

**Northern Ireland Practice and Education Council
for Nursing and Midwifery**

**Draft Project Initiation Document
FOR
REGIONAL REVIEW OF IN-HOUSE NURSING AND
MIDWIFERY EDUCATION ACTIVITIES IN HSC TRUSTS**

November 2021

1.0 Introduction

Investment and development in Continuous Professional Development (CPD) activities for nurses and midwives is essential not only for patient safety but to ensure that health and social care is fit for purpose.

The five Health & Social Care (HSC) Trusts access a range of post-registration education programmes from a variety of education providers. For the most part, these activities are commissioned by the Department of Health, (DOH) Education Commissioning Group (ECG), through the education commissioning process¹. Education providers include the Approved Education Institutions (AEIs), the Clinical Education Centre (CEC) and independent education providers. To further meet the needs of the service, the HSC Trusts also provide a range of 'in-house' education programmes.

It is essential that all post registration education programmes not only provide value for money but will have a positive impact on improvements in professional practice and service development, whilst reflecting best practice standards in support of safe and effective care.

2.0 Context

Alongside the post registration education programmes provided to nurses and midwives by the AEIs, the CEC and other education providers, HSC Trust staff members also provide education activities namely; nurses and midwives, medical staff, members of the multidisciplinary teams and external company representatives.

Notably, from a regional perspective there is reportedly a wide variation in the range, content, duration and method of programme delivery in these education activities along with other associated factors such as: the duplication of these activities with the Clinical Education Centre (CEC), the quality assurance processes used to evaluate the quality of education provision and an increasing number of requests for the Post Graduate Certificate in Continuing Education (PGCE) programme within the HSC Trusts. The nature and extent of this is not fully understood and where it is being provided assurance is required in relation to the quality and relevance of education activities carried out within Trusts. There is also the opportunity to identify and share models of good practice.

¹ Department of Health (DOH)
https://nipec.hscni.net/download/projects/current_work/highstandards_education/QA.DHSSPScommissionededucation/dhsspscommissioningcycle.pdf. Accessed on 17/04/20.

In order to demonstrate that consistency and value for money is being achieved across the HSC, it would be important to clarify and define in-house education, consider and quantify the range and volume of these activities which would be of benefit to all stakeholders. Utilisation of the regionally agreed NIPEC Quality Assurance Self-Assessment tool² would also be a key aspect for consideration.

This review was planned to start in early 2020, however the impact of the COVID pandemic delayed the start date. In the interim the DoH announced plans to conduct a review of the business model of delivery of post registration education for nurses, midwives and AHPs, to ensure that current provision supports the strategic agenda and is flexible and responsive in meeting the education needs of these professions. The DoH review will consider extant education commissioning and delivery models including the current business model deployed by the Clinical Education Centre (CEC).

It is also of note that running parallel to this review, the CNO through the Future Nurse Future Midwife (FNFM) Project has asked NIPEC to review the arrangements that support pre and post registration nursing and midwifery education and training within practice settings - prompted by the implementation of the Standards for Student Supervision and Assessment (NMC 2018). The review aims to ensure the role and function of the practice education teams is consistent across Trusts and remains fit for purpose.

Aim of the Review

On behalf of the CNO, NIPEC will lead a review of in-house education activities delivered to nurses, midwives, nursing assistants and maternity support workers across the five HSC Trusts seeking to scope the range, type, volume and delivery methods of in-house nursing and midwifery education activities and the quality assurance processes that are in place across HSC Trusts. It is anticipated that the outcomes of this review will identify a set of core principles and present a range of recommendations for consideration.

2.1 Phase One

As a first step, it was agreed by the Education Commissioning Group (ECG) in the DoH, that a small Task and Finish Group should be convened to explore and identify what a review of in-house education might usefully focus on, which would be of

² Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC) (2013) In-House Teaching Activities Quality Assurance Process. Self-Assessment Tool. Belfast: NIPEC.

benefit to all stakeholders. The HSC Directors of Nursing nominated representatives from each of their Trusts to sit on this group with Kathy Fodey, Senior Programme Manager (PHA) appointed as Chair of the Group and Fiona Bradley, Senior Professional Officer (NIPEC) nominated as Project Lead (see Appendix 1, for membership list).

The Task and Finish Group was established in May 2021 and over a six month period, a series of workshops was facilitated in which a range of options for the scope of the project was considered (Appendix Two). The Group also agreed that a definition of 'in-house education activities' and an inclusion/exclusion criteria would be beneficial in defining the scope of the review (Appendix Three).

The following option was determined by the Group to be the most suitable method to proceed with the review:

- a) Scope all programmes across all HSC Trusts meeting the agreed definition of in-house education activity and inclusion and exclusion criteria.*
- b) Select a subset of education programmes to bench mark against an agreed assessment criteria.*

The outcomes of Phase One will be presented to the CNO Business Team meeting to seek approval with the aim of progressing to Phase Two of the review.

2.2 Phase Two:

Membership of the Task and Finish group will be reviewed along with a Terms of Reference to take forward the following objectives:

1. Define and test a data set to collate information on the range of in-house education activities delivered within all five HSC Trusts
2. Review the range of in house education activities against the non-HSC Trust education activity commissioned by ECG to identify potential overlaps
3. Identify and agree the subset of education programmes for analysis
4. Undertake an in- depth analysis of the subset using an agreed assessment criteria (based on the NIPEC Quality Assurance Framework (2016)³)

³ NIPEC (2016) Quality Assurance Framework for Monitoring Development and Education Programmes Commissioned by the Department of Health and Social Services and Public Safety. Belfast: NIPEC.

3.0 Work Plan Overview

Phase One of the Review was completed in October 2021. It is anticipated that Phase Two will be initiated in Autumn 2021 and is likely to extend over a nine month period.

4.0 Resources

- NIPEC will co-ordinate, the project, within its own resources, applying a project management approach.
- Technical and analytic support will be sought to develop the database, gather and analyse the data returns from the HSC Trusts
- Each Trust will be required to allocate a sufficient resource to ensure successful completion of the project. It is expected that Practice Education Teams will have a key role in this work.

4.1 Funding

- Support will be required to develop the database, gather and analyse the data returns from the HSC Trusts.
- It is of note that regional funding was discussed to support each HSC Trust with the appointment of a Project Officer for the duration of the project, however this is not possible.

5.0 Dissemination and Implementation

- Communication and consultation will be on-going throughout the project, using various mechanisms such as email, and videoconferencing facilities.

APPENDIX ONE

MEMBERSHIP

NAME	ORGANISATION
Kathy Fodey (Chair) Senior Programme Manager	PHA
Claire Crowe, Lead Nurse for Education and Development	NHSCT
Anmarie Ward, Lead Nurse Regulation Learning & Informatics	BHSCT
Roisin Devlin, Nurse Lead for Workforce Education and Development	SEHSCT
Patricia Cosgrove, Nursing Officer	DoH
Dawn Ferguson, Assistant Director Nursing and Midwifery Workforce and Education (Interim)	SHSCT
Sally Martin, Head of Nursing and Midwifery Workforce	WHSCT
Fiona Bradley, (Project Lead) Senior Professional Officer	NIPEC

APPENDIX TWO

Options to consider in taking forward a regional review of HSC In-house education activities.

	OPTIONS	COMMENTS
Option 1.	Maintain the Status Quo and continue with existing arrangements.	Taking no action is not a feasible option if this work is to progress.
Option 2.	Scope all post-registration education programmes delivered within all five HSC Trusts for assessment.	The task of assessing all education programmes in the five HSC Trusts would be too extensive to achieve.
Option 3.	Scope a selected number (TBA) of post-registration education programmes within each of the five HSC Trusts for assessment.	There would be difficulty in achieving consistency across the five HSC Trusts with this option.
Option 4.	Scope all post-registration education programmes within a particular directorate in the HSC Trusts (different or same directorates) for assessment.	Structure of the Directorates within each of the HSC Trusts differ, therefore would not be comparable.
Option 5.	Scope all post-registration education programmes by field of practice/ or profession assigning one area to each of the five HSC Trusts for assessment.	Unable to assign one area to each Trust due to differences in professional expertise in each HSC Trust.
Option 6	<p>a) Scope all programmes across all HSC Trusts meeting the agreed definition of in- house education activity and inclusion and exclusion criteria.</p> <p>b) Select a subset of education programmes to bench mark against an agreed assessment criteria.</p>	Overall agreement that in order to explore the extent of in-house education activities this is the preferred option.

APPENDIX THREE

Definition of 'In-house education activities'

In-house education activities are defined as a teaching activity led within a Trust by a nurse or midwife. These activities primarily focus on changing practice and improving the safety and quality of the delivery of patient and client care, including the patient experience'.

Inclusion and exclusion criteria that define the scope of the review of In-house education activities in HSC Trusts.

Inclusion Criteria

The education activity must:

- Be delivered by nurses and midwives employed in HSC Trusts
- Be delivered to the nursing and midwifery workforce within the HSC Trusts in the previous three years
- Within a Multidisciplinary Team (MDT) context - the nurse/midwife must be involved in the development and teaching of the programme/course (not presentation only)

Exclusion Criteria

The following education activities are excluded within the scoping review:

- Programmes/course that have been developed or validated by an external organisation
- Programmes/courses that are defined as 'raising awareness'
- Programmes/courses that are defined as 'refresher training'
- Programmes/courses that are defined as 'mandatory training'



For further Information, please contact:

NIPEC
Centre House
79 Chichester Street
BELFAST
BT1 4JE
Tel: 0300 300 0066

This document can be downloaded from the NIPEC website
<http://www.nipec.net>