BACKGROUND

Working alongside colleagues in integrated teams, nurses, midwives and the health professions (NMaHP) play a critical part in realising the Scottish Government’s vision and aims for health and social care (1). Roles have developed and expanded to meet new challenges, but the momentum is growing for transformational change to meet current and future health and care needs.

The Chief Nursing Officer’s commitment to maximising the contribution of the NMaHP workforce and pushing the traditional boundaries of professional roles is demonstrated through the Scottish Government’s Transforming Roles programme (2).

An Education and Career Development Pathways Model has been developed to drive the transformation of NMaHP roles in Scotland. The model demonstrates the transition from undergraduate to postgraduate education. Rather than single, specialist education pathways, it advances broader (but higher-level) core, generalist education components, such as leadership, mental health and prescribing. More flexible approaches to gaining knowledge and skills for advanced and consultant-level practice are also in place. This is illustrated as “learning blocks” in Figure 1.

METHODOLOGY

The introduction of a sustainable, national approach to post-registration education is the first aim of Setting the Direction (3). Scotland has continued to develop and expand this approach through its leadership of the national Transforming Roles Postgraduate Education and Development Group comprising stakeholders from NMaHP practice and education. The Education and Career Development Pathways Model has been designed for flexibility, utility and sustainability to support the acquisition of new knowledge and skills for transformed roles across the NMaHP workforce.

OBJECTIVES

The aim is to develop a sustainable national approach to post-registration and postgraduate education and continuing professional development to support NMaHPs across career pathways, from registration to advanced and consultant roles. This will ensure the most appropriate, skilled and flexible workforce is adequately prepared and supported to deliver the necessary innovations in care delivery now and in the future.

OUTCOMES

Developing an integrated community nursing team education and career development pathway was a priority in Phase 1 of Transforming Roles (Illustrated in Figure 2).

Moving forward, the focus has widened to apply the pathway across the NMaHP workforce.