Nursing and Midwifery Pre Registration Quality Assurance Surveys – High Level Messages - All Universities

A. Method of Analysis

The summary report highlights strengths (where a substantial proportion e.g. 70/80% or more have indicated wholly positive responses (i.e. good and excellent) and areas for development where a noticeable number (i.e. 15/20% or more) have indicated a more negative response (e.g. poor and fair). The percentages for dichotomous questions (e.g. yes/no) are reported.

B. Results

1. Student Survey

i) Responses

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<tr>
<th></th>
<th>2011</th>
<th>2010</th>
<th>2011 Increase</th>
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<tbody>
<tr>
<td>Student Nurse</td>
<td>721</td>
<td>575</td>
<td>+25.4%</td>
</tr>
<tr>
<td>Student Midwife</td>
<td>101</td>
<td>55</td>
<td>+83.6%</td>
</tr>
<tr>
<td>Total</td>
<td>822</td>
<td>630*</td>
<td>+30.5%</td>
</tr>
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* the 2010 total does not include 5 “other” responses which have been omitted for comparative purposes

- Encouraging increase in student nurse and midwives responses
- Overall student response rate of 33.7% (based on third year student population of 2,442)

ii) Overall rating of education programme

The overall value of education programme (course and placements) in preparing students for practice was rated positively by 84.1% of respondents. This correlates well with one of the final survey questions which asks students for a global rating of the education programme (78.5% rated the programme positively).

iii) Specific components of the education programme highlighted by students:

a) Strengths (rated as good or excellent)
   - Providing holistic care (86.9%)
   - Managing Healthcare Acquired Infection (83.1%)
   - Practicing ethically (82.8%)
   - Working as a part of a team (81.6%)
   - Understanding nursing/midwifery theory (80.6%)
   - Protecting patients’ rights (80.4%)

b) Areas for development (rated as fair or poor)
   - In helping you to plan your future career (27.7%)
• Dealing with difficult situations, for example speaking to distressed relatives (24.2%)
• Managing other staff, peers and more junior staff (20.1%)
• In helping you to plan your Continuing Professional Development (19.2%)

iv) Rating of midwifery programme (101 respondents)

All six aspects of the midwifery programme investigated were voted as good or excellent by 83.8% of students and above.

v) Clinical practice preparation

Two thirds of students were generally satisfied with all aspects of clinical practice preparation rating these as good or excellent: support they received from academic teaching staff in linking theory with clinical practice (68.7%); the amount of theory taught (68.0%); the amount of practical experience gained (63.9%); access to clinical skills facilities (63.6%).

vi) Placements

60.9% of students had received the Quality Standards for Practice Placements (QSPP) document with 92.7% of those who had received it finding it helpful.

Nearly all students (98.0%) reported having a named mentor and most felt supported to achieve their learning outcomes (92.2%). Assessments from mentors were felt to be objective by 88.9% of students.

Less satisfactory aspects of placements were perceived to be a lack of: support from their HEI (reported by 31.2%); access to learning resources such as libraries and IT facilities (26.7%); regular feedback from their mentor (14.9%).

2. Mentor Survey

i) Responses

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<th>2011</th>
<th>2010</th>
<th>2011 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>1594</td>
<td>670</td>
<td>+137.9%</td>
</tr>
</tbody>
</table>

• Outstanding increase which has more than doubled

ii) Mentor preparation and support

91.9% reported receiving formal preparation from their local HEI to be a mentor and for 69.4% of these mentors this was within the last three years.

Almost all had access to regular mentoring updates (95.4%) and contact with a PEF (93.8%). Similarly most had received the QSPP document (81.2%) and of these 94.9% had found it useful.
In terms of support networks contact with peers (96.0%) and clinical colleagues (94.0%) was most evident. Less likely was support received from managers (73.9%) and education colleagues (79.1%).

iii) Mentor’s experience

Mentors’ views of strengths and areas for development are outlined below.

a) Strengths (rated as good or excellent)

- their capacity to provide support for students (83.0%)
- their capacity to provide supervision for students (80.7%)
- their capacity to provide teaching for students (79.7%)
- their skills as a mentor in providing feedback for students (79.1%)
- their capacity to provide assessment for students (78.0%).

b) Areas for development (rated as poor or fair)

Time was a recurring challenge here:
- the preparation time prior to the student’s arrival (30.3%)
- the time available for student induction on their first day (26.2%)
- the time allocated to assess the student’s achievement of learning outcomes (17.0%)

iv) Mentors’ ratings of the newly qualified nurses and midwives from their link HEI

a) Strengths (rated as good or excellent)

- the enthusiasm for practice demonstrated by most newly-qualified nurses/midwives (66.1%)
- the motivation demonstrated by most newly-qualified nurses/midwives (66.0%)

b) Areas for development (rated as poor or fair)

- the confidence in the care delivered by most newly-qualified nurses/midwives (19.0%)
- the practical experience demonstrated by most newly-qualified nurses/midwives (17.5%)

3. Charge Nurse Survey

i) Response

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<th>2011</th>
<th>2010</th>
<th>2011 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge Nurses</td>
<td>695</td>
<td>509</td>
<td>+36.5%</td>
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</table>

- Encouraging increase in charge nurse responses
- Overall estimated charge nurse response rate of 33.0% (based on Scottish Government estimate of 2,108 charge nurses at December 2010)
The findings from the majority of Charge Nurse respondents indicates a generally positive response to student allocation processes and numbers, mentorship support and updates and PEF support. Less favourable aspects are highlighted as appropriate.

i) Student allocation processes

The charge nurses were positive about their department’s ability to support the number of pre-registration nursing & midwifery students they have with 88.0% rating this as good or excellent. Similarly most were happy with the notice they received prior to the students arrival (68.6% rated this as good or excellent). There was less satisfaction with the support received from the HEI with 24.3% rating it as poor or fair and 28.8% average.

ii) Mentorship and PEF support

Access to mentorship updates was high at 96.2% and with a similar percentage (97.2%) noting that a mentor register was established in their area. Similarly 95.2% reported having a linked PEF. Nearly all (88.1%) had received the QSPP document and it was rated as useful by the majority (92.5%) of these charge nurses.

iii) Charge Nurses’ ratings of newly qualified nurses/midwives from their link HEI

a) Strengths (rated as good or excellent)
   - the enthusiasm for practice demonstrated by most newly-qualified nurses/midwives (68.6%)
   - the caring and compassionate approach demonstrated by most newly-qualified nurses/midwives (67.2%)

b) Areas for development (rated as poor or fair)
   - the confidence in the care delivered by most newly-qualified nurses/midwives (18.8%)
   - the practical experience demonstrated by most newly-qualified nurses/midwives (17.7%)

It is interesting to note that the highest and lowest rated aspects of most newly qualified nurses and midwives are very similar in the opinion of both mentors and charge nurses.