

The Higher Education Academic

Seminar Series Event

Enhancing holistic healthcare employability for successful student transition – how do we measure its success?

Birmingham City University, Faculty of Health, City South Campus

10:00-16:00 Wednesday 2nd April 2014

Abstract submissions

**Abstract submission 1.**

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| **Title** |
| “A Phased Approach to Enhancing Pre – Registration Employability at BCH NHS FT” |

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| **Strand** | | | | | |
| Alumni |  | Students |  | Measuring employability |  |
| Careers staff |  | Clinical educators |  | Other (please specify) |  |
| Academic Practice |  | Curriculum developments |  |  | |
| Preceptorship |  | Employability initiatives | ✓ |

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| **Short Abstract** |
| The beginning of a nurse's career is a challenging time and initial experiences can be pivotal. To ensure the best possible start for newly qualified nurses and to maximise the training investment, a quality Preceptorship period is essential (Busby, 2013). However, debate continues as to whether registrants are ‘job ready’ at the point of qualification despite successful completion of a vocational course. Requisite skills to work in a professional environment as a qualified, accountable practitioner often fall short of organisational expectations and service requirements. This is often referred to as ‘reality shock’, and may be attributed to core employability skills. |

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| **Outline** |
| The poster outlines key proposals to build a ‘transition pathway’ into the existing course programme at a local HEI.  These are first draft proposals but ensure constructive alignment to the academic content covered in the existing transition module and pre-determined curriculum and placement timescales. There is robust rationale behind the timing of these proposals which has been agreed with senior practice and academic staff.    The proposals have a short term focus in the first instance (phase 1). It is anticipated that following evaluation of these initial changes, further phases will be implemented.    The primary aim of these proposals include;   * Increased employability awareness * Streamlined recruitment processes * Introduction of 'Transition students' * Creating a 'BCH identity' * KIT (keep in touch days) * Increased attractiveness as an employer / organisation * Reduction in the supply gap of NQNs * Reduced attrition of NQNs   Once established, this model aims to prepare students to be 'job ready' and not just 'skills ready', reducing the 'reality shock' once starting in the practice area as a newly qualified nurse.  This project feeds into the wider workforce landscape, and is being driven by senior practice and academic staff who have an avid interest in the employability agenda. |

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| **Keywords** |
| Employability, student journey, transition, job ready, reality shock, |

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| **Audience** |
| This poster is aimed at both students and employers. It has a dual purpose to inform the audience of how BCH NHS FT engages with students from the point of interest in a nursing course, as well as encouraging development of core employability skills. A collaborative approach towards enhancing employability is emerging, with particular emphasis on the final 6 months of university. Increased contact with employers will create opportunities to embed core skills and expose ‘real life situations’ / scenarios from practice, ultimately reducing the ‘reality shock’ experienced following up to 8 weeks ‘out of practice’ following completion of a university course. |

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| **Presentation Impact** |
| Paper poster with author present to expand on key themes. |

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| **Key message** |
| * Development of a ‘transition pathway’ will ultimately create ‘warm contacts’ and promote networking with professionals from within the nursing field and NHS employment sector. * The enhancement of core employability skills is key during the final 6 months of training to reduce the ‘reality shock’ once qualified. * Creating a ‘BCH identity’ as a ‘transition student’ will improve engagement from NQNs, streamline processes and signpost support networks, potentially lessening the impact of NQNs in the clinical area. |

**Abstract submission 2**

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| **Title** |
| Birmingham Children’s Hospital – Newly Qualified Nurse Programme 2014 |

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| **Strand** | | | | | |
| Alumni |  | Students |  | Measuring employability |  |
| Careers staff |  | Clinical educators | x | Other (please specify) |  |
| Academic Practice |  | Curriculum developments |  |  | |
| Preceptorship | x | Employability initiatives |  |

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| **Short Abstract** |
| The purpose of our poster is to outline the new, updated Birmingham Children’s Hospital Newly Qualified Nurse programme and to display our evaluation findings. The poster shows how the Newly Qualified Nurses receive a productive and effective Preceptorship period through both structured study days and Clinical Skills Practitioner support in their individual work areas. These elements combine to form competent skilled practitioners who feel well supported. The course delivery has been evaluated and the results are included in the poster display. |

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| **Outline** |
| The poster demonstrates the effective link between study day delivery, preceptorship and clinical skills practitioner support to enhance employability through recruitment and retention of staff. The aim is to equip Newly Qualified Nurses with the knowledge, skills and attitude to deliver competent and safe practice. We have created innovative ways to raise the profile of Preceptorship within the organisation to ensure experienced nurses understand the role and responsibilities and the Department of Health Framework. A ‘Friends and Family’ type questionnaire was distributed to evaluate the impact and success of the revised NQN programme and Clinical Skills Practitioner support. This has provided both qualitative and quantitative evaluation data that is displayed on the poster. The use of simulation enhances clinical skills development which, in turn underpins and informs the delivery of safe, quality care by NQN’s. The poster shows photographs of these simulation sessions as part of the study day structure. |

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| **Keywords** |
| Preceptorship, Support, Knowledge, Skills, Success, Autonomous, Professional, Accountability, Competence, Confidence, Self-Care, Emotional Resilience. |

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| **Audience** |
| The poster is aimed at students pre-registration who are interested in a smooth transition from student to Newly Qualified Practitioner and beyond with the view to pursuing excellent career development and lifelong learning. |

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| **Presentation Impact** |
| Poster display to highlight the structure and content of the Newly Qualified Nurse Programme 2014, Preceptorship and Clinical Skill Practitioner input including simulation. To share Preceptorship packs, Competency documentation and detailed Study Day information. |

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| **Key message** |
| * Clinical Skills Practitioner support in the ward area. * Raising the profile of Preceptorship through clearly defined roles and responsibilities. * Provision of wide knowledge base during study days for clinical skills and Emotional Resilience/self-care |

**Abstract submission 3**

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| **Title** |
| **Sharing the skills and knowledge derived from professionalism teaching to improve the employability skills of all Nottingham graduates** |

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| **Strand** | | | | | |
| Alumni |  | Students |  | Measuring employability |  |
| Careers staff |  | Clinical educators |  | Other (please specify) |  |
| Academic Practice | X | Curriculum developments | X |  | |
| Preceptorship |  | Employability initiatives | X |

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| **Short Abstract** |
| Expertise and methods in training the “professional doctor” can be adapted, transferred and disseminated to the wider higher education community to enhance the development of the “professional global graduate” and to increase our students’ employability power. We report a recent example of such a wider application of professionalism training in the establishment of new BSc programmes in Healthcare science and Medical Physiology & Therapeutics where we used our experience of developing professional values and skills to develop a compulsory 20 credit final year professional development module; the first of its kind at Nottingham for a non-clinical programme. |

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| **Outline** |
| **Sharing the skills and knowledge derived from professionalism teaching to improve the employability skills of all Nottingham graduates.** P. Hagan, D.P. McLaughlin, D. Tarmey. Division of Medical Sciences and Graduate Entry Medicine, School of Medicine, University of Nottingham  The global employer requires evidence of skills that go beyond qualification and experience therefore improving the professional employability of UK graduates is a key focus of many universities. The Confederation of British Industry defines employability as a *“set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace-to the benefit of themselves, their employer and the wider economy”.* The acquisition and development of these attributes and skills is encouraged in students enrolled on vocational healthcare-related degrees (for example medicine and nursing) in their “professionalism” themes.  Professionalism in medicine has been the subject of extensive research at both national and international levels and there have been a number of developments in our understanding of professionalism in recent years. Many teaching and student support initiatives have been embedded in the curricula in order to develop an appropriate set of skills within the Nottingham medical student population. This professional skills training (including reflective practice, continued professional and personal development, communication skills, team working, 360° appraisal and managing feedback) helps to develop the characteristics that global employers require from the modern graduate workforce and is potentially transferable to other degree programmes.  Pre-existing expertise and examples of best practice in ensuring that our medical students develop effective professionalism skills as required and regulated by the General Medical Council exist within medical schools. Transferring this knowledge to other programmes will increase the professionalism and employability power of all graduates. A recent example of such a wider application of professionalism training is in the establishment of new BSc programmes in Healthcare Science and Medical Physiology & Therapeutics, where we used our experience of developing professional values and skills to develop a compulsory 20 credit final year professional development module; the first of its kind at the University of Nottingham for a non-clinical programme.  This module provides a practical introduction to personal and professional development (PPD) activities for students enrolled on the BSc in Healthcare Science and the BSc in Medical Physiology & Therapeutics. The module seeks to prepare students for the types of PPD activities that they will be likely to undertake as graduates in a number of disciplines, including in industry and the NHS setting. There is an emphasis on the development of core practical skills/competencies and the use of reflective practice, action planning and analysis of outcomes to monitor personal and professional development.  Feedback from our recent graduates has informed us that this module helped them to focus, reflect and fine tune their own skills giving them greater confidence to approach the job market. A substantial proportion of the graduates that we surveyed also reported that they would have liked this module to have run longitudinally throughout their degree programme. |

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| **Keywords** |
| Knowledge transfer, professionalism, embedding in curriculum, professional skills, employability skills, reflection and insight, communication skills |

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| **Audience** |
| This information has a wide audience as it demonstrates how pre-existing expertise within medical schools used to develop the “professional doctor” can be transferred and adapted to all graduate programmes to encourage personal and professional development and employability skills acquisition. This poster should be targeted to those involved in curriculum development, personal tutoring programmes and careers advisors. |

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| **Presentation Impact** |
| This poster presentation will be the traditional paper based poster type but the information will be illustrated using student photographs that were taken throughout the final year of their degree. This will demonstrate to readers the skills development progression throughout the final year and also remind them that there are individuals behind the data. |

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| **Key message** |
| * Evidence of having acquired and developed key employability skills is essential for all university graduates * Sharing of knowledge from the professionalism themes within medicine and healthcare-related curricula may benefit student development programmes * Embedding personal and professional development materials into the curriculum will ensure all students increase their employability power within the global market. |

**Abstract submission 4**

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| **Title** |
| Birmingham Children’s Hospital – Transition from student to newly qualified Theatre Practitioner |

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| **Strand** | | | | | |
| Alumni |  | Students |  | Measuring employability |  |
| Careers staff |  | Clinical educators | x | Other (please specify) |  |
| Academic Practice |  | Curriculum developments |  |  | |
| Preceptorship |  | Employability initiatives |  |

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| **Short Abstract** |
| The purpose of our poster is to outline how we support newly qualified theatre practitioners within the BCH theatre department. We have demonstrated how the Theatre Education Team at BCH work collaboratively with professionals within the hospital and theatres to provide enhanced support and teaching to all staff in practice.  We have developed an innovative programme to support significant numbers of newly qualified practitioners during their initial 3 month rotation as displayed within our poster. Using a variety of educational initiatives, this programme has shown positive results in developing practitioners that are fit for practice. |

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| **Outline** |
| The poster demonstrates the transition from student to newly qualified practitioner through the use of the new starter development map. This allows them to see how they may develop as a practitioner over a 2 year programme, with the support of the Theatre Education Team. Through clinical skills training, completion of speciality competencies and speciality workbooks, the aim is to equip Newly Qualified Practitioners with the knowledge, skills and attitude to deliver competent and safe practice.  We have also incorporated developments that the Theatre Education Team will be implementing in the near future, which will enhance professional development and lifelong learning.  We want to show how newly qualified practitioners are fully supported through the theatre education programme, and how future developments will allow for a multi-skilled workforce. |

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| **Keywords** |
| Support, Knowledge, Skills, Professional, Accountability, Competent, Confidence, Development, Clinical skills, future developments, Dual / Triple skilled workforce, Continued Professional Development |

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| **Audience** |
| The poster is aimed at students pre-registration who are interested in a smooth transition from student to Newly Qualified Practitioner and beyond with the view to pursuing excellent career development and lifelong learning. |

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| **Presentation Impact** |
| Poster display to highlight the structure of support for newly qualified practitioners working within the theatre department. To share Competency documentation, speciality workbooks, induction packs and our new starter development map. |

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| **Key message** |
| * Birmingham Children’s Hospital Theatre Education Team is committed to enabling a smooth transition from student to newly qualified theatre practitioner. * Plans for future development to support lifelong learning of all Theatre Practitioners * Clear consolidation and development plan for new starters |

**Abstract submission 5**

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| **Title** |
| Does an ePortfolio Enhance Graduateness and Employability? |

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| **Strand** | | | | | |
| Alumni |  | Students | x | Measuring employability |  |
| Careers staff |  | Clinical educators |  | Other (please specify) |  |
| Academic Practice |  | Curriculum developments |  |  | |
| Preceptorship |  | Employability initiatives | x |

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| **Short Abstract** |
| With the launch of the NMC Standards for Pre-Registration Nursing Education (2010), student nurses were no longer required to maintain a portfolio to demonstrate responsibility for their own learning. As the portfolio is a valued tool used to demonstrate lifelong learning we used the opportunity to move away from the traditional paper-based format and give the student access to an ePortfolio using Mahara. The online format enables instant access to identified learning, personal and professional achievements, goals and reflections. |

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| **Outline** |
| **Introduction:** Following the launch of the NMC Standards for Pre-Registration Nursing Education (2010), student nurses were no longer required to maintain a portfolio to demonstrate responsibility for their own learning. As the portfolio is a valued tool used to demonstrate lifelong learning we used the opportunity to move away from the traditional paper-based format and give the student access to an ePortfolio using Mahara  **Aim:** A positive bid was entered for the Centre for Enhancement of Teaching and Learning’s (CELT) Student Academic Mentoring Programme (STAMP) and students were shortlisted and interviewed.  The ePortfolio is embedded within the programme year on year, finally concluding in the Transition to Qualified Practitioner module. At this point the student is given the tools which will enable them to showcase the ePortfolio to potential employers. The online format enables instant access to identified learning, personal and professional achievements, goals and reflections.  **Method:** Training for students and staff was required and alongside an ePortfolio Moodle page we advertised for volunteers (current students) with previous experience of ePortfolio and/or an interest in information technology (IT) the opportunity to engage with and assist other students to enhance and develop their own ePortfolio.  **Results/Findings:** The Student Academic Mentors (STAMPs) continued to use Moodle to assist and support other students towards enhancing their own ePortfolio. Resource material e.g. ‘how to’ guides and videos are utilised along with the opportunity for the student to attend real time facilitated sessions within a computer suite. The STAMPs continued to offer support whilst they were themselves in clinical practice by setting up an online forum which received posted questions/queries.  **Implications:** ePortfolio mentoring aims to impact on the student learning experience by maximizing the employability of students once they reach the end of their programme. It allows students to focus on their strengths and utilize new technologies to showcase to future employers and to further maintain their portfolio as a professional requirement.  **Reference**  Nursing Midwifery Council (2010) Standards for pre-registration nursing education. Available from: <http://www.nmc-uk.org/Educators/Standards-for-education/Standards-for-pre-registration-midwifery-education/> (accessed 9 January 2014). |

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| **Keywords** |
| Employability, ePortfolio, Mahara, Graduateness, CETL, Student Academic Mentors, NMC, Nursing |

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| **Audience** |
| The poster is aimed at nursing students, health care professional and health care employers. |

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| **Presentation Impact** |
| If a laptop is available I would like to show the interface of Mahara and how it works to those interested. |

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| **Key message** |
| * An ePortfolio is student owned * An ePortfolio demonstrates learning, skills and development whilst recording personal achievements * An ePortfolio is portable and can be shared with others |

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| **All e-poster submissions can be accessed via the event and compendium webpage at:**  [[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)](http://www.bcu.ac.uk/measure-success)  **With thanks to all authors who submitted abstracts and posters.** |