DESCRIPTION

*Nurse Education in Practice* enables lecturers and practitioners to both share and disseminate evidence that demonstrates the actual practice of education as it is experienced in the realities of their respective work environments, that is both in the University/faculty and clinical settings. It is supportive of new authors and is at the forefront in publishing individual and collaborative papers that demonstrate the link between education and practice.

*Nursing* is a discipline that is grounded in its practice origins - nurse educators utilise research-based evidence to promote good practice in education in all its fields. A strength of this journal is that it seeks to promote the development of a body of evidence to underpin the foundation of nurse education practice, as well as promoting and publishing education focused papers from other health care professions which have the same underpinning philosophy.

Case studies and innovative developments that demonstrate how nursing and health care educators teach and facilitate learning, together with reflection and action that seeks to transform their professional practice will be promoted.

The opportunity to stimulate debate is encouraged as is the promotion of evidence-based nursing education internationally.

New sections:

**Clinical education**

Papers which focus on nursing education in the clinical practice environment, from clinical staff involved in the education of student nurses in practice, as well as educators involved in the development of the workforce through post-qualifying education and training initiatives, are welcomed. It is essential that, as in other areas of nursing education, the evidence-base to education in the clinical environment is developed, where student nurses learn to become nurses; and professional caring practitioners develop and maintain their own knowledge and skills in order to transform the way they develop and deliver quality care to their patients and clients. One field that this is especially visible is known as Practice Development.

**Midwifery Education**

In keeping with the overall aims and scope of the journal *Nurse Education in Practice (NEP)*, the midwifery section focuses upon education at an international level. The editorial team wish to encourage submission of papers that relate to midwifery which demonstrate:

- Innovation and development of education;
• Creativity in teaching and learning strategies;
• Advancement of practice-based education;
• Collaborative education initiatives between women and midwives;
• Delivery of education within the maternity services.

**Doctorate Studies Research**

The journal receives a large number of articles from doctoral students worldwide. These are, at best, very innovative and demonstrate originality and new evidence underpinning education in nursing and midwifery. We also receive such papers from other health care professions. Some of these papers, focus on the actual overarching study/project itself, whilst some may focus on the actual findings and others on the literature reviews that underpin the research question and discussion of findings. We very rarely receive papers from PhD studies which describe the methodology of the study and the justification of the choice of methods used in pedagogical research because, to date, this has not been a focus of the journal.

We have decided to launch a new section - **Doctorate Studies Research** - which looks at all three of these areas specifically. These papers will focus on (i) articles that present the whole research study, (ii) systematic or literature reviews which commensurate with the nature of the doctorate study; and (iii) critical reviews of the research design which describe, the chosen research design of doctoral studies, to include methodologies, methods, and data analyses used in pedagogical research.

We hope the section will also provide a more focused approach to highlighting doctorate studies in general.

The articles submitted to this section of the journal MUST only be from a doctorate study and will enable doctoral students, and those in the immediate postdoctoral stage of their study, to be able to justify choice of their methodology in particular, and must be underpinned by sound theoretical concepts for the use of their chosen methodology in that particular pedagogical research. Evidence must be provided in the submitted paper of the nature of the educational research that led to the choice of the methodology. Methodology papers submitted for clinical research will not be considered. By introducing this new section we hope to be able to begin to develop a body of evidence on the nature of methodologies being used in educational research.

Submit your paper online at [https://www.evise.com/profile/#/NEP/login](https://www.evise.com/profile/#/NEP/login). Please refer to the journal author guidelines for the specific detail of the format of papers.

From 2016 all articles published in *Nurse Education in Practice* will be immediately assigned to an issue upon acceptance, without having to wait in press. This will mean immediate publication for all authors, upon completion of post-acceptance publishing processes.

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INTRODUCTION
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The Editor welcomes papers which will stimulate debate and have a direct impact on nursing and midwifery education and scholarship. Issues for Debate papers should not exceed 2,500 words, including in-text references, abstract, keywords and the bibliographic reference list.

Midwifery Education papers: Original research, reviews and Issues for Debate articles that pertain specifically to midwifery education are all welcomed by the Editorial team. The usual guidelines for article length and format (as outlined in these Guide for Authors) should be followed. At point of submission, authors will be requested to select 'Midwifery Education' if their paper is to be considered for this section.

Clinical Education: Original research, reviews and Issues for Debate articles which focus on nursing education in the clinical practice environment are welcomed. The usual guidelines for article length and format (as outlined in these Guide for Authors) should be followed. At point of submission, authors will be requested to select 'Clinical Education' if their paper is to be considered for this section.

New section - Doctorate Studies Research
The new Doctorate Studies Research section provides authors with the opportunity to publish details of the chosen research design of their doctoral studies. At point of submission, authors will be requested to select 'Doctorate Studies' if their paper is to be considered for this section.

Papers are welcomed in three different article types:
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(iii) A Critical Review of the Research Design used in the study - these articles will include details of the methodology and why such methods were chosen; full details of the methods used and why, with specific details on how the methods used fit with the methodology; details of any limitations to using the chosen approach, in relation to the individual study itself..

The articles submitted to this section of the journal MUST only be from a doctorate study and will enable doctoral students, and those in the immediate post-doctoral stage of their study, to be able to justify choice of their methodology in particular, and must be underpinned by sound theoretical
concepts for the use of their chosen methodology in that particular pedagogical research. Evidence must be provided in the submitted paper of the nature of the educational research that led to the choice of the methodology. Methodology papers submitted for clinical research will NOT be considered.

It is expected that Supervisors of the doctoral study will be named in the Acknowledgements section of submitted articles, if not already a co-author on the paper. Acknowledgments should be noted on the Title Page for original submissions to enable blinded review. Should revisions be requested post-review, any revised manuscripts will require Acknowledgments to be moved to the manuscript file.

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