QUEENSLAND UNIVERSTIY OF TECHNOLOGY (QUT) SCHOOL of NURSING (SoN) and METRO NORTH HEALTH (MNH) NURSING AND MIDWIFERY (NM)

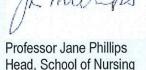# Nursing and Midwifery (NM) Academy – Action Plan 2021 – 2022

Foreword

The Queensland University of Technology (QUT) School of Nursing (SoN) and the Metro North Health (MNH) Nursing and Midwifery Academy has been established to achieve the highest standard of care for the community and enable innovation in practice through education and research.

The 2021-2022 Action Plan outlines strategies for building a sustainable and high functioning partnership between QUT SoN and MNH in the form of a Nursing and Midwifery Academy.

The Academy is characterised by shared governance, collaborative activities, seamless integration, and mutual benefits which ultimately optimises health service delivery and health outcomes for the MNH community.

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ACHIEVING BETTER HEALTH IN THE REAL WORLD

Vision

Transforming healthcare through excellence and innovation in nursing and midwifery

Mission

To optimise the health and wellbeing of our community by promoting and sustaining academic-service partnerships in nursing and midwifery which enable excellence and innovation in practice.

Opportunities

- Building a sustainable, professional, and capable nursing and midwifery workforce.
- Undertaking collaborative and integrated teaching, learning and research activities.
- Promoting excellence in professional practice through mentoring and career development opportunities.
- Increasing participation in lifelong learning activities and postgraduate educational programs.
- Increasing adjunct and con-joint appointments.
- Strengthening the profile of MNH and QUT as global leaders in nursing and midwifery practice, research, and education.

Assumptions

The partnership will strive to:

- Ensure seamless operations to support academic and health service endeavours.
- Enhance professional reputation of respective organisations and individuals.
- Promote mutual accountability for achieving KPIs.
- Maximise participation in Academy activities.
- Capitalise on synergies in clinical practice, teaching and learning and research activities.

Challenges

- Aligning resources to achieve expected outcomes from the Nursing and Midwifery Academy
- Prioritising Nursing and Midwifery Academy by integrating scholarly activities into day-to-day clinical, research and education practice.
- Communicating effectively with the variety of stakeholders.
- Reporting measurable outcomes and return on expectations.

QUT Queensland University of Technology
Brisbane Australia

Metro North Health | Queensland Government

Priority 1 Nursing and Midwifery Academy Infrastructure Support	Priority 2 Entry to Practice	Priority 3: Postgraduate – Teaching and Learning Professional Education	Priority 4: Research
Objective: *Establish the governance and infrastructure to effectively operationalise the Academy*	**Objective:** *Promote and strengthen entry to practice activities to build workforce capability that contributes to excellence in care*	**Objective:** *Enhance engagement in postgraduate lifelong learning to ensure a highly capable and sustainable nursing and midwifery workforce.*	**Objective:** *Strengthen the impact of nursing and midwifery research health service outcomes*
Key Strategy 1.1 Establish and maintain effective governance of the Academy *Overarching Actions* 1.1.1. Establish mutually systems and processes to support the Academy. 1.1.2. Undertake annual review of Action Plan priorities, KPIs, metrics and support strategies. 1.1.3. Work collaboratively with relevant stakeholders to foster innovation, in processes and Academy activities (as per specific Priority Actions and KPIs). 1.1.4. Champion mutual commitment to interactions, marketing the partnership, and provide feedback to stakeholders to promote engagement and outcomes. 1.1.5. Work collaboratively to refine, implement and evaluate systems, processes, and resources to achieve KPIs.	**Key Strategy** 2.1. Effectively support models of clinical placement for entry to practice students *Overarching Actions* 2.1.1. Apply and uphold standard systems, processes, and resources to enhance entry to practice clinical placement models. 2.1.2. Implement activities to facilitate effective governance of clinical practice. 2.1.3. Lead cultivate, implement, evaluate contemporary models of clinical placement to enhance the student experience, patient outcomes and organisational workforce objectives.	**Key Strategy** 3.1. Increase engagement in learning activities which build professional workforce capacity *Overarching Actions* 3.1.1. Promote participation in ongoing professional development activities. 3.1.2. Apply the University-Industry Integration Framework for collective Post-Graduate (PG) activities. 3.1.3. Deliver collaborative sustainable Continuing Professional Development opportunities/programs.	**Key Strategy** 4.1. Grow collaborative research initiatives to advance nursing and midwifery practice *Overarching Actions* 4.1.1. Foster collaboration in research which addresses health service priorities. 4.1.2. Promote the translation of research into practice. 4.1.3. Encourage international, national, and statewide collaborative partnership research activities. 4.1.4. Promote enrolment in Higher Research Degree studies.
Key Strategy 1.2 Lead implementation of the priorities of the Action Plan *Overarching Actions* 1.2.1 Progress and implement Action Plan priorities. 1.2.2 Lead, cultivate, implement, evaluate, and report key priorities activities, projects, and innovations.	**Key Strategy** 2.2. Foster attainment of professional practice standards. *Overarching Actions* 2.2.1. Engage in and support the application of interprofessional learning activities and education models. 2.2.2. Work collaboratively in curriculum design and delivery to achieve mutually beneficial outcomes underpinned by excellence in practice. 2.2.3. Facilitate effective transition to practice, optimise workforce preparedness and graduate recruitment. 2.2.4. Lead, cultivate, implement, and evaluate strategies to further advance the Student Clinical Facilitator Model. 2.2.5. Generate a culture that supports lifelong learning to meet clinical and professional standards and organisational requirements.	**Key Strategy** 3.2. Evaluate the effectiveness of current PG learning and teaching partnerships to promote collaborative outcomes *Overarching Actions* 3.2.1 Deliver innovative and flexible approaches to learning and teaching. 3.2.2 Develop a model/framework to enhance partnership engagement that fosters learning and teaching activities.	**Key Strategy** 4.2. Build research capacity within nursing and midwifery *Overarching Actions* 4.2.1 Increase engagement in joint research and research capacity building activities. 4.2.2 Work collaboratively with other project leads and to advance translation of research outcomes into practice.
Key Performance Indicators • Advisory Committee and priority projects are achieved in accordance with Terms of Reference and KPIs • Action Plan reviewed annually. • Priority Plans (Entry to Practice, PG, Research) reviewed biennially. • The number of partnership activities and support processes • Increase in adjunct, co-joint appointments, and honorary education/research fellowship positions by 10% • Marketing strategies reported. • Evidence of profile and awareness of Academy intent, achievements, and outcomes	**Key Performance Indicators** • Number of clinical placement hours/student weeks for clinical placements & associated activities including Student Clinical Facilitator Hours, Schedules • Evidence of joint systems, process and resources • Identification of areas for achieving cost efficiencies in placements. • Development, trial and evaluation of clinical placement and facilitation models completed. • Number of new placements opportunities and outcomes • Experience of students undertaking clinical placement that translate to graduate employment opportunities. • Increased number of students participating in structured interprofessional experiences during clinical placement. • QUT is the health education provider of choice. • MNH is employer of choice first/second application preferences. • Increased completion formal / informal qualifications articulated in personal and professional development plans. • Number of PG qualifications of Student Clinical Facilitators • Minimum 30% completion of preceptorship program	**Key Performance Indicators** • Increased number of staff enrolled in PG courses, projects, joint publications, conference presentations, and other scholarly pursuits. • Evidence of programs, models/frameworks, delivered in partnership. • Number of occasions jointly engaged in delivering content/ updating/reviewing curriculum. • Evidence of satisfaction related to the quality of programs, models/frameworks developed, and delivered. • Increase in transition support and intergraded programs and learning pathways.	**Key Performance Indicators** • Increased number of mutual/partnership collaborative research initiatives • Increased number of 1) successful grant funding; 2) conference presentations; 3) HDR student enrolments and 4) HDR student completions. • Demonstrated evidence of research impact including knowledge, health, economic and social impact.