Future Nurse Future Midwife

Curriculum Development
Adult Nursing
14:00 – 16:00, 3rd April 2019
The Pavilion, Stormont Estate
Future Nurse Future Midwife Curriculum Development
Adult Nursing Workshop Agenda

14:00 – 16:00, 3rd April 2019

1. Opening remarks - Heather Finlay

2. Future Nurse Future Midwife Overview (Frances Cannon)

2. Presentations from AEIs on the 2020 Adult Nursing Curriculum
   Queens University Belfast
   Ms Billiejoan Rice - Professional Lead Adult Nursing
   Ulster University
   Ms Stephanie Dunleavy - Programme Lead for Adult Nursing
   Facilitated Discussion (Heather Finlay and Frances Cannon)

3. Presentation - 2020 Adult Graduate Entry Masters Programme
   QUB Graduate Entry Masters Programme
   Prof Christine Brown Wilson - Professor of Education
   Facilitated Discussion (Heather Finlay and Frances Cannon)
Future Nurse Future Midwife

Frances Cannon
FNFM Programme Lead
Senior Professional Officer, NIPEC
The changing landscape

Increases in people with mental and physical health needs

Nurses working across a range of settings

24/7 care

Health and care landscape is changing rapidly

People with more complex needs

Care increasingly provided by integrated teams

Acute care in the home

Need to maximise technological advances

Nurses and midwives need to be fit for the future

Nurses and midwives taking on additional responsibilities

Prevention of ill health and promotion of self care
• The new standards and proficiencies for nursing raise the ambition in terms of what’s expected of a nurse at the point of registration.

• They will equip nurses and midwives with the knowledge and skills they need to deliver excellent care across a range of settings now and in the future.

• The new proficiencies for midwifery are due for consultation early 2019.
In May 2018 NMC published:

- Future Nurse: Standards of Proficiency for Registered Nurses
- Standards Framework for Nursing and Midwifery Education
- Standards for Student Supervision and Assessment
- Standards for Pre-registration Nursing Programmes
- Standards for Prescribing Programmes
Future Nurse Future Midwife – NI Implementation

- Standards framework for nursing and midwifery education
- Standards for student supervision and assessment
- Programme standards
- Standards of proficiency for nursing and midwifery professions
Future Nurse Future Midwife – NI Implementation

• One set of proficiencies that apply to all fields of nursing
• Registration to a specific field(s) of nursing practice continues
• Precise skills and procedure annexes that apply to all fields of nursing that also indicate where greater field specific emphasis and depth of knowledge and proficiency is required
Future Nurse Future Midwife – NI Implementation

- 28th March 2018 – FNFM Stakeholder Event
  - 2020 start date across the three AEIs
  - Regional Implementation
  - One Practice Assessment Document
- 20th June 2018 FNFM Programme Board Established
- 12th September 2018 FNFM Working Group Established
Aim:
Based on Co-production and Co-design
• To provide assurance to the Future Nurse Future Midwife Programme Board that the curriculum content across the four fields of practice and midwifery reflect local strategic drivers and support the transformation agenda.
Curriculum shaped and driven by future workforce needs— informed by practice partners

D1 Workforce requirements in health care

D4 Institutional Delivery

Individual university’s history, demographics & organisational culture influences curriculum e.g. values, pride, program mix

D6 Health Care Consumer Expectations

Curriculum responds to health care consumer expectation and needs

Curriculum encourages collaboration, self-efficacy, inclusivity & inspires life long learning through teaching transformed by research

D3 Teaching, learning & assessment approaches & practices

Curriculum complies with discipline-specific accreditation bodies requirements to meet professional standards

D5 Accreditation

D2 Knowledge, competencies, capabilities, practices

Curriculum responds to workforce demands. Learner ‘knowing, doing, being’ - competent, caring, confident, morally courageous

A Six Dimensional Approach to Consensus Curriculum Development

(Brown Wilson and Slade, 2018)

Source: Adapted from Steketee, Lee, Moran & Rogers (2013)
Programme team meets to review new standards and identify potential changes for selection, admission and progression (May – June 2018)

Engage a wide range of stakeholders including developing graduate attributes and Program Learning Objectives (Sept-Oct 2018)

Co-design workshop- curriculum writing review of module learning outcomes and assessment –writing course content (November, 2018)

Co-design workshop with wide range of stakeholders to review curriculum and develop practice and supervision arrangements (March 2019)
Valuing all perspectives through Co-Design

- Everyone’s voice is heard
- All views are listened to and considered
- Everyone’s ideas created a different perspective on an established theme
- Feed back from service users, students, practice partners and academics overwhelmingly positive
Mapping to NMC future nurse standards

- Seven platforms – two annexe
- Platforms addressed each year to demonstrate cumulative skills
- All NMC outcomes met by draft module learning objectives
- Awaiting feedback from FN/FM Assessment and Practice group to complete Annexe B
Simulation Strategy

- Faculty IPE simulation centre opens in 2020
- Starts in first year – ‘pop up’ simulation
- Focus on inter branch simulation – e.g. communication
- Year 2- high fidelity interprofessional simulation
- Year 3- complex interprofessional scenarios
Research informed teaching

• Simulation as an approach to teaching and learning professionalism with undergraduate nursing and medical students (Dr. Billiejoan Rice)

• The Evaluation of an Older Persons’ Assessment Educational Workbook with second year nursing students in the UK: A ‘before and after’ study’ (Dr. Deboarah Coleman)

• Online learning and blended learning for teaching the principles of supervision to undergraduate nursing students (Dr. Karen McCutcheon)
Graduate Attributes - Nursing

• Courageous, caring and compassionate
• Person centred and respectful
• Professionalism including honesty and integrity
• Commitment to evidence based practice and quality improvement
• Confident and competent practitioners able to work effectively in an interprofessional environment
• Skilled communicator
• Leadership
• Advocacy
• Resilience
Programme Learning Objectives

• Demonstrate a commitment to professional and safe person-centred practice
• Empower individuals, families and groups towards healthy lifestyles and self-care using principles of coproduction
• Evidence based practitioners through application of evidence based knowledge and skills to assess, plan, organise, and implement nursing care
• Be a skilled and respectful; communicator with individuals, families, health care professionals and other stakeholders within dynamic health and social care contexts
• Demonstrate emerging leadership with an ability to work in an interprofessional context
## Module Overview

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<th>Year 2</th>
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<td><strong>Professionalism in nursing</strong></td>
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<td><strong>Developing leadership and professionalism</strong></td>
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<tr>
<td><strong>Evidence Informed Nursing</strong></td>
<td><strong>Evidence Based Nursing for Quality Improvement</strong></td>
<td><strong>Evidence Based Nursing and Quality Improvement Project</strong></td>
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<tr>
<td><strong>Essential life sciences and Foundations of Pharmacology</strong></td>
<td><strong>Applied Life Science Essential Pharmacology</strong></td>
<td><strong>Applied pharmacology for nursing practice</strong></td>
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<td><strong>Caring communication in nursing Health and Wellbeing 2026. Delivering together Belfast: DOHNI, 2016</strong></td>
<td><strong>Working interprofessionally to improve mental health</strong></td>
<td><strong>Interprofessional working Department of Health (2017) HSC Collective Leadership Strategy</strong></td>
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<tr>
<td><strong>Public Health perspectives Making Life Better A Whole Strategic Framework of Public Health (NIE, 2014)</strong></td>
<td><strong>Nursing care of the acutely ill adult</strong></td>
<td><strong>Specialist and complex care</strong></td>
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<tr>
<td><strong>Foundation of Adult of Nursing Care</strong></td>
<td><strong>Nursing care and Management of the adult with chronic health care needs.</strong></td>
<td><strong>Community and Integrated Care</strong></td>
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</table>
The six elements of digital literacies JISC, 2017

- Information, data and media literacies
- Digital creation, problem solving and innovation
- Digital identity and wellbeing
- Digital learning and development
- Digital communication, collaboration and participation
- ICT proficiency
## Northern Ireland Priorities
### Professionalism and leadership

<table>
<thead>
<tr>
<th>Year 1: Professionalism in nursing</th>
<th>Year 3: developing Leadership and professionalism</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>NMC Code; Ethics (including digital) and Law; Health policy; Person centred professionalism; Values based nursing care; Equality and Diversity; Managing conflicting beliefs; beliefs, values and attitudes Digital literacy</td>
<td>Leadership theories Delegation team working prioritisation of patient care Conflict transition Professionalism Ability to challenge and escalate Digital capability</td>
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## Northern Ireland Priorities

### Evidence Informed Nursing and Quality Improvement

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<th>Year 1</th>
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<tr>
<td><strong>Evidence Informed Nursing</strong></td>
<td>Evidence Based Nursing 2 and Quality Improvement</td>
<td>Evidence Based Nursing and Quality Improvement Project</td>
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</table>
| **Content** | Content | Bank of scenarios for quality improvement themes eg communication in nursing practice; therapeutics; health promotion; family partnerships  
NIPEC /HSCNI a competence assessment tool with skills for continuous quality improvement  
Quality 2020 attributes framework | |
| **Policy** | **Policy** | **Policy** |
Quality attributes framework – level 1 | |
## Northern Ireland Priorities
### Mental Health

**Year 2: Working interprofessionally to improve mental wellbeing**

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| **No Health Without Mental Health (DoH, 2011)/ Infant Mental Health Framework for Northern Ireland (PHA, 2016)** | Family and child  
A Life course approach  
Outcomes measurement  
Challenge stigma  
Early intervention (across all ages) |
| **Protect life 2 - A Strategy for Suicide Prevention in the North of Ireland (DoH, 2016)** | Understand the drivers for suicide  
Understand the drivers for self-harm  
Provide support for service users and carers  
Be aware of at risk populations |
| **Strategy for the Development of Psychological Therapy Services (2010)** | A stepped care model:  
For adults  
For children  
For people with an intellectual disability  
NICE recommended psychological interventions  
Low intensity working:  
Specific behavioural and cognitive psychotherapeutic techniques; Motivational Interviewing |
## Northern Ireland Priorities: Adult Year 1

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<th>Content</th>
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<tr>
<td>DOH (2016) Health and Wellbeing 2026. Delivering Together</td>
<td>Person centred care; early intervention and well being; independence; holistic approach to healthcare.</td>
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</table>
## Northern Ireland Priorities: Adult Year 2

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<th>Year 2: Nursing care and Management of the adult with chronic health care needs.</th>
<th>Nursing care of the acutely ill adult</th>
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<tbody>
<tr>
<td>Content</td>
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<tr>
<td>Person centred care; early intervention and well being; independence; holistic approach to healthcare Managing comorbidities and self management Coproduction Top ten health priority areas Use of technology</td>
<td>Person centred care; early intervention and well being; Responding to acute illness including those with sepsis and/or comorbidities Transforming services and service delivery Patient safety and escalation Use of technology</td>
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<td>Policy</td>
<td>Policy</td>
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## Northern Ireland Priorities: Adult Year 3

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<th>Specialist and complex care</th>
<th>Community and Integrated Care</th>
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<td><strong>Content</strong></td>
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<tr>
<td>Specialist and complex person centred care</td>
<td>Co-production of care plans and co-design of services</td>
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<td>Continuity of care and transitions across services</td>
<td>Integrated team and multiagency working</td>
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<tr>
<td>Rapid decision making; care that is clinically indicated and ethically appropriate;</td>
<td>Distributed leadership – nurses leading teams</td>
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<td>Palliative care- advanced illness conversations</td>
<td>Making effective use of digital systems to promote self management and improve population outcomes</td>
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<td>End of life care- ‘what matters to the person’</td>
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<tr>
<td>Giving the patient a stronger voice</td>
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<tr>
<td>Making effective use of technology</td>
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<tr>
<th><strong>Policy</strong></th>
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<tbody>
<tr>
<td>DOH (2015) Adult Safeguarding Policy for NI</td>
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A word from our service users:

The co-production model, with a blend of academics, students, carers, service-users and nurses works extremely well, and reflects the School's mission of producing graduates of the highest quality. I personally am very impressed by the evident willingness to listen to those with lived experience, and to integrate that unique insight into both undergraduate and postgraduate teaching development and delivery. It is, in my opinion, a model of best practice from the perspective of meaningful service-user involvement.
Curriculum Development
Ulster University
Pre-Registration Nursing Programme
FNFM 3rd April 2019

Stephanie Dunleavy
Academic Lead for Pre-Registration Education
s.dunleavy@ulster.ac.uk
ulster.ac.uk
Our Vision
To develop graduates who are confident, flexible 21st century professional nurses, with the ability to lead and deliver person centred care for people who have complex mental, physical, cognitive and behaviour care needs in evolving healthcare contexts.
Work To Date

Context

- NMC Standards launched May 2018
- FNFM programme

Working Groups at Ulster

- Strategic Steering Group (DN Ed, PECs, DoH, NIPEC, Independent sector)
- Internal Planning group - monthly meetings
- Working Groups
- Stakeholders have been involved to date -
  - Practice Partners
  - Service Users
  - Students/alumni
  - DoH /NIPEC/FNFM programme
  - Academics
  - Professional Services
Phase 1:
Scoping exercise

• COURSE STRUCTURE
• LEARNING AND TEACHING
• FEEDBACK AND ASSESSMENT
• PRACTICE LEARNING

➢ WHAT’S WORKING?
➢ WHAT’S NOT WORKING?
➢ WHAT NEEDS TO CHANGE/DEVELOP
## Future Nurse – what does this look like?

<table>
<thead>
<tr>
<th>Attributes of Future Nurse</th>
<th>21\textsuperscript{st} Century Graduate Skills</th>
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<tbody>
<tr>
<td>Person centred</td>
<td>Problem solving</td>
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<tr>
<td>Compassionate</td>
<td>Collaborator</td>
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<tr>
<td>Innovative</td>
<td>Creativity</td>
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<td>Effective Communicator</td>
<td>Communicator</td>
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<td>Change agent</td>
<td>Ethics and accountability</td>
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<td>Critical thinker</td>
<td>Critical thinking</td>
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<td>Evidence informed decision maker</td>
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<td>Leadership</td>
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<td>Knowledgeable and skillful practitioner</td>
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Phase 2: Curriculum Planning and Development

• Curriculum Structure
  – Modules and Practice Learning
  – Credit load for modules and practice learning
• Academic Overview
• Module design/content – more depth, less breadth
• Creative and flexible learning and assessment approaches
Curriculum Design

Organised into four core themes that reflect the NMC platforms

1. Being an Accountable Professional and a Research Informed Nurse
2. Communication and Leadership for Nursing Practice
3. Promoting Health and Wellbeing across the Life Course
4. Assessing, Planning, Providing and Evaluating Care

Complimented by a Practice Learning Module across each of the three years

- Progressive and Incremental structure builds on prior knowledge
- Curriculum is sequenced – learning develops from simple concepts to more advanced complex ones as the student progresses
- Knowledge, skills, being a professional nurse - Knowing, Doing, Being
Adult Nursing Course 2020
Theme 1: Being an Accountable Professional and a Research Informed Nurse

Year 1
- Learning to be a nurse, NMC
- Accountability, professionalism, resilience
- Clinical and social governance Safeguarding
- Data and Evidence in nursing practice and health related research – sources of evidence, using technology to undertake searches, key academic writing principles

Year 2
- Duty of care, duty of candour
- Clinical governance, clinical audit
- Risk assessment
- Health Care policy. Role of Regulation bodies – RQIA, DH, NIPEC, PCC
- Critiquing research – research process, research design, systematic reviews, expert panel reports, ethical implications

Year 3
- Making the transition to registered nurse, decision-making, preceptorship, clinical supervision, CPD, principles of equality, respect diversity, structures and communication in organisations
- Applying research, developing practice, dissemination of research, clinical research and governance
## Adult Nursing Course 2020

**Theme 2: Communication and Leadership for Nursing Practice**

<table>
<thead>
<tr>
<th>Year 1: Communication and Relationship management in Nursing</th>
<th>Year 2: Communication and Interprofessional team working</th>
<th>Year 3: Communication for leading and managing quality nursing care</th>
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<tbody>
<tr>
<td>• Therapeutic communication skills in cultural context. Self – awareness, unconscious bias, emotional intelligence, confidence, personal and professional development.</td>
<td>• Understand the role of health and care professionals</td>
<td>• Work with people, families, carers colleagues to develop improvement strategies for quality and safety</td>
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<td>• Communicating with service user, families, carers</td>
<td>• Understand human factors and strength-based approaches when working in teams</td>
<td>• Manage uncertainty</td>
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<td>• Monitor and evaluate quality of care delivered by others</td>
<td>• Manage, report and reflect on risks - local, national, international frameworks (e.g. SAIs)</td>
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<td>• Strategies used to provide constructive feedback and challenge others</td>
<td>• Evaluate quality and effectiveness of care</td>
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<td>• Influence future practice</td>
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[Ulster University logo]
Adult Nursing Course 2020
Theme 3: Promoting Health and Wellbeing across the Life Course

Year 1
Health Education
- What is health
- Health determinants
- Holistic approaches to health and social care

Year 2
Behaviour Changes
- Strength based approaches
- Supporting independence and wellbeing

Year 3
Motivational interviewing, coaching
- Intervention strategies

Community networking, empowerment, partnership working
Adult Nursing Course 2020
Theme 4: Assessing, Planning, Providing and Evaluating Care

Year 1
- Knowledge of human development – conception to death
- Knowledge of A&P, disease processes, pharmacology, drug administration
- Identify and prioritise needs of people through comprehensive assessment in partnership with person, carers, families and professionals
- Aware of legal and regulatory requirements, documentation, consent and capacity
- Maintain safety, dignity, privacy in providing care, mobility, hygiene, skin integrity
- Basic Life Support, first aid

Year 2
- Develop knowledge of disease processes
- Genomics and diseases, pathophysiology
- Knowledge of Pharmacodynamics, pharmacokinetics
- Medication uses and treatments effects and adverse effects
- Develop person-centred care plans, supporting mental, behavioural cognitive and learning challenges
- Act as a role model in providing care, assess and recognize risk of harm ensuring prompt action is taken to safeguard vulnerable people
- Interpret investigations as appropriate and demonstrate knowledge of actions to be taken
- Comorbidities and complex nursing and social care needs when prioritising care plans
- The end of life care
- Demonstrate and apply knowledge of medications and prescribing approaches

Year 3

Clinical Skills / Simulation / Role Play / Case Scenarios
Adult Nursing Course 2020
Practice Learning Modules across Three Years

**Year 1**
- Learning to become a Professional Nurse in Practice
  - NMC code
  - Legal, regulatory, governance
  - Communication
  - Professional integrity
  - Safe environments
  - Person-centred nursing care
  - Holistic assessment, planning, implementing and evaluating care
  - Nursing procedures
  - Numeracy, literacy, digital technologies

**Year 2**
- Co-production, care planning and interprofessional working in practice
  - Deliver safe recovery orientated care with increasing confidence
  - Quality improvements
  - Health promotion, protection, public and population health
  - Communication and relationship management skills
  - Medicines administration, numeracy, application of pharmacology
  - Leadership, management, coordination of care
  - Delegation to ensure safe and effective care

**Year 3**
- Becoming a registrant nurse
  - Apply research and governance to inform best nursing practice
  - Communication and strength based approaches
  - Lead and manage care for a group of people
  - Support and supervise student
  - Apply knowledge of pharmacology - ability to progress to prescribing following registration
  - Identify and report on adverse incidents, safe staffing levels, skill mix, escalating concerns influence future practice
  - Influence organisational change, public policy, politically aware
## School of Nursing
### Proposed General Overview of BSc (Hons) Nursing (Adult)
#### Academic Year 2019 / 2020

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Theory</th>
<th>Study</th>
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### Notes:
- **Practice Assessment**
- **Consolidation and Preparation (CAP)**
- **Exams / Rest**
- **Holidays**
- **Study**
- **Simulations**
- **Community**
- **Acute Care**
- **Older People Hospital**
- **Hospital General**
- **Public Health**
- **Postgraduate**

**Dates:** 29 March 2019
<table>
<thead>
<tr>
<th>Placement</th>
<th>Length</th>
<th>May take place in</th>
<th>EU Directives</th>
<th>FNFM Classifications</th>
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<tbody>
<tr>
<td>Hospital General</td>
<td>6 weeks</td>
<td>Any placement</td>
<td>General and specialist medicine/surgery</td>
<td>Older people Care of acutely ill</td>
</tr>
<tr>
<td>公共 Health</td>
<td>6 weeks</td>
<td>Placement 5,7,8 or 9</td>
<td>Child care and paediatrics, Maternity</td>
<td>Health visiting (motivating interviewing, solution-focused, CBTT early years, play therapy)</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>2 weeks</td>
<td>Placement 1,2,3,5,8,9</td>
<td>Mental Health and psychiatry</td>
<td>Learning disability cross field experience</td>
</tr>
<tr>
<td>Mental Health</td>
<td>4 weeks</td>
<td>Placement 1,2,3,5,8,9</td>
<td>Mental Health and psychiatry</td>
<td>Mental Health cross field experience</td>
</tr>
<tr>
<td>Community</td>
<td>6 or 8 weeks</td>
<td>Any placement</td>
<td>Home nursing, Care of old and geriatrics</td>
<td>Community nursing</td>
</tr>
<tr>
<td>Surgical</td>
<td>6 or 8 weeks</td>
<td>Any placement except Final</td>
<td>General and specialist surgery, Care of old and geriatrics</td>
<td>Older people Care of acutely ill</td>
</tr>
<tr>
<td>Acute Care</td>
<td>6 or 8 weeks</td>
<td>Any placement except Final</td>
<td>General and specialist medicine, Care of old and geriatrics</td>
<td>Older people Care of acutely ill</td>
</tr>
<tr>
<td>Community</td>
<td>6 or 8 weeks</td>
<td>Any placement</td>
<td>Home nursing, Care of old and geriatrics</td>
<td>Community nursing</td>
</tr>
<tr>
<td>Older people - Hospital</td>
<td>6 or 8 weeks</td>
<td>Any placement except Final</td>
<td>Care of old and geriatrics, General and specialist medicine/surgery</td>
<td>Older people Care of acutely ill</td>
</tr>
</tbody>
</table>
Ulster Integrated Curriculum Design Framework

*Eight-staged approach*

1. Contextualised Research & Analysis
2. Stakeholder Engagement
3. Team Course Design
4. Module Design & Development
5. Team Course Alignment & Development
6. Final Documentation - Edit & Submission
7. Course Approval Event
8. Post Approval Event Response & Revisions

Current stage: 4 Module Design & Development
Questions / Discussion
• Evidence-based, best practice communication skills and approaches for providing therapeutic intervention also apply to all registered nurses, but the level of expertise and knowledge required will vary depending on the chosen field of practice. Registered nurses must be able to demonstrate these skills on an appropriate level for their intended field(s) of practice.

• Annex B
<table>
<thead>
<tr>
<th>What level of Expertise/Knowledge?</th>
<th>Where? Possible Practice Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational interview techniques</td>
<td></td>
</tr>
<tr>
<td>Solution focused therapies</td>
<td></td>
</tr>
<tr>
<td>Reminiscence therapies</td>
<td></td>
</tr>
<tr>
<td>Talking therapies</td>
<td></td>
</tr>
<tr>
<td>De-escalation strategies and techniques</td>
<td></td>
</tr>
<tr>
<td>Play therapy</td>
<td></td>
</tr>
<tr>
<td>Distraction and diversion strategies</td>
<td></td>
</tr>
<tr>
<td>Positive behaviour support approaches</td>
<td></td>
</tr>
</tbody>
</table>
Future Nurse
Future Midwife
Curriculum
Development

Graduate Entry Masters Nursing
Professor Christine Brown Wilson

3 April, 2019
Overview of curriculum Development process

Blue skies thinking - what will a Graduate Entry Programme achieve for 2021-2026 graduate look like (April 2018)

Engage a wide range of stakeholders in developing graduate attributes and Program Learning Objectives (June 2018)

Co-design workshop- Development of programme writing course content with field specific teams (November, 2018)

Co-design workshop with practice, services users, students writing module learning outcomes (March 2019)
Valuing all perspectives through Co-Design

- Everyone’s voice is heard
- All views are listened to and considered
- Everyone’s ideas created a different perspective on an established theme
- Feed back from service users, students, practice partners and academics overwhelmingly positive
Admission and Selection

- NMC require a three year programme - students will need to demonstrate outcomes for year 1 equivalent
- Entry criteria: Degree in any subject
- Portfolio: 300 hours voluntary work; caring for a family member; commensurate employment (eg in social care/housing etc)
- Selection: MMI’s
Graduate Attributes - Nursing

• Courageous, caring and compassionate
• Person centred and respectful
• Professionalism including honesty and integrity
• Commitment to evidence based practice and quality improvement
• Confident and competent practitioners able to work effectively in an interprofessional environment
• Skilled communicator
• Leadership
• Advocacy
• Resilience
Programme Learning Objectives

• Demonstrate a commitment to professional and safe person-centred practice
• Empower individuals, families and groups towards healthy lifestyles and self-care using principles of coproduction
• Evidence based practitioners through application of evidence based knowledge and skills to assess, plan, organise, and implement nursing care
• Be a skilled and respectful; communicator with individuals, families, health care professionals and other stakeholders within dynamic health and social care contexts
• Demonstrate emerging leadership with an ability to work in an interprofessional context
## Module Overview

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, caring and communication in nursing</strong></td>
<td>Developing leadership and professionalism</td>
</tr>
<tr>
<td><strong>Evidence Based Nursing</strong></td>
<td>Evidence Based Nursing and Quality Improvement including practice hours</td>
</tr>
<tr>
<td><strong>Applied Life Science and Essential Pharmacology</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Public Health perspectives including practice hours</strong></td>
<td>Working interprofessionally to improve mental health</td>
</tr>
<tr>
<td><strong>Foundations of Nursing care and supporting people with chronic health care needs (50:50 split with practice)</strong></td>
<td>Supporting people with specialist and complex needs (50:50 split with practice)</td>
</tr>
</tbody>
</table>
## Northern Ireland Priorities

### Professionalism and leadership

<table>
<thead>
<tr>
<th>Year 1: Professionalism in nursing</th>
<th>Year 2: Developing Leadership and professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Content</td>
</tr>
</tbody>
</table>
| NMC Code; Ethics and Law; Health policy; Person centred professionalism; Values based nursing care; Equality and Diversity; Managing conflicting beliefs; beliefs, values and attitudes | Leadership theories  
Delegation team working prioritisation of patient care  
Conflict transition  
Professionalism  
Ability to challenge and escalate |
| Policy                            | Policy                                           |
Department of Health (2017) HSC Collective Leadership Strategy |
Department of Health (2017) HSC Collective Leadership Strategy |
## Northern Ireland Priorities

### Evidence Based Nursing and Quality Improvement

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 32</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence Based Nursing 2</strong></td>
<td><strong>Evidence Based Nursing and Quality Improvement</strong></td>
</tr>
<tr>
<td><strong>Content</strong>&lt;br&gt;Critically appraising evidence and making judgements of health related papers</td>
<td><strong>Content</strong>&lt;br&gt;Quality Improvement models&lt;br&gt;Models of change and the nurses’ role&lt;br&gt;Undertaking thesis in quality improvement in partnership with practice</td>
</tr>
</tbody>
</table>
## Northern Ireland Priorities

<table>
<thead>
<tr>
<th>Policy</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOH (2016) Health and Wellbeing 2026. Delivering Together</td>
<td>Person centred care; early intervention and well being; independence; holistic approach to healthcare.</td>
</tr>
</tbody>
</table>
## Northern Ireland Priorities

<table>
<thead>
<tr>
<th>Policy</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOH (2014) Donaldson Report</strong></td>
<td>NI Report with recommendations for better regulation of services; making incident reports count; ensuring the system is a beacon of excellence for patient safety; system-wide data and goals; moving to the forefront of new technology; giving the patient a stronger voice.</td>
</tr>
<tr>
<td><strong>Thomas et al (2014) Goals of Care</strong></td>
<td>The aim is to improve decision making and documentation relating to limitations of medical treatment Responding to acute illness including those with sepsis and/or comorbidities Advanced illness conversations and end of life decisions</td>
</tr>
<tr>
<td><strong>DOH (2016) Systems not structures: Bengoa Report</strong></td>
<td>Transformation of services to meet the needs of an aging population: managing people with multiple co-morbidities; improving how services are delivered and how the system is organised to meet need.</td>
</tr>
<tr>
<td><strong>Royal College of Physicians (2015) NEWS2</strong></td>
<td>A new system to standardise the assessment and response to acute illness including those with sepsis.</td>
</tr>
</tbody>
</table>
A word from our service users:

The co-production model, with a blend of academics, students, carers, service-users and nurses works extremely well, and reflects the School's mission of producing graduates of the highest quality. I personally am very impressed by the evident willingness to listen to those with lived experience, and to integrate that unique insight into both undergraduate and postgraduate teaching development and delivery. It is, in my opinion, a model of best practice from the perspective of meaningful service-user involvement.