

NHS Tayside

District Nursing Pathway Review

Suzie Brown Nurse Director Community/HSCP's
Julie Dunn Clinical and Professional Team Manager
Lisa Stallerbrass Clinical Team Leader (Advanced Practitioner)
Eileen Smith Senior Nurse Primary Care

Background

It is clear that looking to the future District Nurses will be pivotal in providing and delivering care to keep patients at home and support the shift in delivering care to the patient in the right place for them whilst also managing the complexity of a changing demographic. Recently both recruitment and retention within the District Nursing services across the three Health and Social Care Partnerships has presented a challenge.

Aim:

The aim is to design a District and Community Nursing development pathway that is aligned to NES Transforming Roles, enabling the development of a workforce structure that is resilient and robust encouraging the retention of nurses within a community setting.

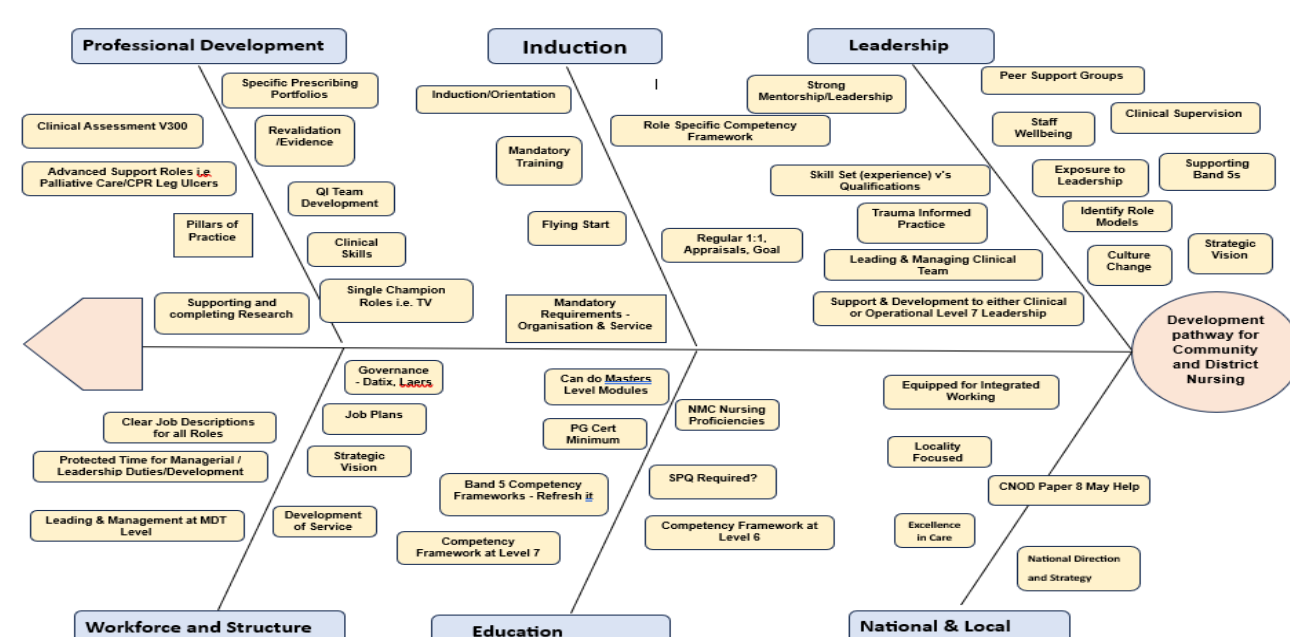
Method:

Led by Nurse Director for Communities and HSCP using a quality improvement and Design Lens.
Supported by Lead Nurse for Quality, Lead Nurse Transforming roles and Lead Nurses for Partnerships.
Collectively identify stakeholders.



Series of facilitated workshops to understand the current situation and identify key priorities incorporating:

- Claims concerns and Issues exercise
- Rose, Thorn, Bud Exercise
- Structure Diagrams
- Process Maps
- Road Map
- Fish bone
- Thematic analysis



Process Change:

Identification of work streams.

- Induction/Orientation
- Professional Development and Education
- Workforce Structure across 3 HSCP's

Work streams created project charters to underpin process. Each group has a lead from within one of the three partnerships and has been supported by the Lead Nurse within that partnership.

Results:

- Generic orientation pack for all levels of staff working within the community completed and currently being tested.
- Agreement reached and flow chart completed for levels of qualification required to work at each level within the career framework.
- A comprehensive list of learn pro's (including clinical skills) completed and out for consultation.
- A competency framework drafted for level 5, 6 and 7 community nurses. To be finalised with work stream, shared with wider group and tested.
- Future Community Nursing model agreed, job titles still to be agreed.
- Generic Job descriptions for levels 5, 6 and 7 are currently being worked upon.

Conclusions:

- A wealth of enthusiasm, drive and tenacity has been demonstrated by those involved.
- The work done is likely to future proof community nursing for a number of years.
- We have come along way to achieving our aim however there is still work to do.
- The work done to date has been received positively by all involved.

Key Learning Points:

- Executive level support has been vital.
- The involvement of a lead quality improvement nurse has offered both support and structure.
- Project has been engineered collaboratively with leads and support which has helped us enhance quality and strengthen process.
- Shared workforce structure across the three partnerships is the most challenging work stream and is going to need continued work by all involved.

Achievements:

- Created a shared vision across the three partnerships.
- Worked to operationalise strategy in a way that people are comfortable with.
- Feedback suggests this has made the service feel valued and cared about.
- The implementation of some early principles have supported an improvement in both recruitment and retention.
- We are well on the way to achieving all that the 3 work streams set out to do.

Next Steps:

- Increase socialisation of the work, sharing broadly.
- Complete testing and implementation.
- Complete job descriptions and take through agenda for change.
- Measure ongoing effectiveness.

Key Reference Material:

- CNOD, Paper 3, 2017, Scottish Government
- CNOD, Paper 7, 2021, Scottish Government
- CNOD, Paper 8, 2021, Scottish Government
- NES, Career Framework for Health, 2010, NES website