24th International Networking for Healthcare Education Conference

Group 2 of theme sessions

Student experience

Core paper and theme paper abstracts

Wednesday 4 – Thursday 5 September
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Please note:
References are as supplied by authors
Papers included are those being presented at the conference at the time of going to press.
Theme papers
How are we supposed to learn from this?’ Creating puppets to learn about children and children’s nursing

Monica Choy Irala, Postgraduate Student; Isabella Ballestrem, Student; Alison Cavanagh, Senior Lecturer, Sonia Ekuase, Student; Elizabeth Godley, Student; Tom Greenstreet, Postgraduate Student; Shannon Fisher, Postgraduate Student; Sabine Kraft, Postgraduate Student; Sam Ingleson, Senior Lecturer; Joan Livesley, Senior Lecturer, University of Salford, UK

This presentation will focus on our experiences of making puppets to help us explore our constructions of what it is to be a child, working with sick children and being empathic; key concepts in children’s nursing.

The final first year ‘branch’ specific module, Introduction to children and young people’s nursing took place during the final months of our first year. The final two weeks began with a presentation by two visual artists (Jonathon Carson and Rosie Miller). They challenged us to consider how children are represented in art forms such as literature and photography. They shared aspects of their personal experiences as children to help us understand how their childhood had shaped them and their understanding of what it is to be a child. They were passionate and inspiring.

We were then told that we would be working in small groups to make puppet children. Some of us felt that making puppets had no place in a modern nursing curriculum. Others were anxious as they felt they had few ‘creative’ skills. It seemed too far-fetched and even those with a creative flare were left feeling an initial sense of ‘Not a chance’ and ‘What a waste of time!’

However, with the help of one post-graduate creative education student and three undergraduate visual arts students we just started to build a puppet. They were made quickly. We were then asked, without any prior warning or notice, to introduce each puppet in a ‘circle time’ activity. The puppets’ stories unfolded spontaneously; they were interesting and sometimes sad. Some of the puppets had life-limiting conditions, some were abused; others had been born without limbs or had experienced serious and critical illness. Others had learning difficulties. The stories had been developed from our personal experiences of working with children in practice placements. Each group then worked to create a ‘life-story’ for their puppets and an installation such as a bedroom at home or a ward environment for an exhibition to which friends and members of the university community were invited.

On reflection, we had allowed the puppet to speak for itself without realising the profound effect this could have on others. Creative teamwork and collaboration with the art students had helped us to reflect on our placement experiences and our emotional responses using creative methods and multiple intelligences.

References


Carson, J., Miller, R. Available at: www.carsonandmiller.blogspot.com/


Key words:
• children’s nursing
• creativity
• reflection
• empathy
• student experience.

How this contributes to knowledge development within this theme:
• creative ‘making’ enables learning and recognises multiple intelligences
• learning with from and each other is a valuable strategy through which to explore personal meanings
• creative art-based strategies enable in-depth reflection on practice placement experiences.
Leadership development programme: An evolutionary exercise in bespoke design

Lynne Gell, Director of Nursing Programmes; Matt Green, Director of Professional Development; Pauline Barber, Freelance Consultant and Nurse; BPP University College, Abingdon; Alfonzo Tramontano, Chief Nurse, Chesterfield Royal Hospital NHS Foundation Trust; Adrian Hunnisett, Research Director and Senior Lecturer; Christina Cunliffe, Principal, McTimoney College of Chiropractic, Abingdon, UK

Introduction
Effective leadership within health and social care services is key to organisational performance and excellence (Darzi, 2008; Cummings and Bennett, 2012). Professionals face numerous challenges in this environment and it has been acknowledged that equipping individuals with the knowledge, skills and attributes to perform to the best of their ability will enhance the achievement of the key objectives determined by their employing organisation (Willcocks, 2012; Curtis and O’Connell, 2011).

Methodology and innovation
Senior staff from both BPP University College School of Health and Chesterfield Royal Hospital NHS Foundation Trust met to consult, endorse and facilitate a bespoke leadership development programme for specialist matrons. The corporate objectives of Chesterfield Royal NHS Foundation Trust provided a clear focus for both design and delivery of the programme. The programme was facilitated by the school of health’s team of experienced academics in the field of leadership development and coaching over a period of 15 weeks.

The prime aims were to ensure that participants felt valued in their roles, were empowered to influence the development and implementation of the Trust’s corporate objectives and were able to determine their requirements to enable them to perform effectively. In addition, it was agreed that the leadership development programme should address the importance of how participants could influence collaborative working across the organisation together with a clear understanding of how this would enhance the quality of the patient experience.

The leadership development programme included a number of innovative features ensuring fitness for purpose which included study days, action learning sets and one-to-one coaching. The programme was delivered on site to meet the needs of the organisation and the individuals participating. The majority of the content was determined through the completion of a training needs analysis with the participants on the first day of the programme. The results from this training needs analysis were then used to model the subsequent study days and coaching sessions. The remaining content was determined from the discussions with the chief nurse.

The participants (n=10) were recruited to the leadership development programme from a number of specialist service areas within the Trust. Upon completion of the programme participants were required to present a piece of work detailing innovation in the support and development of leaders in the trust to a group consisting of the trust’s senior managers and directors. One-to-one coaching was a key feature of the programme and this was a new experience for the participants. A leadership qualities self-assessment tool completed by participants at the start of the programme influenced initial personal development planning. The NHS Clinical Leadership Competency Framework was utilised during the programme to further influence personal development planning (Beasley, et al., 2011).

Results
The participants were required to complete both pre- and post- evaluation questionnaires reflecting their opinions of the programme. Analysis of the results from the questionnaires showed that the self-esteem and confidence of participants had grown and that they can recognise their influence on organisational performance. Also, as clinical leaders in diverse areas of the organisation, they have worked and developed together and now believe they will contribute more effectively to the corporate objectives. The one-to-one coaching was particularly valued and participants identified action points for their own personal development plans.

Conclusion
The participants valued the opportunities the leadership development programme provided and will continue to meet as an action learning set. They stated that the programme met their development needs as leaders in a medium sized high performing NHS organisation. As a result of the experience, they are exploring the next steps in their own professional development with line management.

In addition, they strongly believed that their peers in current leadership roles and those aspiring to leadership roles should be offered the same development opportunity.

References


**Key words:**
- organisational performance
- leadership
- coaching
- personal development plans.

**How this work contributes to knowledge development within this theme:**
- development of a novel leadership programme in conjunction with a mid-sized NHS Foundation Trust, linking Trust corporate objectives and NHS Leadership frameworks to provide a bespoke programme
- tailored programme using didactic training along with coaching and mentoring
- improving performance of managers and ensuring that they are aware of the relevant drivers for the personal success.

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**T153**

**The student experience: How prepared in wound management are pre-registration student nurses?**

Beverley Brathwaite, Senior Lecturer, Anglia Ruskin University, Chelmsford; Mariama Seray-Wurie, Senior Lecturer/Programme Leader, Middlesex University, London, UK

**Aim**
The research was conducted to study pre-registration third year student nurses who have had two years of both theory and practice. To establish how and where the students experienced learning wound management throughout the curriculum and prepared them for going out into clinical practice and learning in practice.

**Method**
Using a cross-sectional study 152 year 3 adult, child and mental health nursing students on the BSc and diploma advanced programme were given a short answer questionnaire. There was a 73% response rate by the students.

**Results**
The importance of wound management was acknowledged as 95% agreed that knowledge and understanding of wound management is important in pre-registration educational preparation. In relation to the programme 66% agreed that the curriculum as a whole prepared them for wound management in clinical practice whilst 44% disagreed. 55% identified clinical practice as where the learning had taken place to a large extent, identifying that the Tissue Viability Nurses was an important influence on learning in practice. The classroom teaching was identified to some extent by 37% followed by the skills lab at 29%. 10.8% responded to other and identified self-directed/own study as where they had learned about wound management.

**Conclusion**
Results confirmed that all students, adult child or mental health valued the importance of wound management as a nurse. Clinical practice was the area that the student nurses clearly agreed strongly that this is where learning had taken place, particularly in the community. However further analysis of the data showed that classroom based learning had the least impact on their learning as it is seen as a practical skill. Students acknowledged highly the significance of the role of clinical practice and specialist nurses such as the tissue viability nurse and the need for input from tissue viability nurses in the curriculum. There is also the recognition of continuous assessment of knowledge and understanding through years 1-3 in various settings, as identified in the essential skills clusters NMC (2010).

**References**


Key words:
• student learning
• theory and practice
• clinical practice.

How this contributes to knowledge development within this theme:
• student experience of wound management within the curriculum can feed forward to make changes to a curriculum
• students understanding of the connection between theory and practice
• students awareness of the importance of skills assessment in the clinical environment.

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T154
Students supporting students: Utilising multimedia

Fiona Everett, Nurse Lecturer; Wendy Wright, Nurse Lecturer, University of the West of Scotland, Hamilton, UK

Aims
The fundamental skills team of the University of the West of Scotland, Hamilton Campus utilised multimedia in the form of a series of posters, A5 flyers and the virtual learning environment email facility in order to facilitate the sharing of advice from the September 2011 adult branch cohort, on ‘how to succeed in Year 1’ (now referred to as Part 1), with the September 2012 cohort. This paper will detail the evaluation of how this approach was perceived by the Part 1 students and will also provide recommendations for further development.

Background
As nurse educators we recognise the importance of engaging and supporting students from the outset of their student journey. The opinions of students are therefore encouraged and taken cognisance of. We value the concept and credibility of students supporting students and consequently facilitated a mechanism, which allowed more senior students to provide useful advice, on how to succeed, to their junior counterparts. Utilising contemporary approaches in order to fully engage and support students is endorsed by policy and a variety of support mechanisms and systems, which are an integral part of the curriculum. The University’s respecting diversity: promoting equality strategy (2011) details the importance of student support mechanisms utilising a variety of approaches, which is further supported by the student progression and retention strategy (2011), which emphasises enhancing student success as a key element in retention. The learning teaching and assessment strategy (2011) also encourages the development and utilisation of multimedia in teaching; to meet student needs, to enhance teaching approaches and to meet quality standards.

The Nursing and Midwifery Council (2008; 2010) clearly stipulate that nurse education programmes should utilise evidence based practice and ensure that engagement, support and teaching approaches address the learning needs of the diverse student population. Engagement, support and teaching and learning approaches should therefore embrace contemporary methods and modes of delivery.

Intervention
The September 11 adult branch cohort were contacted by email and asked if they would like to provide a piece of advice, which would then be shared, in various media formats, with the September 12 cohort, on how to succeed in Part 1.

This advice was subsequently analysed with four themes emerging: ‘preparation’, ‘time management’, ‘seek support’ and ‘be involved’. The advice and emerging themes were then reproduced as posters (featuring students from the September 11 adult branch cohort), which were subsequently displayed on student notice boards; produced as A5 flyers and also included as an email attachment, which were distributed to all Part 1 students.

Sample
The student questionnaire was randomly distributed to UWS Part 1 Hamilton campus year 1 September 12 cohort students (n=144/199).

Method
The evaluation entailed distribution of the flyers to each student, placement of the posters on student notice boards (within the school of health, nursing and midwifery) and individual contact via email, which included attachment of the flyer, followed by completion of a questionnaire in order to ascertain the perspectives of the Part 1 students in relation to the advice on how to succeed and on their preference and usefulness of media format utilisation.

Findings
The year 1 cohort generated a 100% response rate. Eighty five per cent of this cohort indicated that posters displayed on student notice boards were helpful; 95% found the flyers helpful; 92% found the use of email to share advice helpful; 97% found the content useful and 93% intended to utilise the advice given.

The students were also asked to be specific about what advice they intended to use. This advice included: time management, starting assignments early, researching the placement, asking questions, reading prior to class, asking for help, forgetting about housework, taking time out, setting realistic goals, seeking the support of lecturers and student services, embracing feedback and forming study groups.

Students were also asked if similar advice were available again, to indicate their media format preference. Thirty seven per cent intimated a preference for flyers, 48% for email, 14% for posters and one student also made the suggestion that a text message could also be beneficial. Thirteen per cent indicated a preference for more than one format.

Students were also provided with the opportunity to acknowledge the advice that they felt was least useful. Only four students responded to this question and cited the following: ‘the advice appeared repetitive’ ‘some of the advice is common sense’ ‘not worrying about housework’ and ‘to find time to socialise’.

It is the intention of the authors to conduct focus groups with the Sept 12 cohort, prior to their entry to Part 2 and Part 3 of the programme, in order to ascertain if they utilised the advice provided and what advice they would offer to the subsequent cohort.

Data will be utilised to inform and enhance teaching and learning and support strategies for future cohorts.

References
Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education. London, NMC.
University of West Scotland (2011) Learning Teaching and Assessment Strategy. Paisley, UWS.
University of West Scotland (2011) Respecting Diversity Promoting Equality Strategy. Paisley, UWS.
University of West Scotland (2011) Student Retention and Progression Strategy. Paisley, UWS.

Key words:
• peer support
• student experience
• multimedia.

How this contributes to knowledge development in this theme:
• the utilisation of multimedia can potentially enhance the student experience
• student support can be delivered through the utilisation of multimedia
• nurse educators have an important role to play in developing innovative student support approaches.

T155
What students really want: Preferred attributes of clinical skills sessions
Marie Cameron, Professional Teaching Fellow; Cathleen Aspinall, Professional Teaching Fellow; Katya Ruggiero, Senior Lecturer, University of Auckland, New Zealand

Introduction
The use of clinical skills teaching has been an integral part of pre-registration nursing programmes for many years now, as it is known that student nurses need to be able to perform clinical skills, appropriate to their level of training, when on clinical placements (Nursing and Midwifery Council, 2010; Nursing Council of New Zealand, 2010). The perceived importance and potential of clinical skills training in higher education institution courses has increased in recent years (Berragan, 2011), with the Nursing and Midwifery Council in the United Kingdom stating that up to 300 of the mandated 2300 clinical hours in a pre-registration nursing programme, may now take place in a simulated skills environment (Nursing and Midwifery Council, 2007). To make the most of the clinical skills teaching that takes place in higher education institutions it is important that the teaching is student-centred, and responsive to student feedback (Baxter and Gray, 2001). To ensure that this is the case, this study aims to explore which attributes of clinical skills teaching student nurses assign value to, and why this is. This data will be used to guide curriculum development.

Methods
The methods presented here relate to part one of a two-part, mixed methods study. A qualitative approach was used for part one, as the study sought to explore student perceptions (Polit and Beck, 2010). Focus groups were the chosen data collection method, as interaction between participants was thought to be important in generating
thoughts and ideas (Morgan, 1998). Participants were student nurses from a single New Zealand university, who had recently completed year one of their undergraduate nursing programme. Focus groups were audio recorded using digital voice recorders, and transcribed verbatim. The transcripts were sequentially analysed using a framework approach (Bryman et al., 1993).

Results
These will be available pending completion and analysis of the Focus Groups early in 2013.

Discussion/conclusions
The analysis of the focus group transcripts will provide insight into the components of clinical skills teaching sessions that students assign value to. This will help in guiding student-centred curriculum development, and will inform the design of the quantitative questionnaire to be used in part two of the study. The discussion chapter will follow later.

References


Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education. London, United Kingdom: Nursing and Midwifery Council.


Key words:
- student-centred
- curriculum development
- responsive
- clinical skills
- student perceptions.

How this contributes to knowledge development in this theme:
- study directly explores the students’ experience of clinical skills training to date
- study uses a qualitative approach to gain deep understanding of student perceptions
- study data will be used to guide student-centred curriculum development.

Widening access to healthcare education through a Foundation degree: Are we creating a dynamic of engagement?

Kelly Wakefield, Senior Research Assistant; Kirsten Wythe, Access and Partnerships Officer
Julie Wintrup, Principal Teaching Fellow, University of Southampton, UK

This paper presents how findings from a longitudinal research project on foundation degree students’ experiences of participating and achieving in university compare with the goals of a university outreach programme, and invites discussion of how we might use learning from both to create a new dynamic of engagement meaningful to students across healthcare disciplines.

Study findings
A significant proportion of students hoping to gain a place at university through vocational or access qualifications intend to apply to healthcare professional degrees. A longitudinal, mixed methods study reported by Wintrup et al. (2012) and Wintrup et al. (in press) showed how mature learners, who might not otherwise have accessed university, encountered hurdles we would not know about without their direct accounts through interview.
Determination to succeed was fuelled by recognition of the immense opportunity presented by the foundation degree. Yet many described a roller-coaster experience, with dips in confidence and descriptions of how friendship groups and constructive feedback were pivotal to persisting. Their commitment to practice – by which we mean the successful performance of their caring work (Beckett and Hager, 2002) – was evident throughout the course of their educational journey and acted as a motivator through difficult periods.

Creating a dynamic of engagement

Despite recent interest in student engagement there may be reason to suggest that the increasingly diverse student body, reflected in healthcare programmes, is not well represented in the existing literature. Increasingly, measurements of engagement focus on the extent to which students are actively involved in ‘educationally purposeful’ activities, such as work placements, volunteering or peer assisted learning. Our research participants reported having little time to participate in extra-curricular activities, however many described a high level of such forms of engagement with their communities, through work and practice and with each other, through informal peer support. At times their sense of engagement with other healthcare students, the wider institution and with employers was compromised, creating a sense of liminality or of not belonging.

This is despite explicit disciplinary and institutional commitments to widen access and to student engagement; learning and teaching approaches and outreach work all embody principles of inclusion and welcome. This paper takes the form of a three-pronged discussion that includes firstly, what we know about healthcare students’ experience of engagement, secondly, how these are reflected in university strategic intentions and thirdly, how we might more actively create a dynamic of engagement in the future.

References

Key words:
• student experience
• healthcare
• foundation degree
• outreach
• dynamic engagement.

How this contributes to knowledge development within this theme:
• contributes to a gap in the student engagement literature concerning an increasingly diverse student body within healthcare programmes
• provides a greater understanding of foundation degree students’ experiences of not only entering university but persevering and being successful in higher education
• provides a novel approach to bringing about discussion on what we know, how these are reflected and how we might create a dynamic of engagement in the future.

T157
Final year nursing students’ experiences of palliative care for people with dementia
Tessa Watts, Associate Professor, Swansea University, UK

Background
Dementia is a progressive, incurable illness with an unpredictable, uncertain trajectory. Approximately 700,000 people in the United Kingdom are living with dementia (DH, 2009). This is projected to increase to 840,000 by 2026 and 1.2 million by 2050 (Sampson, 2010). Each year approximately 100,000 people with dementia die in the United Kingdom. However, this may be an underestimate. Certainly with the ageing population and increasing dementia prevalence, mortality from dementia will increase.

Advanced dementia is characterised by symptom burden akin to advanced cancer (Sampson, 2010) juxtaposed against a complex, unpredictable dying trajectory, lack of mental capacity and poor comprehension of the natural history of dementia as a specific condition which might cause death (Ryan et al., 2011). Those with advanced dementia and their families should receive the best possible palliative care. However, there is evidence of considerable unmet need and insufficient carer support (Sampson et al., 2009).

Enhancing palliative care is a priority for dying people, their families and health professionals and a central concern in health policies (DH, 2008; Welsh Assembly Government, 2008). Nurses have pivotal roles and responsibilities in palliative care (Costello, 2001). Consequently nursing students should be sufficiently prepared...
for and supported in this aspect of the nurse’s role. Moreover, as the incidence and prevalence of dementia is projected to rise it is essential that sufficient attention is placed on palliative care for people with advanced dementia and their families.

**Aim**

The aim of this ongoing exploratory, qualitative study is to:

- explore and thus better understand final year nursing students’ experiences of palliative care for people with advanced dementia and their families;
- gain an understanding of students’ educational and support needs.

**Methods**

Ethical approval has been sought and obtained. A descriptive qualitative approach was adopted. Audio-taped, in-depth semi structured interviews are being used to generate data from a purposive sample of final year nursing students (n=10) and analysed using interpretive thematic analysis. Data collection and analysis is ongoing and it is envisaged that findings will be ready for dissemination by June 2013.

Early thematic analysis has revealed emergent themes relating to: being prepared, knowing the patient and family, the impact of the care environment, enhancing dementia education, making greater use of experiential learning and teaching strategies.

**Conclusion**

Early findings suggest that final year nursing students’ place considerable importance of providing high quality palliative care for people with dementia and their families. Students acknowledge that this is a highly complex area of care, particularly in the acute care sector. While students feel that their pre registration programme of study has prepared them for practice as a registered nurse, there remains scope further educational preparation and support, notably in relation to communicating with dying people and families.

**References**


**Key words:**

- end of life care
- dementia
- nursing students’ learning experiences.

**How this contributes to knowledge development within this theme:**

- final year nursing students are on the cusp of registration yet no attempt has been made to examine their experiences when caring for people with dementia at the end of life and their families and students’ associated educational and support needs
- in light of the increasing prevalence of dementia coupled with the need to enhance palliative and end-of-life care, understanding students’ experiences is vital to inform educational provision and preparation for practice
- the findings from this study will offer new insights into and understandings of nursing students’ experiences of palliative and end of life care provision in advanced dementia, will inform and enhance undergraduate curricula and thus educational development and lay down a path for further research into palliative and end of life care in dementia and educational interventions.

**T158**

**Developing student nurse retention using action research**

Graham Williamson, Lecturer, Adult Nursing; Val Heath, Associate Dean; Tracey Proctor-Childs, Deputy Head of School for Teaching and Learning; Gloria Lankshear, Research Assistant, University of Plymouth, UK
Abstract

Background
International concern about retention of student nurses who begin undergraduate programmes is widespread (Cameron et al., 2011; Eick et al., 2012). The explanations for why students leave have now been identified as complex and multifaceted, and there is rarely just one reason responsible for non-completion (Urwin et al., 2010; While, 2011) but areas where students can be better supported include financial difficulties, family commitments, unpleasant placement experiences, and academic requirements. Students experience ‘reality shock’ when they first start placements and are also more vulnerable if they are younger, have no previous healthcare experience, and are male (Eick et al., 2012; Beck, 1993).

As Higher Education Institutions in the United Kingdom are monitored on their retention and attrition statistics and can receive financial penalties if these are excessive, there is a necessary focus on how students can be enabled to remain on their programmes of study (Hamshire et al., 2012; Sabin, 2012)

Aim
To work with stakeholders to develop our strategy for retention of student nurses on our programmes.

Study design
An action research (AR) study was undertaken to develop solutions based on collaborative, democratic processes and active participation by those involved, informed by Appreciative Inquiry. AR is a process of inquiry used in social settings to investigate important issues by direct involvement with those who experience them. In AR, action and knowledge are joined so that change occurs in a simultaneous process of knowledge generation. AR is a sequence of events and an approach to problem solving which contributes to knowledge and understanding (Coghlan and Brannick, 2010). Although there are many different approaches to AR, a common approach is a spiral methodology with phases of planning, taking action, evaluation, reflection and further planning (Williamson et al., 2012) and this study design used a similar spiral methodology. Ethical approval for the study was secured from the Faculty Ethics Committee.

Data collection and analysis
We ran three separate focus groups with current and ex-adult field student nurses and with staff. To encourage participation from those at a distance to the main campus we ran a virtual focus group using live interactive webcasting with a secure web discussion board and individual telephone interviews. All data were collected between Sept and Dec 2012, and were recorded, transcribed and thematically analysed. In total eight current students attended, four ex-students and six staff (including academic staff, programme leaders and placement support staff). A steering group of these stakeholders (n=8) met in Dec 2012 to discuss and agree a strategy for service improvement in the form of an action plan.

Findings
Analysis of the following themes will be presented:
• Student support and academic issues
• Individual personal and family circumstances
• Personality
• Work placements
• The reality of nursing life
• Ideas for different and newer ways of support
• The ideal situation – the dream

Action Plan
A detailed action plan was constructed as a result of the project. This is currently being embedded in School activity and this will be outlined in the presentation.

Conclusion
Actions taken are in direct response to student data and this study is therefore an innovative approach to improving the student experience at this university by developing our student service provision.

References


Exploring summative practical assessment feedback via different modes (face-to-face, group and individual podcast): Student perceptions and time implications for staff

Sarah Westwater-Wood, Lecturer; Catherine Moore, Lecturer, University of Nottingham, UK

Introduction
Feedback is a hot topic in higher education at present and one of the items of interest by which students consider their choice of institution. Research suggests that feedback close proximity to the time of an assessment with constructive content is more likely to improve future performance (QAA, 2012). Use of podcasts has increased in higher education with inclusion of assessment feedback. However, the majority of work is on written assignment (Abt and Barry, 2007; King et al., 2008; Brookes, 2010). Few investigations have addressed podcast on practical assessment methods. Traditionally individual face-to-face feedback and feed-forward tutorials have been provided. Reflection upon several previous years experience identified that only the most motivated students take up these sessions. Given the variable uptake of face-to-face feedback and feed-forward and the increasing positive outcome of podcast as a mode of providing feedback, it was decided to investigate student views on three different modes of delivering feedback and feed-forward. Therefore the research question considered whether podcasts were as acceptable as a face-to-face mode for summative practical assessment feedback.

Methods
In an educational development project aimed to inform future feedback and feed-forward practice three modes of feedback and feed-forward (face-to-face contact, individual podcast and group podcasts) were utilised over one semester for individual practical summative assessments. Evaluation considered accessibility, student utilisation and perceptions of the different modes via a bespoke questionnaire. Staff time in production for the three modes of feedback and feed-forward delivery was also recorded.

Results
Response rate was high (83% N51). Most students had prior experience of feedback and feed-forward (79%) with 97% of those reporting use of it to inform future performance. It is clear that students rated individual modes higher than the group mode of feedback and feed-forward in all aspects. There was some variability in ranking of face-to-face and individual podcast modes in comparison to each other with individual podcast rated higher for informing future performance than face-to-face. However, face-to-face was rated as the most preferred mode (with no gender or age group bias). Over the duration of the semester 96% of students accessed the individual podcast with less (77%) accessing the individual face-to-face tutorial mode. Staff found a benefit of time when using podcasts.

Discussion
The positive findings for podcast utilisation for future performance are in agreement with other literature comparing podcasts to written feedback. Although podcasts proved an efficient method of ensuring everyone received feedback staff were unaware of the context, setting or emotional state in which the individual received the content. With the unidirectional nature of the podcast communication and the lack of access to the richness of body language, this is impossible to resolve. This may explain why our findings identified a third of students for whom the podcast did not address concerns about the assessment or their individual performance. Staff in our study found podcasting more time efficient than the previous face-to-face option. This is not unequivocal in the general literature however most of this is comparing podcasts to written forms of feedback and feed-forward.

Conclusions
Podcasts have the potential to speed up feedback and feed-forward and improve accessibility. It appears that the increased take up and students’ rating of podcasts as higher for informing future performance may support podcasts effectiveness in improving feedback and feed-forward. Although there have been no reported adverse events from podcast use, managing disappointment and detecting the subtle signs of struggling students are potential limitations when using an electronic one way mode of communication such as podcasts.
References


Key words:
- podcast
- summative feedback
- practical assessment
- accessibility
- time efficiency.

How this contributes to knowledge development in this theme:
- students rank individual podcast as highest for impacting on future assessment performance in a practical skill
- individual podcasts were found to be more accessible than face-to-face tutorials
- there were staff and students time savings in utilising podcasts over face-to-face tutorials.
Conference committee

Dr Elisabeth Clark, The Open University, UK
Professor Lorraine Ellis, University of Derby, UK
Professor Philip Keeley, University of Manchester, UK
Professor Gary Rolfe, Swansea University, UK
Professor Fiona Timmins, Trinity College Dublin, Republic of Ireland

Scientific panel

Professor Collette Clifford, University of Birmingham, UK
Mrs Jacky Conduit, University of Birmingham, UK
Dr Kay Currie, Glasgow Caledonian University, UK
Dr Anitta Juntunen, Kajaani University of Applied Sciences, Finland
Dr Amanda Kenny, La Trobe University, Australia
Dr Patricia Mayers, University of Cape Town, South Africa
Dr Andrew McKie, The Robert Gordon University, UK
Professor Sara Owen, University of Lincoln, UK
Ms Patricia Proudford, Independent Nurse Consultant, Australia
Professor Elizabeth Rosser, Bournemouth University, UK
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Alex Hopkins, University of Wolverhampton, UK
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Paul Street, University of Greenwich, UK
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Brian Webster, The Robert Gordon University, UK