

Fit for Children and Young People project (Fit4CYP)

Investigating the readiness for practice of newly qualified children's nurses



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Dr Matt Carey, Associate Professor in Child Health Nursing

Professor Sarah Neill, Professor in Nursing

Fit4CYP project overview



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Work packages

1. A survey to establish the impact of the NMC (2018) Future Nurse Standards have had on the structure and content of pre-registration nurse education programmes among higher education institutes in the UK.

2. A systematic review of the national and international literature to considers factors that influence pre-registration nurse education programme in preparing newly qualified children's nurses for caring for children, young people, and their families.

3. An updated historical review on the history of children's nursing.

4. Establish, more broadly, the international picture of how children's nurses are educated and prepared to care for CYPF.

5. Exploring field focused education and the risk of attrition among students from the field of children's nursing.

6. A multi-site project exploring what factors promote patient safety for children, young people and their families cared for in children's wards.

Impact of NMC Future Nurse standards on Pre-registration Children's nursing programmes



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Research article

Impact of the Nursing and Midwifery Council (2018) future nurse: Standards of proficiency for registered nurses on children's nursing curriculum – A cross-sectional study

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ABSTRACT

Background: Student nurses in the United Kingdom undertake field-specific pre-registration education. The implementation of the Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses, has raised concerns that the increasingly generic component of pre-registration programmes is not adequately preparing newly qualified children's nurses to care for children safely.
Objective: To investigate how the introduction of the Nursing and Midwifery Council standards in the United Kingdom has impacted the structure and field specific content of pre-registration children's nursing programmes.
Setting: An online survey completed by 84 programmes, field, or professional levels linked to 76 pre-registration children's nursing programmes. This represents 20 % of higher education institutions with Nursing and Midwifery Council approved pre-registration children's nursing programmes across all four United Kingdom countries.
Methods: A survey to capture the current content and changes to curricula since the introduction of the Nursing and Midwifery Council (2018) Future nurse standards. The survey included closed-ended and open-ended questions. Closed-ended questions were statistically analysed using SPSS v.28 for Windows. Open-ended questions were thematically analysed using Quirkos v.2.1.
Results: 50 % of respondents reported changes to theoretical content. In 27 programmes (35.5 %) there was a decrease in child-specific content. Child specific teaching methods accounted for less than 30 % of the content of all programmes whereas cross-field teaching methods (Adult, Mental Health, Learning Disability and Child learners together) accounted for over 70 % of the taught content. Analysis of qualitative data identified three themes: genericism as the focus, the challenge to achieve the standards' proficiencies, and dilution of child specific content.
Conclusions: The survey responses show disparities in how United Kingdom higher education institutions have interpreted the Nursing and Midwifery Council standards highlighting academic concerns on the growing genericism within pre-registration children's nurse education nationally. These findings will inform the next stage of the project comparing the impact of greater or lesser degrees of genericism on the outcomes of the programme for newly qualified children's nurses.

1. Introduction

The pre-registration education of nurses varies internationally. In most countries, a generic model of nurse education is offered at pre-registration level, with specialist education provided at postgraduate

level (Clarke, 2014). There is no clear definition of the term generic but it has been referred to in the nursing context as education to meet the needs of people across the lifespan (Pursell and Sago, 2023; Tatterton et al., 2024) in the United Kingdom (UK), students are educated in fields or specialisms of nursing, leading to registration as a children's nurse,

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Aim and Research Question



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- The aim of this cross-sectional survey was to investigate the impact of the 2018 NMC Future Nurse standards on changes to pre-registration nurse education in the UK. The survey also aimed to capture the degree to which generic education content is provided to children's nursing students as reported by programme, course or field leads.
- Research question was:
 - How have pre-registration curricula changed following the introduction of the NMC (2018) Standards in HEIs across the UK?

Methods



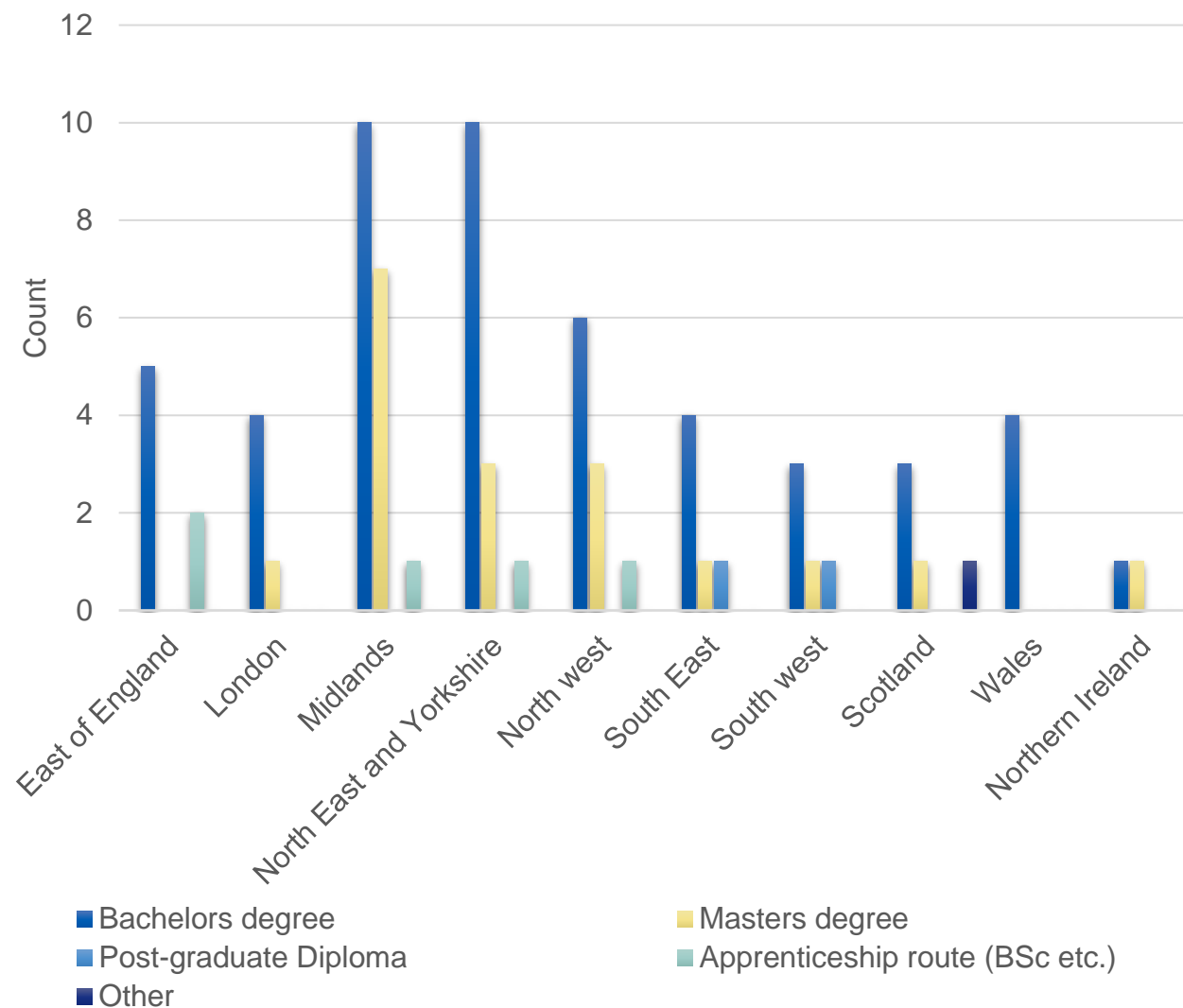
- The NMC database of approved nursing education programmes was accessed to identify Pre-registration Child nursing programmes across 67 approved educational institutions
- Geographical location of the HEIs in the UK - Wales, Scotland, Northern Ireland and England (subdivided into seven regions identified by NHS England (2024))
- Respondents completed the survey for 76 of these programmes representing 54 HEIs
 - represents 80% of the potential 67 HEIs delivering pre-registration children's nursing programmes identified on the NMC database
- funding support from the Buckinghamshire New University's Centre for Advancement of Learning

Type and location of pre-registration programme



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Programme Type	Frequency of programmes offered	Percent of programmes offered (%)
Bachelor's degree	50	65.8
Master's degree	18	23.7
Post-graduate Diploma	2	2.6
Apprenticeship route	5	6.6
Other	1	1.3
Total	76	100.0



Changes to theoretical content and placements



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Since the introduction of the new standards

- child-specific theoretical content
 - 50% of the respondents reported that the theoretical content had changed
 - 35.5%, reported a decrease in content,
 - 14.5% reported an increase in content
- Child specific placements
 - 7.9% reported a decrease in child-specific placements
 - 82.9% of programmes saw no change

Analysis of qualitative data



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**Theme 1.
Genericism as the
focus**

**Theme 2: The
challenge to
achieve standards
proficiencies**

**Theme 3: 'Dilution
of child specific
content'**

Narrative review protocol:

'How does the proportion of child specific content of pre-registration nursing programmes in Higher Education Institutions impact upon newly qualified registered nurses' perceptions of preparedness to care for children, young people, and their families?'

Matt is leading on this review along with Danielle Edge, Sarah Neill and two academics from Auckland University of Technology, Dr Julie Blamires and Dr Mandie Foster.

The full review is being written up. From the search strategy no papers were retrieved, therefore, this will form a review of no-evidence.



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Comprehensive
Child and Adolescent
Nursing
Building Evidence for Practice

Comprehensive Child and Adolescent Nursing



ISSN: (Print) (Online) journal homepage: www.tandfonline.com/journals/icpn21

How Does the Proportion of Child-Specific Content of Pre-Registration Nursing Programmes in Higher Education Institutions Impact Upon Newly Qualified Registered Nurses' Perceptions of Preparedness to Care for Children, Young People, and Their Families? A Narrative Review Protocol

Matthew C. Carey, Danielle Edge, Julie Blamires, Mandie Foster & Sarah Neill

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Exploring the global provision of pre-registration nursing education for the preparation of student nurses to care for neonates, infants, children, young people and their families: The ASTOUND Study.



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Aim

The aim of this cross-sectional survey is to explore the global provision of pre-registration nursing education for the preparation of student nurses to care for neonates, infants, children, young people and their families.

The objectives are as follows:

1. To establish the current provision of children's nursing theoretical content in pre-registration education within different countries.
2. To establish the current provision of practice learning with children, young people, and their families within different countries.
3. To identify post-graduate/post-registration education programmes specific to working with neonates, infants children and young people.

Methods: cross-sectional survey. The survey will be distributed to members from the International Network for Child & Family Centred Care (INCFCC) and following approval the International Family Nursing Association (IFNA). The survey will be developed drawing from examples of existing surveys one developed by De Winter (2019) launched via the Paediatric Nursing Association of Europe (PNAE).

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2	Professor Sarah Neill	University of Plymouth	United Kingdom
3	Professor Anne Clancy	The Artic University of Norway	Norway
4	Dr Hilde Laholt	The Artic University of Norway	Norway
5	Professor Katrin De Winter	Thomas More University & PNAE	Belgium
6	Professor Jane Coad	University of Nottingham & PNAE Chair	England
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28	Dr Esther Adama	Edith Cowan University	Australia, Ghana
29	Dr Caroline Sanders, Associate Professor	University of Northern British Columbia	Canada
30	Dr Minette Coetzee, Associate Professor	University of Cape Town	South Africa
31	Phil Dovey	University of Northern British Columbia	Canada
32	Dr Nabeel Al-Yateem, Associate Professor	University of Sharjah,	United Arab Emirates



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SURVEY TO MAP THE GLOBAL PROVISION OF CHILDREN'S/PAEDIATRIC NURSING EDUCATION. THE ASTOUND STUDY

To date, no global study has captured the similarities and differences in how student nurses are trained to care for children and young people.

WE NEED YOUR INPUT!

Who Should Participate?

We invite nursing faculty, educators, lecturers, and academics from universities or institutions that teach pre-registration nursing at undergraduate or postgraduate levels (either generalist or pediatric/children's nursing programs) to share their experiences. The University of Plymouth Faculty Research Ethics and Integrity Committee has reviewed and approved this study (Project ID 5774)

SURVEY DETAILS:

🕒 ESTIMATED TIME: 10-15 MINUTES

🔗 [SURVEY LINK:](#)

For more information, please contact: The Principal Investigator for this project is Dr Matt Carey, Associate Professor in Child Health Nursing, University of Plymouth: matthew.carey@plymouth.ac.uk

Endorsed by:



Exploring field focused education and the risk of attrition among students from the field of children's nursing.

Dr Matt Carey, Associate Professor in Child Health Nursing
Danielle Edge, Lecturer in Child Health Nursing
Rebecca Reynolds, Lecturer in Children's Nursing



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Qualitative study to explore field focused attrition:

This project is following on from the At-Risk project conducted by the University of Plymouth funded by NHSE, which conducted a student survey and focus groups to identify risk factors for attrition among student nurses within the Southwest (Thompson et al., 2024). Within the smaller fields of nursing the top reason for attrition was related to lack of focus on field specific training for child health (78%) and mental health nursing (71.4%).

Aims and objectives:

The aim of this project is to explore whether the lack of field specific training is a contributing factor towards the risk of attrition among students studying children's nursing on re-registration education programmes.

The objectives are as follows:

1. To identify children's nursing students' perceptions on the amount of field specific education in pre-registration programmes.
2. To understand how the reported lack of field specific education impacts upon attrition risk.
3. To explore the perception of preparedness of student nurses to care for patients in their field of practice.

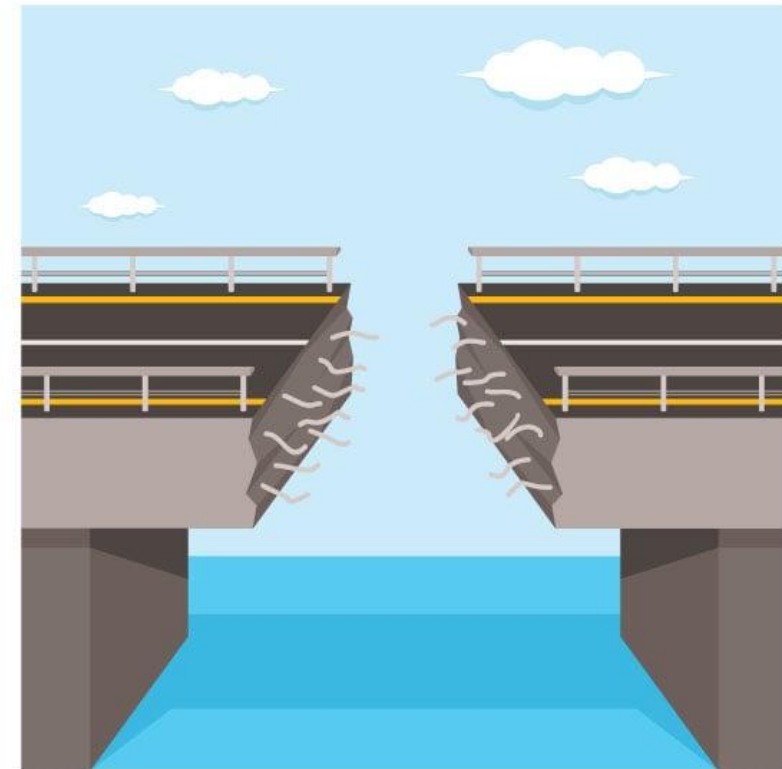
Methods

Focus-group interviews with nursing students studying children's nursing

Gaps in the evidence



- Children's nursing pre-registration programmes impact on preparedness for practice
- Impact of reducing child specific content in pre-reg programmes on preparedness for practice
- Educational influences on children's nurses ability to provide safe care for children, young people and their families
- Impact of human factors in the practice environment on children's nurses ability to provide safe care
- Environmental influences on children's nurses ability to provide safe care for children, young people and their families



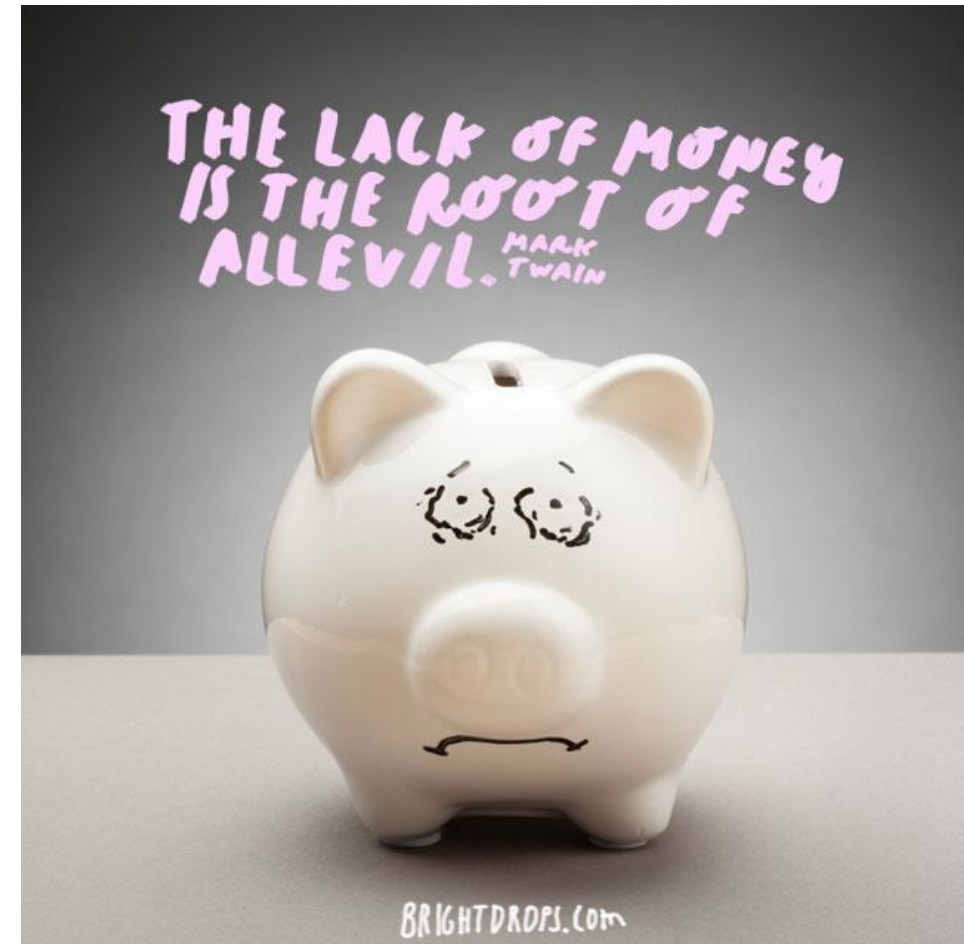
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Challenges to developing the evidence base for children's nursing



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- Lack of funding for educational research
- National Institute for Health and Care Research (NIHR) don't fund educational focussed research
- Accessing, even anonymised, Trust level data on critical incidents for research
- NMC devolved responsibility for programme content to Universities
 - Variability in pre-registration programme structure and delivery



Solutions



- Continue with small scale studies with no or limited funding to incrementally build the evidence base
- PhD projects exploring aspects of the problem
- Shape projects around practice related concerns such as patient safety
- Other ideas?

From <https://writingbybeth.medium.com/five-tips-for-fruitful-dialogue-2a5c0c9bb851>