

Stream: Pedagogic Research

Submission title:

A model of professional development for pre-registration masters in nursing students

Presenter:

Diane Willis and Fiona Jean Howson

Nurse education now embraces Masters programmes where students exit with a Masters in Nursing (MN) with registration. This challenges a wide range of degree level candidates to become critically reflective leaders and effective progressive nurses. These programmes integrate the Quality Assurance Agency (2010) dimensions of 'mastersness' alongside the Nursing and Midwifery Council Standards (2010). As this type of programme continues to grow within the United Kingdom, there is limited research pertaining to the specific challenges in relation to professional identity and role conflict across nursing and allied healthcare professions (Stacey, Felton, Joynson, 2010; Milligan, 2014). To address these challenges a Model of Professional Development was designed to enhance students' knowledge, skills and critical engagement within five dimensions of professional practice; professional voice, inter-professional working; information & health technologies, research mindedness and leadership.

The aim of the work being undertaken is to explore what the student's perceive to be the strengths and weakness of the Professional Development Model as a tool to enhance their professional practice. To do this, the Professional Development Model is being evaluated co-productively with students using documentary evidence, focus groups and a self-assessment tool over the duration of Masters programme. This will enable exploration of the students' experiences of academic and clinical learning environments in relation to their transition towards becoming nursing professionals. The five dimensions of the model will be used as a framework to facilitate critical reflection and discussion.

Results: Baseline data has been collected and headline findings will be presented.

As this type of programme grows in the United Kingdom and internationally it is anticipated that this research will add to the international educational discourse around these new programmes. In particular, exploration of this model of professional development will enable educators to articulate the nature of student experience, explore recruitment, retention and educational approaches that support the needs of these graduate pre-registration students.

References:

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Quality Assurance Agency. (2010). Master's degree characteristics. Retrieved from: <http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Stacey, G., Felton, A. & Joynson, K. (2010). Masters at work: A narrative inquiry into the experiences of mental health nurses qualifying with an undergraduate Master's degree. *Nurse Education Today*, 30(4), 333-337.