

Topic stream: B. Good practice

Submission type: Presentation

Submission title:

An evaluation of work based learning using a Hub and Spoke model in Child and Mental Health Nursing programmes.

Abstract:

An evaluation of work based learning using a Hub and Spoke model in Child and Mental Health Nursing programmes.

The presentation will explore the concept of practice learning in undergraduate nursing and compare it with the more commonly used terminology of work based learning, as recognised by other professional and academic disciplines. It will explore findings from an evaluation study that sought to explore which facets of practice learning experiences promote confidence and competence in learning.

Undergraduate nursing students are required by the Nursing and Midwifery Council to commit to 50% of their three year programme in a range of care environments. This work based learning, (more commonly referred to as 'practice learning' in nursing), offers a range of challenges for higher education institutions, principally in ensuring consistency and quality in the learning experience.

The 'Hub' and 'Spoke' model has been utilised within Edinburgh Napier University undergraduate nursing programme in various forms since 2011. In this model, the learning experience in the 'hub', or base placement, is supplemented by the 'spoke'. The spoke experience must be connected by either geography, service type or by the health journey of the individual. The model is underpinned by the principle that achieving competence in learning is relative to felt security and ownership of those learning experiences (Levett-Jones and Lathlean, 2009). The model of practice learning has become popular as, if used effectively, it can provide greater flexibility and student centeredness in practice learning activities.

This evaluation study explores the characteristics of the Hub and Spoke model, specifically those that support students to develop a senses of confidence and competence in learning.

The study uses a mixed methods approach of focus groups and an adapted questionnaire. Students from second and third year groups and two fields of nursing (mental health and child health) were selected participants from the undergraduate nursing programme. The questionnaire was formed around the principles of Belongingness (Levett-Jones et al, 2008) and the six spheres of the SENSES Framework (Nolan et al, 2006). These principles were selected to capture the lived experience of the student undertaking the hub and spoke model of practice learning.

Findings from the data analysis produced the themes 'Learning for student value', 'Connections' and 'Organisation'. These key themes were further supported by questionnaire data which suggests that students require effective, equitable and consistent support in practice to experience quality in the learning experiences.

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References

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Nolan, M., Davies, S., Nolan, J., Keady, J. (2006). *The Senses Framework: Improving care for older people through a relationship-centred approach*, Getting Research into Practice (GRIP) Report No.2 Sheffield: University of Sheffield.

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