

NET2021 Conference

Live session full abstracts

Theme Session 6C

Student experience, engagement and achievement

6Cii, 14:00 - 15:20, 2 September 2021

Innovation paper

Nursing Associates: An innovative approach

Annabel Coulson, University Hospitals of Leicester

Promotional abstract: The Nursing Associate role warranted a fresh approach to create a 'purpose-built' member of the Nursing family. The LLR Model combines innovation and partnership, as a provider-led programme designed and delivered by practice staff with the academic rigour and expertise of a university to deliver a fresh approach. Firmly embedded in practice, the programme includes a robust academic programme complemented by enhanced learning in practice through close relationships with providers across the region. The use of shared learning and simulation supports safe care delivery and enhances the understanding of the role in practice.

Background, context and evidence base for the innovation, including, where possible, its international relevance: The Shape of Caring Review (Willis, 2015) identified the need to consider a role that sits between the Registered Nurse (RN) and the unregistered Health Care Assistant (HCA) acknowledging that the HCA spends a significant amount of time delivering patient care whilst the RN is undertaking increasingly complex roles in the treatment of patients. Having an approach that is provider-led; designed, managed and delivered by practice staff ensures that the programme is responsive to service need whilst the effective partnership with the university ensures that the award of Foundation Degree is achieved in accordance with university regulations and expectations.

Aim/focus of the innovation: The aim of this model is to demonstrate that true collaboration between provider services across the Leicester, Leicestershire and Rutland area, including NHS, Private and Voluntary Sector, General Practice and Social Care can, in partnership with a local university, deliver a programme reflecting the aims of the Nursing Associate role, ensuring that it is safely and effectively embedded within all practice environments. A collaborative approach aims to ensure that newly qualified Nursing Associates can safely undertake the role expected of them by the NMC (NMC, 2018) with confidence and the resilience that may be required to embed a new role.

Implementation of the innovation: A collaborative agreement facilitated development of a provider-led programme; the initial programme was prepared as part of the HEE pilot programme starting in January 2017, as part of the East Midlands Collaborative Test Site. There are now 38 Nursing Associates Registered with the NMC and a further 46 due to complete this March. The programme has received NMC approval, with commendation for the partnership approach, and is now aiming to recruit 150 trainees a year. The programme has been evaluated; it is recognised that assessing the outcome of programmes will take some time whilst a critical mass is established.

Methods used to assess the innovation: Initial findings from the implementation of the programme have been through evaluation and feedback from the National Student Survey.

Results demonstrated a 97.6% satisfaction overall; 100% satisfaction for “staff are good at explaining things.” Regular feedback is received from learners around how well the programme is preparing them for practice and engagement with managers from all practice areas though a Steering Group reviews the effectiveness of implementation; a recent Care Quality Commission (CQC) review within an acute trust has identified the provider-led approach as best practice. More formal review and analysis will be commenced this year as part of PhD studies.

Key findings: Evaluations have taken place with learners and with practice areas to explore how the role is being embedded and utilised to support skill mix. These would suggest that the role is being valued and the development of skills is supporting the workforce, however numbers are small and further work is needed. Further research will be undertaken as the number of Nursing Associates registered increases and the impact on skill mix can be effectively explored. Research will take an ethnographical approach to investigate the interaction between different members of the nursing workforce and how the Nursing Associate role supports care delivery.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- Develop a greater awareness of how true partnership between providers and higher education institutes can promote effective learning.
- Consider how a provider-led education programme supports the embedding of a role into practice.
- Explore how an innovative approach leads to increasing confidence and emotional resilience in preparing to undertake a new role.

References:

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Keywords: Nursing Associate, Partnership, Educational Quality.

6Ciii, 14:00 - 15:20, 2 September 2021

Issues for debate paper

Are students adequately prepared for graduate practice? An exploration of the wellbeing of newly qualified Registered Nurses

Brenda Munro, States of Guernsey

Promotional abstract: The global shortage of nurses demands effective strategies to improve recruitment, reduce attrition and improve the wellbeing of the existing nursing workforce. The transition from student nurse to registered practicing nurse has been recognised as stressful. Alarming reports of early career stress and burnout leading to the attrition of 20% of newly qualified Registered Nurses (Kelly *et al.*, 2017) would appear to suggest that student nurses are not adequately prepared for graduate practice. The wellbeing of newly qualified nurses will be explored and the implications for practice will be debated.

Key concepts to be addressed, including, where possible, the international relevance:

This paper will provide an opportunity to debate the factors affecting the wellbeing of 21st

Century student nurses as they make the transition from student nurse to graduate practicing nurse. The key concepts of stress, burnout, psychological capital, transition shock, horizontal violence in the workplace and wellbeing, within the first year of practice, will be explored. The role of the employing organisation in generating an ethical climate and culture which facilitates staff wellbeing, to ensure quality patient care through the effective transition and retention of newly qualified nurses will be presented for further debate.

Aim(s)/focus: The aims of the paper are to:

- Provide a brief overview of an effective healthcare system based on health systems analysis.
- Present the findings of a small study exploring the wellbeing of newly qualified Registered Nurses, within the first eight months of taking up post, in a local health service.
- Explore the key factors which affect nurses' wellbeing as they make the transition from 21st Century student nurse to graduate practicing nurse.
- Debate the role of the employing organisation in generating an ethical climate and culture which facilitates staff wellbeing.

Evidence base and literature informing the arguments: The paper is underpinned by a wide range of literature including: Literature relating to wellbeing, health systems analysis, transition theory. See references.

Issues for debate: Issues for debate will include:

- Reports of early career stress and burnout leading to the attrition of 20% of newly qualified Registered Nurses would appear to suggest that student nurses are not adequately prepared for graduate practice.
- High levels of 'study burnout' during the Nursing programme can have an impact on ability to learn, resulting in 'competence crisis' and poor psychological wellbeing.
- How do we prepare our students for graduate practice?
- How do we provide support to enable them to develop and maintain their wellbeing as they transition from 21st Century student nurse to graduate practicing nurse?

Three key points to indicate how your work contributes to knowledge development within the selected theme:

1. 21st Century student nurses need to be prepared for graduate practice. The transition from student nurse to registered practicing nurse has been recognised as stressful, leading to burnout and attrition.
2. The paper explores the key factors, as identified through a small study, which affect nurses' wellbeing as they make the transition from 21st Century student nurse to graduate practicing nurse.
3. The paper will consider the support 21st Century student nurses need to develop and maintain their wellbeing to reduce attrition and facilitate transition into the practice environment.

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Keywords: Wellbeing, Transition Shock, New Graduate Nurses.

6Civ, 14:00 - 15:20, 2 September 2021

Research paper

Nursing Associates: An exploration of the perceptions, workforce contributions and future aspirations of a new registered healthcare professional group through the lens of systems theory

Dr Pauline Morgan and Dr Neil Summers, The Open University

Promotional abstract: The first Nursing Associates (NAs) entered the Nursing and Midwifery Council's (NMC) register in 2019. To date, there has been only a small number of studies exploring how the role is perceived in practice and the formation of the professional identity of the NA (Kessler *et al.*, 2020; King *et al.*, 2020). This provided an opportunity to contribute to this emerging field of research. The study and research findings will be explored in this session.

Background, including underpinning literature and, wherever possible, the international relevance of the research: The first NAs entered the NMC register in 2019. To date, there has been only a small number of studies exploring how the role is perceived in practice and the formation of the professional identity of the NA (Kessler *et al.*, 2020, King *et al.*, 2020). This provides an opportunity to contribute to this emerging field of research.

Aim(s) and/or research question(s)/research hypothesis(es):

- To explore the rationale behind the participants' commitment to undertake the NA programme along with any changes in perception of the NA qualified role as perceived by the NA of the wider MDT workforce.
- To gain insight into the future career development and career pathway routes that NAs would like to aspire to post qualification.
- To determine how the England NA role and experiences compare to international equivalents.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: The sample will comprise Open University (OU) trainee Nurse Associates (TNA) and Nurse Associates in the South of England. This is an exploratory study using a mixed-methods methodology guided by a conceptual framework based on ecological systems theory, using a predominately qualitative approach. The project will explore the professional role identities, how they feel they are perceived by patients and other healthcare professionals and future career aspirations of NA's through questionnaires and focus groups. Data will be collected via an online survey (n = 50) and online recorded focus groups (n =24). Data analysis will employ NVivo The literature review will enable international comparisons.

Key findings and recommendations: The findings will provide insight into how this role is impacting in practice, provide evidence to allow comparison to similar roles in an international context and create opportunities for further collaborative research including identification of potential case studies. The findings will be of interest to other higher education institutions and Health and Social Care providers.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- Greater understanding as to how the NA role is embedding in practice.
- Provide insight if the future career aspirations of NAs.
- Compare the role of NAs in England with similar international roles.

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Keywords: Research, Nursing Associates, Systems Theory, Nursing Workforce.