Nurse Learning and Development Pathway

Secondment programme
The National Centre for Young People with Epilepsy (NCYPE) is a national charity for children and young people with epilepsy and other neurological conditions.

With over 100 years experience, our amazing 60 acre rural campus and our purpose-built, state-of the-art Neville Childhood Epilepsy Centre, the NCYPE is a great place to work for nurses looking to develop expertise in epilepsy.

We offer a full programme of learning and development for nurses working on our campus. We also provide secondment opportunities for nurses working with other organisations and wishing to advance their knowledge, skills and career in the specialism of epilepsy and associated disorders.

The NCYPE offers:

- Purpose built modern medical assessment, rehabilitation and research facility
- Specialist centre in partnership with the NHS
- Multidisciplinary approach to care
- Onsite accommodation
- Experiential learning in a unique environment
- Access to internal and external training courses, Epilepsy Nurse Specialists, a Childhood Epilepsy Information Service on campus
- Opportunities to undertake multidisciplinary/nursing research

Commitment to learning development

The NCYPE is committed to supporting nurses to continually develop and advance their knowledge and skills. We actively promote a culture that encourages audit, research and evidence-based practice.

This approach is designed to help us provide development programmes for nurses that will improve and enhance epilepsy services nationally and help to meet the needs of 60,000 children and young people with epilepsy in the UK.
Identified programmes

We can provide study days (see appendix 1), masterclasses and regular academic meetings for nurses on the NCYPE campus and access to, and support with, the British Paediatric Neurology Association (BPNA) Paediatric Epilepsy Training courses. Nurses can also undertake the Professional Diploma in Epilepsy Care through the distance learning package with the Leeds Metropolitan University (see appendix 2).

An important element of the programme is the experiential learning through medical and nursing support for the residential students attending St Piers School and the Further Education (FE) College on campus. Nurses also provide support for children and young people under 25 attending the NCYPE for our diagnostic, interdisciplinary and rehabilitation services.

Study leave and training costs

Nurses working for the NCYPE are entitled to 5 training days per year and additional courses agreed through our Personal Development Plan process.

Nurses seconded by their employing organisation will have an individually agreed and costed training programme depending on the period of secondment and specified training requirements.

Pyramid for the NCYPE Nurse Learning and Development Pathway

3-24 months and beyond
Specialist training i.e. Professional Diploma in Epilepsy Care, BPNA PET Course

3-12 months
General care courses and NCYPE epilepsy training

1-3 months
Induction and PDP agreed
About nursing at the NCYPE

The NCYPE is committed to becoming a learning organisation where all nursing staff engage fully in the learning process to develop their skills and thus improve the quality of services offered to the children and young people at the NCYPE. The development programme is to be used by all nursing staff engaged in delivering services at the NCYPE. It will support staff to develop a deeper understanding and practice in lifelong learning. It also supports clinical governance and the process of Clinical Risk Management, enhancing safety in the working environment.

Nursing service
Currently the nursing team provides a service on site 24 hours a day, seven days a week during term time and for 12 hours a day out of term time. This includes emergency cover for all the 200 young people on the NCYPE campus. Nurses are specialists in epilepsy, learning disabilities, mental health, paediatric and general nursing.

The nurse development programme will:
• Support staff to continuously develop and improve their skills
• Ensure that fair and consistent transparent processes are in place for study leave
• Provide a career pathway within nursing at the NCYPE
• Promote excellence and research in epilepsy care and treatment

Appraisal and Personal Development Planning (PDP)
All NCYPE staff are required to participate in an annual appraisal and agree a Personal Development Plan (PDP) with their line manager. (See appendix 3) Performance is regularly reviewed, once every half term, in one-to-one meetings.

In addition all nursing staff are required to participate in clinical supervision as detailed in the NCYPE Clinical Supervision for Nursing Staff Policy (2008).

Setting Objectives
Your line manager will discuss with you any departmental or team objectives for the year ahead. You should look objectively at your job with your manager and decide what you need and want to achieve and then together, you should agree and set your individual objectives for the coming year. You should review and update your objectives during the course of the year. You could do this as part of your regular one-to-one meetings with your line manager.

As a new employee, you should agree and set your objectives by the end of your three month induction period. At this time you should also seek advice and help with any problems concerning your role.
**About Personal Development Planning (PDP)**

Personal Development Planning involves regular review of personal progress through meetings with your manager or team, focusing on:

- What have I learnt?
- How does it support my objectives and my team’s objectives?
- What in my job do I now do differently as a consequence of the learning?

**The PDP should be based on:**

- Addressing any learning and development gaps in your role
- Consideration of the current organisational direction, policy and requirements that affect priorities
- Objectives that you need to meet in your post
- Establishing your preferred learning style
- Identification of possible learning and development opportunities (see appendix 4)

**PDP in action**

Each individual undertakes development as planned with regular one-to-one meetings with your manager to monitor progress - fully documented as future evidence. (see appendix 5)

An evaluation process then occurs when you and your manager:

- Reflect on the effectiveness of the learning and development (see appendix 6)
- Identify how the learning has improved your application of knowledge and skills in the post
- Feed back to the NCYPE on how learning and development could be improved

You then return to the start of the development review cycle and use this to build upon your knowledge and skills.
**Nurse Development Pathway**

The development pathway is for all trained nurses and nursing assistants who work in the health services at the NCYPE. It is anticipated that the programme will take approximately 12-24 months to complete.

Each individual will have a Personal Development Plan which forms the basis of your training and development based on individual learning needs.

It is a requirement that all nurses keep a portfolio of all learning and development activities, which will feed into regular performance reviews. The portfolio can also form part of your requirement for NMC registration.

The development pathway comprises a mixture of on and off-the-job learning activities. Some of these are provided internally by Clinical Nurse Specialists, Consultant Paediatric Neurologists and the NCYPE’s Childhood Epilepsy Information Service. Others are provided externally by local NHS education and other training services or, for example, through attendance at national conferences.

Examples of continuous professional development and core skills and knowledge requirements are outlined below:

1. **Induction**
   
   Mandatory attendance at NCYPE courses e.g:
   
   - Moving and handling
   - Basic life support
   - Food hygiene
   - Infection control
   - Safeguarding
   - Data protection
   - PRICE breakaways and PRICE Part 1

2. **General Care**
   
   - Enteral feeding including managing naso-gastric tubes and gastronomies (Surrey PCT)
   - Wound Care
   - Minor Injuries and Triage
   - IV Infusion (Surrey PCT)
   - Minor illnesses and other health conditions such as: diabetes, asthma
   - Immunisation
   - Ear Care
   - Phlebotomy (Surrey PCT)
   - Medicine Administration (NCYPE Childhood Epilepsy Information Service)
   - Continence including colostomy management (Surrey PCT)
3. Specialist Epilepsy Skills and Knowledge
- Epilepsy and its impact on the child and family
- Psychiatric disorders, learning difficulties, autism
- Assessment, diagnosis, treatment and rehabilitation
- Multidisciplinary working
- Research

4. Leadership
- Training the Trainer
- Mentorship as support for professional practice
- ILM (Institute of Leadership Management) Foundation Certificate

**Timescales**

**Months 1-3**
- Induction – the NCYPE as an organisation, St Piers School, the NCYPE FE College and health services local to NCYPE
- Development of PDP to address priority learning needs

**Months 3-12**
- Carrying out PDP - regularly reviewed once per half term in one-to-one meetings with line manager

**Months 12-24**
- BPNA, Paediatric Epilepsy Training Part 1
  www.bpna.org.uk/pet
- Professional Diploma in Epilepsy Care
  Leeds Metropolitan University
  www.leedsmet.ac.uk/health/courses and see Continuing Professional Development

**Nurse Development Secondment Programme**
Nurses seconded by their employing organisation will have an individually agreed and costed training programme depending on the period of secondment and specified training requirements.

**Fitness to practice**
All registered nurses have knowledge and skills from their training which meet their requirements for registration and fitness to practice. Any further knowledge and skill development comes from engaging in continuous professional development. Individuals need to assure the NCYPE and themselves that they have the skills and knowledge to carry out a new skill or procedure. Summative and formative assessments can be carried out both internally and externally by Clinical Nurse Specialists and other recognised trainers.

For more information please contact:
Hayley Bath, Head of Health Services on 01342 831308 or email hbath@ncype.org.uk or
Kirsten McHale, Lead Nurse, Professional Development on 01342 832243 ext 220 or email kmchale@ncype.org.uk or see www.ncype.org.uk/health
Appendix 1
The NCYPE Childhood Epilepsy Study Day

for nurses (working in schools, paediatrics, community and learning disability teams)

This day is aimed at nurses working with children and young people who want to learn more about epilepsy. It will be especially suitable for school nurses and nurses working in paediatric, community and learning disability teams. It may also be of interest to practice nurses and CAMHS practitioners.

During the day the following topics will be delivered either as a talk or within a workshop.

- Epilepsy basics
- Seizure classification
- Status Epilepticus and emergency treatment protocols
- Misdiagnosis and Non Epileptic Attack Disorder (NEAD)
- Psychological implications of epilepsy and psychiatric co-morbidities
- Social impact of epilepsy and risk assessments
- Devising emergency protocols
- Effect of epilepsy on cognition and behaviour
- Transition/moving on.

All talks and workshops will be delivered by specialists working at the NCYPE.
Appendix 1 contd
The NCYPE Epilepsy Emergency Medication Course

**Epilepsy awareness**
- What is epilepsy?
- The causes of epilepsy
- How is it diagnosed?
- Types of seizure
- Treatment of epilepsy
- Managing seizures
- Status epilepticus
- Psychosocial issues for people with epilepsy, their families and carers
- Sudden Unexpected Death in Epilepsy (SUDEP)

**The administration of emergency medication**
- Indications for using emergency medication
- Treatment options
- Buccal midazolam – properties, dosage, advantages, disadvantages, side effects
- Rectal diazepam – properties, dosage, advantages, disadvantages, side effects
- Consequences of too much drug being given
- Practical demonstration and DVD

**Health and safety issues**
- Risk assessment
- Individual care plans
- The storage and disposal of emergency medication
- Duty of care issues
- Local policies on emergency drug administration
- The importance of privacy and dignity

**Optional**
- Paraldehyde – properties, dosage, advantages, disadvantages, side effects and demonstration

**Assessment Paper**

**Resource pack**
Appendix 2
Internal and external specialist epilepsy course details

British Paediatric Neurology Association
Training Level 1 Course Programme

British Paediatric Neurology Association Secretariat
Bridge House, Harrow Road, Bolton, BL1 4NH
Telephone: 01204 492888 Fax: 01204 493003 Email: info@bpna.org.uk

General Information
This course has been developed to improve practice within childhood epilepsies. It is suitable for all health professionals providing primary or secondary level care for children with epilepsy including: Consultant paediatricians, trainee paediatricians, trainee paediatric neurologists and trainees in neurodisability, consultants in Accident and Emergency and those in training.
This course is recommended (but not compulsory) for those planning to undertake PET2, training nurses in primary care, A&E and paediatrics, neurophysiologists and EEG technicians, general practitioners, especially those with an interest in epilepsy.

Leeds Metropolitan University
www.leedsmet.ac.uk/health/courses and see Continuing Professional Development or contact the Centre Administrator, Tel: 0113 812 5918, Fax: 0113 812 3416, email: ccnsenquiries@leedsmet.ac.uk

Professional Diploma in Epilepsy Care
This Professional Diploma reflects a multidisciplinary approach to healthcare and is designed to meet everyday practice needs and continuing professional development. It is suitable for all qualified health professionals working with people who have epilepsy. It will also appeal to those working in care support services and voluntary sector.

This course was developed in collaboration with Epilepsy Action and the York Hospitals (NHS) Trust, through its specialist unit NeuroEducation. It is a key route for professionals to gain knowledge and skills based on best available evidence to enhance their everyday practice. It has been running for more than a decade and over 300 health, social and voluntary sector professionals have already obtained the Diploma. It is becoming an essential qualification for those who want to specialise in or lead epilepsy services. A principle aim of the course is to enable people to gain knowledge and skills in epilepsy practice. However, the key aim is to apply the knowledge gained from the course into professional practice. The outcome will be enhanced clinical practice; this in turn should result in an enhanced quality of life for people with epilepsy.

Course programme
This is a one-day course, which will be delivered in venues around the UK by paediatric neurologists and general paediatricians with expertise in epilepsy. The day will consist of short didactic teaching sessions and interactive workshops. A course workbook with essential learning material will be circulated to attendees before the course. There will be 36 participants only on each course.
Appendix 3
Personal Development Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>Job Title:</th>
<th>Service/Department:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Development Objective</th>
<th>Development methods/activity</th>
<th>Measure of success</th>
<th>Support agreed</th>
<th>Review of learning</th>
</tr>
</thead>
</table>
| What are you going to do? | How are you going to learn? | How will you know you are successful? | Who is taking responsibility to ensure the development or training activity takes place? | Completed before review
| What have you learnt? | | | | What are you now doing differently? How is your practice different from what you have learnt? |
## Appendix 4
### Learning and Development categories

<table>
<thead>
<tr>
<th>Learning and development categories</th>
<th>Types</th>
<th>Examples of learning and development activity</th>
<th>Anticipated learning/practice outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and development at work</strong></td>
<td>• Learning from others</td>
<td>• Being shown or taught by a colleague e.g. IT&lt;br&gt;• Receiving coaching&lt;br&gt;• Being mentored</td>
<td>• Building knowledge&lt;br&gt;• Developing skills i.e. people management, financial planning&lt;br&gt;• HR practice</td>
</tr>
<tr>
<td></td>
<td>• Reflective practice</td>
<td>• Supervision - professional, clinical, critical incident reviews</td>
<td>• Changes in practice, self awareness, celebration of learning, project planning skills&lt;br&gt;• Learning about other services/areas, how others work</td>
</tr>
<tr>
<td></td>
<td>• Participating in specific areas of work</td>
<td>• Project work&lt;br&gt;• Learning groups around service improvement&lt;br&gt;• Secondments&lt;br&gt;• Work shadowing&lt;br&gt;• Acting up</td>
<td>• Building and sharing knowledge&lt;br&gt;• Facilitating and teaching skills&lt;br&gt;• Learning theories</td>
</tr>
<tr>
<td></td>
<td>• Learning from developing others</td>
<td>• Coaching&lt;br&gt;• Demonstrating&lt;br&gt;• Teaching&lt;br&gt;• Mentoring</td>
<td>• Increased self awareness and personal effectiveness&lt;br&gt;• Changes in personal practice&lt;br&gt;• Skill and knowledge improvement&lt;br&gt;• Increased confidence</td>
</tr>
</tbody>
</table>

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### Appendix 4 contd

<table>
<thead>
<tr>
<th>Learning and development categories</th>
<th>Types</th>
<th>Examples of learning and development activity</th>
<th>Anticipated learning /practice outcomes</th>
</tr>
</thead>
</table>
| Off-the-job learning and development on your own | • Distance learning  
• Private study | • Structured study material  
• Written assignments  
• Reading journals and books  
• Researching  
• Writing articles and papers | • Knowledge building  
• Improving writing skills  
• Changes in working practice |
| | • E-learning | • Learning on line  
• Searching the net  
• CD-rom based learning | • IT competence  
• Building knowledge leading to changes in practice |
| Off-the-job learning and development with others | • Formal courses | • Learning a language  
• First Aid  
• Manual handling | • Building skills and knowledge |
| | • Scenario-based learning/role play | • Problem solving  
• Chairing meetings  
• Dealing with violence and aggression | • Increasing personal and professional effectiveness |
| | • Learning sets | • Usually identified individuals around a specific topic | • Service development existing or new |
| | • Induction | • Organisation knowledge  
• Health and safety | • Building knowledge and looking after yourself at work |
| | • Conferences | • New knowledge, trends, sharing best practice | • Keeping up to date, networking |
Appendix 5
One-to-one meetings with staff

Regular meetings between staff and managers are useful for everyone concerned. Each person should be clear about the purpose of the meeting e.g. performance review, information sharing and catch up, delegation for work from manager to member of staff.

Other reasons include:

- Opportunity to consult manager for guidance in planning and implementing work and to keep project work or objectives on track
- Support for the member of staff and assurance for the manager that the work is progressing well and is on target
- Enable the manager to identify support and development needs for staff at an early stage and offer appropriate interventions
- Give the manager and member of staff an opportunity to share different perspectives on the organisation
- Build a framework for success, achievement and review

Who does what?
The member of staff needs to:
- Prepare agenda
- Lead the discussion on most items?
- Prepare for each item – asking: What does the manager need to know? What are the anticipated problems? What are my anticipated solutions? What support do I need from the manager in making this work happen
- Feeding back progress on achieving PDP – what’s helping or hindering
- Creating and agreeing a list of actions and delivery dates for both parties
- Keeping a handwritten record of agenda and action points
- Book next session

The manager needs to:
- Prepare agenda
- Give a balance of support and challenge
- Give feedback on performance - help member of staff set goals and develop plan to achieve them
- Follow up with any agreed actions
- Book next session

N.B. If you have to cancel explain why and book another date at the same time.
## Appendix 6
### Reflective Learning Log

<table>
<thead>
<tr>
<th>Reflective Learning Log Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A description of what happened</strong></td>
</tr>
<tr>
<td>There are many different ways to help recall an experience e.g. brainstorming, talking, writing, drawing, acting, mind mapping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection: What was I thinking and feeling?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did I do what I did?</td>
</tr>
<tr>
<td>What were the consequences of my action? What worked well ... and why?</td>
</tr>
<tr>
<td>What did not work... and why?</td>
</tr>
<tr>
<td>• for patients?</td>
</tr>
<tr>
<td>• for myself?</td>
</tr>
<tr>
<td>• for colleagues?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis - What sense or what conclusions do I make of this situation? What sense do I make of this - what do others say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• refer to theory</td>
</tr>
<tr>
<td>• best practice guidelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What have I learnt? About myself? My practice?</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>What will I do differently next time I find myself in this or a similar situation?</th>
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</table>

<table>
<thead>
<tr>
<th>Have I identified specific learning needs to feed into my PDP?</th>
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</thead>
<tbody>
<tr>
<td>Record reflection and learning in portfolio</td>
</tr>
</tbody>
</table>

Schon D 1983- The Reflective Practitioner; pub: NY Basic Books