

# RCN UnionLearn Project 2016-2017

*Andrew Tumilson*

*Senior Nurse & Accredited RCN Learning  
Representative*

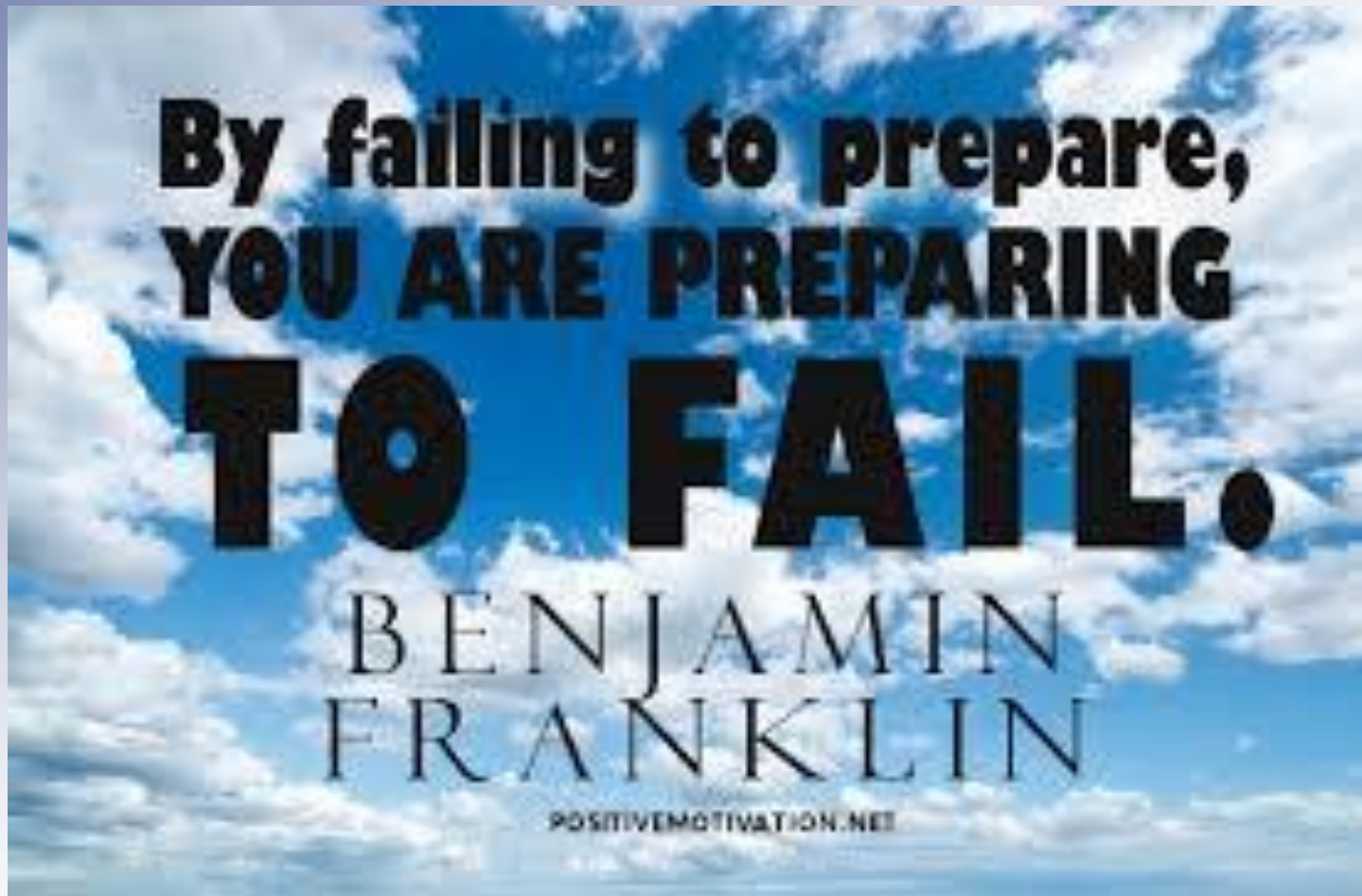
# RCN UnionLearn Steering Group

- Rita Devlin- RCN Head of Professional Development
- Dolores McCormick – RCN Senior Professional Development Officer
- Joy Ireland – RCN Business Manager
- Sindy King- Senior Nurse, SEHSCT & Accredited RCN Learning Representative & RCN N.Ireland Learning Rep Chair (till Nov 2016) Francis Lavery, Accredited RCN Learning Representative RCN N.Ireland Learning Rep Committee Chair (Nov 2016 – Present)
- Andrew Tumilson- Senior Nurse, Accredited RCN Learning Representative
- Cathy Pugh- RCN Learning & Development Facilitator
- Karen Edwards – Registered Manager, Phoenix Clinic
- Janet Montgomery, Learning Representative, Northern Branch

# Project Aim

- *“Promoting Lifelong learning opportunities for healthcare assistants, and supporting nurses and HCAs who wish to improve their English Language Skills in Healthcare settings”*

# Getting Organised



# Aims/Objectives

- To train, recruit and retain Union Learning Representatives from both NHS and Independent Sectors
- To encourage learning opportunities to flourish for all members of the nursing family (Nichols and Campbell, 2010)
- Provide 2 workshops to support Accredited Learning Representatives to develop skills in negotiating Learning Agreements with Employers within the NHS and Independent Sector
- To establish new Learning Agreements with Independent & NHS Employers whom there has been no previous agreements
- Work with Bryson House Intercultural Project in relation to delivering a Programme “Improving Your English within Healthcare Settings”
- There was an identified gap recognised by the RCN that required action

# WHY the Need?

- Vacant Nursing Posts in N.Ireland currently is 2,000 (March 2015, DHSSPSNI, Northern Ireland Assembly, 2016, RCN, 2017)
- 920 posts in HSCs (5 HSCs) and 1080 in the Independent Sectors
- Poor Workforce planning locally and globally (Delucas, 2014; Ohr et al, 2014)
- Recruitment from International regions can lead to local cultural communicational changes – local specific medical & nursing terminologies (Tan and Alpert, 2013)

# WHY the need ?

- Inappropriate hospital admissions from community settings (Gott et al, 2013)
- Educational opportunities are often limited in the Independent sector due to financial constraints (Rosser, 2015, Willis, 2015)
- This project aims to break some of the barriers identified, promote change, improve communication and improve professional, social and cultural adherence alongside diversity within the Nursing family (Ohr et al, 2014)

# Demographics

- The programme commenced on 13<sup>th</sup> October 2016
- Duration 10 weeks
- Held once weekly last 3 hours
- Location: Massereene Manor, Hutchinson Care Home, Antrim
- Tutor: Janet Robinson
- Learners: 22 in total commenced the programme
- Course was accredited by the Open College Network Northern Ireland (OCNNI)
- 17 Students completed the course. All of these students represented the Independent sector
- Students came from Romanian, India, Latvia and Philippines
- Note recruitment drive from Overseas's



# Course Content

- 10 weeks in total
- In week 4-5 there was an assessment (Face to Face, role play) and in Week 9-10 there was an assessment (Listening and Role Play) for students
- Continuous note taking throughout the program
- Communicating in different cultures
- Communicating at work
- Types of communication
- Communicating with visitors
- Talking to people
- Listening to people
- Handover 1 & 2
- Dealing with difficult situations i.e End of Life Care, Acute Medical Emergencies

# Learning Outcomes

- Be able to speak, to be heard and understood
- Be able to ask work-related questions in a health and care setting
- Be able to respond to work related questions in a health and care setting
- Be able to communicate information in relation to a health and care setting
- Be able to participate in work related discussions
- Understand spoken information in work related situations

# Assessment Criteria

1. Use appropriate stress, intonation and pronunciation
2. Demonstrate how to ask appropriate questions and requests
3. Demonstrate how to give answers on work related questions
4. Apply good use of grammar
5. Demonstrate effective presentation and sequencing of information in relation to a health and care setting
6. Contribute, listen and respond to a range of work related discussions
7. Give opinions and explanations for own opinion
8. Demonstrate how to include others in discussion
9. Listen and respond appropriately to a range of information
10. Use phrases to clarify understanding

# Learning Styles

- Interactive between tutor and students
- Students worked in pairs and completed group-work
- Part of the course was teacher led
- There was an element of independent learning
- Use of workbooks, audio sets and role play
- (Raymond Murphy – English Grammar in Use, Fourth Edition, Cambridge University Press, July 2015)

# Topics on the course

- Speaking to patients/relatives
- End of life care
- Consent
- Resuscitation
- Dementia
- Nutrition and Hydration

# Course Evaluation

- 100% of the students felt this programme was successful in achieving the key objectives alongside the style of facilitation used throughout the programme
- 92% felt more confident in their ability to communicate in English



**LIFE IS LIKE**

*riding a bicycle.*

TO KEEP YOUR  
BALANCE,

*You must keep*  
***moving***

Since 1879

# Facilitation Feedback from Students

- “I enjoyed full programme. I developed myself and my working area thanks to this course”
- “Janet is one of the best tutors I have had”
- “I would do the English course again”
- “Great teacher”
- “This programme helped me to improve my vocabulary and to know who I should ask for help. Also I meet new people and made friends here”
- “Very interesting, learning very supportive”



# Feedback – Areas for Development

- “The course was good for speaking but I need more writing classes”
- “Very good programme but too short”
- “For the next time it will be more useful if the training would be somewhere close i.e. Belfast”

What was the most significant learning outcome for you?

- “All of the information was significant”
- “It helped me to develop my vocabulary”
- “I start understanding the conversation”
- “The most important that I learnt is that I never will be shamed that I don’t know something and it’s better to ask twice instead, than to do a mistake”
- “Medical language”
- “Speaking and reading”
- “The grammar”

**Laughing is the  
best medicine.**



**But if you're  
laughing for no  
reason, you need  
medicine.**

[GIFSec.com](http://GIFSec.com)

**“LANGUAGE IS TO THE MIND MORE THAN LIGHT  
IS TO THE EYE.”**

**WILLIAM GIBSON**

 Litchack Quotes

# References

- Learning Agreements –the benefits for independent healthcare sector employers: Working in partnership to protect and promote learning in the workplace  
Publication Code: 004 252
- Willis, G (2015) Raising The Bar. Shape of Caring: A review of the future education and training of registered nurses and care assistants. Health Education England
- <https://www.dhsspsni.gov.uk/news/northern-ireland-health-and-social-care-workforce-vacancies-%E2%80%93-march-2015>
- Northern Ireland Assembly 13/12/2016

# References

- Nichols, J and Campbell J (2010) Experiences of overseas nurses recruited to the NHS. *Nursing Management* Vol 17 Sept 2010 pg 30-35.
- Gott, M; Frey, R; Robinson, J; Boyd, M; O'Callaghan, A; Richards, N and Snow, B (2013) The nature of, and reasons for, "inappropriate" hospitalisations among patients with palliative care needs: A qualitative exploration of the views of generalist palliative care providers. *Palliative Medicine* 27 (8) pg747-756.
- Tan, A. R and Alpert, T. P (2013) A teaching intervention to improve the self-efficacy of internationally educated nurses. *The Journal of Continuing Education in Nursing* Vol 44 No. 2 pg 76-80..
- Ohr, O, S; Jeong, S; Parker, V and McMillan, M (2014) Organizational support in the recruitment and transition of overseas- qualified nurses: Lessons learnt from a study tour *Nursing and Health Sciences* Vol 16 pg 255-261.
- Delucas, C, A (2014) Foreign nurse recruitment: Global risk. *Nursing Ethics* Vol 21 (1) pg 76-85.
- Rosser, E (2015) *British Journal of Nursing* Vol 24 (10) pg. 548.