# FNOB Upskilling group meeting

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<th>Meeting date</th>
<th>04 July 2019</th>
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<tr>
<td>Paper title</td>
<td>Upskilling outline</td>
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**Paper summary**

This paper provides an overview of the FNOB’s upskilling group’s work programme.

**Purpose**  
(tick one only)

- For approval ☐
- Item to receive ☑
- For decision ☐

**Recommendation**

The group is asked to note.

**Where was this paper previously discussed?**  
N/A

**What was the outcome?**  
N/A
Preparing and developing the existing nursing workforce

Overview of work programme v1.3 0701

Agnes Hibbert 1 July 2019

Background

Directed by the Department of Health and Social Care (DHSC), Health Education England established a Future Nurse Oversight Board (FNOB) in 2018. The FNOB provides strategic leadership and direction to assure system preparedness and responsiveness to the NMC Future Nurse standards. The work programme of the FNOB is divided into four subgroups which are:

1. Raising awareness of the FN standards
2. Preparing and developing the existing workforce to support learners in practice
3. Developing the learning environment capacity
4. Managing the transition of delivery of nursing programmes

The four subgroups will share information to ensure that interdependencies are managed and that work from one group may complement the work of another subgroup. The FNOB have suggested indicative activities which will assist the group in clarifying the work programme (Appendix 1). The proposed work of the group is set out below.

This document outlines the purpose and terms of reference for subgroup 2, the ‘Upskilling Group’.

Context

The Nursing and Midwifery Council (NMC) requires all registered nurses to demonstrate the knowledge and skills specified in the proficiencies of the ‘Future Nurse’ standards of proficiency. Nurses therefore need to be confident and capable in their own knowledge and skills with respect to the new NMC proficiencies standards within their scope of practice. NMC guidance states that:

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:
3.2 support learning in line with their scope of practice to enable the student to meet their learning outcomes
3.4 have current knowledge and experience of the area in which they are providing support, supervision and feedback.¹

The current nursing and wider workforce need to have the knowledge and skills in supervision to support nursing students in practice. ‘Supervision’ in this context is used in its widest sense in that it is a journey of exploration and learning that enhances clinical

practice. Defined in this way, supervision enables practitioners to develop their skills and knowledge and to reflect on their practice. Supervision would also encompass integrating learning, development and improvement as well as shaping and developing the learning culture.

**Purpose**

The purpose of this group is to identify the upskilling priorities of the current nursing and wider workforce in order to support ‘Future Nurse’ learners in practice.

**Objectives**

The work of this subgroup could be in two parts: the upskilling needs of the current nursing and wider workforce, and the challenges and enablers to upskill the nursing and wider workforce across the whole system\(^2\).

**Part 1**

- **the ‘what’**: identifying what upskilling the current nursing and wider workforce need to support learners in practice (relating to the new proficiencies that fall within the current nurse’s scope of practice), and
- **the ‘how’**: identifying what further upskilling is needed to enhance how current nurses and the wider workforce support/supervise learners in practice

**Part 2**

- identifying the challenges to support upskilling the current nursing and wider workforce
- prioritising enablers to support upskilling

**Key indicative activities:**

1. Identify the most appropriate approaches to identifying the upskilling needs of the current nursing (and wider) workforce
2. Identify current good practice and how such practice can be shared and adopted
3. Identify and recommend priorities for upskilling particular groups/sectors
4. Identify where resources could be best allocated to meet greatest need for upskilling
5. Identify key challenges facing systems intending to support upskilling the current nursing (and wider) workforce
6. Schedule timelines for adoption of the upskilling priorities of the current nursing workforce

**Approach**

This work programme will identify the most appropriate approaches and methods for obtaining, analysing and prioritising data. The work begins with a rapid scoping of the views of the Directors of Nursing (and equivalent in the private and independent sector) of what

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\(^2\) The system refers to entities that have the means to direct resources to support upskilling at national, regional and local levels
they consider the priorities are for upskilling the current nursing workforce. This exercise will provide some insight into senior leaders’ views (Appendix 2).

**Evaluation**

This work programme will include evaluating:

- Whether the approaches adequately met the brief
- Whether upskilling priorities were adequately communicated
- The ‘reach’ of the nurses with respect to their grade, clinical area, practice setting
- How representative the upskilling results are of the needs of nurses

**Terms of reference** including membership for further development (Appendix 3).
Appendix 1: Proposed indicative activities from the FNOB

Subgroup 2 - Preparing and developing the existing nursing workforce

Indicative Activities:
1. Scope, identify and prioritise target groups requiring preparation, upskilling and support
2. Identify key areas of potential clinical skills, proficiencies and knowledge deficit in existing registered nursing workforce and potential action required by stakeholders
3. Identify action required to support the development of capacity to deliver on the new FN approaches to practice supervision and assessment
4. Identify resource implications of preparation and upskilling
5. Set timelines for preparation and upskilling
6. Monitor effectiveness, examples of good practice and barriers to upskilling
Appendix 2: Rapid scoping of the views of Directors of Nursing about the upskilling needs of the current nursing workforce

The questions below will be sent to the Directors of Nursing on 31 May 2019 for return by 21 June 2019.

1. What percentage of your current registered clinical workforce* has the necessary skills, knowledge and experience to provide effective support, supervision and feedback to ‘Future Nurse’ learners?

[*recognising that HCPC and GMC registered staff may also be involved in supervising nurse learners]

2. In what three areas would your current nursing workforce most benefit from upskilling to support ‘Future Nurse’ learners in practice?

[Areas for upskilling might include:

- improving safety and quality of care such as applying the principles of human factors when working in teams
- ability to undertake specific clinical procedures, or the competencies required for medicines administration and optimisation, or communication skill and relationship management skills
- support and supervise learners to enable the learner to meet their proficiencies]

3. What are the challenges of upskilling your registered clinical workforce to meet the new NMC Future Nurse standards?

[Challenges might include:

- how well nurses can accurately self-assess their upskilling needs, and or,
- the volume of nurses wishing to upskill in one particular area as soon as possible
- organisation policies are changed in time to enable the current nursing workforce and learners meet the NMC requirements
- whether challenges differ across professional groups i.e. Nurses vs AHPs]
Appendix 3: Upskilling Group Terms of Reference

Roles

The membership of the Upskilling Group comprises representatives from a wide range of practice, organisations and experience. There are three roles for this work programme:

**Sponsor and Senior Responsible Officer (SRO)**
- From the FNOB membership
- Accountable for the work programme
- Provides leadership to the work programme
- Ensures delivery of outputs, outcomes and benefits
- Chairs the programme board
- Works with the Programme Lead to resolve risks and issues

**Programme Lead**
- Responsible for the work programme, delivery of the outputs and benefits within it
- Provides leadership and oversight of the delivery projects
- Ensures connection with other subgroups
- Supported by Project Leads

**Expert Clinical Lead**
- The term 'Clinical Lead' in this context is used in an all-encompassing way and refers to leadership provided by experts from clinical practice, academic establishments, professional groups, from a range of sectors across health and social care
- Brings insight, innovation and good practice examples
- Champions an integrated approach
- Works to provide a clinical voice and clinical leadership
- Works with the SRO and Programme Lead to advance the delivery of the work programme
- Provides a link to clinical leadership groups, academic establishments and networks

Responsibilities

- Support the programme objectives in providing strategic leadership and guidance for the activities
- Provides links and contacts with appropriate groups/networks/organisations and individuals
- Comment and contribute to documents/communication and reports
- Champion the upskilling aims in their sphere of practice and engage and influence key stakeholders
**Members:** A core membership and their role with respect to this work is listed below. Critical friends/advisers will also be called upon to comment on the work programme.

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<thead>
<tr>
<th>Name</th>
<th>Role/Position</th>
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