

Evaluation of NHS Education for Scotland Effective Practitioner Funded Projects 2014-15

Final Report

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February 2016

Executive summary

The NHS Education for Scotland (NES) Effective Practitioner initiative provides work-based learning resources and support for Nurses, Midwives and Allied Health Professionals (NMAHPs) in Scotland. NES provided funding for 21 projects in 2014/2015 (20 proceeded) to support the use of Effective Practitioner resources to support an identified service improvement or development or on embedding the use of Effective Practitioner across a wide service area. The aim of this evaluation was to evaluate the short and medium-term impact of the projects, and use of the Effective Practitioner resource and supporting infrastructure.

Four main sources of data were used in the evaluation; reports and presentations from the projects, reports from Practice Educators (PEs) and Practice Education Leads (PELs), evidence from the Effective Practitioner National Conference and a survey of project leads 6-8 months following project completion.

The projects involved a range of nurses, midwives and AHPs across 12 NHS Boards and support was provided by PEs, PELs and Practice Education Facilitators (PEFs) including help with the initial application, support for the project and help with report writing. There were a wide range of project outputs, the most common output being some kind of workshop or training event (75%; n=15). A very wide range of Effective Practitioner resources was used by the projects and many used one or more tools for recording learning, with most (70%; n=14) used the self-assessment tool.

The project leads described a range of knowledge and skills that were developed and the most commonly reported learning centred around using the Effective Practitioner resource to support personal learning and development, and as a means of collecting evidence for maintaining registration, fitness to practice and the NHS Knowledge and Skills Framework (KSF) review.

The main challenges cited by the project leads related to time constraints; being able to complete the project within the timescales, releasing staff due to clinical need, staff absence/sickness, challenges with backfill and shift patterns, and working within project objectives and timescales.

All projects reported a positive short-term impact on patients/ service users and practitioners and on their organisation and service delivery. Examples of increased confidence and team working were given together with evidence of an increased emphasis on and enthusiasm for continuous professional development and sharing of learning. All the 11 respondents to the 'follow-up' survey looking at medium-term (6-8 month) impact agreed that the project had an impact on their own skills and career development, the project recipients/ participants, and the quality of practice/ service delivery and some excellent examples were given.

Most (82%; n=9) of the 11 respondents in the 'follow-up' survey reported that their project had increased awareness of Effective Practitioner by level 5 and 6 practitioners and 79% (n=7) of the 9 who responded reported that the practitioners involved in their project had continued to use the Effective Practitioner web resource since the project ended.

Most project leads gave examples of ways in which learning would be maintained through for example, meetings, ongoing team learning and support, workshops and rolling out the service improvement and 91% (n=10) of the projects who completed the follow-up survey indicated that the learning been sustained as anticipated.

Project reports show that projects had shared or intended to share their work through a range of other meetings and events and 92% (n=10) of the projects who completed the follow-up survey indicated that they had managed to share the work as anticipated. Some presentations have been made at local and regional events and study days.

For the most part, practitioners found the Effective Practitioner resources very useful and accessible although there were some challenges reported. mostly related to navigation around the site and finding the information required. Some suggestions for improvement and additional resources were given.

Supporting practitioners though funding for projects would appear to increase awareness of the Effective Practitioner initiative, encourage its ongoing use in supporting learning and development and result in outputs which are having an impact on the delivery of safe, effective and patient-centred care.

The outcomes and impact of these projects demonstrate how a small amount of funding and support can help practitioners focus on key organisational objectives, identifying learning outcomes, setting a project plan and working with set timescales to achieve tangible outcomes and service improvement.

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1. Introduction

1.1 Background

The NHS Education for Scotland (NES) Effective Practitioner initiative was launched in June 2011 and provides work-based learning resources and support for Nurses, Midwives and Allied Health Professionals (NMAHPs) in Scotland. It assists Practitioners and Senior Practitioners (Levels 5 and 6 of the Career Framework for Health).to deliver the 2020 Vision and meet the Quality Ambitions of Person Centred, Safe and Effective Care.

Following on from a series of awareness-raising activities across NHS Boards during 2011-12, NES, provided funding to support projects using Effective Practitioner resources in both 2012/2013 and 2013/2014 with external evaluations carried out each year. Further funding was provided for 21 projects in 2014/2015 with all NHS Boards invited to submit proposals ranging from £250 to £2000 supported by the NHS Board lead for Effective Practitioner. Twenty projects proceeded. Applications were required to demonstrate the use of the Effective Practitioner web resource and funding could be used in a number of ways, for example:

- releasing practitioners from practice to plan and undertake work based learning activities
- purchasing of learning materials
- support to learn from other practice areas to enhance own practice

All projects had support from NHS Board Effective Practitioner Leads, Nursing and Midwifery Practice Educators (PEs) and AHP Practice Education Leads (PELs). Additionally, support from a NES staff bank member was available as required.

1.2 Aim and objectives

The aim of this evaluation was to evaluate the short and medium-term impact of the 2014/2015 projects, and use of the Effective Practitioner resource and supporting infrastructure.

The following objectives were agreed with NES team at the outset:

- identify how the Effective Practitioner resource was used together with key learning and challenges from the projects
- identify short and medium-term impact of funded projects
- review sustainability of the projects and ongoing use of Effective Practitioner resource
- examine the support infrastructure and activity
- identify any recommendations for improving the Effective Practitioner web resource, and its reach/accessibility

1.3 Methods

In order to address the above objectives, four main sources of data were used in the evaluation. Most of these data (1-3 below) was collected and supplied by NES

1. Review of reports and presentations from the projects

2. Review of reports from PEs and PELs
3. Review of evidence from the Effective Practitioner National Conference held in June 2015
4. Survey of project leads (6-8 months following project completion)

1. Project reports

Data from the interim and final reports of the 20 funded projects was extracted and analysed in Microsoft Excel and based on templates developed for the 2013/2014 evaluation (NES, 2014). The following descriptive and quantitative data were extracted and analysed from the funded projects' reports and presentations:

- NHS Board and profession of participants
- project topic areas, learning outcomes and outputs
- Effective Practitioner resources used to support the project
- key learning/ highlights
- short term impact
- sustaining and sharing
- support mechanisms
- recommendations for improving the Effective Practitioner web resource

2. Effective Practitioner National Conference

Further information regarding the use of Effective Practitioner resources and suggestions from the delegate feedback report from the Effective Practitioner National Conference in June 2015

3. PE and PEL reports

Information concerning support for the Effective Practitioner initiative and the projects was extracted from four PE quarterly reports from July 2014 to April 2015 and one PEL report covering the period September 2014 to March 2015.

4. Survey of project leads

All 20 leads for the funded projects were invited to complete a questionnaire aimed at establishing if learning and use of the resources had been maintained, and identifying the medium-term impact of their projects, i.e. from end of the funded project to December 2015 (six-month period post project),

All project leads and Effective Practitioner NHS Board leads were contacted by the NES Effective Practitioner team by email, informing them that they would be contacted by the researcher and stressing the importance of the evaluation. They were then sent an email by the researcher attaching the questionnaire (Appendix 1) and a copy of their individual final project report for information and ease of access. The email was copied to the NHS Board lead. Participants were given the option to complete the questionnaire and return it either electronically or by post, or complete the survey via a telephone interview if preferred. Two reminders were sent, one from the researcher and one from the Effective Practitioner account at NES.

Table 1 below provides a summary of the data collection and analysis mapped against the evaluation objectives

Table 1: Summary of evaluation objectives and data sources

Evaluation objective	Data source(s)
<i>Identify how the Effective Practitioner resource was used together with key learning and challenges from the projects</i>	<i>Interim and final project reports Presentations</i>
<i>Identify short and medium-term impact of funded projects</i>	<i>Interim and final project reports Presentations Survey of project leads</i>
<i>Review sustainability of the projects and ongoing use of Effective Practitioner resource</i>	<i>Interim and final project reports Presentations Survey of project leads</i>
<i>Examine the support infrastructure and activity</i>	<i>Interim and final project reports Review of reports from PEs and PELs</i>
<i>Identify any recommendations for improving the Effective Practitioner web resource, and its reach/accessibility</i>	<i>Interim and final project reports Effective Practitioner National Conference Survey of project leads</i>

2. Findings

The findings are presented in five main sections reflecting the evaluation objectives. When calculating percentages, missing values were excluded, unless otherwise stated. Percentage values are expressed to the nearest whole number throughout.

Project proposals, interim and final reports from all 20 projects were examined. One final report did not use the standard reporting template and data from this project was therefore limited.

The response rate for the survey of project leads was 55% (n=11)

2.1 Project outcomes

2.1.1 Demographics

As shown in Tables 2 and 3, the projects involved a range of nurses, midwives and AHPs across 12 NHS Boards.

Table 2: Professions and number of projects

Professions involved	No. of projects
Nurses	11
Midwives	1
AHPs	7
Multi-professional	1
Social care colleagues	1

Table 3: NHS Boards and number of projects

NHS Board	No. of projects
NHS Waiting Times centre	1
NHS Ayrshire & Arran	1
NHS Dumfries & Galloway	1
NHS Fife	3
NHS Forth Valley	1
NHS Grampian	1
NHS Greater Glasgow & Clyde	2
NHS Highland	3
NHS Lanarkshire	1
NHS Orkney	1
NHS Tayside	1
NHS Western Isles	4

2.1.2 Project topic areas

Information on NES proposal invitation underlined the aim of Effective Practitioner to promote person-centred, safe and effective care and that funding should be used by level 5 and 6 practitioners to enhance an aspect of practice using the Effective Practitioner web resource. The focus this round of funding was one or more of the following areas

- where there have been recommendations for improving services
- embedding the use of Effective Practitioner across a wide service area
- where access to learning is challenging e.g. due to geography, working hours, nature of the service
- working with other agencies e.g. social care, voluntary sector
- creative use of time for learning
- use of technology to bring learning close to practice
- antimicrobial resistance: small test of change to reduce use of antimicrobials

The main focus of most of the successful projects was the using of Effective Practitioner resources to support an identified service improvement or development or on embedding the use of Effective Practitioner across a wide service area, in particular where access to learning was challenging (Table 4). However most of the projects met more than one of the key areas identified above. A fuller summary of the projects is given in Appendix 2.

Table 4: Focus of the projects

Improving services
Shaping service delivery: Exploring pre-referral, universal and targeted initiatives within community paediatric speech and language therapy services
'The Right Place at the Right Time': Streamlining the current rehabilitation process, and to raising the quality of discharge planning involving the patients and relatives to enable a more timely discharge to community
Supporting service redesign using Effective Practitioner and the Post-Registration Career Framework
Person- centred outcome focused care plans for patients with dementia
Team development & support in the care of the older person
Using Effective Practitioner to reflect on accountability to enhance effective team work on a learning disability assessment and treatment unit
Use of Effective Practitioner to enhance person-centred care by developing a dietetic care pathway for Irritable Bowel Syndrome (IBS)
Speech and language therapists working with nursery education staff to facilitate learning for a comprehensive support system for all children - with development of language and communication to be the underpinning of every interaction
Caring and compassionate practice within AHP services using Emotional Touchpoints
Measuring and maximising effectiveness of inreach/ outreach work with patient through improved communication pathways and staff awareness of reablement team role
Leading a pilot project of a therapeutic programme aiming to prevent functional and cognitive decline for patients in the acute hospital setting who are medically well and awaiting care packages/care home placement
Embedding the use of Effective Practitioner
Developing AHPs Leadership Skills by embedding Effective Practitioner
Using Effective Practitioner to support meaningful appraisal and Revalidation
Utilising the Effective Practitioner resource to increase AHP's research capability
Developing of programme to promote effective practitioners in emergency care
Where access to learning is challenging:
Revalidation: Effective Practitioner as a tool to achieve the anticipated requirements of revalidation in remote and rural Highland by enhancing learning & development (x)2
Every Workday is a learning opportunity: embedding Effective Practitioner in an island location
Supporting Band 6 nurses in remote island locations
Working with other agencies
Professional accountability and record keeping using person-centred care principles

2.1.3 Project outputs

There were a wide range of project outputs but by far the most common output was some kind of workshop or training event (75%; n=15). Others described outputs as facilitated learning which was in groups or on a 1:1 basis and two projects described work-based learning which included analysis of a critical incident. Two projects included visits to other NHS Board areas and 'shadowing' as ways of learning.

Six of the projects involved some type of data collection and analysis, for example gathering patient stories and information on staff experiences using various audit and research tools to identify areas for improvement. Learning was shared at team meetings and there was an emphasis on gathering evidence for revalidation and use of portfolios including the NES ePortfolio.

2.1.4 Effective Practitioner resources used to support project

A very wide range of Effective Practitioner resources was used by the projects. Some reported on specific resources used. A number focused on the *Clinical Practice* resources and activities, for example, enhancing person-centred care and self-management, but the vast majority used resources from the *Evidence, Research and Development* and *Leadership* sections of the Effective Practitioner website. Many of the projects used one or more tools for recording learning and most (70%; n=14) used the self-assessment tool.

In addition to the main sections of the website, reference was made to the use of the Effective Practitioner mobile application, *Getting Started Guide*, Podcasts and previous Effective Practitioner project case studies which were accessed and discussed.

2.1.5 Key learning/ highlights

The project leads described a range of knowledge and skills that were developed as a result of undertaking their projects. The most commonly reported learning centred around using the Effective Practitioner resource to support personal learning and development and collecting evidence for revalidation and NHS Knowledge and Skills Framework (KSF) review.

"Band 6 nurses have recorded work-based learning using the NES ePortfolio and have utilised tools in Effective Practitioner such as the learning needs analysis tool, action plans and reflective accounts."

"Encouraging feedback on practice to prepare for Revalidation is helping to develop a culture of learning and development."

Other knowledge and skills developed included those relating to leadership, research and evidence-based practice, reflection, service improvement, accountability and improving patient, relatives and staff experience.

"Enhancing team leaders' knowledge of the theories underpinning appraisal increased motivation to develop relevant leadership skills."

"The project enabled reflection, for the team, on their own personal values and their ability to deliver person-centred care."

"The importance of improving patients, relatives and staff experience through using emotional touch point tool, positive inquiry tool."

The project leads also reported on the development of their own skills and learning.

"I had the opportunity to attend leadership training and was able to use the Effective practitioner resources on leadership to build on my existing skills. I am applying these skills in my work on a daily basis. Feedback from other staff members is that I am now more confident in taking the lead in situations that I may have previously found challenging."

The highlights ranged from having the time to work with a wide range of enthusiastic and motivated practitioners and development effective teamwork, to having the opportunity to share experiences with other NHS Boards and areas.

"Enthusiasm of AHPs at the workshops to use EP resources."

"The team were able to apply team values and professionalism within the clinical setting."

"Seeing how other places work and sharing ideas."

"Group working has built up relationships within the community hospitals and regular meetings are now being facilitated to ensure networking and sharing of good practice continues on a regular basis."

Underpinning much of the above was an emphasis on person-centred care and improving the patient/ service user experience.

"Discussions about the usual practices on the ward relating to patient care and person centeredness challenged each staff member."

"Developing an understanding of how the various resources and processes can fit together to support CPD and improve patients' experience."

2.1.6 Challenges

The main challenges cited by the project leads related to time constraints; being able to complete the project within the timescales, releasing staff due to clinical need, staff absence/ sickness, challenges with backfill and shift patterns, and working against local targets and timescales, e.g. KSF reviews.

"Due to clinical need, staff either could not be released or rota's changed, so sessions had to be cancelled."

"Time! Time released for training, time to make up resources, time that staff need in order to implement what we were asking them to do."

Other challenges included a change in leadership, achieving 'buy-in'/ engagement, getting over an initial feeling of being 'overwhelmed' by the amount of information/ resources available, and practical challenges such as gaining access to equipment and facilities.

"The main challenge has been the change in leadership within the ward. This has led to challenges around sustainability of the project."

"Could not visit an innovative project in [NHS Board] due to cost, travel and time implications."

"Initially feeling overwhelmed by the volume of information and resources on the Effective Practitioner website."

2.2 Impact of the projects

2.2.1. Short term impact

All projects reported on the positive impact their projects had on patients/ service users and practitioners and on their organisation and service delivery. Impact was measured in a variety of ways from pre and post self-assessment forms and questionnaires to observed and reported increase in knowledge and skills and changes in practice.

The projects were expected to evidence the use of the Effective Practitioner resource in supporting learning to deliver person centred, safe and effective care. This was evident from the reports. For example:

Person centred care

“Consistent person centred approaches with emphasis on outcomes focused on individualised rehabilitation care.”

“Embedded cultures that have improved person centred care.”

Shaping of service delivery/ service improvement

“Team members have had the opportunity to develop new skills and knowledge in relation to service delivery.”

“Patients are seen in a more timely manner, and aids them to be transferred to community beds which therefore reduced the length of the stay in acute settings.”

Improved patient journey

“Improved the patient’s journey using a clear and concise protocol for the nurse led discharge from acute settings and transfer patients to community hospitals, nursing home and care homes.”

“A new dietetic pathway and associated resources, including a patient self-management pack, have been produced and are ready to be trialled.”

Improved patient experience

“Positive experiences for patients as confirmed by feedback from both the patients and other staff.”

“Improved patients, relatives and staff experience through Emotional Touch point tool, quick feedback forms.”

Improved communication

“Increased safety and effectiveness as a result of improved communication.”

“Improved communication and working relationships between the three Community Hospitals and the two hospice units within the palliative care service.”

Challenging practice

“The registered nurses used the resources to reflect and have meaningful discussions about leadership, accountability, professionalism and patient care. There is increased confidence in challenging practice.”

Sharing learning

"Band 6 Charges are disseminating their knowledge of ePortfolio to other members of their teams."

"Other clinical areas have approached the PEF about Effective Practitioner."

Many additional examples of the impact of the projects were given by the project leads. These ranged from examples of increased confidence and team working to an increased emphasis on and enthusiasm for continuous professional development and sharing of learning. For example:

Increased self-awareness and confidence

"Increase staff knowledge and confidence."

"The project has impacted on me personally and my own development. I feel more confident and assertive when arranging and carrying out group activities. This has carried over into my clinical practice and has been beneficial in many multidisciplinary situations."

Improved team working

"The project has helped the nurses understand the complexities in their role and the pivotal part they play in the team."

"As a result of the sessions staff were asked to make a 'wish list' where changes to the way the ward operated could be implemented. Having followed these actions up with the Senior Charge Nurse, these had all been actioned as a result of this project."

Focus on continuous professional development

"Increased awareness of Revalidation requirements."

"Increased motivation to use feedback for CPD."

Support for revalidation and KSF review

"AHPs have increased awareness of effective practitioner resources and how the learning activities can contribute to evidence for KSF."

Continued use and promotion of Effective Practitioner

"They made plans for the future, such as accessing the website and the use of Effective Practitioner resources has increased."

"Staff have asked for follow up sessions and the co-facilitator is going to continue promoting Effective Practitioner in the clinical area."

Increase in leadership skills

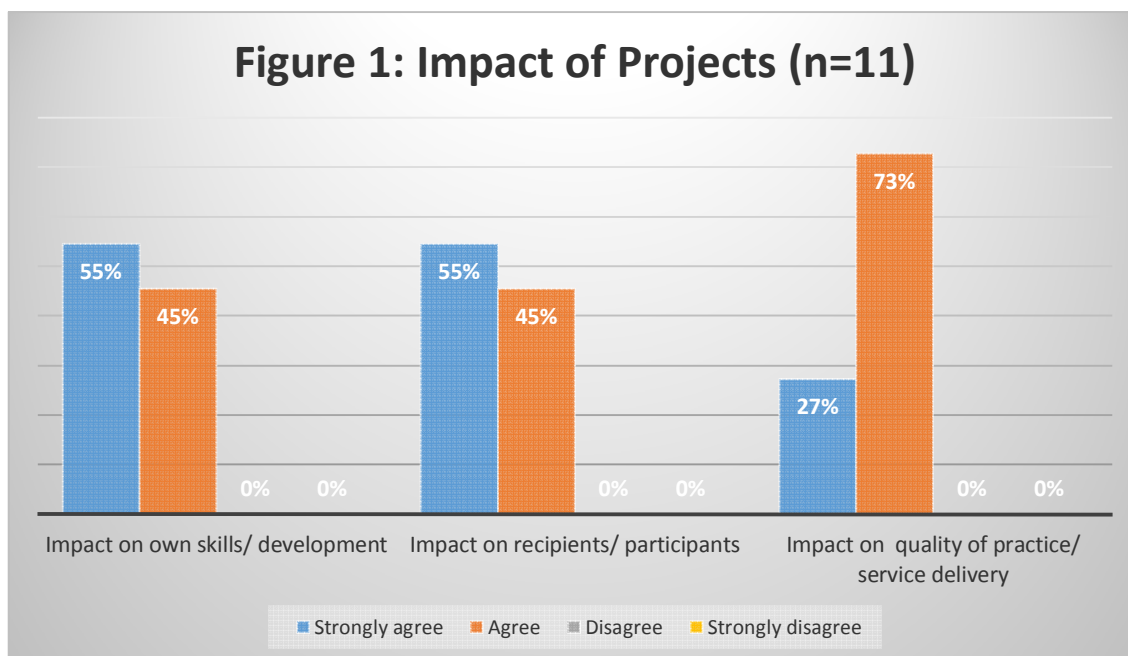
"Two AHPs have used Effective Practitioner to develop their leadership skills and have used these to develop and introduce a {NHS Board} Senior AHP Capabilities Document to provide a toolkit to assist AHPs at level 6 to develop their skills within the four pillars."

Training development

"Visits have shaped future plans for our links with early years' staff - Communication Champion network, small group time training and packs"

2.2.2. Medium term impact

All the 11 respondents to the survey agreed that the project had an impact on their own skills and career development (strongly agree n=6/55%; agree n=5/45%), the project recipients/ participants (strongly agree n=6/55%; agree n=5/45%), and the quality of practice/ service delivery (strongly agree n=3/27%; agree n=8/73%). See Figure 1.



Tables 5 – 7 show examples of the impact the project had on the project leads' own skills and career development, the project recipients/ participants and the quality of practice/ service delivery. In addition, respondents were asked to provide a brief summary of what they thought were the most significant changes that had taken place and the impact these have had as a result of things that have been learned or implemented as part of their Effective Practitioner project. These summaries are given in appendix 3.

Table 5:

Examples of medium-term impact on own skills and career development

Gave me the chance to build relationships with the teams and I believe we have made a significant impact in developing both the CN's and HCSW's.

Has helped me identify my own gaps in knowledge and update my knowledge and skills.

Increased knowledge of styles of learning and the importance of feedback.

I have a heightened awareness of learning resources and tools available to help me facilitate and evidence change in the workplace.

Utilised and developed Project Management Skills and supported two of the AHPs involved in the project to plan the development of a Senior Capabilities Document.

Feedback from other staff members is that I am now more confident in taking the lead in situations that I may have previously found challenging.

I was able to utilise the PDSA templates to allow staff to develop and evidence the change.

Table 6:

Examples of medium-term impact on project recipients/ participants

The project has helped the Band 6 Charge nurses understand the complexities in their role and the pivotal part they play in the team. One participant has moved on to be a SCN, one has become a non-medical prescriber and one is completing her Dementia Champions course

Staff who did not know each other very well had rich discussions about reflection, patient care and their own accountability.

Has helped senior Emergency Nurses from 4 different departments to come together to collaborate to provide focused Emergency Nursing education, by building on local and national resources. We've gone from supporting 16 emergency nurses in June to 68 registered users in December.

It has changed the patient pathway for the treatment of IBS within the department; impacting on both staff delivering and patients being the recipients. Treatment is now more standardised and patients now get first line advice that they possibly weren't receiving from elsewhere.

Staff and patients report positive feelings from their stories being heard and used using emotional touchpoints.

Table 7:

Examples of medium-term impact on the quality of practice/ service delivery

Increased confidence in their 1. communication skills, negotiation skills, personal values, leadership styles and personal resilience; 2. In managing conflict, their professionalism and effective team working; 3. in their change management.

Visiting other areas allowed us to gather examples and advice for evaluating initiatives and using the Model of Improvement principles. It has shaped future plans.

Group working has built up relationships within the Community Hospitals and regular meetings are now being facilitated to ensure networking and sharing of good practice continues on a regular basis.

A couple of years ago the ward went through a lot of change, including staff, and they had a break from students. Recently they have been nominated for the Nursing Times Student Awards and I think the investment in the staffs learning and recognition of the impact of a positive learning environment has contributed to this.

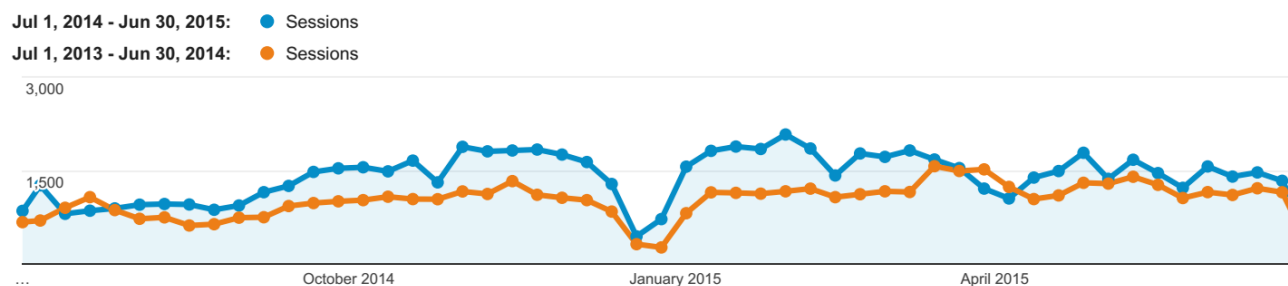
The project has improved the quality of service delivery as patients are sent evidence-based self-management advice in the form of a first line advice pack on referral; with the additional option to 'opt-in' for face-to-face contact. This means that timely, standardised and appropriate information is received by the patient soon after referral. The use of standardised clinic proformas is also improving service delivery, resulting in less variation in the information dietitians record as part of their consultation. Training to dietetic staff has led to increased knowledge and awareness of dietetic treatment of IBS and therefore a more standardised approach has been adopted.

2.2.3. Impact on use of Effective Practitioner

Most (82%; n=9) of the 11 respondents in the 'follow-up' survey reported that their project had increased awareness of Effective Practitioner by level 5 and 6 practitioners and 79% (n=7) of the 9 who responded reported that the practitioners involved in their project had continued to use the Effective Practitioner web resource since the project ended. One (11%) said they and not and one (11%) was unsure.

Quantitative data from Google analytics shows the number of Effective Practitioner sessions from July 2014 - June 2015 compared with those from the previous year (Figure 2). Overall, the number of sessions increased from the previous year and as reported in the 2014 Effective Practitioner funded projects evaluation, the number of sessions showed an upward trend over the time period of the projects, with seasonal variations; unsurprisingly, there was a significant drop in activity during the Christmas period.

Figure 2: Google analytics:



2.3. Sustaining and sharing learning

In their final report project leads were asked to give an indication of how learning from their project would be sustained and how they would share their project. The follow up survey asked if learning had been sustained as anticipated and if they had managed to share their work (apart from the Effective Practitioner reports for NES and the NES Effective Practitioner conference).

2.3.1 Sustaining learning

All projects indicated their intention to sustain the learning, although some were more specific than others as how this would be achieved. Most said they would encourage the ongoing use of the Effective Practitioner resource and would continue to record any learning/professional development using NES ePortfolio. A number indicated that they would provide support to do this. Some of the more specific suggestions included:

- Meetings to support/ share good practice
- Ongoing team learning and support
- Sessions/ workshops repeated/ ongoing

- Participants being supported with projects
- Supporting others to use the Effective Practitioner resources
- Using Effective Practitioner resources to inform peer review/clinical supervision.
- Rolling out the service improvement
- Standing agenda item at staff meetings, with stories/learning shared.

Ninety-one percent (n=10) of the 11 projects who completed the follow-up survey indicated that the learning had been sustained as anticipated. Some specific examples are given in Table 7. The one project lead who reported that learning had not been sustained indicated that this was due to staffing being severely depleted since completion of the project

Table 7: Examples of sustained learning
<i>Following completion of our project, we have been supported to trial and evaluate selected new initiatives.</i>
<i>The staff asked for a follow up session involving the Effective Practitioner resources and these are currently taking place</i>
<i>Our Band 6 nurses are continuing to utilise the ePortfolio system and have helped to roll this out in their clinical areas. We have also arranged to have regular meetings for the Band 6</i>
<i>Awareness of Effective Practitioner and the Quality Hub has been increased via the training delivered and through other communication. The dietitians involved in the project continue to "champion" the Effective Practitioner website and resources</i>
<i>Continue to encourage staff to use emotional touchpoints to gather patient/carer opinion. Also training other staff.</i>
<i>The work in relation to Revalidation has continued to progress, with [the Board] also being part of the national pilot earlier this year. We have been able to offer continuing workshops on revalidation awareness. This had led to staff requesting sessions on reflection, evidencing and recording and we have been able to use the material/resources which we used as part of our project.</i>
<i>The learning has been sustained in my clinical practice however we have been unable to proceed with the second of the project due to capacity issues within the service.</i>

2.3.2 Sharing learning

Thirteen of the projects shared their work in 'concurrent sessions' at the *Effective Practitioner in Practice* event in June 2015. An additional six projects presented posters at this event. More information on these presentations is available on the Effective Practitioner website www.effectivepractitioner.nes.scot.nhs.uk/info-centre/events/june-2015.aspx

The afternoon session of the event included a delegate discussion about how Effective Practitioner can be used to evidence our practice for the regulatory bodies (Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC))

Feedback from the facilitators indicated that all in their groups were already using Effective Practitioner to support CPD. Most had flagged up resources to other staff but probably weren't making the most of Effective Practitioner as far as supporting their own CPD requirements.

They encouraged staff to use Effective Practitioner to support their KSF. The AHPs were already using Effective Practitioner to help staff meet their HCPC CPD standards.

In addition, project reports show that projects have shared or intended to share their work through a range of other meetings and events. For example, senior management meetings, team meetings, network meetings. Some presentations have been made at local and regional events and study days and one project submitted abstracts to the 'NHSScotland Event 2015: Leading Integration for Quality' and 'NHS Quality & Safety in Healthcare'.

A number of reports have been submitted to senior staff and colleagues and articles written for NHS Board magazines, newsletters and websites.

Ninety-one percent (n=10) of the 11 projects who completed the follow-up survey indicated that they had managed to share the work (excluding the national Effective Practitioner event) as anticipated. In addition to sharing the projects at meetings and networks as indicated above, some of the projects have been shared with other NHS Boards who have 'mirrored' their project work.

2.4. Support mechanisms

NES contracted a 'staff bank' member to act as a point of contact for individual practitioners and teams who required support to use the Effective Practitioner resource. Support was offered to all projects in an email sent by NES. Only one project requested support and the 'staff bank' worker met with the project lead to discuss the issues they were concerned about.

Further support was offered and there was agreement that the project lead would follow this up if wanted, but they did request further support.

Evidence from project, PEs and PELs reports shows that support was also provided by PEs, PELs and Practice Education Facilitators (PEFs) which was reported as beneficial. This support included help with the initial application, support for the project and help with report writing.

"We received support from the AHP PEL. This included regular meetings, discussion around process and ensuring project met timescales. Advice and guidance given on reports."

A range of support was also provided by clinical and educational staff including lead nurses and AHPs, organisational development leads and clinical Improvement/ education leads.

"Support from the Lead Nurse and Lead AHP was important when compiling the initial bid. However, during the programme support from within the Practice Education Team and the wider staff was crucial."

2.5. Recommendations for improving the Effective Practitioner web resource

Feedback from projects reports and the Effective Practitioner in Practice Event suggests that, for the most part, practitioners found the Effective Practitioner resources very useful and accessible.

"It's a fantastic resource and very well planned and put together, easily navigable and flows very well."

However, there were some challenges reported mostly related to navigation around the site and finding the information required. Some specific challenges included:

- finding the record of learning/action plan templates can be challenging
- difficulty in searching/ accessing information

Three practitioners suggested the 'search' facility could be improved. Other specific suggestions included:

- more guidance/link on the resource for people to quickly obtain an Athens password.
- consider how the Effective Practitioner web resource can be integrated with other online resources. For example, if eLearning packages are embedded on the EP site that they have 'Learning Tool Interoperability' so they can be linked seamlessly to an organization's Virtual Learning Environment etc.
- perhaps a sub-section for AHPs? I do feel the role of band 6 AHPs and nurses seems quite different and although of course there are many similarities, I wonder if there is any scope for some resources being more tailored to the separate groups?
- display of pathway taken during an activity session
- sometimes difficult to find the activity or resource you are looking for. It would also be good to map learning activities to *The Code* in preparation for revalidation.
- improve links from self-assessment to relevant learning activities
- improve links to clinical resources
- a dashboard approach as in Flying Start useful
- Highlight the 4 pillars in the EP resources more: Look at the NMAHP Career Framework and use the pillars approach

Two respondents suggested their own resources developed as part of their project could be included on the site.

3. Summary and conclusions

The aim of this evaluation was to evaluate the short and medium-term impact of the 2014/2015 projects, and use of the Effective Practitioner resource and supporting infrastructure. The projects involved a range of nurses, midwives and AHPs across 12 NHS Boards and a range of topic areas which focused on improving services and embedding the use of Effective Practitioner. A wide range of Effective Practitioner resources were used by the projects.

As reported in previous years' evaluations, a range of learning was reported, from the development of new skills to learning about improving patient experience. Unsurprisingly, given the imminent publication of NMC revalidation requirements when the projects were planned, there was an increased emphasis on using the Effective Practitioner resource to support personal learning and development, and as a means of collecting evidence for maintaining registration, fitness to practice and the NHS Knowledge and Skills Framework (KSF) review, when compared to previous years.

The challenges reported mirror those of previous evaluations with the main challenges relating to time; time for learning and time to implement the project.

It was evident that the projects had an impact on patients/ service users, the practitioners themselves and their organisation, and on service delivery. Practitioners were supported in their use of the Effective Practitioner resource to maximise learning to enhance the delivery person centred, safe and effective care. Some excellent examples of both short-term and medium-term impact were given. It was also evident that for most projects and their participants, the initial learning had been maintained and shared with colleagues both in their own clinical areas more widely.

Most practitioners found the Effective Practitioner resources very useful and accessible and some suggestions for improvements and additional resources were made.

Supporting practitioners through funding for projects would appear to increase awareness of the Effective Practitioner initiative, encourage its ongoing use in supporting learning and development and result in outputs which are having an impact on the delivery of safe, effective and patient-centred care.

The outcomes and impact of these projects demonstrate how a small amount of funding and support can help practitioners focus on key organisational objectives, identifying learning outcomes, setting a project plan and working with set timescales to achieve tangible outcomes and service improvement.

A summary of the projects and presentations from the national event are available on the Effective Practitioner website in the form of summaries and presentations and it may also be useful to include the summaries of impact reported as part of this evaluation. In addition, some of the project work would fit well in the '*Supporting Your Staff*' section of the website where various examples of '*What others have done*' are given.

Appendix 1: Follow-up Questionnaire

Effective Practitioner Funded Projects 2014-15 Evaluation

We are undertaking an independent review of the impact on practice of the Effective Practitioner funded projects that were completed in 2015. As part of the NHS Education for Scotland (NES) funding approval you agreed to contribute to the evaluation of Effective Practitioner.

Your final project report (attached), submitted in June 2015, included feedback on use of the Effective Practitioner resource, key learning points and challenges, as well as an indication of the immediate impact of the project and how you intended to share your work. We are now interested to find out how learning has been sustained and capture the longer-term impact of your project.

We would be grateful if you could complete the questionnaire below and email it by **Friday 18 December** at the latest to: **XX**

If you have any problems completing this form, just let me (Mary Richardson) know and I can provide a paper copy and return address on request. Or if you would prefer to complete it over the phone, I would be happy to arrange a suitable time to speak with you. Just drop me an email.

Thanks

xx

Your name:

Your email:

(This is only to allow us to monitor receipt of forms and for us to contact you if you have given us permission to do so)

Section 1: Follow up from your final report

In your final report (Q7) you gave an indication of how learning from your project would be sustained. Has the learning been sustained as anticipated? Yes No

Please explain your response. For example, if you have answered 'Yes' how has learning has been sustained and if you have answered 'No' please give reasons why.

In your final report (Q8) you gave an indication of how you would share your project. Have you managed to share the work (apart from the Effective Practitioner reports for NES and the NES Effective Practitioner conference)?

Yes No

Please describe how the work has been shared.

In your final report (Q5) you reported on the short term impact of your project. To what extent do you agree with the following statements about the impact of your project since completion?

	Strongly agree	Agree	Disagree	Strongly disagree
The project has had an impact on my own skills and career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response and give examples, and where possible provide evidence of the impact:				
	Strongly agree	Agree	Disagree	Strongly disagree
The project has had an impact on the project recipients/ participants (These could be patients, clients, carers, your team, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response and give examples, and where possible provide evidence of the impact:				
	Strongly agree	Agree	Disagree	Strongly disagree
The project has had an impact on the quality of practice/ service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response and give examples, and where possible provide evidence of the impact:				
Has your project increased awareness of Effective Practitioner by level 5 and 6 practitioners? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure <input type="checkbox"/>				
Comments:				
Have the practitioners involved in your project continued to use the Effective Practitioner web resource since the project ended? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure <input type="checkbox"/>				
Comments:				

Section 2 Example(s) of impact

Please provide a brief summary of what you think the most significant changes that have taken place and the impact these have had as a result of things that have been learned or implemented as part of your Effective Practitioner project.

NES would like to be able to share this information on the Effective Practitioner website and in new items (50-100 words max)

Title of project:

Summary

Appendix 2: Project summaries

Developing AHPs Leadership Skills - Embedding Effective Practitioner

Thirty AHPs (Occupational Therapists, Physiotherapists, Dietitians and Radiographers) from the National Waiting Times Centre Board at level 6 of the Career Framework were involved in this project (approximately 50% of AHPs within the board).

During the project the participants became familiar with the Effective Practitioner resource, were more confident in their leadership skills following a four-month period to utilise the leadership learning activities on Effective Practitioner and could support others within their department to use the resource.

Two AHPs demonstrated the impact using their change management skills by carrying out a service improvement project, developing a Senior AHP capabilities Document.

Targeted initiatives within community paediatric speech language therapy services

This funding allowed us to explore established universal and targeted work within speech and language therapy across Scotland. Links were made and invaluable resources and ideas have been shared.

Following appraisal of learning and feedback to SLT management, PDSA cycles are being used to test new pre-referral, universal and targeted initiatives within NHS Ayrshire and Arran. Only work streams that have proved successful and sustainable will then be rolled out.

The wider range of services available at these levels will streamline referral and triage systems and will ensure that all families have timely access to a range of services based on their individual needs.

The Right Place at the Right Time

This project was to streamline the current rehabilitation process, and to raise the quality of discharge planning involving the patients and relatives to enable a more timely discharge to community hospitals/ nursing homes and care homes.

Developed and implemented a nurse led protocol for patients to be assessed and discharged from the acute settings and being transferred to community hospitals for ongoing care and rehabilitation.

Overall this project work has enhanced person centred care and enhanced the skills and knowledge of the staff via training through the effective practitioner website. This project is ongoing and will continue to improve person centred care

Supporting Service Redesign using Effective Practitioner and the Post-Registration Career Framework

Using Effective Practitioner and ePortfolio, our programme was developed to offer support and structure to our Band 6 charge nurses to ensure they were fulfilling their roles within their teams and to maximize the potential in these individuals for the future.

The information we collated from their Learning Needs Analysis helped us to organize a combination of study days, work based learning and facilitated sessions out with their own area. The feedback from the programme has been extremely positive and facilitated meetings between the Band 6 Charge nurses will continue in the future.

Team Development & Support in the Care of the Older Person

Using Effective Practitioner resources has supported a team undergoing significant changes to reflect on their personal values and ways of working. This project enabled the team to identify and make changes within their clinical area.

The whole nursing team was involved in this project, including band 2 HCSW. This resulted in the team driving forward their own changes using Effective Practitioner tools to support them. This has resulted in an improved ward environment.

Using Effective Practitioner to reflect on accountability to enhance effective team work on a learning disability assessment and treatment unit

Using Effective Practitioner and ePortfolio our programme was developed to offer support and structure to our Band 6 charge nurses to ensure they were fulfilling their roles within their teams and to maximize the potential in these individuals for the future.

The information we collated from their Learning Needs Analysis helped us to organize a combination of study days, work based learning and facilitated sessions out with their own area.

The feedback from the programme has been extremely positive and facilitated meetings between the Band 6 Charge nurses will continue in the future.

Using Effective Practitioner to support meaningful appraisal and Revalidation

The aim of our project was to promote meaningful appraisal by empowering staff on the Leading Better Care programme to facilitate use of the Effective Practitioner resource within the appraisal process to support effective and efficient collation of evidence of continuing professional development (CPD) for KSF review and Revalidation. We found that raising awareness of Revalidation requirements and assisting practitioners to use ePortfolio increased their motivation to get feedback on their practice and gather evidence of CPD. This emerging culture of work based learning and development is developing a pathway for using Effective Practitioner to support CPD.

Utilising the Effective Practitioner Resource to increase AHP's Research Capability

19 AHPs from across acute and partnership services were recruited to the project. Places were aimed at band 6 staff with little or no research experience although a few experienced band 5 staff were allocated a place.

Training was planned around each of the 3 research 'modules' in the Effective Practitioner resource:

- Reviewing the Evidence
- Gathering Data
- Evidence into Practice

All participants were given a printed copy of the resource in a ring binder and encouraged to read the relevant 'module' prior to attending the session. At the start of session 1 all participants completed a research skills self-assessment which was based on the level 3 competencies in the research capability framework. Each session was evaluated in terms of relevance, usefulness and amount of new learning.

Developing of Programme to Promote Effective Practitioners in Emergency Care

This project aims to signpost Emergency Nurses to electronic and face-to-face learning resources that will help prepare them for their role in the Emergency Department, meet all the local requirements for statutory/mandatory training, and help them compile a professional portfolio for NMC revalidation and membership of the Faculty of Emergency Nursing. A Moodle virtual learning environment has been created to signpost people to learning resources appropriate to ED nurses or specifically required by NHSGGC, and to help them monitor their self-reported progress. It helps link together relevant Effective Practitioner resources, NHS Learn Pro modules, in-house courses, bespoke learning packages and selected resources on the internet.

Use of effective practitioner to enhance person-centred care by developing a dietetic care pathway for Irritable Bowel Syndrome (IBS)

The Community Dietetic Department used NES funding to allow protected time to audit current practice and develop a standardised dietetic IBS pathway for use by dietitians across NHS Grampian. Using the Effective Practitioner resource, 2 dietitians developed a standardised IBS treatment pathway, including associated resources and a patient self-management pack, to be sent to all new patients referred with IBS. The project was shared with colleagues from across Grampian, and is now ready to be launched for a trial period, before further audit and feedback is obtained.

Speech and Language Therapists working with Nursery Education Staff to facilitate learning for a comprehensive support system for all children - with development of language and communication to be the underpinning of every interaction

We wanted to put language and communication at the heart of everything a child experiences at nursery, and help early years' workers, parents and carers understand how language development opportunities are present in everyday routines and experiences. We planned with nursery staff what we thought would be beneficial and achievable and implemented suitable training, which we hope to roll out to other establishments.

Revalidation- Effective Practitioner as a tool to achieve the anticipated requirements of revalidation in remote and rural Highland by enhancing learning and development where access to learning is challenging due to geography, isolation, working hours and nature of the service

Funding from NES gave 100 staff across NHS Highland an opportunity to explore Professional Accountability, Record Keeping, NMC Revalidation using person centred principles.

Thirteen two hour sessions were provided to staff across the maternity service to explore these issues in group sessions and using Video conference. The combination of effective practitioner and compassionate connections resources enabled staff to reflect and be exposed to creative learning opportunities to effectively plan for NMC Revalidation. Presentations used are available on <http://www.compassionateconnections.knowledge.scot.nhs.uk>.

Feedback from sessions were very positive with 95% of staff rating sessions as very effective. Staff have requested more sessions.

Caring and compassionate practice within AHP services using Emotional Touchpoints

‘Emotional Touchpoints (ET)’ is an easy and effective tool which can be used to measure patient care by anyone, at any stage in the patient journey. 25 paediatric physiotherapists and support staff were trained on its use and, over the next six months, they collected 33 patient stories from children and parents.

Keys to the success of the project were staff training, identification of early adopters and regular group feedback, using the patient stories themselves to identify successes and areas for service improvement.

Every Workday is a Learning Opportunity

Every workday is a learning opportunity was a two pronged approach. Education sessions –for NMAHP staff about how every activity/engagement at work is an opportunity for learning. The sessions were focused around work based learning, learning how to support others and how to enhance own practice. The two topics were: -

- Learning Environment and Culture including Environment Assessment
- Own styles of learning, evidence and recording learning to evidence for revalidation/HCPA audit.

Work based learning - giving NMAHP staff the opportunity of Work Based Learning through shadowing for two shifts. Before the shadowing commenced, staff completed learning objectives, and learning activities supported by the Practice Education Team. During the placement the work based learning log was completed and reflection afterwards. This opportunity was widely advertised to all NMAHP and backfill was provided.

The outcomes achieved were:

- To develop the opportunity and processes of work based learning through staff shadowing
- To help develop a culture of learning
- To develop further networks of staff within NHS Orkney

Measuring and Maximising Effectiveness of Inreach Outreach work with patient through improved communication pathways and staff awareness of reablement team role

The aim was to maximize the effectiveness of the Generic Support Worker (GSW) role through improved communication and increased awareness. Several steps were undertaken in order to implement this.

We have demonstrated

- Enhanced awareness of the GSW role within the Multidisciplinary Team (MDT)
- Improved inter-professional communication within the MDT
- Improved skill mix enabling effective, regular and varied rehabilitation input
- More effective use of Occupational Therapy (OT) clinician's time
- Improved patient pathway and discharge planning
- Delivery of dual rehabilitation within sessions
- Improved crossover of GSW presence between OT and Physiotherapy staff

Leading a pilot project of a therapeutic programme aiming to prevent functional and cognitive decline for patients in the acute hospital setting who are medically well and awaiting care packages/care home placement

The project was aimed at providing therapeutic activities for patients in hospital awaiting care package/long term care. Individual sessions and group sessions were carried out over a period of 3 months but we had to adopt a more flexible approach than planned due to a variety of circumstances i.e. changing client group. During the project I was able to consolidate my leadership skills.

Patient outcomes were positive and this project will form a basis for future group/individual programmes.

Effective Practitioner resources were helpful throughout and will be an ongoing resource for the OT Team.

Person- Centred Outcome Focused Care Plans for Patients with Dementia

Our project was to develop a person centred care plan for patients with dementia which may be used in conjunction with the "Getting to Know Me" document. Following initial discussion with the Lead Nurse I met with the Practice Educator for further support. This care plan was to be used in all areas of the hospital so I involved Dementia Champions from other wards. Following numerous meetings, we each shared ideas and developed a care plan which is person centred and can be used in any ward in the hospital. Feedback from staff when testing the care plan has been positive. The care plan involves not only the patient but also the people who know them best; this may be family, carer or friend. It outlines expectations of outcomes of care and expectations of the patient and those who normally care for the patient.

Supporting Band 6 nurses in remote island locations

The Effective Practitioner project –Support for Band 5 Nurses in remote island locations - gave the project participants an opportunity to work in two different wards.

Within Effective Practitioner the area of focus was leadership. Within this you had to look at your own personal qualities and self-awareness, professionalism and team working and change management. Within change management I took the opportunity to look at a new IT system for A&E with the support of my line manager. To get this up and running I had to identify the IT skills and requirements of the staff and department in question. This has been done, training has been identified and the system software is being installed.

Professional Accountability and Record Keeping using Person-Centred Care Principles

Our project was to develop an integrated training programme for long term conditions.

Following discussion with the Home Care Manager, our team compiled training materials which had been agreed to be appropriate and relevant to carers' requirements.

A venue and timetable were decided and training was delivered on a weekly base over an 8-week period.

Topics included - pressure sore prevention; bowel management; fall prevention; first aid; wound care; end of life care; oral health; UTI –early recognition; correct use of inhalers and how to find a pulse.

Feedback from attendees has been positive. The increased knowledge has helped them to be more confident in their work. They are more aware of the signs and symptoms they should report and the appropriate person to report to.

Appendix 2: Summary / examples of impact

Title of project: To embed Effective Practitioner across AHP services by using Effective Practitioner to develop Leadership skills

Summary

The project and development of a senior capabilities document has enabled AHPs to continue to identify gaps in learning across the four pillars and access national and local resources which are signposted from the document.

Occupational therapists and Physiotherapists within the Golden Jubilee National Hospital are now using the four pillars via the Senior Capabilities document. It will be rolled out to dietetics and Radiography in near future. The AHPs continue to use Effective Practitioner as a CPD resource.

All AHPs who participated in the project advised that aspects of their leadership skills had developed during the project.

Title of project: Shaping Service Delivery: Exploring pre-referral, universal and targeted initiatives within community paediatric speech and language therapy services.

Summary

This funding allowed us to explore established universal and targeted work within speech and language therapy across Scotland and take these back to pilot within our own department. Links were made and valuable resources and ideas have been shared. We have also had the opportunity to share examples and advice around using the Model of Improvement principles within our current project.

Title of project: Supporting Service Redesign using Effective Practitioner and the Post-Registration Career Framework

Summary

Using EP and ePortfolio our programme was developed to offer support and structure to our Band 6 charge nurses to ensure they were fulfilling their roles within their teams and to maximize the potential in these individuals for the future.

The feedback from the programme has been extremely positive and facilitated meetings between the Band 6 Charge nurses has continued since the programme. This gives the Band 6 Charge nurses an opportunity to share learning and discuss challenges in their clinical areas.

The Band 6 Charge nurses now have a more formal 1-1 meeting with their SCN using a template to ensure actions reviewed and progressed.

The Band 6 Charge nurse have been rolling out the use of e-portfolio in their clinical areas to help all staff with their personal development and revalidation.

There has also been significant improved communication and working relationships between the 3 Community Hospitals and the 2 hospice units within the palliative care service.

Senior Nurses have developed a Band 2 programme which covers similar key subjects and learning opportunities and are now organising their third cohort of HCSW's to attend.

Title of project: Using Effective Practitioner to reflect on accountability to enhance effective team work on a learning disability assessment and treatment unit.

Summary

Using resources to learn in a structured way through guided discussion and reflection about individual practice and accountability was very powerful. Some nurses were unused to reflecting in this way and having the protected time to do it in was valuable. As the PEF I see an openness to using the resources and to discuss points that came from the workshop in a way that is meaningful.

The registered nurse who co-facilitated the project has significantly grown in confidence in regards to project planning, using the resources and driving discussion and improvement.

Title of project: Use of effective practitioner to enhance person-centred care by developing a dietetic care pathway for Irritable Bowel Syndrome (IBS)

Summary

Patients with IBS now receive prompt evidence-based first line advice at the point of referral to community dietetics; in the form of an evidence-based self-management pack. In addition, they have the option of a dietetic outpatient appointment for individualised advice. These strands result in a more person-centred approach. IBS specific clinic assessment proformas have been developed; ensuring a standardised approach and quality assurance of the dietetic intervention. In addition, dietitians throughout NHS Grampian have an increased awareness of EP resources, through the feedback about the project and local implementation of the resources developed.

Title of project: Utilising the Effective Practitioner Resource to Increase AHP's Research Capability

Summary

The Research Training Programme delivered in NHSGGC based on the EP research resource proved to very worthwhile and improved self-reported competency levels in all the dimensions measured. This training programme compliments other AHP projects within our board which aim to increase the number and impact of service improvement projects and audits. The experience of using the EP resource has been a valuable one and one which will be rolled out into other areas. For example, initial plans are underway to combine this training with the Quality Improvement Training Programme and deliver it on a larger scale.

Title of project: Developing a Programme to Promote Effective Practitioners in Emergency Care

Summary

This project has created a virtual learning environment (GGCMoodle) that signposts Emergency Nurses to electronic and face-to-face learning resources that will help them prepare for their role in the Emergency Department, meet all the local requirements for statutory/mandatory training and help them compile a professional portfolio for NMC revalidation, their annual PDP/R and membership of the Faculty of Emergency Nursing.

The GGCMoodle site is focused on the needs of Emergency Nurses and provides direct links to appropriate resources e.g. national resources on the Effective Practitioner website, local NHS Board eLearning resources on LearnPro, as well as departmental eLearning and other resources hosted directly on GGCMoodle. It also signposts staff to locally provided face-to-face training sessions and allows staff to record their progress through the programme.

The model developed is transferable to other specialities and can be tailored to local requirements. A number of other specialities in GGC are looking to develop their own versions of this to suit their local services.

Title of project: Caring and Compassionate Practice within the AHP services using Emotional Touchpoints

Summary

This project has allowed 2 practitioners to focus on developing resources and to train others in the use of Emotional touchpoints. This practice is now embedded into our work, with the project highlighting the relevance and importance of gathering patient opinion/patient stories. The positive feedback has motivated staff, confirming the high level of care they provide, whilst making suggestions for improving services further.

Title of project: Every workday is a learning opportunity

Summary

This project has supported inter-professional learning in developing a learning culture embedded in reflection and recording learning to improve delivery of care. This has resulted in the learning environmental assessment being rolled out across the hospital and community, focusing on improving the quality through action planning and regular evaluations. Further programmes of work have incorporated further inter-professional training opportunities and aligned assessments using EP and other NES resources for peer review, reflection and continuous recording

Title of project: Measuring and Maximising Effectiveness of GSW within the Multi-Disciplinary team.

Summary:

Enhanced awareness of GSW role within GP unit and within CRT/ Reablement.

Improved Inter-professional communication.

Delivery of dual Rehabilitation within treatment sessions with improved skill mix enabling delivery of effective, regular and varied rehabilitation sessions.

Increased confidence and knowledge of project planning and implementation.

Title of project:

Leading a pilot project of a therapeutic programme aiming to prevent functional and cognitive decline for patients in the acute hospital setting who are medically well and awaiting care packages/care home placement.

Summary

Effective Practitioner resources were helpful throughout and will be an ongoing resource for the OT Team. Effective Practitioner gave me the opportunity and experience of setting up a pilot project. During the project I was able to consolidate my leadership skills. A significant change has been the recognition from the rehabilitation ward (coupled with National drivers) to review the usage of the ward, criteria of patients being admitted and review of staff roles and responsibilities. This is an ongoing process with the aim being to prevent dependency on hospitalisation and support early discharge.