Procedure for Managing Feedback Following Practice Learning Experiences (2013)

Background

Practice learning experiences and the associated learning constitute 50% of Student's learning on pre-registration nursing programmes (NMC 2008, 2010). To achieve this, collaboration with Health and Social Care Trusts (HSCTs), private healthcare providers and the voluntary sector are essential. The University and the School of Nursing have responsibility for the quality, coherence and standards of the awards they provide; and, for confirming that the NMC Standards (2010) of Fitness for practice, for purpose and for award are met. This requires rigorous standards of monitoring and evaluation to be in place to ensure that the devolved learning processes that occur through formal collaborative arrangements are of a high quality, coherent and of sufficient standard (QAA 2012, NMC 2008). Additionally, Students on practice learning experiences require adequate support during the experience and the School of Nursing must ensure that specific learning/practice outcomes of the programme can be achieved (QAA 2012; NMC 2008).

The methods of assuring such quality and standards are required to be as rigorous, secure and open to scrutiny as it is for learning experiences achieved through conventional modes of teaching and learning (QAA 2012, NMC 2008). In addition, regular and effective monitoring and review of such opportunities helps to:

- gain maximum benefit from the experience
- contribute towards enhancement of that experience,
- inform future developments within the practice area, and
- facilitate positive development of relationships between collaborating bodies (QAA 2012).

QAA (2012) identify that this feedback can be achieved through a variety of methods:

- Regular meetings between the School of Nursing and any learning providers, their representative(s), and the Student.
- Questionnaires and focus groups

Additionally, QAA identify that feedback is sought from identified stakeholders:

- Feedback from staff/Mentors engaged with work-based and placement learning
- Feedback from external examiners
- Feedback from Students

These methods and involvement of stakeholders endorse the NMCs (2010) requirement to ensure educational quality through partnership and collaboration with all stakeholders.

Methods Employed by the School of Nursing to Obtain and Respond to Feedback

Stakeholder	Method	Process involved
Student	Use of Feedback Questionnaires	⇒ Feedback forms are provided for each practice learning experience online through the InPlace system. ⇒ The Student complete one online feedback form for each practice learning experience they complete. This feedback is broken down into two categories on analysis –University Support and Placement Provider Support. ⇒ The Student completes these anonymously at the end of the practice learning experience. ⇒ Each form identifies the module that was undertaken and where it was undertaken. ⇒ The feedback is analysed and a report run in the following format: o At the end of the practice learning experience block, a collated feedback report is created and sent out to the Practice. Education Team in the Trust or Independent Sector Facility o At the end of the practice learning experience block, a collated feedback form is created and sent out to the Link Lecturer for the area. o When all practice learning experiences for that module have been completed, a report is run by module and provided to the Module Coordinator and Course Director. ⇒ Once these reports are run they are analysed by the recipients who identify aspects of good practice and any issues that require attention. This information is brought to the attention of the Academic Lead for Practice Learning, who will liaise with the Link Lecturer for that area, the Practice Education Team/ Education Lead or Placement Provider Manager to attend to the issue(s). The module Coordinator also raises the issues at Course Committee Meetings, which is also attended by practice representatives. ⇒ Practice Education Teams/Educational Leads and Practice Placement Managers internally communicate good practice and issues, and develop strategies and procedures to manage issues and promote good practice with School representatives (e.g. Academic Lead for Practice Learning).
	Regular meetings between Student, Mentor and Link Lecturer whilst on practice learning experiences	Each practice area has a designated Link Lecturer to support the Student and Mentor throughout the placement. They meet on average every fortnight to review Student learning and to collaboratively attend to any issues that may have arisen. The Student and Mentor can contact the Practice Learning office with concerns Monday to Friday (9am – 5pm) and the area will have contact details for the Link Lecturer. Any issues are communicated to the Academic Lead for Practice Learning, who, when necessary, will raise the issues with the Educational Lead or Placement Provider Manager.
	Staff-Student Consultative Committees	Students can raise issues regarding placement at these committees, which are fed by the Course Director to the Academic Lead for Practice Learning and Course Committee.
	Course Committee meetings	Common issues and processes are raised at Course Committee Meetings, which have representation from practice providers attending. Feedback is presented and solutions/policies/procedures put in place or reviewed to attend to any issues that affect learning and support in practice.

Stakeholder	Method	Process involved
Mentor	Regular meetings between Student, Mentor and Link Lecturer during practice learning experiences.	Each practice setting has a designated Link Lecturer to support the Student and Mentor throughout the experience. They meet on average every three weeks to review Student learning and to collaboratively attend to any issues that may have arisen. The Student and Mentor can contact the Practice Learning office with concerns Monday to Friday (9am – 5pm) and the area will have contact details for the Link Lecturer. Any issues are communicated to the Academic Lead for Practice Learning, who, when necessary, will raise the issues with the Educational Lead or Placement Provider Manager.
	School of Nursing and Provider Liaison Meetings	Common issues raised by practice representatives and the course team are debated and solutions sought to resolve them. Good practice is shared.
	Course Committee meetings	Common issues and processes are raised at Course Committee Meetings, which have representation from practice representatives attending. Feedback is presented and solutions/policies/procedures put in place or reviewed to attend to any issues that affect learning and support during practice learning.
	Use of Feedback Questionnaires	⇒ Online feedback questionnaires are made available provided in each practice placement portfolio ⇒ The Mentor completes these anonymously at the end of the practice learning experience ⇒ Results are analysed and collated by the School and issues and good practice are identified. ⇒ This information is brought to the attention of the Academic Lead for Practice Learning, who will liaise with the Link Lecturer for that area and the Practice Education Team/Education Lead or Placement Provider Manager to attend to the issue(s). ⇒ The information is also raised at Course Committee Meetings, which is also attended by practice representatives. Good practice is promoted and a plan formulated to attend to challenges raised. This is then agreed with the Practice Education Team/Educational Leads and Practice Placement Managers, who internally communicate this information.
External Examiners	Visits to practice areas is An NMC requirement	External examiners visit the practice setting to meet with Mentors and Students to review processes and procedures. This is commented upon in the external examiners report and taken to course committee for appropriate action to be identified and taken forward.
	Review of module material, assessment strategies and placement portfolios. An NMC Requirement	External examiner reviews the documentation, assessment procedures and strategies, and the practice learning portfolios. This is commented upon in the external examiners report and taken to course committee for appropriate action to be identified and taken forward.

References

NMC 2008. *Standards to Support Learning and Assessment in Practice*. London: NMC.
NMC 2010. *Standards for Pre-registration Nursing Education*. London: NMC.
QAA 2012. *The UK Quality Code for Higher Education.* London: QAA.