

Continuing professional development

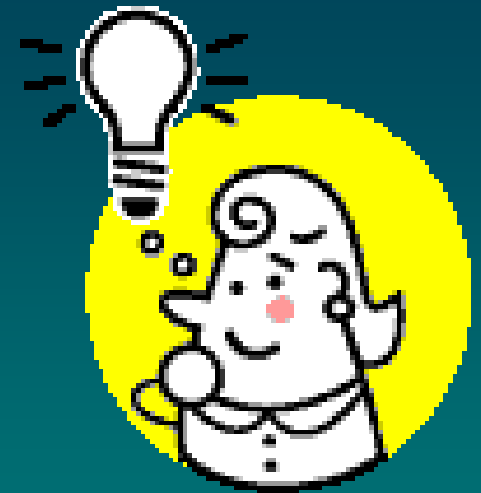
RCN/Nursing Standard Jobs Fair

Jan Davis & Anne Baileff
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Continuing professional development (CPD)

- The current CPD requirements imposed by the NMC
- CPD likely to be required to function competently in future workplaces
- How to ensure that your employer pays attention to staff CPD needs
- A brief overview of how CPD will be commissioned and funded in future

What is CPD and why is it important?



NMC: The Code of Conduct (2008)

You must have the knowledge and skills for safe and effective practice when working without direct supervision

You must keep your knowledge and skills up to date throughout your working life

You must take part in appropriate learning and practice activities that maintain and develop your competence and performance.

NMC standards and guidance (Prep)

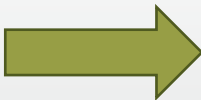
NMC identify the framework of PREP (Post registration education & Practice) for continuing professional development

- Requirement to take active measures to maintain competency
- Renewal of registration: 3 yearly
- 2 standards
 - Practice standard (450 hours)
 - Prep (continuing professional development) standard (35hrs)

NMC Prep (CPD) standard

- 35 hours of learning activity relevant to your practice
- Maintain a professional profile of your learning activity
- Comply with any request from NMC to audit how you have met the requirements

NMC Prep (CPD) standard

- New system of revalidation to be introduced by 2014
- Focus on outcomes of learning activities
- Relevant to area of practice and scope of practice  help to improve practice
- Recording of CPD activities

NMC resources [The Prep handbook]

- You, Prep and the NMC
- The Prep (practice) standard
- Returning to practice
- The Prep (continuing professional development) standard
- Prep (CPD) – guidance for recording your learning
- Examples of Prep (CPD) learning
- How will the NMC know that you have met the standards?



Portfolio and CV

My Portfolio

- Personal Details
- CV Builder
- My CPD
- My PREP
- My evidence
- My documents
- My links
- My contacts

My Portfolio

Janice Davis, Welcome to the RCN Learning Zone My Portfolio

The portfolio on this site aims to provide you with a framework and templates that can be used to:

- » Create a CV for different purposes
- » Create a 'Continuing Development Plan' (CDP) for a role (or a variety of different roles) you are performing
- » Record evidence of your knowledge and skills
- » Record reflective statements about your learning experiences
- » Develop reports about your knowledge and skills for purposes such as NMC registration (PREP), or to demonstrate readiness for career progression.
- » Manage these documents easily in one place where they can be adapted for your different needs/areas to find out more about how you can begin to build your e-portfolio.

To learn more about developing portfolios, visit the '[Portfolio Development](#)' learning opportunity in the Portfolio Learning Zone

Please email learning.zone@rcn.org.uk if you need assistance with setting up your portfolio and CV.



Continuing Professional Development

**HOW CAN WE ENSURE
THAT WE ARE FIT FOR THE
FUTURE?**

CPD: Aligning the five 'P's

- Population
- Policy (organisational, local & national)
- Profession
- Pound sterling
- Personal aspirations and ambition

1. Population

- Increasing
- Getting more diverse
- We're living longer
- We're getting fatter and lazier
- We are increasingly developing and living with multiple long term conditions
- We have access to more treatments and facilities than ever before
- We expect more than ever before
- We have less money available to health than before

2. Policy

- Quality (QIPP agenda)
- Leadership
- Long term conditions
- Increased Autonomy
- Advanced Practice Skills
- Skilled users of ICT
- Increase in number of health visitors and their role in leaders of child and public health
- A midwife for every woman
- NHS organisations to be held to account for the CPD of their nursing workforce

DH (2011) The Government's response to the recommendations in Frontline Care: the report of the Prime Minister's Commission on the Future of Nursing and Midwifery in England

DH (2011) Equity and Excellence: Liberating the *NHS*.

NHS Outcomes Framework 2012/13

| | | |
|-----------------|--|---------------------------|
| Domain 1 | Preventing people from dying prematurely | Effectiveness |
| Domain 2 | Enhancing quality of life for people with long-term conditions | |
| Domain 3 | Helping people to recover from episodes of ill health or following injury | |
| Domain 4 | Ensuring that people have a positive experience of care | Patient experience |
| Domain 5 | Treating and caring for people in a safe environment and protecting them from avoidable harm | Safety |

1 Preventing people from dying prematurely

Overarching indicators

- 1a Mortality from causes considered amenable to healthcare
(The Commissioning Board would be expected to focus on improving mortality in all the components of amenable mortality as well as the overall rate)
1b Life expectancy at 75

Improvement areas

Reducing premature mortality from the major causes of death

- 1.1 Under 75 mortality rate from cardiovascular disease*
1.2 Under 75 mortality rate from respiratory disease*
1.3 Under 75 mortality rate from liver disease*
1.4 Cancer survival
 i One- and ii five-year survival from colorectal cancer
 iii One- and iv five-year survival from breast cancer
 v One- and vi five-year survival from lung cancer

Reducing premature death in people with serious mental illness

- 1.5 *An indicator needs to be developed**

Reducing deaths in young children

- 1.6.i Infant mortality*
1.6.ii Perinatal mortality (including stillbirths)

*Shared responsibility with Public Health England

2 Enhancing quality of life for people with long-term conditions

Overarching indicator

- 2 Health-related quality of life for people with long-term conditions

Improvement areas

Ensuring people feel supported to manage their condition

- 2.1 Proportion of people feeling supported to manage their condition

Improving functional ability in people with long-term conditions

- 2.2 Employment of people with long-term conditions

Reducing time spent in hospital by people with long-term conditions

- 2.3.i Unplanned hospitalisation for chronic ambulatory care sensitive conditions (adults)
2.3.ii Unplanned hospitalisation for asthma, diabetes and epilepsy in under 19s

Enhancing quality of life for carers

- 2.4 Health-related quality of life for carers

Enhancing quality of life for people with mental illness

- 2.5 Employment of people with mental illness

3 Helping people to recover from episodes of ill health or following injury

Overarching indicators

- 3a Emergency admissions for acute conditions that should not usually require hospital admission
3b Emergency readmissions within 28 days of discharge from hospital

Improvement areas

Improving outcomes from planned procedures

- 3.1 PROMs for elective procedures

Preventing lower respiratory tract infections in children from becoming serious

- 3.2 Emergency admissions for children with LRTI

Improving recovery from injuries and trauma

- 3.3 *An indicator needs to be developed.*

Improving recovery from stroke

- 3.4 *An indicator needs to be developed.*

Improving recovery from fragility fractures

- 3.5 The proportion of patients recovering to their previous levels of mobility / walking ability at i 30 and ii 120 days

- Helping older people to recover their independence after illness or injury
3.6 Proportion of older people (65 and over) who were still at home after 91 days following discharge from hospital into rehabilitation services

4 Ensuring that people have a positive experience of care

Overarching indicators

- 4a Patient experience of primary care
4b Patient experience of hospital care

Improvement areas

Improving people's experience of outpatient care

- 4.1 Patient experience of outpatient services

Improving hospitals' responsiveness to personal needs

- 4.2 Responsiveness to in-patients' personal needs

Improving people's experience of accident and emergency services

- 4.3 Patient experience of A&E services

Improving access to primary care services

- 4.4 Access to i GP services and ii dental services

Improving women and their families' experience of maternity services

- 4.5 Women's experience of maternity services

Improving the experience of care for people at the end of their lives

- 4.6 Survey of carers

Improving experience of healthcare for people with mental illness

- 4.7 Patient experience of community mental health services

Improving children's experience of healthcare

- 4.8 *An indicator needs developing, although this may be difficult to measure.*

5 Treating and caring for people in a safe environment and protect them from avoidable harm

Overarching indicators

- Three part measure patient safety measure consisting of:*
5a patient safety incident reporting;
5b severity of harm; and
5c number of similar incidents.

Improvement areas

Reducing the incidence of avoidable harm

- 5.1 Incidence of hospital-related venous thromboembolism (VTE)
5.2 Incidence of healthcare associated infection
 i MRSA
 ii C Difficile
5.3 Incidence of newly-acquired category 3 and 4 pressure ulcers
5.4 Incidence of medication errors causing harm

Improving the safety of maternity services

- 5.5 Admission of full-term babies to neonatal care

Delivering safe care to children in acute settings

- 5.6 Incidence of harm to children due to 'failure to monitor'

One framework

defining how the NHS will be accountable for outcomes

Five domains

articulating the responsibilities of the NHS

Ten overarching indicators

covering the broad aims of each domain

Thirty one improvement areas

looking in more detail at key areas within each domain

Fifty one indicators in total

measuring overarching and improvement area outcomes

The NHS Outcomes Framework 2011/12 at a glance

3. Profession

- Safety first
- All Graduate Profession
- Review of Specialist Nursing Standards
- Regulation of Advanced Practice
- Regulation of HCSWs

Profession

For us who nurse, our nursing is a thing which, unless we are making progress every year, every month, every week, take my word for it, we are going back...

...the progress you make in your training is nothing to what you must make every year after your training is over.

Florence Nightingale London May 1872



Profession: The Code (2008)

Keep your skills and knowledge up to date..

- You must have the knowledge and skills for safe and effective practice when working without direct supervision
- You must recognise and work within the limits of your competence
- You must keep your knowledge and skills up to date throughout your working life
- You must take part in appropriate learning and practice activities that maintain and develop your competence and performance.

From Clinical Governance to Clinical Self-Governance

- **Clinical Governance:** A framework through which NHS organisations are accountable for continually improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish."

G Scally and L J Donaldson, 'Clinical governance and the drive for quality improvement in the new NHS in England' BMJ (4 July 1998): 61-65

- **Clinical Self-Governance:** *A personal framework through which health professionals are personally accountable for continually improving the quality of care they provide and safeguarding an environment in which excellence in clinical care will flourish.*"

4. Personal aspirations and ambition: How to make your employer take notice

- Understand the organisation's business plan, focus and priorities.
- Map your CPD to these
- Use emotional intelligence!
- Use your appraisal wisely.
- Be prepared to be able to make a good business case.

Care Quality Commission Registration

- Introduced in April 2010 as a requirement of the Health and Social Care act 2008 (Regulated Activities) Regulations 2010
- Integration of quality standards for Health and Social Care
- Legal requirement for providers to be registered with CQC
- In order to register and stay registers organisations must meet specific quality standards

CQC Essential Standards of Quality and Safety

1. Involvement and Information
2. Personalised Care and Treatment
3. Safeguarding and safety
4. **Suitability of Staffing**
5. Quality and Management
6. Suitability of Management

Outcome 14: Supporting Workers

Providers must make sure that there are sufficient staff with the right knowledge, experience, qualifications and skills to support people

- Staff should have a learning and development plan in place
- Staff receive the learning and development opportunities they need to carry out their role and keep their skills up to date
- Able to take part in learning and development that is relevant and appropriate so that they can carry out their role effectively
- Where it applies, staff are supported to take accredited training

5. Pounds ‘£’; Changes in commissioning

- Health Education England to be established overseeing new Local NHS Education and Training Boards
- Multi-professional and multidisciplinary approach to workforce planning
- Healthcare employers to have more accountability and responsibility for planning and developing their workforce
- Education and training to be driven by the needs of patients and communities
- Protected funding for education and training **BUT ALL** providers will be expected to contribute to the costs of education and training

5. Pounds: Changes to Funding for Universities

- Cuts in funding for teaching
- Increase in tuition fees for undergraduates to between £6 – 9,000 per year
- Post-graduate education funding yet to be finalised
- HEI costs may be prohibitive for the NHS
- Any willing/competent provider?

Funding resources

Royal College of Nursing

<http://www.rcn.org.uk/membership/scholarships/awards/rcnmembers>

The Florence Nightingale Foundation

<http://www.florence-nightingale-foundation.org.uk/>

Take home messages

- Plan your CPD carefully
- Be imaginative, demonstrate initiative
- Keep a record of what you've done and what you've learnt
- Be able to map CPD to current drivers
- Keep up to date with local and national health policy
- Investigate alternative funding opportunities

Faculty website

<http://www.soton.ac.uk/healthsciences/>