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A Nurse Education Workforce Fit for Purpose?

### Original Citation

Topping, Annie and Taylor, Julie (2010) A Nurse Education Workforce Fit for Purpose? In: 2010 GANES 2nd International Conference for Nurse Educators, December 2010, Washington, DC, USA. (Unpublished)

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# A Nurse Education Workforce Fit for Purpose?

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Director of Centre for Health & Social Care  
Research

**Julie Taylor, Head of Strategy and  
Development (Abuse in High Risk Families)**

# HISTORY

- The Sister Tutor
- The Registered Nurse Tutor
- The Pioneer Academic Nursing Departments
- Project 2000 and the Graduate Nurse Teacher
- Shift to Higher Education (1995)

# Quality Standard

“ The NMC expect programme leaders and the majority of teachers of nursing and midwifery within an approved education institution to have undertaken an NMC approved programme of teacher preparation and to have recorded their qualification with us.

(9/12/2009 Ref: 496835<sup>1</sup>)

1. <http://www.nmcuk.org/Documents/EdandQA/RecordingOfTeachingQualification2009.pdf>

# Higher Education in the UK

- Learning and Teaching
  - Rankings
  - Student Experience Survey
- Research and Scholarship
  - REF/RAE

# Profile of a traditional academic

- Undergraduate Degree (age 21)
- PhD (age 25)
- Entry as Lecturer post-doc
  - Postgraduate in-service teaching certificate
  - In-service research supervision training
- Potential Career trajectory to Professor

# Profile of a nurse academic

- Initial Registration
- Post registration clinical practice and CPD
  - Learning and Assessing Course
- Entry as Lecturer/Senior Lecturer (Salary gearing)
  - May have Nurse Teacher Qualification otherwise will undertake PGDip/MSc Education
- PT Doctorate (up to 6 years)
  - In service Research Supervision training

# Percentage of academic staff with doctorate qualifications

(source Jackson C 2007 CCAWI/UoLincoln adapted from a CoD N&AHP survey)



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PROFESSION	% academic staff with doctorates (04-05)
Medicine (SL and above)	100
Orthoptics	43
Dietetics	42
Speech and language therapy	33
Prosthetics and orthotists	20
Nursing and Midwifery	19
Physiotherapy	15
Occupational Therapy	10
Podiatry	10
Radiography	6
Paramedic	0
Operating Department Practitioner	0

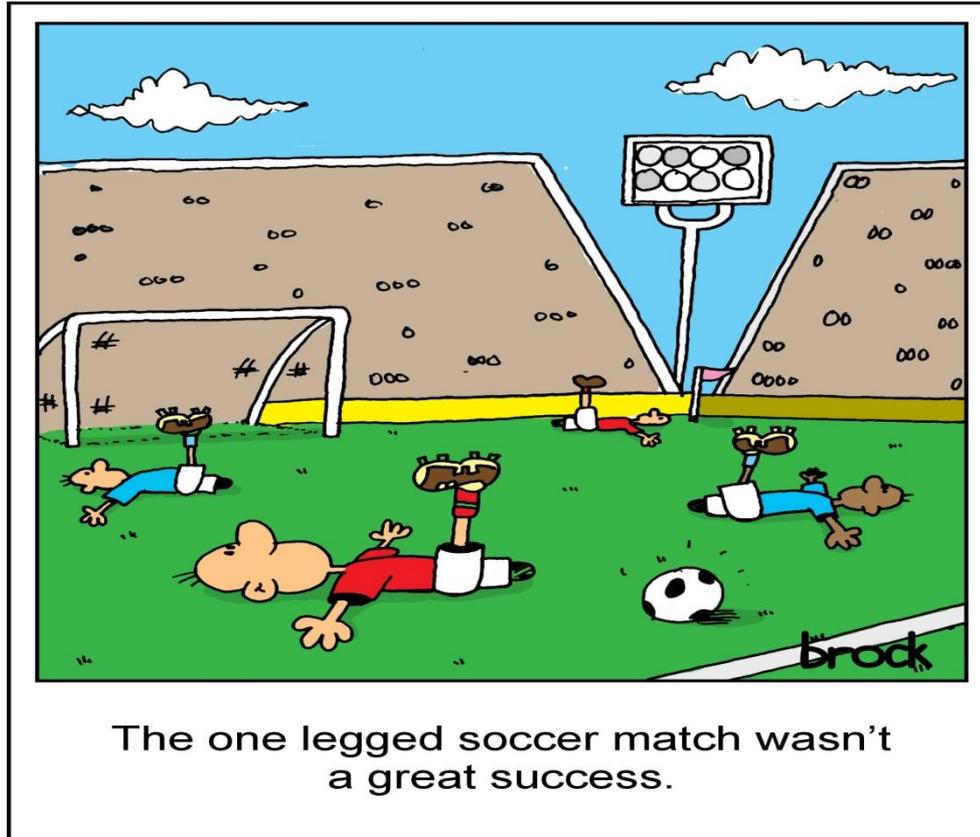


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# Workforce capacity & capability for higher education

- Length of time and age
- No clear clinical academic pathway
- History of (any)research activity for award
- Lack of clarity about skill set for HEd
- Lack of understanding about research and education systems/infrastructure
- The relationship with the field - Outsider status of HEI to NHS

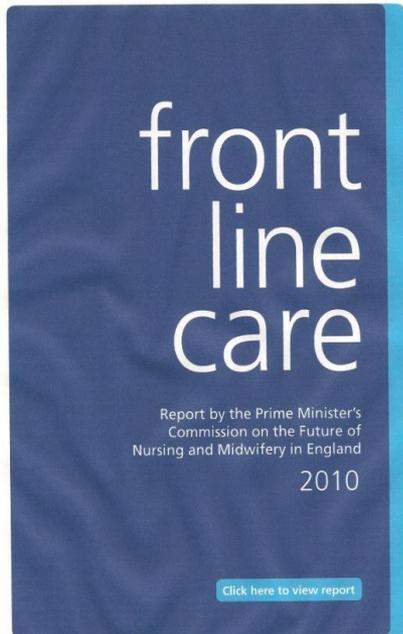
# Consequence



# The Prime Minister's Commission on the Future of Nursing and Midwifery in England



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## “ Integrating practice, education and research

Urgent steps must be taken to strengthen the integration of nursing and midwifery practice, education and research; develop and sustain the educational workforce; facilitate sustainable clinical academic career pathways; and further develop nurses' and midwives' research skills ”

(2010:7)

# Next Generation



Standards for  
pre-registration  
nursing education

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Inspiring tomorrow's professionals



# The public can be confident that all new nurses will:

- deliver high quality essential care to all
- deliver complex care to service users in their field of practice
- act to safeguard the public, and be responsible and accountable for safe, person-centred, **evidence-based nursing practice**
- act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and **processes to maintain and improve standards**
- practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively
- act on their understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing
- seek out every opportunity to promote health and prevent illness
- work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared
- use leadership skills to supervise and manage others and **contribute to planning, designing, delivering and improving future services.**

# Graduateness

*“to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant . . . to fill any post with credit and to master any subject with facility.”*

(Newman 1986:135 [lectures originally presented in 1852]).

# Graduates have ....

an ability to deploy accurately established techniques of analysis and enquiry within a discipline and demonstrate and apply the methods and techniques that they have learned to:

- review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out project
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. (QAAHE 2008)

# Opportunity ?

- Economic Austerity
  - Reduced commissions
  - Competitive higher education
  - Reduced employment opportunities
  - Diversification to increase revenue
- Graduate entry to registration
- Redesign of health care delivery

# Changing the demography



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- Entry post doc?
- Reduced support for PGR in education for staff?
- Preference clinical research and scholarship?
- Institutional specialisation in research and scholarship
- Expose students to research based teaching by research active teachers?
- Exposure during any award to research active teams?
- Reinforce connection between research, practice & education
- Integrate research in nursing careers/job descriptions so fit for purpose as educators?