



GOOD PRACTICE CASE STUDY



CETAD, LANCASTER UNIVERSITY

PARTNERSHIP WORKING TO DELIVER WORKFORCE QUALIFICATIONS

SUMMARY

Originally **Lancaster University's Centre for Training and Development (CETAD)** designed and delivered the Assessment of Professional Practice to support the assessment of trainee Social Workers. However back in 2009 it was identified that there was a gap in the provision of mentoring courses for nurses, and that the Assessment of Professional Practice course could be enhanced to meet the needs of Nurse Mentors. As a result CETAD formed a partnership with local NHS Trusts, who worked together to enhance the course and to gain approval from the Nursing and Midwifery Council (NMC) so that they could deliver a recognised qualification for those who support nurses.

As roll out of the programme began it was realised that this new mentorship course could meet the needs of NHS staff from disciplines other than nursing, which has enabled best practice to be shared even more widely. As such it is now delivered to a broad range of health professionals, on-site, at Trusts across Lancashire.

This mentorship training programme helps those members of staff who provide workplace support and assessment for trainees and/or students studying towards higher education or professional body awards. Upon completion they are awarded a Certificate of Achievement in the Assessment of Professional Practice. The course has been well received by participants and the completion and achievement rate is exceptionally high.

partnership working has also cemented relationships between the university and NHS Trusts in the Lancashire area, paving the way for further collaboration.

KEY OUTCOMES

- The first cohort of Mentors enrolled on this programme in January 2010 and by the end of this financial year, April 2012, over 230 participants will have undertaken the programme with an 85% completion/achievement rate.
- The benefits of multi-agency and multi-professional working have been immense and collaboration has led to the delivery of a generic multi-professional course which is suitable for all who act as mentors in a clinical setting, not just nurses. Participants have included Audiologists, Occupational Therapists, Radiographers and Podiatrists.





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- A wide range of health professionals have been encouraged to access this course which has enabled the sharing of best practice, understanding and improved working relationships between agencies, which ultimately culminates in improving patients' health care experience.
- There is now shared ownership between NHS Trusts and Lancaster University and joint problem solving
- Students now create their own work based practice networks and share good practice.
- The award is viewed as continuing professional development (CPD) by the employer partners who commission CETAD to deliver it. Therefore the learning undertaken on the programme not only supports trainees within the workplace it also supports the professionals responsible for supervising trainees and provides a quality assurance framework for such support mechanisms.
- In December 2010 The Nursing & Midwifery Council (NMC) Annual Audit Report commented *"The level of partnership working is outstanding and the inter-professional, inter-agency project model is worthy of further dissemination to wider audiences of nurses, midwives and allied healthcare professionals"*.

BACKGROUND

The university already ran an accredited programme for the Assessment of Professional Practice, but not specifically for nursing staff. With demand exceeding supply in regards to the number of programmes in the Lancashire area, for nurses to become qualified mentors, the CETAD began initial conversations with local Trusts in 2009. As a result they identified that this course had the potential to meet the gap in Nurse Mentor provision and formed a multi-agency, multi-professional partnership between Lancaster University, East Lancashire Hospitals NHS Trust, Lancashire Care NHS Foundation Trust, Blackpool Teaching Hospitals NHS Foundation Trust, NHS Blackpool and NHS North Lancashire.

KEY AIMS

The original aim was to offer more provision to enable Nurses to qualify as mentors but this was extended to cover all healthcare professionals who were mentoring other clinical staff.

KEY STAGES OF SET UP

Collaboration

Collaborative working with the Trusts and PCTs was the first key stage. This was an exciting new development for all involved and allowed a partnership to be formed that could drive change.

NMC Approval & SHA Funding

CETAD, led the partnership and was responsive to the needs and objectives of the Trusts with whom it worked closely. This resulted in the course being enhanced to include the skills and procedural requirements required so that it could gain NMC approval.

Roll-out of the programme

Conversations with other North West Trusts resulted in Partnerships forming to enable further roll out of the programme.

HOW IT WORKS

The Certificate of Achievement in the Assessment of Professional Practice is a short 20 credit (single module) award at higher education level 6. In order to undertake the award students must be engaged in supporting a learner within the workplace.

During the programme students will attend workshop inputs delivered by the University and will then undertake a series of tasks within the workplace that requires the student to put their class-based learning into live practice. The workshops are full day inputs which are interspersed across a number of weeks allowing time for self-directed learning as well as reflection upon practice within the work setting.

The programme is delivered on-site at NHS locations throughout Lancashire. CETAD delivers the academic theory and practice of developing mentoring skills, whilst each Trust is responsible for the specific clinical elements of the programme.

Programme Content

- Assessment (planning and conducting both formative and summative assessments, making assessment decisions and feeding back outcomes to learners).
- Ethics, values and beliefs (relating to supporting learners within the work place).
- Learning and Development (adult learning and the structuring of suitable activities for adult learners within the work place).
- Legislation and Organisational Policy (relating to assessment and development of work based learners).
- Roles, responsibilities and boundaries (of those involved within the assessment and development process).
- Supervision (and guidance of work based learners)

RESOURCES

The programme was funded through the Continual Professional Development (CPD) contract with NHS North West Strategic Health Authority.





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KEY CHALLENGES

NMC Approval

It was vital that the programme gained professional body approval from the Nursing and Midwifery Council (NMC) but this was a challenge because CETAD had no previous experience of delivering nurse training. The NMC also required 5 designated days of learning which meant increasing the existing programme by 2 days; and the NMC also felt that an observation of practice would support the assurance of quality within the assessment process. In meeting these demands CETAD were concerned that: the generic programme did not become too discipline specific and remained accessible to other professions, that the costs did not significantly increase and that the programme remained meaningful to learners and employers.

However forming a partnership between CETAD and the NHS Trusts concerned created a shared ownership and allowed the sharing of expertise and resources. The partnership agreed to increase course delivery to 5 days and to include an observation. Expertise was shared and costs were kept to a minimum by the NHS agreeing to deliver the discipline specific elements of the programme, which were the observation and one of the additional taught days.

It was identified that one of the input days could be delivered by the Practice Educator Facilitator employed by the Trust and rest of the input could be delivered by the CETAD team. This was a new and innovative way of working with Practice Educator Facilitators from different NHS areas delivering to groups of staff drawn from both Trusts and PCTs. The Trusts' input focuses on organisational policy, roles, responsibilities and boundaries of nurse mentors as well as the required assessment criteria for trainee nurses whilst on placement. CETAD strengthened their existing 3 day programme by including a study skills day at the beginning, making 4 days of higher education delivery.

Time Frame

The professional body approval process and the external funder's deadlines squeezed time from the project from both sides.

Programme recruitment could not commence until professional body approval had been granted; whereas programmes had to commence and where possible conclude before the funding deadline expired.

CETAD decided to take a risk and undertake parallel planning, at the same time as submitting the professional body application work began on selecting and briefing tutors, booking rooms and organising how the programme would be recruited and run. CETAD kept their National Health Service partners involved and informed at all times throughout the process and all parties were careful not to advertise the programme to nursing staff until approval was granted. In the meantime the National Health Service partners were briefing managers and considering which staff they would offer places to, should approval be granted.

The strength of the project is the innovative new ways of working forged by the necessity to overcome the restraining factors, particularly those posed by the professional body. In their role as catalysts however the professional body fully supported the partners' proposals and were keen to work with them. The energy and tenacity of the partners coupled with the enabling factors outlined, drove the project into being and has additionally generated a platform for new avenues of work to be explored.

KEY LEARNING

For partnership working to be successful there should be:-

- ▶ A shared common goal
- ▶ Equal partners respecting each other's expertise
- ▶ Sharing of knowledge, expertise, resources
- ▶ Customer service approach which is responsive to the organisations' objectives to provide value for money in line with Department of Health requirements
- ▶ Programme tailored to meet specific needs of customer – visionary within the education arena

NEXT STEPS

The programme will continue to be offered and has the potential to be extended to accommodate more Trusts.

Discussions around new developments are already underway where Social Service and NHS employers are considering hosting a joint programme for Social Workers and Nurses.

Key challenges for the future come from:

- o securing funding with a focus on producing more for less, which may impact on quality particularly if class sizes increase;
- o the major reorganisation of the NHS which is creating competition between Trusts and may impact upon future partnership arrangements;
- o new local education and training networks with new ways of commissioning are being developed which may limit the opportunity for distinct geographical cohort clusters.

REFERENCE

Relevant websites

[Utilising professional partnership working Poster](#)

[Transcending interdisciplinary boundaries Poster](#)

[CETAD Course Overview](#)

CONTACT FOR FURTHER INFORMATION

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