Developing a graduate attribute model at discipline level:
Nursing, Midwifery and Social Care

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<th>Name of higher education institution: Edinburgh Napier University</th>
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<td>Name author(s), and contact details: Marie Elen on behalf of the School of Nursing, Midwifery and Social Care, Edinburgh Napier University.</td>
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<td>Key words: The development of subject level Graduate Attribute statements for the School of Nursing, Midwifery and Social Care (SNMSC), Edinburgh Napier University.</td>
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<td>Overview: Edinburgh Napier University has developed a model – Pursuing Graduate Excellence - that university-wide articulates what the Attributes. While for all students, areas have been the Skills, Qualities the group headings graduates of their outcome of this</td>
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The 4 Dimensions (the outer circle) are introduced at University level:

- APPLICATION OF & CONTRIBUTION TO KNOWLEDGE: an attitude towards knowledge
- LEARNING FOR LIFE: an attitude towards learning
- WORLD OF WORK PREPARED: an attitude towards the working world
- CITIZENSHIP: an attitude towards communities, societies and the wider world

The Graduate Skills, Qualities and Characteristics (the inner circle) are written specifically locally – in this case for the SNMSC. Grads from the School of Nursing and Midwifery will be confident, reflective practitioners with the necessary critical abilities, understanding, skills and competencies to safely and effectively practice in nursing and midwifery and promote the expansion of underpinning knowledge base for nursing and midwifery.

**Intellectual, curiosity and autonomy**

The Edinburgh Napier graduate will be able to work autonomously in a sustainable way that is influenced by openness, creativity and curiosity with a willingness to meet new challenges. They will:

- manage and deliver person and evidence based care in partnership with families and carers.
- have an appreciation of the professional roles and responsibilities of the registered nurse/midwife which includes accountability, acceptance and trust.
be dynamic leaders who are equipped with effective decision making skills to problem solve by identifying, defining, analysing and solving issues.

have a commitment to lifelong learning to include evaluation of personal and professional skills.

**Ethical, social and professional understanding**
The Edinburgh Napier graduate will hold personal/professional values and beliefs consistent with the role.

They will:
- understand the relationship between ethics and good evidence based patient care to acknowledge that clinical decisions can affect the dignity, welfare and wellbeing of patients.
- be socially aware taking cognisance of cultural differences and their implications for practice.
- demonstrate commitment to sensitive, compassionate and professional behaviour.
- be equally focussed by challenging injustice and inequalities to ensure everyone is treated equally.
- be able to ethically justify their decisions, interventions and actions.

**Personal effectiveness and self-efficacy**
The Edinburgh Napier graduate will be able to recognise and respond to change by managing themselves and others to maximise opportunities to improve patient services.

They will:
- be assertive professionals who are responsible, honest and respectful
- display a willingness and eagerness to learn which will facilitate the achievement of personal and professional goals
- be conscientious practitioners who maintain a positive outlook and attitude to the profession
- be empathetic listeners who respond effectively
- manage effectively the nursing care of individuals through collaboration with other members of the health care team.

**Intra/entrepreneurship**
The Edinburgh Napier graduate will be dynamic leaders with appropriate evidence based knowledge and skills to enable them to make informed decisions and articulate their contribution.

They will:
- exercise critical thinking to foster new knowledge, understanding and practice while motivating and inspiring others.
- be strategically aware while working in partnership with others to influence new and innovative ways of working.
- value research and its contribution to nursing/midwifery and improved standards of care.
- provide added value to their future employing organisation.

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**5 Background/context:**
The ENU model has been developed following cross-institutional staff and student involvement and reflects ENU's approach to programme development and delivery. Critically, it builds on, and explicitly links to, long-term work around employability (which is embedded and delivered at Module level) and the higher level graduate attributes developed by students as a consequence of their holistic engagement with the programme and the wider world.

The development of subject level Graduate Attribute statements for the School of Nursing, Midwifery and Social Care, Edinburgh Napier University has occurred at pivotal time to coincide with the development and successful validation of the Bachelor of Nursing and Bachelor of Midwifery programmes to commence in the academic session 2011/12. The subject level Graduate Attribute statements for the School compliment the theory and practice requirements contained within the Bachelor of Nursing and Bachelor of Midwifery programmes set out by the Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education.

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**6 Activities/practice (you might like to include an account of activity to date. You may include web links, screen grabs etc.):**
Following an initial half day with other school leads across the university, work was started to involve school colleagues. Staff involvement has included the lead for the school attending subject group meetings to introduce the concept of ENU graduate attribute model, provide an overview of the ENU Graduate attribute dimensions and provide examples of the skills, qualities and characteristics that support GA development. Feedback on the examples of the skills, qualities and characteristics was collated to inform the development of subject level Graduate Attribute statements for the School of Nursing, Midwifery and Social Care. This first draft was submitted to the School LTA, Head of School and Associate Dean, Faculty of Health, Life and Social science for comment. The draft was then presented at the School Action Day by a series of concurrent sessions in June.
11 to allow for wider dissemination of information and provide a further opportunity for staff to comment. Following positive feedback the draft was amended slightly and final document was sent to the Associate Dean, Faculty of Health, Life and Social Science for approval at Faculty LTACs.

7 Key points including challenges:
The Graduate Skills, Qualities and Characteristics specific to the School of Nursing, Midwifery and Social Care must be recognised by all staff to ensure that our students acquire these graduate attributes as one of the outcomes of successfully completing their degree at Edinburgh Napier University.

8 Where to next:
The subject level statements will be added to the programme specs from September 2011. The school ethos document will require amendment to incorporate the GA statements. New students will have a light of touch introduction to the GA model as part of their formal induction activity in September. Continuing students will be introduced as part of their welcome-back activity. Further staff development events may be required to establish how graduate attributes can be incorporated into the programme and to establish how the students recognise and articulate their attributes.

9 Additional information:
The monitoring of how the student is developing the Graduate Skills, Qualities and Characteristics throughout the programme could be accommodated within the personal development portfolio and reviewed by the student’s personal teacher during this process. This is an area for further development.