



Nursing and Midwifery Capability and Self Development Framework

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Government
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SA Health

Nursing and Midwifery Capability and Self Development Framework

SA Health in the commitment to developing a responsive workforce has, in conjunction with health services and the ANMF (SA Branch) developed a Capability and Self Development Framework as outlined in the current *Nursing and Midwifery (SA Public Sector) Enterprise Agreement*

The Framework establishes the processes and systems to be used by health services and the nursing and midwifery workforce in developing knowledge, skills and competencies that will meet the needs of clients now and in the future. The Framework is intended to be broad, enabling sites and services to tailor the Framework to meet their organisation and workforce direction. The changing South Australian healthcare landscape requires care and service responses built on modern, evidence-based practice and innovation in thinking and design. Approaching health reform in a comprehensive and integrated way is essential to meet the challenges of delivering the right care, at the right time, by the right person, first time.

The Purpose

The purpose of the Nursing and Midwifery Capability and Self-Development Framework is to:

- > Guide nurses and midwives at all levels to continue their professional development within the context of life long learning.
- > Guide health service providers in their development of appropriate and relevant strategies of workforce and professional development.
- > Provide direction and supporting structures to enable the planning and implementation of staff professional development opportunities for career enhancement.

The Aim

Capability development of nurses and midwives requires a Framework that:

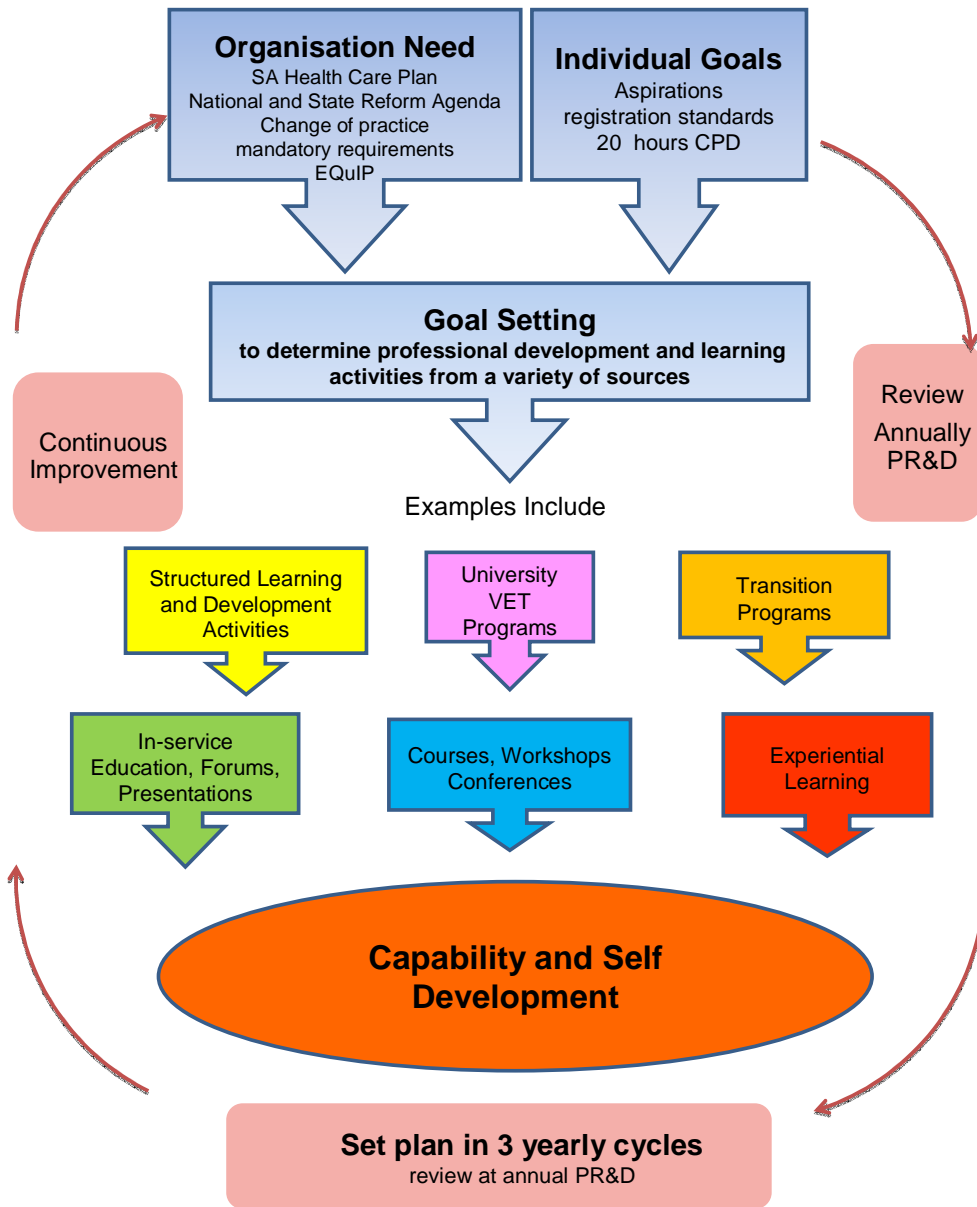
- > Builds individual and group capability to meet the goals of consistently high quality patient/client care.
- > Encourages individuals to pursue career long self-development in their chosen profession (nursing or midwifery), to plan and undertake self-reflection, regular practice/performance assessment, development and professional growth.
- > Ensures that education and learning opportunities provided by SA Health are relevant, contemporary, engaging and regularly evaluated.

Why and How

Responsibility for the development of capability is shared between the individual nurse or midwife and the service in which they practice. The Framework encompasses the following responsibilities:

- > Organisations have responsibility to ensure resources are available and appropriate systems and infrastructures are operating effectively to support this Framework.
- > Nurses and midwives undertaking learning and development activities are responsible to identify their professional goals, create action plans, self-evaluate progress and provide feedback to ensure ongoing relevance, quality content and delivery of education and training.
- > All managers (including those not from a nursing or midwifery background in partnership with a nursing/midwifery professional lead) are responsible for assisting their nursing/midwifery staff to identify development opportunities in line with individual and organisational goals. Planning of learning and development activities is undertaken as part of the performance review and development (PR&D) process.
- > Nursing and midwifery educators have the responsibility to develop and contextualise the learning to the practice setting in collaboration with Nurse and Midwifery leaders. Educators have a pivotal role in fostering a learning culture by designing, developing and delivering education underpinned by contemporary educational theories and practices.
- > Nursing and midwifery leaders share in the oversight and function of the Framework to meet organisational, clinical and professional goals.

Diagram 1: Nursing and Midwifery Capability and Self Development Framework



The nurse or midwife in consultation with their manager chooses relevant learning inputs across each three yearly cycle from a range of learning opportunities available, based on self and organisation direction. These plans can be updated annually as a part of the performance review and development processes. Transition programs occur on employment and when appointed to new roles. Learning and development activities can be from a combination of Clinical, Management, Education, Research and Quality Improvement themes.

Elements in the Framework

Diagram 1 depicts the elements which form the Nursing and Midwifery Capability and Self-Development Framework and these elements are described in more detail below. The Framework is underpinned by the guiding principles from SA Health policy on Continuing Education⁽²⁾, the Competency Outcomes and Performance Assessment Model (COPA)⁽³⁾ and the life based learning model⁽⁴⁾.

Continuously learning: the duration of every nurse and midwife's work life

Learning is a continuous process, not just at the beginning or at key points of every nurse or midwife's working life, but from their first day to their last day of their working life. The Framework proposes that there are annual requirements that a nurse or midwife should undertake to ensure ongoing competence, together with other professional development and learning strategies that should be undertaken across every three yearly cycle of working life. These professional development and learning strategies should be equally weighted to ensure various learning processes are recognised. An example to demonstrate this, a nurse or midwife may undertake tertiary study, whilst another nurse or midwife attends 3 – 4 learning and development activities offered by their service during a three year period.

Links to all classification levels

Professional development and learning activities suitable for each classification level and broad role would be available. They can be a combination of clinical, management, education, research and quality improvement, which will reflect individual and organisational direction.

Professional development and learning activities

The Nursing and Midwifery Capability and Self-Development Framework recognises that capability development involves more than meeting annual mandatory requirements and essential knowledge and skills. Capability development needs to include learning support for nurses and midwives to advance their careers and to have opportunities to develop new knowledge and skills to undertake a variety of roles.

The Framework proposes that a wide range of learning activities should be available for nurses and midwives to expand their area of practice. Professional development refers to skills and knowledge attained for both personal and professional advancement⁽¹⁾. There are a variety of approaches to professional development, including consultation, coaching, lesson study, mentoring, reflective supervision and technical assistance. Professional development can encompass career planning, succession planning, peer support, reflection and critical thinking skills at differing levels in a variety of contexts for example clinical or structured educational contexts.

Examples of currently available clinical professional development and learning activities include:

- > Recognising the deteriorating patient
- > Complexities of pregnancy
- > Diabetes nurse care principles for Enrolled Nurses (ENs)

Examples of currently available professional development and learning activities that support clinical practice include:

- > Peer support
- > Shift coordinator workshop
- > Research skills for clinical practice

Acknowledges formal qualifications

The Nursing and Midwifery Capability and Self-Development Framework recognises a variety of learning opportunities available ranging from experiential learning, organisational based programs as well as formal post registration qualifications such as the Advanced Diploma in Enrolled Nursing, post graduate certificates and diplomas and masters degrees.

Professional development and learning activities can be accessed from a variety of sources and modes of delivery. The frequency, type and format will be dependent on the desired outcome to be achieved. For example, Corey is an Associate Clinical Services Coordinator (AsCSC) in a surgical ward. He participated in an action learning project which examined professional development needs afterhours. As a part of this learning, he has developed an information box which contains communication and research articles relating to surgical care innovations, together with quiz and evaluation tools to assess learning. He was supported by his manager with time and resources. There has been increased communication and the professional development opportunities for staff afterhours in preparation for practice change.

Links to performance review and development

The annual performance review and development (PR&D) plan should be a process for joint planning of learning activities between the manager and the nurse or midwife. This is an opportunity for joint planning and alignment of capability and self development to meet the three (3) year goal or make adjustments accordingly.

Includes a range of transition support programs

Transitioning is described as the individuals self perceived successful adaptation to the profession and work place, confirmed by colleagues and evidenced by the individual's professional knowledge, skills and behaviours⁽⁵⁾. The graduate registered nurse (RN) or registered midwife (RM) support program, otherwise referred to as the Transition to Professional Practice Program (TPPP) is offered widely across SA Health. In future the TPPP will also be available to graduate ENs and post graduate mental health nurses. It is anticipated that other forms of transition support will be provided for nurses or midwives commencing at an SA Health service from interstate, from overseas, and with cultural and linguistic diversity. These programs may vary in length according to requirements.

Additionally, it is proposed that promotional role transition programs be provided on appointment to new classifications such as Advanced Skills EN, Clinical Services Coordinator, Clinical Practice Consultant, Nursing Director etc.

Underpinning principles

The Nursing and Midwifery Capability and Self-Development Framework is designed to be implemented with as many of the education opportunities being based on the following principles.

Access and equity

Education opportunities will be available in a range of levels and modes of delivery in order to allow access to learning from all geographical and practice areas and at all levels of classification.

Learning culture

The Framework will support the development and maintenance of a learning culture in the practice environment. This means that learning is expected and will be supported as a key contributor to high quality nursing or midwifery practice. Organisations will ensure resources are available to support a learning culture.

Building capability

The Nursing and Midwifery Capability and Self-Development Framework is based on a model which acknowledges a practitioner's previous learning, encourages continuing development of knowledge, skill and confidence, and supports consolidation of learning within practice. Appropriate forms of assessment will assist the nurse or midwife to identify the learning which has been achieved.

Relevant and engaging

The Framework proposes that professional development and learning activities will be developed in line with identified practitioner and service requirements. Content and delivery are to be contemporary in delivery modes and engage widely with the nursing and midwifery workforce.

Evaluation and review

Quality mechanisms will be built into the governance of education delivery to meet industry standards. Regular evaluation of programs will be conducted with opportunities for feedback from nurses and midwives and managers.

Organisational and self support

Responsibility for the development of capability is shared between individual nurses and midwives and the health service in which they practice.

Health service managers have responsibility to ensure availability of resources and effective functioning of system infrastructure to support this Framework.

Each individual nurse or midwife, as a professional, has responsibility for engaging in continuous learning and development and could expect to contribute some resource to such learning, particularly in relation to gaining formal post registration qualifications.

What contributes to professional development or a learning activity?

What contributes to professional development or learning should be discussed at local site/service Nursing and Midwifery Professional Development Forum Committee, which meets on a quarterly basis in line with the current *Nursing and Midwifery (SA Public Sector) Enterprise Agreement*. However, in order to allow for flexible alternatives for different types of learning it is likely that each professional development and learning activity, whether a course or one hour presentation will be described as having a certain weighting or an equivalent time value to meet the Nursing and Midwifery Board of Australia *Continuing Professional Development Registration Standard*. For example, a learning activity might involve undertaking a 'scenario' to experience and reflect on a situation with a determination of equivalency to 2 hours of education. Participation in learning within the Framework will ensure that nursing or midwifery regulatory education requirements can be met.

The weighting of professional development and learning activities will be based on outcome, rather than mode of delivery. Clinically based skills can be gained using a variety of methods in a variety of settings.

For example, the skills gained in a simulation centre to maintain clinical currency and to maximise the acquisition and transfer of skills into the workplace are **equally weighted** to those gained from lectures, role play and practical assessment.

The weighting of professional development and learning activities are the same whether expressed in hours or units, as the desired outcome is the same.

How the range of units may be determined

Each health site/unit will be able to utilise this Nursing and Midwifery Capability and Self-Development Framework to inform the current and future needs and priorities for Professional Development. Topics would be agreed on a Network/State wide basis and would engage key stakeholders in this process. The range of topics would be informed by safety and quality, the SA Health Plan ⁽⁶⁾, local health networks, service stream and clinical network requirements.

How the range of units may be delivered

Contemporary workforce learning may include self directed packages, on-line interactive packages, e-learning modules or discussion groups, simulated scenarios, mentoring, activities undertaken within the workplace, projects, problem based learning as some examples.

Examples of how the Framework might apply

Chen is an EN in a rural hospital

Chen undertakes a unit suggested by her Director of Nursing by distance education with three real-time sessions. This unit attracts credit in the Advanced Diploma if she chooses to complete that qualification later.

Milly is a RN in the Medical Ward

Milly has worked part time in the respiratory ward for ten years. In her annual PR&D she decides with her manager to participate in a series of four online real-time discussions with nurses in respiratory wards interstate. Milly then develops 2 learning packages for new nurses orientating to the area. To help her achieve this professional development goal, Milly undertakes learning activities which enable her to write quality improvement learning packages, implement and evaluate learning in the ward setting.

Sam is a Midwife in Birthing Suite.

Sam has been a midwife for 6 years. She has worked in a variety of maternity care settings and wishes to move into Midwifery Education as her next career goal. She identified with her manager in her PR&D, that this goal could be achieved with a formal teaching qualification, as well as by undertaking 'supporting workplace learning' units. These units will develop her clinical teaching skills to enable her to support staff and students, whilst working in her current environment. In addition to the new skills Sam will have developed, she will also feel more confident should the opportunity arise to relieve in the Education Department or to apply for an education position. Sam's manager also assisted in fostering links with tertiary education as well being supported in providing in-service education to peers and students. The plan over the next three years was developed with the opportunity to revisit her progress at the annual PR&D.

Brian is a Mental Health Nurse transitioning to a CPC role in the community.

Brian is a mental health nurse with 12 years hospital experience. Brian has recently achieved a promotional leadership position in the community as a Clinical Practice Consultant (CPC). In the transition to his new role Brian identified establishing and maintaining networks as priority goals to achieve. To assist him, his manager provided him with a transitioning program, which included communication tools, protocols, advocacy guidelines, workshops on developing working relationships and cultural diversity training. His new role required him to manage resources in his area and Brian will undertake the financial management workshop within 6 months. At the next annual PR&D, they plan to incorporate the nurse managers toolkit as a part of the 'High Performance Managers' program. Brian felt supported, adapted to the new role seamlessly, quickly learnt the diversity of the CPC role and fostered positive supportive networks.

Definitions

<p>Capability</p>	<p>Capable people have confidence in their ability to:</p> <ul style="list-style-type: none"> – take effective and appropriate action – explain what they are about – live and work effectively with others <p>Continue to learn from their experiences as individuals and in association with others, in a diverse and changing society.</p>
<p>Competence</p>	<p>Competence: is the need to perceive yourself as being successful in accomplishing a task or activity. There are two components to competence:</p> <ol style="list-style-type: none"> 1. Capability: Having the knowledge and skills to perform and accomplish the goal or task. 2. Capacity: Having the tools, time and resources to use your capabilities effectively
<p>Continuing professional development (CPD)</p>	<p>Continuing professional development is the process by which members of the profession maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives.</p>
<p>Continuous Professional Development Cycle (CPD Cycle)</p>	<p>Continuous Professional Development Cycles involve reviewing practice, identifying learning needs, planning and participating in relevant learning activities, and reflecting on the value of those activities.</p>
<p>Performance Review and Development (PR&D)</p>	<p>Performance Review and Development reflects a continuous improvement approach comprising four interrelated phases of planning, implementation, monitoring and review. It enables the service to engage in formalised dialogue with staff to ensure that their contribution to the organisation is planned for and recognised, and opportunities for improvement and personal development are engaged.</p>
<p>Professional Development (PD)</p>	<p>Professional Development refers to skills and knowledge attained for both personal development and career advancement.</p>

References:

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5. *M Staron, M Jasinski, R Weatherley (2006)*. Life based learning model. A strength based approach for capability development in vocational and technical education. Managed by the TAFE NSW International Centre for VET Teaching and Learning (ICVET). TAFE NSW.
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