



Clinical Education Strategy

2024-2028



Section 1 – Purpose and Vision



Our Strategy We will maintain an agile and adaptable approach to meeting profession specific educational needs within the nursing department.

Our Aims Working with multidisciplinary teams, sharing information and planning for new initiatives.

Section 2 – Practice Development and Clinical Education



Our Strategy We will focus on competency attainment, supporting new staff members and implementation of new initiatives.

Our Aims Active review of competency packs and their completion. Working with others to implement new healthcare initiatives.

Section 3 – Practice Education Facilitators



Our Strategy We will continue to review all learning opportunities for pre-registration learners. We will oversee Flying Start® with our newly qualified practitioners.

Our Aims Use of the student nurse capacity calculator, monitoring student feedback, monitoring completion of Flying Start®.

Section 4 – Scottish Vocational Qualifications (SVQ) and Healthcare Support Workers (HCSW)



Our Strategy We will continue to offer SVQ awards to staff. We will continue to look at the emerging opportunities for supporting HCSW development including growing our range of SVQ awards.

Our Aims Work closely with clinical teams to identify HCSWs to enrol on SVQ.
Work closely with SQA on award development.

Section 5 – Advanced Practice



Our Strategy We will continue development of our CNS and NS roles within the Hospital.

Our Aims Ongoing development of competency frameworks for specialist nurse posts.
Specialist bespoke training sessions.

Section 6 – Resuscitation Team



Our Strategy Maintain life support training to meet the needs of our staff.

Our Aims We will ensure a range of life support training is available to staff. We will learn from adverse events and add in to learning plans. We will plan for the roll out of new equipment.

Section 7 – Monitoring and Reporting



Our Strategy We will be open and transparent on the work of the Clinical Education team.

Our Aims Annual reporting to showcase our work and monitor outcomes.
Regular reporting through governance groups.

Section 1

Purpose and vision

Background



Welcome to our Clinical Education Strategy for 2024-2028.

This strategy sets out the wider aims and objectives of the Clinical Education team, encompassing all of the individual specialist strands that sit within the wider remit of Clinical Education.

There are many changes within the nursing profession from a national perspective and within NHS Golden Jubilee. This Strategy sets out how we plan to respond to and support these changes going forward.

These include:



Expansion to patient services - increased nursing workforce.



Supporting the objectives of attracting and retaining nursing staff, Operating Department Practitioners (ODP) and Health Care Support Workers (HCSW).



Introduction of the Health and Care Staffing (Scotland) Act (2019).



Ongoing development of HCSW roles including Assistant Practitioner.

What we do and who we support



We have a remit and responsibility to support staff within the nursing department: Registered Nurses, ODPs and HCSWs

The Clinical Education team provide support and education for the nursing department workforce in many ways. This includes:

 **Bedside teaching.**

 **Technical skills attainment workshops.**

 **Specialist themed systems based study days.**

 **Supporting competency attainment.**

 **Mandatory training study days.**

 **Support Practice Assessors and Practice Supervisors**

 **Induction for new members of nursing staff.**



Working with key colleagues

We don't work in isolation and will work closely with the clinical teams across the Hospital, responding to the needs identified for clinical education.

We have close links to many teams within the Golden Jubilee University National Hospital (GJUNH) who will contribute specialist educational input to study days including colleagues from Clinical Governance, Prevention and Control of Infection, Tissue Viability, Medical staff, Advanced Nurse Practitioners, Health and Safety, Acute Pain team and Learning and Organisational Development.

With the creation of NHS Scotland Academy in 2021 we have (as a Board partner in this venture) extensive links with colleagues in Academy and have contributed to the development of some of these courses including development of the Foundations of Perioperative Practice course.

Externally we will continue to work with the local Higher Education Institutions (HEIs), Healthcare Improvement Scotland (HIS), NHS Education for Scotland (NES), Scottish Qualifications Authority (SQA) and the Resuscitation Council.

The wider policy context: internal and external drivers

Many internal and external policies influence the development of our strategic aims:

- Nursing and Midwifery Code of Conduct (NMC 2018 v2).
- Staff Governance Standards 4th Edition (Scottish government).
- Development and Education Framework for Levels 2-4 Healthcare Support Workers (NES, 2022).
- Scottish Infection Prevention and Control Education Pathway (NES, 2017).
- Post Registration Career Framework for Nurses, midwives and AHPs (NES).
- Standards for Proficiency for Registered Nurses (NMC, 2018).
- Transforming Nursing, Midwifery and Health Professions' roles: Paper 8 (CNOD, 2021).
- Advanced Practice Toolkit (2023) – NES (accessible via TURAS).
- Board Nursing Strategy (2020).
- Board Corporate Objectives.
- Board Workforce plan (2023).



Section 2

Practice Development and Clinical Education

We have key objectives for the duration of this strategy:

Competency attainment, Staff retention and Practice development





Competency attainment



This is a key priority for the Clinical Educators for the duration of this strategy. We continue to develop and refine Nurse Competency packs ensuring that these meet the changing needs in relation to patient care, staff needs and skills attainment according to the clinical needs.




Key priorities for Clinical Educators:

-  To regularly review competency packs for Registered Nurses, Operating Department Practitioner (ODPs) and HCSW's. These packs will be formally reviewed biennially to ensure they reflect the evolving nature of healthcare. Adaptations will be made by the Clinical Educator group whenever necessary to ensure they remain fit for purpose.
-  To work with Senior Charge Nurses and Charge Nurses to ensure that Competency Packs are completed and signed off within expected time frames.

Staff retention



Clinical Educators will actively plan induction for new members of the nursing team. This will include:

-  **Nurse Induction training day.**
-  **Planned bedside teaching with new staff to support induction and competence attainment.**
-  **Working with senior charge nurses and charge nurses to actively plan preceptors to support new staff, and monitoring implementation of preceptorship guidelines, formalising preceptorship support and training for preceptors.**

Practice development



Clinical Educators will work closely with multi-disciplinary team colleagues to plan implementation of new equipment, new processes and ways of working along with new nursing documentation.

Bringing in new initiatives in a planned and cohesive approach enables the wider organisation to have assurances that staff are prepared and equipped with the required knowledge of changes to practice in a planned approach.

Section 3



Practice Education Facilitators

Background

The Practice Education Facilitator (PEF) team, contribute to the quality of the practice learning environments by providing education, support and development opportunities for our staff, whilst also ensuring that we work in line with local and national priorities and regulatory requirements.

Liaising with our Higher Educational Institution (HEI) and Further Education Institution (FEI) partners is also key to supporting all levels of staff to provide evidence based, safe, person-centred care.

Pre-registration support

We continue to provide positive learning experiences to learners within NHS Golden Jubilee.



We continue to support pre-registration students from:

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



We also welcome students from our FEI partner West College Scotland completing a Higher National Certificate (HNC) in Healthcare Practice.



We continue to support our current Practice Supervisors (PS) and Practice Assessors (PA). We will work to support new staff to complete their preparation, and enable newly qualified staff to progress to supporting and ultimately assessing students.

Practice learning experiences

We will continue to utilise the national capacity calculator to determine Service Level Agreements (SLA).

The PEF team continually monitor available practice learning experiences, working with clinical staff and our HEI partners to add associated learning experiences and new stand-alone practice learning experiences as the hospital continues to expand.

All students will continue to be invited to a 'Meet the Director' session and part 3 students will also have the opportunity of an associated learning experience with a senior nurse. Both experiences have received positive feedback, and will continue to be offered.

Feedback is extremely important to us, to help to ensure we continue to provide a quality learning experience for all students. In line with the Quality Standards for Practice Learning (QSPL) we continually monitor student feedback from the Student Practice Learning Environment Feedback (SPLEF) hosted on the Quality Management of the Practice Learning Environment (QMPLE) system. This allows us to actively provide information to students on how we utilise our feedback to make positive changes and improve quality. We continually encourage students to complete the SPLEF following completion of the practice learning experience with us.



Action points

- 1. We will continue to work with our HEI and FEI partners to support learners within NHS Golden Jubilee.**
- 2. We will work with all PLE to ensure our quality learning environments continue to provide positive learning experiences.**
- 3. We will continue to monitor SLA and availability of new learning experiences.**
- 4. We will continue to encourage and monitor SPLEF.**

Flying Start NHS®

This programme has been developed around the post-registration pillars of practice by NHS Education for Scotland (NES). Within NHS Golden Jubilee completion of Flying Start® is mandatory for all Newly Qualified Practitioners (NQPs).

In 2020, work was completed to link completion of Flying Start® to our Core Competency Packs. There is less repetition of work for NQPs and this has increased the number of completers within the year.

During the last year, the Turas Flying Start Learning Hub has been developed. This provides further information and guidance for NQPs, Facilitators and Managers, as well as offering additional resources for NQPs. This will provide more support to NQPs and hopefully increase completion rates.



Action points

- 1. We will continue to ensure that NQPs who join NHS Golden Jubilee are enrolled onto Flying Start® and are assisted with progression throughout this programme.**
- 2. We will support clinical areas with staff undertaking Flying Start®.**
- 3. We will report completion rates to the nurse management team at regular intervals (quarterly).**
- 4. Work closely with NES to continue to support any changes made to Flying Start®.**

Section 4



Scottish Vocational Qualifications and Healthcare Support Worker Development

Background

In recent years the roles of Healthcare Support Workers (HCSW) have expanded to include more complex and challenging duties. To support this, it is essential that we are able to provide the appropriate training and qualifications at the right Development Framework Level as set out in the NHS Education for Scotland Development and Education Framework for Levels 2-4 NMAHP Healthcare Support Workers.

Golden Jubilee University National Hospital (GJUNH) became an SQA Approved Centre in June 2017 delivering SVQs in Healthcare Support (Clinical) awards at SCQF levels 6 and 7.

In 2022, GJUNH SVQ Centre expanded its awards delivered in-house, gaining accreditation to deliver:

 Assess Workplace Competence Using Direct and Indirect Methods (L&D9DI).

 Internally Monitor and Maintain the Quality of Workplace Assessment (L&D11).

This increased the assessment capacity and made it possible for staff to add to their Continued Professional Development.

The continuing development of this staff group is maintained with mandatory core training, dedicated information sessions and workshops. HCSWs who are new to the organisation are required to complete a Mandatory Induction Standards Pack within 3 months (pro rata) of starting their employment with NHS Golden Jubilee.

Once they have completed this, they be given a competency pack which is specific to their area and role, this will be at Band 2, Band 3 or Band 4.

On completion of the relevant competences, staff are eligible to access the in-house SVQ programme with manager support.

We are working in partnership with NHS Scotland Academy, offering our knowledge, skills and experience to support national implementation of SVQ awards within endoscopy and perioperative. These are monitored through our SVQ Centre.





Action points

1. GJUNH SVQ Centre team will continue to support HCSWs development by offering SVQ opportunities. This will ensure that we are providing the workforce with the required SCQF level related qualifications as set out in the NHS Education Scotland Development and Education Framework.
2. We will disseminate information on the updated HCSW Code of Conduct when published (expected in 2024) and ensure all those it applies to have an understanding of the content.
3. Continue to offer the SVQ Assessor and Internal Verifier awards (ensuring that it is appropriate to their role and that they have access to candidates).
4. We will continue to work with NHS Scotland Academy colleagues to deliver their objectives of implementing SVQ (endoscopy) award at a national level.
5. As a Centre, we will continue to explore opportunities to diversify into other SVQ Awards to allow wider access to staff within the wider NHS Golden Jubilee campus, including early scoping work to support Hotel SVQ awards.
6. We will continue to work at a regional level with our colleagues in neighbouring Health Boards supporting SVQ awards.



Section 5



Advanced Practice Education

Background

The educational and competency framework for Advanced Nurse Practitioners (ANP's) in Scotland is now well established since the 'Transforming Nursing Roles' programme in 2016.

Subsequent work was carried out in 2021 to provide strategic direction to the development and transformation of Clinical Nurse Specialist (CNS) and Specialist Nurse Practitioner (NP) roles to develop an educational and competency framework which aligned with this and which had already been established for ANP's.

Golden Jubilee University National Hospital (GJUNH) is part of the wider Advanced Practice community in Scotland and is represented on the West of Scotland Advanced Practice Academy. Alongside the East of Scotland and North of Scotland Academies, these 3 groups work together to strive for a 'Once for Scotland' approach to Advanced Practice development.

Each Health Board strives to promote and develop their own Advanced Practice service based on the needs of patient groups that they serve. The GJUNH has access to a number of national Advanced Practice educational resources, but will continue to drive forward local educational opportunities for all members of the Advanced Practice teams.



Action points

- 1. We will continue to establish educational and competency frameworks for CNSs and NPs suitable for the specialist roles within GJUNH.**
- 2. Ongoing development of Post Graduate Diploma educational and competency frameworks suitable for ACN's within specialist Advanced Practice roles within GJUNH.**
- 3. Development of regular clinical supervision sessions for all Advanced Practitioners.**
- 4. Establishment of formal annual mandatory Ionising Radiation Medical.**
- 5. Exposure Regulations (IRMER) education sessions.**
- 6. Establishment of chest X-Ray interpretation education sessions.**
- 7. Development of mid-line insertion education and competencies.**
- 8. Rollout of Advanced Practice placement for pre-registration student nurses throughout all clinical areas.**

Section 6

Resuscitation Team

Background



Our Health Board has an obligation to provide a high-quality resuscitation service and to ensure that staff are trained and updated regularly to a level of proficiency appropriate to each professional's expected role.

Mandatory Training



- Mandatory training covers Advanced Life Support (ALS), which is an internationally recognised course, provided by Resuscitation Council UK (RCUK) and is aimed at cardiac arrest page carriers and senior clinical staff.
- Healthcare professionals who may be required to act in a first responder role within the organisation are required to treat patients in an emergency setting whilst waiting on the arrest teams arrival are required to complete Immediate Life Support (ILS).
- We have adopted a blended approach for some of these courses incorporating eLearning to reduce face-to-face training time.
- Other patient-facing healthcare professionals and support workers complete an annual Basic Life Support (BLS) update. Some of these professionals get further training on the use of specialist equipment such as Defibrillators and Mechanical CPR devices.
- Furthermore, due to the specialised nature of some patients in the organisation, the Resuscitation service supports the teaching of Cardiac Surgical Unit - Advanced Life Support (CALS). This is an inter-professional course for all cardiothoracic practitioners.





Action points

1. We will continue to deliver a full range of life support training to colleagues, ensuring that training is fit for purpose and relevant to the groups of staff.
2. We will offer additional training to specialist teams as required.
3. With regards to new equipment and practices we will source, user test and produce training packages to integrate new resuscitation related equipment, such as defibrillators and Mechanical CPR devices, into the organisation.
4. We will utilise current research to promote new practices that positively influence survival rates, such as the new evidence into the efficacy of Dual-Sequential External Defibrillation or the new RCUK VAD emergency algorithm.

Supporting learning from resuscitation events

There is a robust audit process for every 2222 cardiac arrest call in the organisation. This process is evolving in line with Healthcare Improvement Scotland's 'Learning from Cardiac Arrests' initiative.



Action points

1. We will work closely with Clinical Governance Department colleagues to use resuscitation audit data within the scope of the above initiative.
2. Actively participate in the clinical governance processes, such as DATIX and Significant Adverse Event Reviews (SAER) to learn from resuscitation events and drive improvements in clinical and care processes.

Simulation Training

The resuscitation services supports the delivery of simulation training across the organisation. Examples include tracheostomy, Cath Labs, obstetrics, MCS and fire evacuation from critical care. Future plans exist to assist the provision of anaesthetic emergencies.

Expansion Preparedness

We will continue to work along with departments in a simulated emergency situation in a new environment. Review and discuss the actions required in a particular emergency, testing their emergency plan in an informal, low-stress environment to clarify roles and responsibilities.

The exercise should result in action plans for continued improvement of the emergency plan.

Section 7



Monitoring and Reporting

Background

Throughout this Strategy we have described our objectives and actions to take forward for the coming years. It is important that we report on our activity and achievements and this will be achieved by:



Creating an Annual Report from the Clinical Education Team highlighting the breadth and scope of work over the previous year.



This report will be tabled at the Staff Governance Group meeting and Staff Governance and Person Centred Board Committee.



Regular updates to the Senior Nurse Governance Group on progress with various aspects of our work plans, and areas for escalation to the Senior Nurse Team.

