

Implementing a new block model teaching approach in nursing and midwifery education - an evaluation

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An Australian university block model teaching approach has provided a unique opportunity to actively engage nursing and midwifery students in their learning. The aim of this evaluation was to explore student learner outcomes within the initial years of national implementation of the innovative block model at a university in the western region of Melbourne. Data presented focuses on student outcomes and learner engagement, informed by active learning pedagogy, for undergraduate nursing and midwifery education. The retrospective evaluation compared key indicators of student learning pre-BM introduction and post-implementation for nursing and midwifery students compared with non-BM students at other Australian universities. Comparisons were also made using national external data sets like the Student Experience Survey and National Employability Survey. Students were enrolled in higher education programs and completed their studies in the BM. Data strongly demonstrates that implementation of the BM in nursing and midwifery programs resulted in improvements in learner engagement, program retention rates, and pass rates. Improvements were also noted in graduate outcomes and an increase in full-time graduate employment. The results suggest the BM is a promising new teaching approach in nursing and midwifery education, with potential benefits for learner engagement, student retention in programs, and pass rates.