

Welcome to the Education Network webinar

Thank you for logging on early.

As you can see, we are still setting up. We can't hear you and you can't hear us. If you would like to communicate with us, please use the chat function. Thank you.

This session will be recorded



Education Network

13 September 2022

Amber Morgan, Project Manager: Clinical programmes and Cat Sullivan, Senior Clinical and Quality Improvement Lead

Welcome to our webinar

This session will be recorded



Welcome and introductions

Please introduce yourself, your role and where you are from in the chat box

Please feel free to contribute to the discussion throughout – comments, questions or reflections, using chat box

Please share useful resources in the chat box

Follow-up questions and reflections
clinical@hospiceuk.org.



Agenda

| Item |
|--|
| Welcome |
| PEoLC/Frailty Education and Training programme Eva Lew, <i>Medical Director</i> , Farleigh Hospice and <i>Clinical Lead</i> for education and training in PEoLC Mid and South Essex ICS |
| A preceptorship project in children's hospice care Catherine Munsey, <i>Education Lead Nurse</i> , Rainbows |
| Q&A |
| Breakout discussion Think about opportunities and challenges for education in hospices in the next 3 – 6 months |
| Feedback and discussion |
| Summary and close |



PEoLC/Frailty Education and Training programme

Eva Lew, Medical Director, Farleigh Hospice and Clinical Lead for education and training in PEoLC Mid and South Essex ICS

Mid & South Essex PEoLC/Frailty Education and Training

Dr Eva Lew

Medical Director, Farleigh Hospice

Consultant in Palliative Medicine, Mid and South Essex Foundation Trust

MSE ICS System Clinical Lead for End of Life

MSE ICS PEoLC/Frailty Education Workstream Lead



Background

- April 2019: LWAB workforce transformation initiatives monies
 - 6 month programme of EoLC education to a minimum of 200 MSE STP staff
 - All key stakeholders, collaborative effort
 - MSE STP education group formed
 - 2 parts:
 - Project ECHO
 - 3 STP end of life conferences

What did we learn?

- Project ECHO:

- 130 people attended sessions
- Variety of backgrounds including NH, hospital nurses, mental health, adult housing
- Some initial resistance to virtual teaching
- Good feedback
- Desire for more

- End of Life Care conferences:

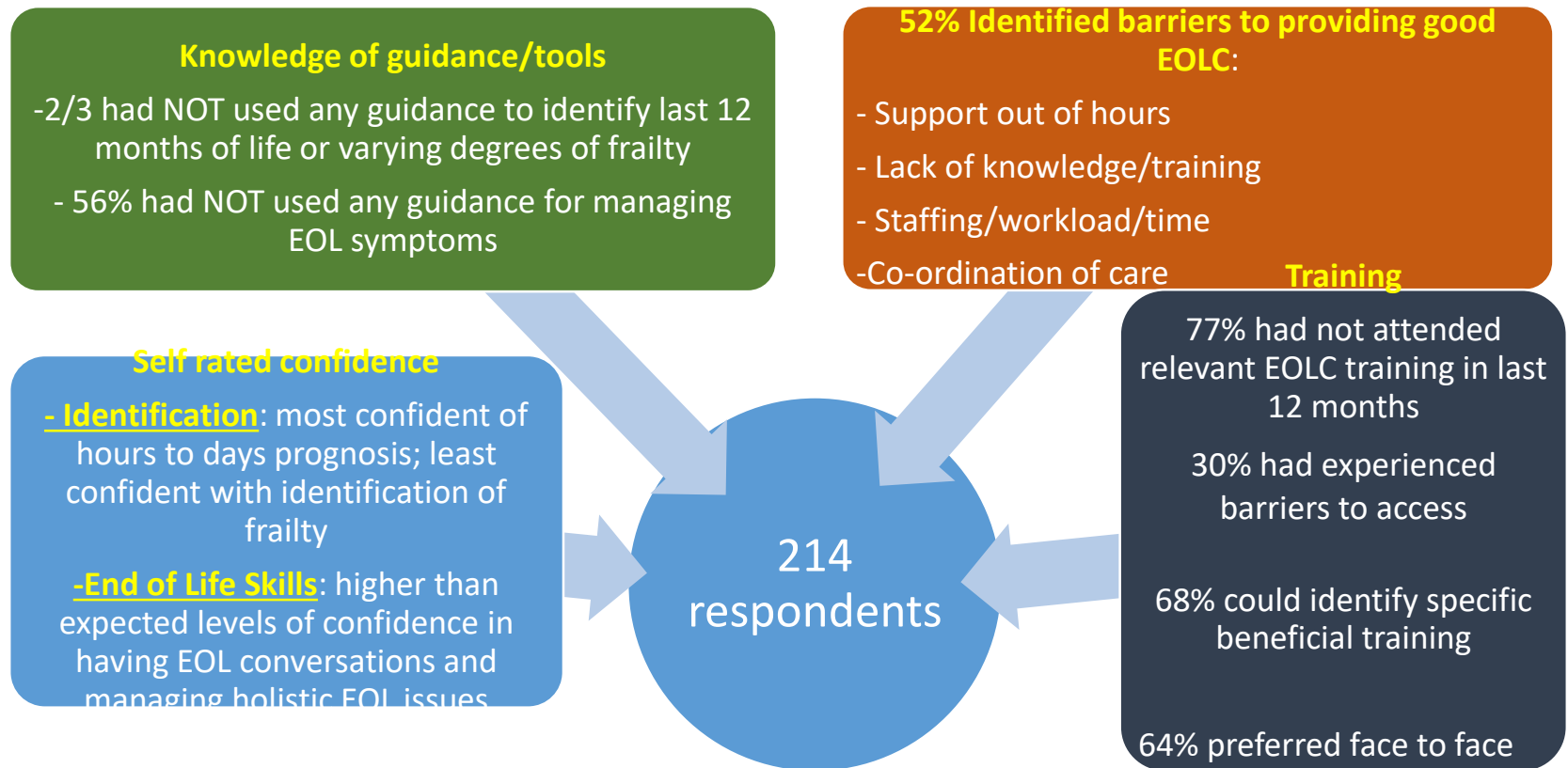
- Oversubscribed
- 287 delegates: 2/3 medical or nursing staff
- Rated excellent or very good
- Desire for more



Mid & South Essex ICS PEoLC/Frailty Education & Training Workstream

- July 2020
- Group reconvened as formal workstream of new MSE Palliative & EOL Delivery Group
 - Deliver EoLC education taking into consideration the link with Frailty
 - Provide a structure for MSE wide educational activities
 - Influence development of education strategy
 - Identify and co-ordinate funds
- Review educational needs due to COVID-19

MSE End of Life /Frailty Education Needs Survey: Key Headlines



Education Training Workstream

- No great surprises from survey
 - Confirmed need and desire for both EOL and Frailty education
 - Uniformity, consistency and accessibility of education and resources an issue
 - Optional vs mandatory
 - Pandemic will shape our education: blended learning
- 3 active task and finish groups
 - Overarching End of Life and Frailty Education Programme
 - DNACPR competency framework and training
 - Non-medical prescribers

End of Life /Frailty Education Programme



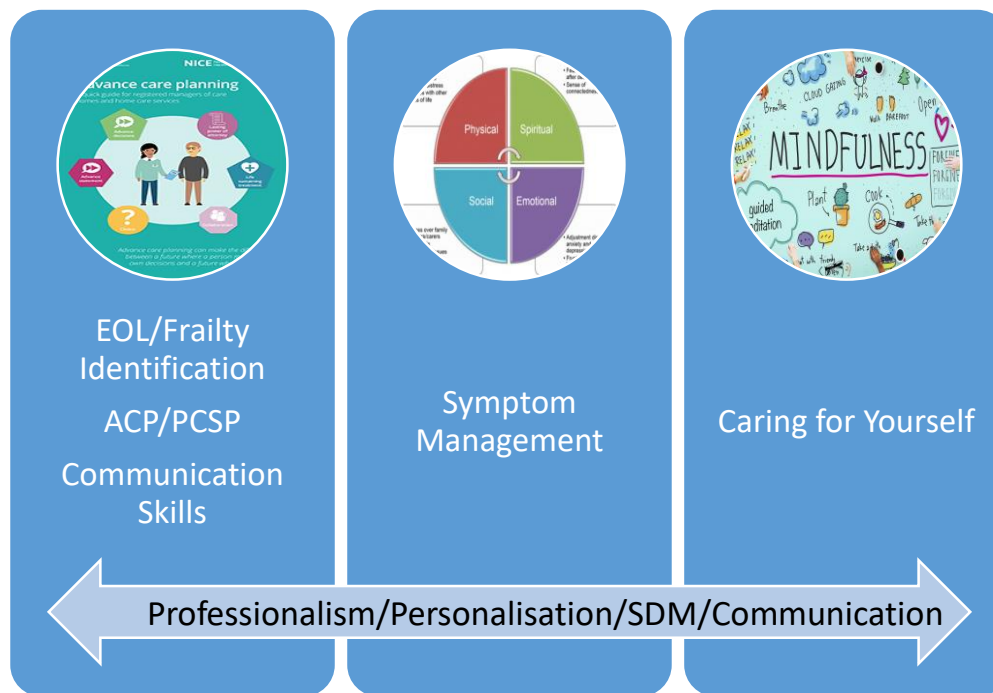
- Importance of legacy
- Electronic platform hosted by the MSE Health & Care Academy to host blended learning: virtual simulation training, webinars/interactive education and e-learning
- 4 tiers of healthcare workforce from general awareness to specialist level educational need mapped to HEE Core Skills Framework
- Funding including “learning technologist”



End of Life Care
Core Skills Education and
Training Framework

This framework was developed and funded by Health Education England and is available to all healthcare professionals working in the NHS.

End of Life/Frailty Electronic Training Programme Stages



End of Life /Frailty Education Programme

- Crossover and consistency needed with other wider MSE workstreams e.g. FRAIL + and Personalised Care

Ambitions for Palliative and End of Life Care



Progress so far

Stage 1: Identification/ACP/Comms Skills

- Funding for EOL disappeared...
- Collaboration with FRAIL + cancer education programme and personalised care (SDM) programme
 - to identify areas of similar learning objectives and gain learning
 - to provide consistency across ICS
- 3 parts:
 - Online learning
 - Interactive workshops
 - Virtual simulation training



Part 1: e-learning



Personalised Care Skills Personalised Care and Support Planning

This module provides the definitions, criteria and key steps for best practice to co-produce with people high quality Personalised Care and Support Plans that includes the things that matter to them.

Enroll Now



Shared Decision Making

This module improves knowledge, skills and confidence in the benefits of having collaborative conversations with people to understand their options, consider information and to participate in making choices and decisions about their care and treatment.

Enroll Now



Frailty Tier 1 - e-lfh

Enroll Now



Why We ALL Need to Embrace Frailty Awareness, Personalisation and True Shared Decision Making

Listen to this short set of video blogs from our MSE ICS Medical Director, National NHSE Frailty clinical GIRFT Clinical lead and also hear from the voices of our carers and our public about why we all need to better understand Frailty.

Enroll Now



Frailty Plus Cancer Tier 1

This course is composed of 9 short modules followed by an interactive quiz to test your knowledge on Frailty Plus Cancer.

Enroll Now



Frailty Plus Cancer Tier 2 and 3

This course is composed of 14 lessons, divided into 4 modules followed by an interactive quiz at the end of each module to test your knowledge on Frailty Plus Cancer.

Enroll Now



Part 2: Workshops

- 5 multi-professional workshops
- Changing culture and mindset
- Communication skills
- Interactive case scenarios and facilitated discussion

Welcomed the opportunity to share experiences both negative / positive and engage with the role play in identifying how to improve the experience / outcome main objective. I have taken away today reflecting on improving and listening and recognition of shared decision making

"Very engaging session, relevant, prioritising what patient wants. Good size groups, good quality of discussions, better ways of communicating with patients and relatives"



Mid and South Essex
Integrated Care
System



Mid and South Essex



Part 3: Virtual Immersive Simulation Training

- Due to commence work October
- Hosted on Health & Care Academy platform
- Collaboration with other workstreams to develop IT know how e.g. diabetes
- Content creation by PEoLC education group
- 2-5 interactive case scenarios with interactive branch and stem focussed on PCSP and ACP
- Compliments but does not replace face to face communication skills training

Next Stages: the case for funding education

Core Metrics - technical guidance

The four core metrics are:

1. Identification and personalised care and support planning
 - a. Total number of people identified in their last year of life and
 - b. percentage of these people who have had a PCSP conversation.
2. Establish a baseline across the regions of available services 24/7 related to PEOLC for all ages and measure against this on an ongoing basis.
3. Evidence of improved staff confidence, knowledge and skills in PEOLC, focussing on Personalised Care and Support Planning (PCSP) at EoL in line with the LTP commitment.
4. At least 33% of ICS level / ICB in each region have PEOLC as a strategic priority in their ICS / ICB plans.

Palliative and End of Life Care

Statutory Guidance for Integrated Care Boards (ICBs)

20 July 2022

In Summary

- Education is cornerstone to good end of life care
- Collaboration is the way forward
- Education and training legacy
- Funding should follow new Health & Care Act statutory obligations

Eva.lew@farleighhospice.org



A preceptorship project in children's hospice care

Catherine Munsey, Education Lead Nurse, Rainbows



Introduction to the



Preceptorship program for newly qualified nurses

Catherine Munsey – Rainbows hospice for children and young people

What is preceptorship?

“The objectives of preceptorship are to welcome and integrate the newly registered nurse, midwife and nursing associate into the team and place of work, help them grow in **CONFIDENCE/COMPETENCE**, and begin their lifelong journey as an accountable, independent, knowledgeable and skilled practitioner” (NMC principles for preceptorship, 2020)



Organisational aims ...

The overall aim of a preceptorship programme is:



Retention

**We want them to settle, be excellent practitioners and stay with Rainbows!
(if that is right for them and the organisation)**



The RePAIR project

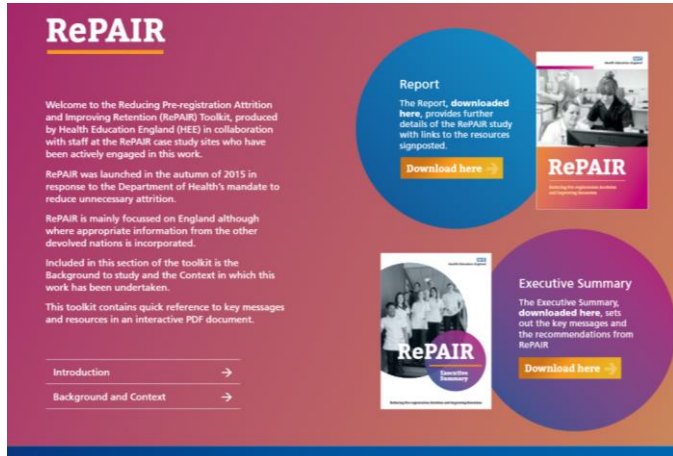
*Reducing Pre-registration Attrition and Improving Retention
Report (2018)*

<https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention>

- National study
- Allowed HEE to gain in-depth understanding of factors impacting on healthcare student attrition and retention of newly qualified workforce
- Explores effective interventions from student journey to pre-enrolment to two years post qualification
- Factors affecting newly qualified: Financial, confidence, clinical components- which is heavily influenced by supervisor and setting culture

The RePAIR project outcomes

Recommendations (for system wide retention) ensuring individual understands the career they have chosen, buddy schemes, standardisation of assessment documentation and importance of preceptorship schemes!



Toolkit- aimed at those in educating students/newly qualified and provides examples of best practice and effective interventions to improve retention (including cost calculator to support organisations to invest wisely in local retention initiatives)

Orientation / Induction:



- A separate piece of work, which runs alongside preceptorship programme.
- Timings of Preceptorship meetings can be amended & outcomes shared with manager to support decisions about the preceptees probationary period)
- Will cover- mandatory training, clinical skills teaching and assessment needed- therefore 'tick boxes' NOT needed within preceptorship programme



What is a Preceptee?

- ✓ Newly/recently qualified practitioner, such as a nurse/nursing associate embarking on their career
- ✓ Return to work nurse (out of practice for 5+ years)
- ✓ Overseas Nurse
- ✓ Change in discipline- i.e. adult to paediatric setting, acute hospital setting to community
- ✓ Organisation can use own judgement to utilise preceptorship where they think helpful

What is a preceptor?

- ✓ Experienced practitioner supporting the preceptee and facilitating their transition into their new role. They will have at least 12 months experience working as a registered nurse.
- ✓ They support the preceptee to:
 - ✓ Develop appropriate attitudes and behaviours within the organisation,
 - ✓ To feel settled into their role and team and to develop their clinical skills and experiences.
 - ✓ A preceptor will work with the preceptee to provide a foundation for lifelong learning.
- ✓ Who can be a preceptor:
 - ✓ Clinical educators
 - ✓ Experienced nurses who have had some training (one of which is on the same part of the register).
 - ✓ A Preceptor ideally should have no more that 2 preceptees /students at the same time



What is a preceptorship lead?

- ✓ They provide/co-ordinate appropriate support to preceptees within the organisation including developing and reviewing documentation
- ✓ They support the identification/preparation of preceptors in collaboration with the Managers.
- ✓ They monitor overall progress of preceptees and ensure the completion of the preceptee programme documents.
- ✓ They perform regular checks that the preceptor and preceptee relationship is working well and will help identify and support if additional development of both parties is needed.
- ✓ The lead preceptor will monitor the effectiveness of a preceptorship programme and its impact upon staff engagement and retention.

At Rainbows, the Education Lead nurse lead is the preceptorship Lead for the organisation.



Background and Guidelines

The programme has been developed based upon:

Capital Nurse preceptorship framework (July 2020)

- is jointly sponsored by Health education England, NHS England and NHS improvement.
- Is adult /acute focused?



It also aligns with Nursing and Midwifery Council- Principles for Preceptorship (2020)

Process at Rainbows

Paperwork – 2021 new document

Tasks/timelines/meetings:

- Following initial orientation and “on-boarding” process, programme to run over 6 months
- Preceptee will work agreed supernumerary period (usually 2 weeks -1 month as HCA until Pin arrives then 4 weeks as a nurse)
- Within first month, preceptor and preceptee(s) to meet on shift at least 4 times
- Preceptee to have 1 x ‘protected day’ a month (office hours) for meetings and associated work (can utilise for induction activities also)
- Mandatory Meetings templates (but additional meetings are optional in between):
 - Initial meeting
 - Interim reviews (6 weeks and 3months)
 - Final sign off review (6 months)
- Sign off declaration/graduation of probation and preceptee can then **single check***medicines



Process at Rainbows: Preceptee agrees to:

- Follow the Rainbows preceptorship programme as a newly qualified practitioner / practitioner new to paediatric palliative care, which includes:
- Following Rainbow's organisational values/policies
- Completing Rainbows induction / orientation and all mandatory training and eLearning
- Attending all allocated study days
- Completing a preceptorship self directed learning project
- **Taking responsibility for own learning objectives and outcomes**
- Preparing for preceptorship meetings and participating fully in them
- Engaging with feedback to inform progression
- Working closely with preceptor to improve preceptorship experience, being honest and open with reflections, which in turn will help identify own learning/development needs.

Self assessment of current knowledge and skills

| What Skills and Knowledge do I currently have? Theory/ Anatomy & physiology Practical skills and competencies | What Skills and Knowledge do I need to acquire? (*see below) | How will I achieve this? | Who can help? How long will this take? |
|---|---|--------------------------|---|
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| | | | |

NMC proficiencies of a band 5 nurse

| NMC proficiencies of a band 5 nurse 2018 | Demonstrated by: Self-directed research Supervised practice Practical /demonstration Critical thinking reflection Clinical supervision | Date | Signed | Comments/resources E- learning/webinars/workshops Competencies/workbooks Reflection Visits with specialists |
|---|---|------|--------|---|
| 1. Accountable professional | | | | Recording workbook/policies and GDPR e -learning Medication/CDs policy, competency and Maths test Safeguarding policies/e- learning Staff teams/ meetings 1:1/external supervision and reflections IPR (re-validation process?) |
| 1. Promote wellbeing /prevent deterioration | | | | Acute deterioration E- learning Observations and responses e.g. BLS/M&H practicals Tissue viability tools Catheter care policy Epilepsy workbook and rescue medicines Clinical skills day(s) Therapy visits/play team memory making |
| 1. Assess and plan care, evidence based and person-centred care | | | | Admission /discharge process Care plans Epilepsy workbook / Enteral feeds competency Transition (Loros) Symptom management (Palliative care team visits) End of life care /Quiet room and care after death LRI ward 11/12 HDU visit (? IV training) |

NMC proficiencies of a band 5 nurse continued

| NMC proficiencies of a band 5 nurse 2018 | Demonstrated by: Self-directed research Supervised practice Practical /demonstration Critical thinking reflection Clinical supervision | Date | Signed | Comments/resources E- learning/webinars/workshops Competencies/workbooks Reflection Visits with specialists |
|--|---|------|--------|--|
| 1. Provide care and evaluate effectiveness/quality of care | | | | Ventilation competency Respiratory support study day syringe driver competency Audit tools/Datix and learning from incidents |
| 1. Communication and working in an MDT team | | | | MDT meeting and 0900 extended team handover Bereavement support workshop and QR process /equipment Family support team visits Conflict resolution e- learning |
| 1. Leading teams and co-ordination of care | | | | Team leader for shift Handover How to folder On-call rota – senior nurse and GP support Co-ordinating a shift with support |



Process at Rainbows: Preceptor agrees to :

- Fulfil the responsibilities as a preceptor, which includes:
- Providing support and guidance to the preceptee
- Acting as a role model/ ensuring I am up to date with evidence based practice
- Support preceptee to settle in within the organisation and team by providing introductions and promoting good working relationships.
- Participating in all aspects of the preceptorship programme including engaging fully in Rainbows preceptorship training.



Process at Rainbows

- Aim of protected time is for preceptee to build confidence and competence, consolidate learning and build resilience. Through a combination of:
 - Working with preceptor,
 - Work-based/ self directed learning,
 - eLearning
 - Reflection...
- Aim for preceptor to support them with skills surrounding revalidation (towards the end of preceptorship period)
- Preceptees to undertake....

Project work

Educational project

For the preceptee to engage in a project to benefit Rainbows and their own professional development such as:

Educational display, 10@10 clinical skill teaching teaching, audit of care records, develop paperwork, contribute to Journal club etc. etc. ..



As the preceptor you can help inspire ideas and guide them...

Formal study days

Preceptorship/ New Starter Package 2021

Respiratory support Day

Tracheostomy, ventilation and chest clearance

Professionalism and quality assurance

Holistic care assessment and leading a team

Palliative Care /EOL care and bereavement support

Complimentary therapies /music therapy workshop

Medication safety

Safeguarding adults and children practice

BLS, M&H and Learning disabilities management

Clinical skills /scenarios:

1. Tissue viability/ Mouthcare
2. Catheter/stoma care
3. Enteral feeds
4. Epilepsy



Partnerships in the Preceptorship Programme

Consider external opportunities for learning with Partners:

- *Time with the Diana Team to experience delivery of Symptom Management in children and young people's homes / in the community
- *Time on Ward 12 to gain skills in respiratory management
- Time with the Rainbows neonatal and children's Palliative care nurses specialists at UHL/QMC.
- ? Other ideas

Evaluation

- We will evaluate the preceptorship after each new nurse/cohort over the first year
 - Preceptorship lead will 'check in' with preceptee at the end of the first month to evaluate initial stage (using additional meeting templates)
- Then as part of the final meeting to “sign off” preceptorship and evaluate the process with the preceptee.





Key documents

- RCN competencies: Caring for Infants, Children and Young People Requiring Palliative Care. *Second edition* (2018)
- Preceptorship Framework, DOH, (2010)
- Reducing Pre-registration Attrition and Improving Retention Report (2018)
- A key reference document:

Health Education England (2015) Health Education England Preceptorship standards. Online. Available at:
<https://hee.nhs.uk/sites/default/files/documents/Preceptorship%20Standards%202015.pdf>

Any questions?







Break out room discussion:

Education Network 2022

30 minute discussion to:

Think about the challenges for education in hospices in the next 3 – 6 months and what might help

Remember:

- Make a note of the room you are in
- Add any comments or thoughts about this in the chat box



Feedback from breakout room discussion

Please add the key points in the chat box



Summary and Close

Evaluation

<https://www.surveymonkey.co.uk/r/ednetsept22feedback>



Future meetings

- 8 November 2022
- 10 January 2023

Zoom id: **167 495 459** password: **12345**

<https://us02web.zoom.us/j/167495459> (Passcode:
12345)



Events

Navigating CQC inspections and regulation – What's new and how might we deal with it

The Care Quality Commission's approach to regulation continues to evolve. During the pandemic the intention was to be 'appropriate and proportionate' while prioritising safe care. In some instances this meant inspections being postponed to support capacity, while a significant amount of oversight took place remotely. In February this year CQC announced they would move to implement the approach set out in their new strategy 'for the changing world of health and social care'. This new way of working focuses on four key themes: People and communities; Smarter regulation; Safety through learning; and Accelerating improvement.

Later this month Hospice UK will hold webinars to explore these recent developments in England and what CQC is expecting from hospices, see a demo of a useful tool that aims to enable you to be as well prepared as possible for inspection, and hear from a hospice who has had great success in working with the regulator and turning around their rating. The two webinars will contain similar content but are on two dates to support wider attendance – please use one of the links below to register, and do invite colleagues to join.

20 September 10.00-11.30am:

<https://supporter.hospiceuk.org/public/event/eventBooking.aspx?id=EVT01689>

27 September 10.00-11.30am:

<https://supporter.hospiceuk.org/public/event/eventBooking.aspx?id=EVT01690>

Event for colleagues

Annual NACTSPC Conference and 19th AGM.
Theme: Supporting End of Life Care with Holistic Therapies.

21 September 2022 - Woodbrooke Quaker Study Centre

<https://nactspc.co.uk/events/annual-nactspc-conference-and-19th-agm-theme-end-of-life-care/>



Events

Rennie Grove Conference 2022: 'Collaborative Working in Palliative Care'

Wednesday 19 October 2022, 9am-5pm, virtual
Exploring Volunteering in Palliative Care: The research - past, present, and future

For more information and to book your place please use the link below:

<https://renniegrove.org/healthcare-professionals/training-and-education/our-annual-conference>



Hospice UK Conference

SEC Glasgow from Tuesday 22 November – Thursday 24 November 2022. We're thrilled to be bringing the conference to Scotland for the first time and can't wait to see you all in this vibrant and dynamic city.

For more information visit our website:

<https://www.hospiceuk.org/professionals/courses-conferences/national-conference>

Other resources

- **NHS Prevent training and competencies framework**

<https://www.gov.uk/government/publications/nhs-prevent-training-and-competencies-framework/nhs-prevent-training-and-competencies-framework>

- **Integrated care systems explained: making sense of systems, places and neighbourhoods**

https://www.kingsfund.org.uk/publications/integrated-care-systems-explained?utm_source=linkedin&utm_medium=social&utm_term=the-kingsfund

- **Universal principals for advance care planning**

<https://hukstage-bucket.s3.eu-west-2.amazonaws.com/s3fs-public/2022-09/Universal%20principles%20for%20advance%20care%20planning%20ACP%20Easy%20Read%20version.pdf>



Other information

House of Commons Library has produced a briefing on sources of funding in the UK for Master's degrees

- <https://commonslibrary.parliament.uk/finding-funding-for-a-masters-degree/>

NMC publishes reports from post-registration nursing standards

https://www.nmc.org.uk/news/news-and-updates/nmc-publishes-reports-from-post-registration-nursing-standards/?utm_source=Nursing%20and%20Midwifery%20Council&utm_medium=email&utm_campaign=12966684_Post%20reg%20reports%20-%20PRSCOI&dm_i=129A,7PX5O,2KNFIC,VGTO5,1



Link to Education Network Meeting resources

<https://professionals.hospiceuk.org/what-we-offer/workforce-and-hr-support/developing-the-hospice-workforce/education-network/education-network-meeting-resources>

Conferences and learning events resource centre

<https://professionals.hospiceuk.org/what-we-offer/courses-conferences-and-learning-events/conference-and-learning-event-resource-centre>

Thank you for listening

Any feedback? Reflections from today.

Email: clinical@hospiceuk.org

