



# Education strategy and strategic plan 2021–2024

# Introduction

The purpose of the strategy is to set out the ways in which we will meet our aim of delivering HIV education that is world-class. As an Association, we want to promote excellence in nursing care of those with, and affected by, HIV. Furthermore, we want to advance knowledge and skill acquisition among members and non-members of the nursing profession in relation to HIV. Therefore, the ambition of the strategy will give direction to the NHIVNA Education Committee to provide an outline of teaching and learning available to the membership, explore how nurses can progress in the speciality of HIV and how education is linked to HIV competencies. In addition, this strategy can support nurses and other professionals with revalidation to their professional bodies.

***Why do we need an educational strategy for HIV?***  
NHIVNA has education as one of its three tenets for the Association. Education can be delivered in a variety of platforms from online study session, workbooks, educational study days and a national conference. The landscape of HIV care has been challenged over the past few years and it requires a focused approach to ensuring that people with HIV are supported by an educated, evidence-based workforce. The increased development of Integrated services across the United Kingdom has seen increased changes and challenges to HIV care provision. An educational approach to these changes and challenges is required.

This is the first HIV education strategy for NHIVNA and is a result of the work of the education committee. The strategy development has been led by John McLuskey with collaborations from NHIVNA members across the United Kingdom. Initially an away-day was held with members of the Education Committee and Executive Committee to explore current provision and discuss the way forward to identify opportunities for future direction. Following this, NHIVNA members were invited to an Education Strategy Development Event where the participants were able to explore potential content for the Strategy and how this could be delivered. NHIVNA would like to thank the participants for their contributions to the development of the strategy. The outcome of both meetings is what is presented here. It is set out in three parts; the strategy, a strategic plan with actions and the resources needed.

## Who is this document for?

- ▶ NHIVNA Education Committee
- ▶ NHIVNA members
- ▶ Experienced HIV nurses
- ▶ Newly qualified nurses or nurses new to HIV
- ▶ Student nurses
- ▶ Nurses in integrated services
- ▶ Nurses providing care for people with HIV, outside of integrated or specific services

## ***With thanks to the following for their contributions to this document:***

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# Part 1 - Strategy

Our approach is to provide a link between education (including education for the non-specialist), NHIVNA competencies, research and revalidation to deliver strategy that is fit for purpose. This is required because the changing nature of how people live and age with HIV and how treatment and care is both commissioned and delivered. Therefore, this strategy serves three groups: the NHIVNA education committee, NHIVNA members and non-NHIVNA members.

## Overall aims

- ▶ To provide a framework of continuous professional development from novice to expert in HIV nursing
- ▶ To explore solutions to the educational needs of the workforce through a variety of routes/options
- ▶ To vision the changing educational landscape to future-proof workforce sustainability
- ▶ To improve quality, outcomes and value for people living with HIV through education and competencies

## There are five objectives set out in this strategy

- 1** To create a programme of continuing professional development for HIV nurses and other professionals
- 2** To evaluate existing education resources provided by NHIVNA
- 3** To explore ways of working with other providers of HIV education to ensure an integrated model of education
- 4** To work with colleagues in research and practice to review the effectiveness of education resources and developments
- 5** To contribute to the development of an evidence-based workforce

Figure 1: The five stages of clinical competence

# nhivna

## novice

Has basic knowledge and understanding of HIV and its impact on health and well-being

## beginner

Has an understanding of the impact of health beliefs on self-management of HIV, including adherence to medication and onward transmission risk

## competent

Contributes to assessing the health and well-being needs of individuals with HIV and plans how to meet those needs

## proficient

Assesses health and well-being needs of individuals with HIV and develops, monitor and reviews plans of care to meet specific needs

## expert

Assesses complex health and well-being needs of individuals with HIV and develops, monitors, reviews and leads plans of care to meet those needs

## A strategic framework... from novice to expert

For our members, we have used the work of Benner<sup>1</sup> as our framework to support educational development (*Figure 1*). Benner's theory proposes that expert nurses develop skills and understanding of patient care over time through a proper educational background as well as a multitude of experiences.

<sup>1</sup> Benner, P. (1984). From novice to expert, excellence and power in clinical nursing practice.

## Part 2 - Strategic plan - making it happen

### NHIVNA education committee

The role of the NHIVNA education committee is to continue to provide its members, as well as other healthcare professionals and affiliated partners working in HIV, with an academic and educational forum for the dissemination of original nursing research in the field of HIV.

NHIVNA presented its first National Research and Development Strategy for HIV nurses for 2019–2024. Within the Research and Development Strategy three key themes were identified: Healthcare delivery; Patient experience; and Developing the workforce. To ensure cohesiveness across NHIVNA this strategy will continue to focus on these themes.

*Table 1* demonstrates how we have linked healthcare delivery, patient experience and developing the workforce with education, practice and research. It is the role of the committee to ensure that we have a competent sustained workforce that improves patient outcomes and quality of care. It also provides examples of how the education requirements may be tailored.

*Table 1. Examples of actions to consider in educational development*

Healthcare Delivery	Patient experience	Developing the workforce
Back to basics – resources for individual new to HIV or with limited experience	Ensure educational developments include people with HIV	Review NHIVNA HIV Competencies in changing landscape of HIV nursing
Supporting NHIVNA members to engage with educational materials, including Nursing Journal publication	Explore education resources that focus on specific requirements of people with HIV e.g. mental healthcare, including drugs and alcohol, chemo use, survivor-guilt and long-term conditions	Consider the engagement with student nurses, newly registered nurses and those new to HIV
Creating best practice guidance and policies, in conjunction with individuals with HIV	Explore educational activities that help to reduce stigma for people with HIV by reaching a wider workforce.	Engage with services managers, commissioners and stake-holders to horizon scan for future development so service need requirements
Encourage NHIVNA members to publish in more general publications with a NHIVNA badge attached.		Engaging with other organisations to develop and deliver educational activities e.g. BPS, BHIVA, etc.

## The aims of the education committee are to...

- ▶ address the communication and support needs of nurses to assist in the promotion of best practice in the care of people with HIV
- ▶ advance education amongst members of the nursing profession about good nursing practices
- ▶ promote improved standards of nursing care of people with HIV
- ▶ work with other NHIVNA committees to support research into the promotion of nursing skills and publish the results of such research for the benefits of the public

## NHIVNA Members

Currently there are a number of benefits for NHIVNA members with regards to education:

- ▶ NHIVNA HIV Nursing Modules
- ▶ NHIVNA Academy
- ▶ NHIVNA Study Days
- ▶ NHIVNA Annual Conference
- ▶ Nursing Journal
- ▶ Awards, Grants and Scholarships

More importantly, it provides a forum for sharing ideas and experiences to create a network of individuals who can be contacted to provide support with educational enhancement.

## Non-NHIVNA Members

Non-NHIVNA members can access many of the educational resources provided by NHIVNA but there is usually a stipend for all activities. Study days and conferences incur a higher cost for non-members.



# Part 3 – Resources needed

This section is not just about what we can do with the responsibility of the finances we have, but also a place where we can identify future funding bids. It is therefore divided into three areas:

- 1) who currently pays for what in HIV education and training
- 2) where we can increase spend or redistribute investment and
- 3) where new money is required to achieve our aims

## 1: Current expenditure

- ▶ Undertake an audit to establish where funding is sourced for educational resources developed by NHIVNA
- ▶ Engage membership to evaluate existing resources and survey what they feel are priorities for education going forward
- ▶ Establish a detailed action plan for moving NHIVNA Education forward. Be specific about actions, timescales, people, time and cost

## 2: Potential expenditure:

- ▶ Explore potential for expanding methods of delivery. This may require increased spend or to refocus spend distribution:
  - E-Learning
  - MOOCs – Massive Open Online Courses
  - Generation of Slide Sets for use by members
  - Continuing Professional Development Articles
  - Promoting and developing educational podcasts
  - Masterclasses
  - Study days
  - Conference

This list is not exhaustive and the committee and members should keep abreast of educational developments and delivery modes.

- ▶ Explore potential costs and training required to offer different delivery methods
- ▶ Create a directory of individuals who may be able to assist with resource development

## 3: Future opportunities and threats:

- ▶ Consider where new monies may be required to achieve the aims of NHIVNA
- ▶ Explore potential collaborations with affiliated organisations to create a structured approach to future HIV education
- ▶ Actively seek funding opportunities for developing HIV educational resources

