The Faculty of Health, Social Care & Education
at Anglia Ruskin University

Ruth Jackson – Director, Postgraduate Medical Institute
Future Context of Healthcare

- Increased public expectation
- New drugs and technologies
- Demographic trends
- Availability of workforce
- Changing lifestyles
- Wider determinants – poverty, environment, world economy
- Global healthcare challenges
Health & wellbeing

Elective, urgent and critical care

Continuing care and support
**Elements:**
- Public Health
- Mental Health promotion
- Community development
- Health Education
- Health Protection
- Health screening and so on

**Current workforce context:**
- Likely to include some aspects of practice nurse roles, maternal and child care, health visiting and occupational nursing services and include community development initiatives such as Sure Start.

**Future workforce characteristics:**
- Community development activity, tackling inequalities, delivery of ‘wellness’ care, screening and health education knowledge of population demographics and epidemiology.
Elements:
- Elective surgery
- Critical interventions
- Crisis intervention, rapid response and emergency care

Current workforce context:
- Likely to include accident and emergency nursing, some aspects of treatment room nurses, day procedure, acute care at home teams (ACAHT), general medical wards, mental health intensive and high dependency care, critical maternity intervention

Future workforce characteristics:
- Technological know how, safety and quality practices, early recognition capacity and critical intervention skills
Continuing Care and Support Zone

**Elements:**
- Care of children with complex needs
- End of Life care
- Severe and enduring mental illness
- Chronic disease management
- Dementia services and challenging behaviours

**Current workforce context:**
- Likely to include palliative care nurses, respiratory nurse specialists, community psychiatric nurses, cognitive behavioural therapists, stroke nursing services and district nursing services

**Future workforce characteristics:**
- Self-care promotion, technological application, co-ordination of care, information management, end of life care and so on
- Develop a competent and flexible workforce
- Update career paths and choices
- Prepare nurses to lead in a changed healthcare system
- Modernise nursing and nursing careers
New nurses must be enabled to care even more effectively:

- In a complex and diverse society where social inequality exists
- Inside and outside hospital and across health and social care
- For an increasing older population
- For those with long-term conditions
- In supporting lifestyle changes
- Using disease prevention and health promotion interventions
New nurses must be enabled to care even more effectively:

- By treating patients as partners in healthcare and maximising choices
- Through the use of technological advances
- Providing value for money and quality care
- In new and emerging roles which cross professional boundaries
- As leaders and members of multidisciplinary teams
In the UK there has been Government drive towards an all graduate profession

At Anglia Ruskin University we run 3 routes:

- BSc (Hons) Nursing (Adult)
- BSc (Hons) Nursing (Child)
- BSc (Hons) Nursing (Mental Health)

Entry Criteria:

- 3 GCSEs (inc Math and English, science plus 2 A levels or equivalent
- Literacy and numeracy testing
Structure of the Programme

– Three modules per year:
  2 theory modules of 30 credits
  placement module of 60 credits

– Progression points at the end of each year.

– First modules of years 1 and 2 will be based in the University focusing largely on the development of essential skills and knowledge for practice.

– 50% theory and 50% practice over the programme.

– Placements will be in both the community and in-hospital settings within each year.
Teaching Strategies

♦ Induction
To include study skills appropriate to each year and professional expectations

♦ Lectures
More heavily weighted in the theory modules

♦ Skills/simulated skills
A greater number of skills hours to ensure students are well prepared for practice – 60 hours in module 1
Skills will be contextualised to each field of nursing e.g. observations on an adult, child, person with a mental illness, and person with a learning disability

♦ Facilitated group work
To include tutorial for assessment, reflective learning, action learning, bioscience. To develop the critical thinking and evaluative skills of graduateness in an environment where issues can be thoroughly and safety debated.
Teaching Strategies contd.

◆ Inter-Professional learning
Conference style event twice a year focusing on shared professional issues e.g. protection of the public, customer care. To include nursing, midwifery, ODP, allied health and social work students and potentially cross Faculty to education and law

◆ Practice Preparation
To include practice assessment documentation. This includes practitioners and Practice Education Facilitators talking to the students about practice and professional expectations

◆ Practice learning
50% of learning happens in practice
Module 1:
Preparation for professional practice in health and social care (Theory 3 credits)

Assessment:
1 hour MCQ on professional issues
1 hour MCQ on bioscience
3000 word reflective journal
Module 2:
Research and study skills (Theory 30 credits)

Assessment:
1 hour Safe Medicate exam
(80% pass mark) 4000 word essay

Module 3 commences
Module 3:
Practising health and social care
(Placement 60 credits)

Assessment: Fine graded practice assessment
Module 4:
Promoting health and well-being
(Theory 30 credits)

Assessment:
20 minute presentation
2500 word annotated bibliography
Module 5:
Maintaining professional health care standards
(Theory 30 credits)

Assessment:
4800 word care study

Module 6 commences
Module 6:
Long term conditions and end of life care
(Placement 60 credits)

Assessment:
1 Fine graded practice assessment
Module 7:
Understanding and responding to acute changes in health (Theory 30 credits – will have some practice experience in acute care/high dependency areas

Assessment:
4 hour scenario based exam, including medicines management
1 hour Safer Medicate Exam (100% pass mark)

Module 9 commences
Module 9:
Undergraduate major project
(Theory 30 credits)

Assessment:
1000 word dissertation linked to a research project in the Trust

Module 8 commences
Module 8:
Managing and monitoring quality in healthcare
(Placement 60 credits)

Assessment:
Fine graded practice assessment
Resubmissions/transition/sign off declaration
◆ Formative and summative
◆ MCQ, written and simulated practice exams
◆ OSCEs
◆ Care studies
◆ Presentations
◆ Dissertation
◆ Practice assessment
◆ Sign off declaration
Clinical Practice

- Sites in 2 counties - Essex and Cambridgeshire.
- Hospital and community based placements – students will be expected to travel to these and arrive in time for the start of the shift patterns followed in that area.
- Full working shifts nights and weekends, working with mentors
- Fixed Annual leave
- Students are in practice for 30 hours per week, with 7.5 hours allocated to theory or coursework.

The **mentors** should allocate which 30 hours the students will work (not the student). It is expected that this will follow the pattern of the mentor’s off duty.
Practice Assessment

- Assessment by a registered practitioner who holds a mentorship qualification recognised by the Nursing and Midwifery Council
- Clinical performance criteria (Fine graded)
- Interpersonal skills profile
- Service user comments
- Attendance
- Formative clinical skills learning log.
  - This will be a pocket sized book that students can take with them wherever they are working, and get formative feedback on their performance of key skills. This will be discussed with the personal tutor, and could be used as a guide to setting learning contracts within the placement e.g. it will allow you to see if a student has had limited experience with any particular skill so additional learning opportunities can be arranged. **THIS IS NOT SUMMATIVE.**
All practice modules will be fine graded using an adaptation of Steinaker & Bell’s (1979) Taxonomy of Experiential Learning.

Each module has 20 practice outcomes to be achieved.

Using the Steinaker & Bell framework the student will be awarded a mark between 0-5 for each outcome.

Students will be assessed twice in each outcome (once in each of their clinical settings).

The average of the two marks achieved for each outcome will provide the final grade for the outcome (The final grade for all 20 outcomes will result in a mark out of 100).
Care and Compassion
Dignity and Respect
Equality and Impartiality

Guided by the following principles

- Being accountable for actions
- Acting in partnership and collaboration with patients and colleagues in the interests of the highest quality of care
- Providing leadership to ensure safe and effective care
- Maintaining ongoing competence throughout their working career
- Delegating care appropriately within the community of nursing
Any questions