Curriculum development and the changing role of the nurse in society

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September 2010 Standards for Pre-Registration Nursing Education

- All new programmes must follow these standards and be at least at degree level by September 2013
- 50% practice and 50% theory
- Nurses need to be able to practice across care settings and to be leaders at the point of registration
- Register in one of four fields of practice: adult, child, mental health, learning disabilities
Generic and field competencies

• Core generic competencies which nurses in each field of practice require

• Field specific competencies becoming increasingly important over the 3 year programme

• Students encouraged to be critical thinkers and to be able to work under indirect supervision in the third year
Practice learning

- Hubs and spokes
- The hub is an identified practice area in which the student and mentor are based for a trimester (12 weeks) and may be in an acute, intermediate, or longterm/community setting
- The student has planned shorter learning opportunities beyond but related to the hub called spokes
Curriculum development

- Needs to involve stakeholders throughout including Trusts and mentors
- Service user engagement essential within curriculum development and within the programme
- Give students a sense of belonging in the university (role of Experience based learning groups) and in practice (the hub mentor)
- Structure of the programme facilitates students linking theory to practice and consolidating learning in the third trimester
Features of the SNM programme

- Students attend university one day a week in the first two trimesters with consolidation of practice learning in the third trimester
- Experience based learning groups provide a small group environment which occurs monthly throughout the programme
- Student effort is acknowledged and guided/independent study is given credit. Students are given support with independent study in the first year but this decreases over the three years
Support for students

• Personal tutors linked to the student grouping of the EBL’s
• Practice liaison lecturers
• The EBL groups
• Student services
• Principal lecturer with role supporting students with health challenges under the Disability Discrimination Act
Opportunities for students

• Field specific and generic module to enable students to share perspectives and to identify the unique aspects of their field of practice
• Inter-professional learning and working opportunities
• 7 optional modules in the second year including the opportunities for a short or extended international elective.
Teaching and learning resources

• Use of e-learning and assessment
• Clinical skills rooms with SIM adults and children
• Use of OSCE’s
• Opportunities to use the flat - a home learning environment for simulated learning for community practice
Changing context of healthcare

- The curriculum needs to be sustainable to enable graduates to have the skills and knowledge to adapt to the changing context of health care
- Community and public health are increasingly important for nursing practice
- Acute settings likely to become larger and more specialised
- Move to nursing patients in single rooms rather than in bays
Nurses as upholders of care standards

- The new standards expect graduate nurses to be critical thinkers able to challenge practice and to think creatively.
- User feedback emphasises the importance of nurses’ communication skills.