

Career Pathways for the next generation of children and young people's nurse academics – challenges and opportunities

University of
Huddersfield
Inspiring tomorrow's professionals



THE AWARDS
WINNER
2011, 2012, 2013, 2015

2013
THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR



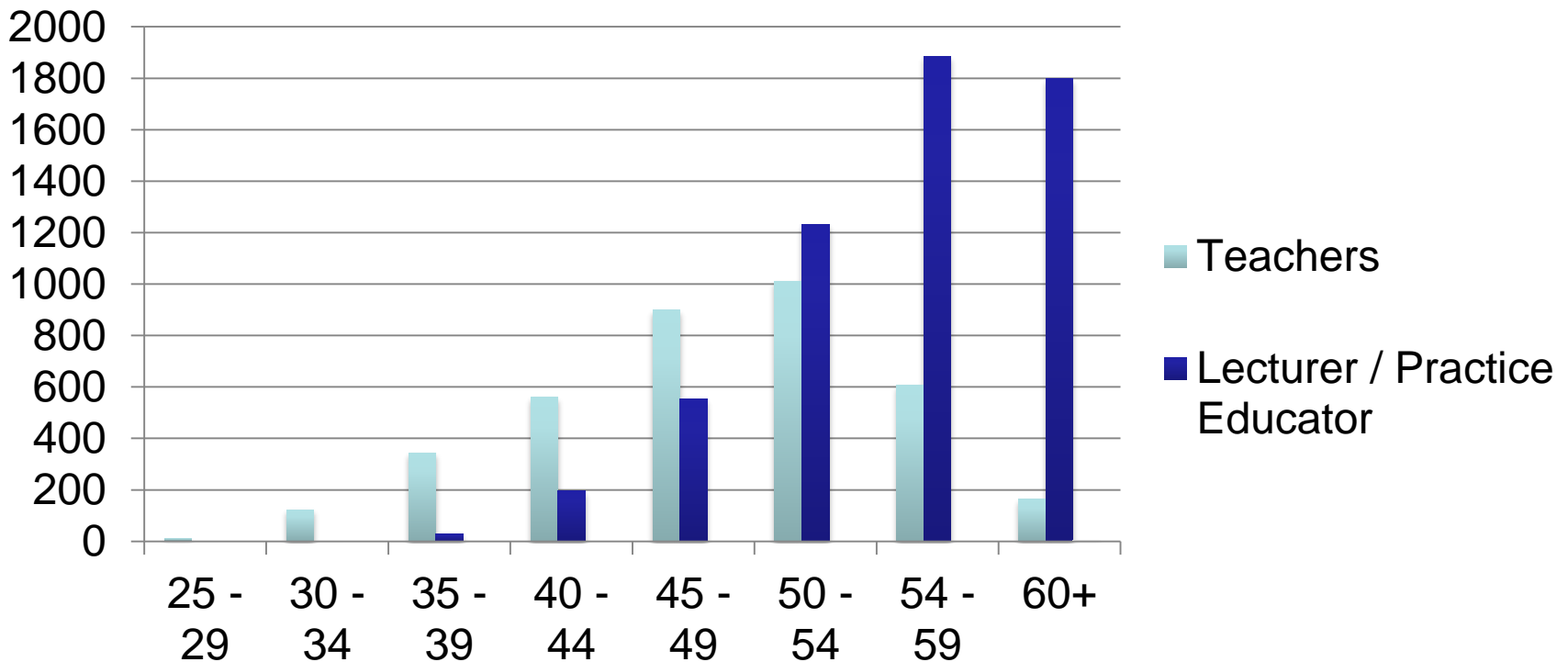
- To debate the current landscape of career opportunities and pathways for future CYPNA
- To share current practice
- To consider a scoping exercise of current practice within all UK Universities educating CYP nurses

- Removing the cap on places available – additional 10,000 nurses and allied health professionals between 2016 and 2020 in England (Gummer, 2015)
- Self funding students

Other challenges –

- Nursing shortages and nurses leaving nursing
- Fields of practice
- Nurse associates and apprenticeship models
- Who will educate these students and existing practitioners?

Recordable teaching qualifications (Nursing and Midwifery Council)



Future healthcare educators



- Ability to teach and facilitate learning
- Appreciating 'learning' as a dynamic attribute
- Effective communication at multiple levels
- Leadership
- Contribution to an environment of innovation and creativity
- Appreciating resilience in self and others
- Contributions to the advancement of quality care through change management
- Contributions to the advancement of knowledge in education

(McAllister et al 2014)

- My story – RGN, clinical practice 2 years, RSCN, clinical practice 9 years (post registration diploma, degree), invited into education – MSc Health Professional Education, PhD.
- Nicola's story – HCA, RN Child 6 years clinical practice, LP post 2 months then full time post December 2015 PGCE (HPE). Now enrolled on PhD. New lecturers support group.

Teaching Excellence Framework



Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice

Presented to Parliament
by the Secretary of State for Business, Innovation and Skills
by Command of Her Majesty

November 2015

Post graduate courses in health professional education

- NMC Standards – currently use for review
- HEA fellow – metrics for TEA
- NMC recordable qualification

Senior Clinical Lectureships

Clinical Lectureships

Clinical Doctoral Fellowships

Masters by Research

Internships

- Curriculum design and leadership
- Academic guidance and support
- Confidence and capacity building
- Assessment design and implementation
- Teaching excellence in a range of settings
e.g. 1:1 supervision, online facilitation, large group teaching
- Development of innovative teaching approaches / materials



- Potential healthcare educators
- Universities / educational organisations
- Healthcare provider organisations
- Professional regulatory bodies

- Career and development framework
- Mentorship to facilitate decision-making
 - Taught versus research Masters programme?
 - Conventional PhD versus professional doctorate?
- Early career pathway for researchers and educators
- Security of employment contract / pension
- Encouragement to develop learning and teaching expertise, as well as research profile

- Students receive excellent teaching experience
- Promote equality between learning/teaching & research
- Metrics to inform student decision-making
 - Employability, progression, degree classification, student satisfaction
- Incentivise widening participation / access to education
- Advent of new providers