A Clinical Education Career Framework for Nursing

Improving Services through Education

Key features of the framework

- adopts a principles based approach for transforming clinical education careers
- relates to strategic drivers and national frameworks
- recommends educational preparation to support career planning
- describes broad capabilities and spheres of responsibility
- recognises roles with a specific remit for education as well as those where education is integral to another role
- supports both horizontal and vertical career progression including movement between service and educational organisations

Principles for clinical education careers

- nursing is a practice-based profession and requires support for education in both practice and academic settings in order to enhance, directly or indirectly, high quality patient care
- clinical education roles are integral to workforce planning for effective patient care delivery
- shared values across service and education organisations promote a commitment to develop, support and maintain a positive clinical learning environment
- clinical educators are accountable professionals and must be engaged in life long learning to expand and develop their unique expertise
- knowledge, skills and attributes, which are essential for clinical educator roles, are recognised and developed at all levels
- a framework for clinical education careers provides a consistent approach to role development and the application of the evolving evidence base for practice

The framework was developed as part of the Modernising Nursing Careers initiative (Scottish Executive 2006) in collaboration with stakeholder representation from NHS Education for Scotland, Scottish Government Health Directorate, NHS Scotland, Education Institutions and Professional Organisations. A review of models of employment was undertaken on behalf of NHS Education for Scotland to inform this work (Buchan et al 2008).

References


Modernising nursing careers

setting the direction


Aim:
Effective educational support is crucial to improving quality and services within NHS Scotland. This poster presentation will raise awareness of the development of a framework for Clinical Education Careers for nurses in Scotland. The poster will be supported by copies of a transitional document (NES 2009).

The rationale for this development is to enhance clinical education career opportunities and positively contribute to staff development, retention and the practice education experience of all staff. The ultimate aim is to enhance patient experience and support safe and effective care through the consistent provision of appropriate educational support in practice, at all levels, and wherever that practice may be.

Methodology:
The framework was developed as part of the Modernising Nursing Careers initiative (Scottish Executive 2006) in collaboration with stakeholder representation from NHS Education for Scotland, Scottish Government, NHS Scotland, Education Institutions and Professional Organisations. The framework was informed by a literature review (Buchan et al 2008).

The key features of this framework are that it:
- Relates to strategic drivers and national frameworks
- Adopts a principles based approach for transforming clinical education careers
- Describes broad capabilities and spheres of responsibilities
- Supports both horizontal and vertical career progression including movement between service and educational organisations.

Outcomes/Results:
The outcome of this development is based on the following principles:

1. Nursing is a practice based profession and requires support for education in both practice and academic settings in order to enhance, directly or indirectly, high quality patient care.
2. Clinical education roles are integral to workforce planning for effective patient care delivery.
3. Shared values across service and education organisations promotes a commitment to develop, support and maintain a positive clinical learning environment.
4. Clinical educators are accountable professionals and must be engaged in life long learning to expand and develop their unique expertise
5. Knowledge, skills and attributes, which are essential for clinical educator roles, are recognised and developed at all levels.
6. A framework for clinical education careers provides a consistent approach to role development and
the application of the evolving evidence base for practice.

Conclusion:
The development of the clinical education framework supports healthcare and education organisations, workforce planners, managers and individuals to develop flexible and responsive career pathways which support quality improvement and Better Health Better Care for the people of Scotland.

References: