are now mandatory for all staff groups within the organisation.

Following agreement with the Board, Induction training for Clinical staff has been increased from one day to one and a half days. This has now rolled out within the organisation.

Link Nurse Annual Updates and Skills Updates are offered on a monthly basis.

Bespoke On-site training is carried out in departments on request.

The major expansion work being undertaken within the hospital will impact on the Manual Handling service. Close links will be maintained with the Expansion team to identify the requirements from the Manual Handling service regarding training provision and equipment.

The Manual Handling Service Lead maintains close links with the Health and Safety service, Estates Department and the Falls Group.

The Golden Jubilee Conference Hotel will play host to the Scottish Manual Handling Forum 2-Day Conference in May 2020.

Actions

1. To undertake a review of Module A – Clinical Handling on LearnPro™ to ensure it fulfils the requirements of the Scottish Manual Handling Passport Scheme.
2. To undertake a review of Manual Handling page on StaffNet with an aim to improve it as a resource for staff.
3. To undertake a review of Competency Assessor training provision within the organisation to ensure compliance with the SMHP Scheme.
4. To undertake a review of the Competency Assessment process for Load Handling within the organisation.

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Appendix 1

HAI Education Strategy



HAI Education
Strategy May 2019.d

Appendix 2

Core Skills Programme Content (RN/ODP & HCSW)

Annual Updates

RN/ODP	HCSW
Infection Control Update	Infection Control Update
PEF Update	Basic Life Support (BLS)
Medical Gases	Medical Gases
Fire Lecture	Fire Lecture

Biennial Updates

RN/ODP	HCSW
Acute Pain Service/Pump Update	Acute Pain Service Update
Drug Calculations	

Additional topics are added to the Core Skills Program's to reflect National/Regional developments.

Mandatory eLearning Modules RN/ODP & HCSW

RN/ODP	HCSW
Medicines Reconciliation	Safe Transfusion Practice (module 1 & 5)
Safe Transfusion Practice	MH module A patient handling
MH module A patient handling	NES: Aseptic Technique
NES: Aseptic Technique	

Each department also has specific non-mandatory eLearning Modules that staff are expected to completed.

Appendix 3

Nursing Department Orientation 2019 - 2020

Date _____



Time	Topic	Speaker
09.00 - 09.30	Welcome from Nurse Director	Nurse Director/ deputy
09.30 – 10.00	Occupational Health	Occupational Health
	Nurse	
10.00 – 10.35	Labs introduction and tour	Head of Labs
10.35 – 11.00	Break	
11.00 – 12.00	BLS (Basic Life Support)	Resuscitation Training
	Officer	
12.00 – 13.00	Blood Transfusion Talk	Blood Transfusion
	Practitioner	
13.00 – 13.45	Lunch	
13.45 – 14.15	Introduction to spiritual care	Spiritual care
14.15- 15.15	Acute pain service	APS team
15.15	Close	