Senior Charge Nurses

The Keepers of the Quality Clinical Learning Environment

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Aims of the workshop

- Explore SCN role regarding the quality clinical learning environment
- Highlight the existing evidence base
- Introduce the Quality Standards for Practice Placements Audit tool
- Consider workforce planning approaches to support practice learning
Leadership and Leading Better Care

Hartley & Allison (2000)

The role of leadership in the modernisation and improvement of public services
Education and Development Framework

Dimension 3: To manage and develop the performance of the team

Capability 3.1 – Role modelling
The SCN acts as a role model, creating a supportive ethos to empower staff to contribute to the delivery of high quality person-centred care

Capability 3.2 – Facilitating learning and development
The SCN practises in a way that creates a positive learning environment, ensures effective learning opportunities for all staff and students and supports the career pathway of individual team members
The Knowledge and Skills Framework

*Personal and people development*

**Level 4**

**Indicator f**

“Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice”
Senior Charge Nurses and the Clinical Learning Environment – the evidence (Allan et al 2008)

Fretwell 1982
“Senior Charge nurses are pivotal to positive learning”

Smith 1992
“good learning environment have direct impact on good patient care”

Wiseman 2002
“changes in ward sister role – made the learning environment a fragile place”

McCormack and Slater 2006
“leaders for learning impact directly on increase in delivery of services”
The Clinical Learning Environment: Nurses Perceptions

- Peer Support
- Opportunities for Learning
- Continual Professional Development
- Role clarity, recognition and autonomy
- Job satisfaction
- Quality of Supervision

Senior Charge Nurses and the Clinical Learning Environment – Roles and Responsibilities

- Professional
- Leadership
- Employment
Workload and workforce planning

SCN responsibility:

- Provision of patient care – patient centred, safety and experience
- Provision of clinical learning environment – learner centred, safety and experience
“Workload and workforce planning – balancing staff demand with its supply, to ensure that numbers of appropriate qualified personnel are available, in the right place and at the right time”

(NHS Education for Scotland 2009:3 Nursing and Midwifery Workload and Workforce Planning – Learning Toolkit)
“get the right people on the bus….. and the right people in the right seat…”

(Jim Collins 2001, Good to Great)
Workforce and the clinical learning environment

- What type of practice learning needs to be carried out?
- Who is currently undertaking this?
- Could another staff group be given responsibility for this activity?
- Can the quality of learning within the workplace be maintained?
- What are the skill levels required?
- Do I have staff with such skills available?
- What are the constraints?
activity + capacity  = or > demand + capability
Capacity and demand analysis

Activity – what practice learning is taking place?

Demand – What are the demands for work-based and practice learning?
Have these changed/due to change?

Capacity – What resources are available in terms of numbers staff and equipment to support them?

Capability – What skills and competencies are required to support work-based and practice learning?
What skills and competencies do your staff currently have?
Where are the gaps and what are the priorities for addressing these?
QSPP and the Senior Charge Nurse Review

QSPP revised in 2008
To ensure learners and those who support learning in practice are aware of the expectation of them and their responsibilities.

Perfect for Senior Charge Nurse role to ensure ongoing development into the clinical learning environment.
Clinical Learning Environment - Evidencing the Quality
Questions comments?
Feedback from Workshop Activity

Quality Standards for Practice Placements

Quality practice placement experiences, within a positive learning environment, support the development of healthcare professionals to deliver safe and effective patient care. The Quality Standards for Practice Placements have been created so that students and host institutions and organisations are supported accordingly. The standards provide a framework for the development of practice placements and expectations in relation to practice placements. These standards apply to any health care professional registered with the General Medical Council, the Nursing Midwifery Council, the Health and Social Care Council for Northern Ireland and the Health and Social Care Council for Wales.

The Quality Assurance Agency’s Principles for Work-based and Placement Learning (QAA 2007) apply to all Higher Education Institutions and are included for reference.

These standards support existing professional regulatory standards and are helpfully aligned to the Scottish Qualifications Authority (SQA) standards. The standards are intended to contribute to the standards role in enhancing the learning environment.
So...what are you doing already?

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<thead>
<tr>
<th>Activity</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>QSPP - Standards for students</td>
<td>QSPP - Standards for individuals supporting learning in the workplace</td>
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<td>Student Placement Feedback</td>
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<td>HEI educational audits</td>
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<thead>
<tr>
<th>Demand</th>
<th>Capability</th>
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<tr>
<td>PE scoping tool – is there a need for this linked to NHS career framework</td>
<td>QSPP - Standards for individuals supporting learning in the workplace</td>
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<td>PDPs</td>
<td>Practice Education support roles document</td>
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<td>Mentor preparation</td>
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<td>A1 assessor</td>
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<td>eKSF and PDPs</td>
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Top Three Tips

1. Your role and responsibilities

2. Quality Standards for Practice Placement Audit Tool

3. Practice Education Support roles skill mix tool
Clinical learning environment innovative tool (Chan 2002)

- Individualisation
- Innovation
- Personalisation
- Task orientation
- Satisfaction
Next steps.................................

What other tools do you need?

- Ward based widget?
- Practice Education skill mix toolkit

How do we do this?

- Short life working group?
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