

University Skills Laboratories

Evaluating Service Provision for Midwifery Education: *A case study*

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INTRODUCTION



- Concerns regarding fitness to practice at the point of registration (NMC 2007)

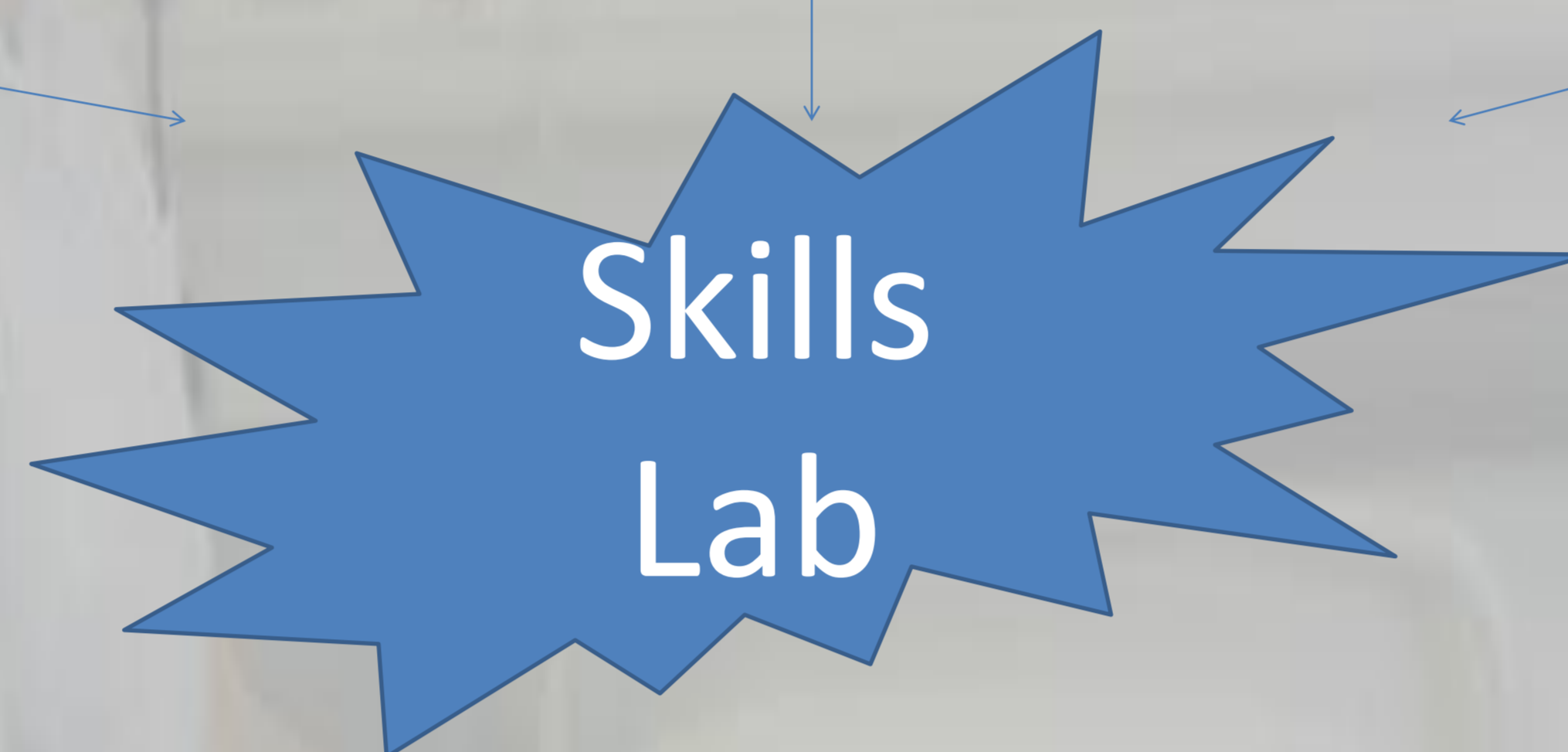
Historical Shift of Nursing & Midwifery Education:

Clinical area to HE
(Haigh 2007)

- Deskillling →
- ↓ practice opportunity

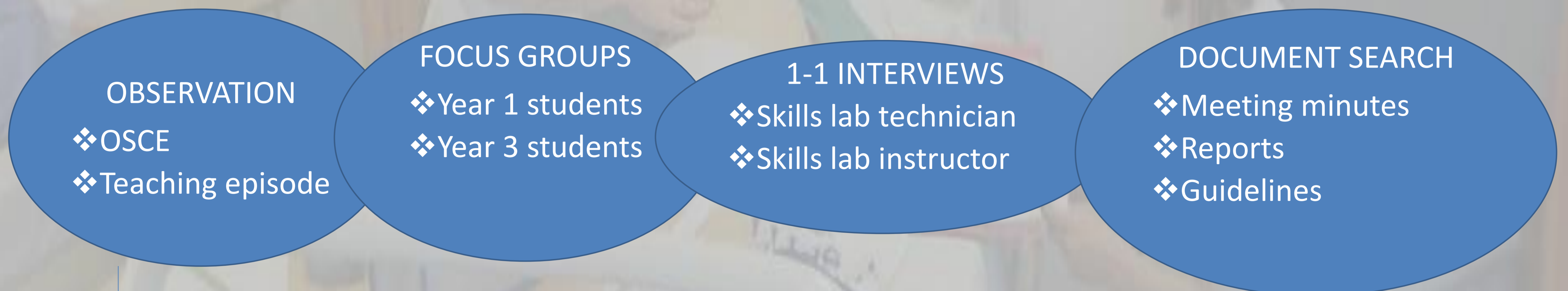


- ↑ student experience
- innovative curriculum (Strategic plan 2011-15)



Quality & Standard?

METHODS



FINDINGS

- Theory > practice ratio → Explore blended learning (Educators)
- Staff - students ratio imbalance → ↑ staff allocation (Institution)
- Superficial use of equipment → Ensure staff attend training (Institution)
- Authenticity of facilities for learning → Explore innovative ways e.g. actors
- Pre- & post- OSCE communication issues → Develop clear guidelines/process
- Managing large student numbers → Timetable small numbers at a time

RECOMMENDATIONS

2 YEARS ON ...

- Staff mandatory training with equipment updates e.g. high & low fidelity simulators
- E-Learning booklets & programmes for students
- 'Authentic ward' & annual structured clinical skills study days
- Additional staff allocated/ ↑ use of skills lab personal

REFERENCES

Haigh, J (2007) Expansive learning in the university setting: the case for simulated clinical experience, *Nurse Education in Practice* 7 (2) pp.95-102
NMC (Nursing & Midwifery Council) (2005) Proposals arising from a review of fitness for practice at the point of registration, London :NMC
Strategic plan (2011-2015) Local University

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