Research and Innovation in the Recruitment and Retention of Pre-registration Nursing and Midwifery Students

James Watt Centre 2, Heriot Watt University, Edinburgh
13 February 2014

Biographies & Abstracts

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**Biographies**

**Stacy Johnson** is a Lecturer at the University of Nottingham in the School of Health Sciences. After training as a nurse and completing a BSc in Health Studies at the University of Manchester, she read for a Masters degree in Economic and Quantitative Methods in Healthcare.

Stacy is in demand as an advisor and speaker on equality and diversity, leadership, innovation and entrepreneurship in nursing education. She has gained a reputation for capacity building in the local and international Higher Education sector. She has developed and delivered a number of successful development programmes for University faculty and senior nurses in the UK, India, the Caribbean and China where she has also advised on curriculum reform. She describes herself as a “maverick on a mission” to improve the journey and experiences of patients and students.

Stacy is a Mary Seacole Leadership Scholar and since 2012, she has been advising England’s Chief Nurse on matters affecting black and minority ethnic patients, staff and students as a member of the Chief Nursing Officer's BME Advisory Group. In 2013 Stacy was included in the Health Service Journal’s list of BME Pioneers for her contribution to the UK health sector.

**Anne Trotter** is currently working in professional regulation as the Assistant Director for Education and QA in the Continued Practice directorate at the Nursing and Midwifery Council. Her current role includes responsibility for education, QA of education and QA of LSA midwifery supervision.

Prior to joining the NMC in 2010 she held senior roles in higher education within nursing, midwifery and medical education. During her career she has also held clinical and practice development roles in NHS settings both in Scotland and England.
Concurrent Session Abstracts

Concurrent Session 1

<table>
<thead>
<tr>
<th>Title</th>
<th>Year 11 Pupils’ perceptions of nursing</th>
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<tr>
<td>Authors</td>
<td>Kay Norman, Staffordshire University</td>
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<tr>
<td>Submitted as</td>
<td>Concurrent presentation</td>
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<tr>
<td>Theme</td>
<td>Partnership Working</td>
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| Content                   | This paper reflects my recent research which aimed to explore Year 11 pupils’ perceptions of nursing, the influences that affected these perceptions, and the way in which these reflected the discourses within and about the nursing profession. The objective was to provide data which would contribute to the body of knowledge around nurse recruitment and career advice; to foster an increasing understanding of nursing roles, requirements, opportunities, and how to make nursing more appealing to young people. Forty individual interviews were conducted with Year 11 pupils from four different secondary schools within the West Midlands region in England. They were interpreted using a qualitative approach drawing on social constructionism.

Findings suggest that nursing continues to be viewed in stereotypical terms as a vocation, lacking status as a profession and unappealing as a career. Although nursing appears to be respected, evidenced in expressions of ‘moral worth’ in society, it is not perceived to be seen as producing the expected outcomes of financial reward, status and social credibility. There was an apparent lack of knowledge and understanding of nursing roles, educational requirements and opportunities available within nursing, with few current terms of reference that could be drawn upon. Parents and family were seen to have the biggest influence on perceptions of careers. Pupils who identified nurses within their families portrayed a negative image of nursing to participants.

Conclusions suggest that higher education institutes, the nursing profession, media, schools, and career personnel need to work together to ensure a current, comprehensive understanding of nursing is portrayed to young people. The nursing profession must identify role models to champion the image of nursing, to inspire and encourage conditions that will motivate the current workforce to promote a positive culture within itself, to represent this to others.
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<tr>
<th><strong>Title</strong></th>
<th>Innovation in Recruitment and Retention: A model from the East</th>
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<tr>
<td><strong>Authors</strong></td>
<td>Leah Macaden, University of Stirling</td>
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| **Content** | Nursing in India is still a profession in transition making rapid progress. Essential services such as health and education are pluralistic in nature and largely provided by the private sector (1). The undergraduate / pre registration nursing programmes are delivered through the Diploma and Baccalaureate programmes. 88% of all nursing schools / colleges are in the private sector and are responsible for producing 95% of all nurses (2). Nursing education in India is a lucrative enterprise today. The process of recruitment to these programmes is very diverse and not standardised.

This presentation will focus on a unique model that has been used with success overcoming even legal challenges for over a century in a large tertiary care mission hospital in South India. Recruitment is aligned with the mission of the organisation and involves unique features such as two day long interviews, aptitude tests, group activities and simulation preceded by a common national entrance examination and is very similar to recruiting medical / allied health students. Recruitment is an institutional rather than a school activity that also nurtures interdepartmental relationships. Pre-selection retreats and workshops are a mandatory part of the process that bring faculty together. The process of selection post mortem that is held annually has helped refine this century old process. Retention during the programme is 100%; however, retention post qualification is a major issue due to nurse migration. Strategies such as internships and sponsorships have addressed this issue to a certain extent promoting institutional stability.


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<tr>
<th>Title</th>
<th>Scottish National Approach to Practice Assessment (SNAPA)</th>
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<tbody>
<tr>
<td>Authors</td>
<td>Jacqueline McCallum and Theresa Price, Glasgow Caledonian University; Michele Roxburgh, University of Stirling; Fiona Smith and Gill McCrossan, Edinburgh Napier University; Tony Barr, University of Dundee; Fiona Work, Joan Cameron, Deirdre Moriarty, Kay Wilkie, Ailsa McMillan, Mhairi Kidd, Claire Chalmers, Maria Pollard, Marc Roberts</td>
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| Content | In 2011 the Heads of Academic Nursing in Scotland agreed to support the development of a Scottish national approach to practice assessment. The institutions represented include Universities that hold contracts to undertake NMC approved preregistration nurse education with the Scottish Government, as well as those who are funded by the Scottish Funding Council. All members of the group work closely with the Further Education sector and are therefore well placed to work alongside colleagues who are delivering HNC level programmes. 

Advantages to taking a Scotland wide approach include: the avoidance of unnecessary duplication of work across individual institutions, the opportunity to share best practice, and the reduction of the potential for confusion amongst educators, students and mentors from different areas. This approach is in line with NES (2011) guidance on practice assessment documentation.

This determination to work together also relates to the Review of Education provision in Scotland and the Chief Nurse’s stated commitment to produce a ‘world class’ education system. The group are of the view that this will only be achieved through collaboration, where this is appropriate. The development of a Scottish position on practice education, assessment and progression is clearly one of these occasions when a collegiate solution is the best option.

The Aims
• To develop and deliver a nationally consistent student progression pathway model and associated supporting materials which map NMC preregistration nursing education requirements, progression criteria and guidance.
• To support a consistent approach to practice learning/assessment across a number of contexts and include opportunities to integrate and support values based assessments in practice.

This presentation will explain the development of the document to date, and seek feedback and discussion from those attending.

<table>
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<tr>
<th>Title</th>
<th>Compassion and Caring Attitudes and Behaviour: achieving coherence for recruitment and selection in pre-registration nurse education</th>
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<tbody>
<tr>
<td>Authors</td>
<td>Melody Carter, La Trobe University, Bundoora, Victoria, Australia and Ann Dewey, University of Portsmouth, England</td>
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| Content | Confidence in nursing has been at an all-time low; the profession is still being challenged in both public and private debates, as to whether, graduate degree level preregistration nurse education is necessary and if we are recruiting the right candidates in the first place?  

The Francis Inquiry Report (2013) presented the unacceptable face of poor nursing, medical and managerial care in one modern NHS hospital. This publication directed public and professional attention towards the recruitment and selection of students to preregistration nursing courses with a particular emphasis on values and behaviours including the recommendation of an ‘aptitude test’ for applicants to nursing for compassion and caring. We were commissioned by the Department of Health to undertake a project to review the evidence and the context in which concern about recruitment and nursing values has arisen as well as to conduct a critical review of published and unpublished literature for the current evidence base of standards, systems, processes and related projects for nurse recruitment.  

We established, an expert reference group to ensure a wide range of knowledge and specialist expertise and the ability to identity relevant issues and examples of good/best practice in selection and recruitment, across a range of settings in health and social care, because of the continuing professional and public concern about the quality of care received by patients in a range of health care settings.  

Drawing on theory, relevant literature and examples of good practice, the concept of compassion and caring its place in contemporary nursing recruitment and selection will be explored.  

Reference  
### Title
Is emotional intelligence a useful concept for the selection of pre-registration nursing students? A review of the literature

### Authors
Rosie Stenhouse, University of Edinburgh; Austyn Snowden and Jenny Young, University of the West of Scotland; Norrie Brown, Hannah Carver and Fiona Carver, Edinburgh Napier University

### Submitted as
Concurrent presentation

### Theme
Care and Compassion in RSR

### Content
Background: HEIs providing pre-registration nursing and midwifery education are required to select for attributes that are valued by nursing. However, there is a lack of conceptualisation of what is required by students entering programmes, and problems of measurement prevail. Emotional intelligence (EI) has been conceptualized within the psychological literature and there are validated measures. EI is also discussed within the nursing literature as a desirable characteristic. If EI is linked to development of nursing competencies then it might form the basis upon which to select pre-registration nursing students.

Aim: This paper presents the findings of a literature review on EI and nursing to identify what is already known about EI and the development of the required competencies for student nurses to be entered on the NMC register and inform the development of a study to investigate the potential for basing selection decisions on candidate EI.

Method: A search of the main databases CINAHL, ASSIA and PsychInfo identified an integrated review of the literature until 2005 and 12 reports of empirical research.

Findings: The papers suggest EI may be linked to the ability to cope with stress with a potential impact on retention, and the demonstration of caring behaviours. There is a lack of evidence upon which to conclude that EI is directly related to the ability to provide competent patient care.

Discussion: There is some indication that EI might be a useful concept for student nurse recruitment, as it might be linked to the development of nursing competencies. However there is no indication which measure might be most useful, nor which factors or EI scores at entry are the best predictors of successful entry to the Register.

Conclusion: A longitudinal study of the impact of EI on student progression and success within 2 large HEIs in Scotland has commenced.
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<tr>
<th><strong>Title</strong></th>
<th>Marketing and Recruiting for NHS Values in Nursing and Midwifery in the East of England</th>
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<tr>
<td><strong>Authors</strong></td>
<td>Anne Devlin, Vanessa Waller, Fran Galloway, Sam Groeber and Jan Lovelle, Anglia Ruskin University</td>
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<td><strong>Theme</strong></td>
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| **Content** | This paper presents an account of the 'Marketing and Recruitment for Values Project' undertaken in partnership with Essex Workforce Partnership and HEIs in the East of England. Sponsored by the Health Education East of England transformation fund, a number of strategies have been developed and embedded into the marketing, recruitment and processes of selection for all of the NHS commissioned students commencing preregistration programmes at Anglia Ruskin University in September 2013. Believing it is important for NHS values (DoH, 2013) to be considered at the very outset for individuals thinking about a career in the health sector, we will demonstrate how NHS values have become central in our marketing material and utilised with schools, colleges and the wider public.  

Our recruitment panels comprise service users, clinicians and academic staff and have trialled a number of mechanisms to examine how abstract concepts such as care and compassion may be examined at selection and whether the propensity to care can or should be explicitly considered at this point in the journey to professional practice. We would value the opportunity to share our experiences of a values approach to marketing and recruitment over the last year as well as to hear about colleagues’ perspectives to developing a ‘caring culture’ (Francis, 2013; Keogh, 2013) within nursing and midwifery education.  


**Concurrent Session 3**

<table>
<thead>
<tr>
<th>Title</th>
<th>Evaluating the impact of selection strategies: overcoming methodological challenges on recent local and national projects</th>
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</table>
| Authors | Colin Macduff, Audrey Stephen and Josephine Mackenzie, Robert Gordon University, Aberdeen  
Ruth Taylor, Fiona Baguley |
| Submitted as | Concurrent presentation |
| Theme | Methodological Challenges |
| Content | **Background**  
During the past five years NES has supported a range of development and evaluation work around the recruitment, selection and retention of student nurses. Within the body of work focusing on student selection, evaluative studies have examined local processes at particular HEIs and have studied the overall national picture in regard to the validity and reliability of interviewing (Taylor et al 2012).  

**Aims**  
Drawing on the above body of work, this presentation aims to:  
i. Outline the nature and scope of two recent evaluative studies of student nurse selection in Scotland  
ii. Use a recently developed analytic model to explain the methodological challenges involved in each study and the approaches taken to address these  
iii. Apply the analytic model to other key UK studies in this field in order to invite participants to consider how such challenges can best be overcome  

**Method**  
The presentation will necessarily briefly describe the focal studies and the model, but the emphasis will be on applied analysis and, where possible, dialogue with participants. In terms of the two focal studies, one used primarily quantitative methods while the other was primarily qualitative in nature. As such, contrasting approaches will also be a feature for reflection and learning.  

**Findings/conclusion**  
From conducting a number of these evaluative studies, and through reviewing others, we have found that selection involves multifaceted processes taking place within changing contexts. Attribution of the impact of particular strategies remains challenging, but the analytic model’s foci on proximal and distal outcomes can help us better understand both micro and macro aspects of this complex picture.  

<table>
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<tr>
<th>Title</th>
<th>The Internship Scheme in Scotland: an initial assessment</th>
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<tr>
<td>Authors</td>
<td>Colin Tilley, Peter Ward Claire Tochel and Mike Sabin, NHS Education for Scotland</td>
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<td>Theme</td>
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<td>Content</td>
<td><strong>Introduction</strong>&lt;br&gt;The Internship Scheme in Scotland was developed to help qualified nurses and midwives consolidate and develop their clinical experience. The internships involve part-time rotational employment in clinical practice in one of the territorial NHS Boards within NHS Scotland for a year at most.&lt;br&gt;&lt;br&gt;<strong>Methods</strong>&lt;br&gt;Almost 2,000 Internship Scheme applications were submitted to NHS Education for Scotland over six waves between March 2011 and May 2012. These applications were matched to each applicant's training record to examine the characteristics of Internship Scheme applicants and non-applicants. The applications and training records were also matched to NHSScotland workforce data to examine the NHSScotland employment patterns of Internship Scheme applicants and non-applicants.&lt;br&gt;&lt;br&gt;<strong>Results</strong>&lt;br&gt;The matched application and training data showed that Internship Scheme applicants were older, were more likely to be female, had similar educational qualifications on entry to non-applicants, were more likely to have started a 36-month midwifery course and took longer to complete their training programme. The matched application, training and NHSScotland workforce data have yet to be analysed.&lt;br&gt;&lt;br&gt;<strong>Discussion</strong>&lt;br&gt;This paper provides a framework within which the Internship Scheme in Scotland can be evaluated. The linked application and training data show that applicants and non-applicants differ in their observable characteristics. These differences need to be accounted for in the analysis of the matched application, training and NHSScotland workforce data.</td>
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<td>Title</td>
<td>Enhancing values based on recruitment</td>
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<td>Authors</td>
<td>Yvonne Flood, Pat Owen and Anne Sourbutts, Keele University</td>
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<td>Content</td>
<td>Background: Francis (2013) has stressed the need to recruit into nursing and midwifery only those with &quot;...the appropriate values, attitudes and behaviours&quot; (Francis, 2013 p105). In response to this, the Admissions team at Keele University, School of Nursing and Midwifery have developed a model of recruitment and selection, integrating the need to recruit to values, enhance user &amp; carer and stakeholder involvement, fulfil our widening participation remit and improve the Keele student journey. Method: A series of interdependent workstreams were conceived, focusing on 'Marketing', 'Selection' and 'Conversion'. For purposes here, an intervention and change in the selection processes for undergraduate students will be presented Intervention: The selection process for student Nurses and Midwives at Keele consisted of a values based shortlisting activity on candidate's UCAS statements and references, followed by individual interview. This system had been robustly developed but the need to incorporate recent recommendations (Willis, 2012; Francis, 2013; Cummings, 2013) led to the development of 'Selection Events', incorporating a numeracy test, values and beliefs assessment, group exercise and final individual interview. Each element of the selection event has been developed in conjunction with users &amp; carers, stakeholders and service providers, who will also take part in the events. Findings: It is anticipated that evaluation of the events from feedback of candidates, users &amp; carers, Keele academic staff, students and service provider partners involved will be presented. Conclusion: Evaluation of the first round of events will be presented.</td>
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**Title** | An integrative approach to student recruitment, selection and retention  
---|---  
**Authors** | Edwina Thacker and Janice Grant, University of Salford  
**Submitted as** | Concurrent presentation  
**Theme** | Care and Compassion in RSR  
**Content** | This paper explores an integrated approach to the recruitment, selection and retention of student nurses in the first year of a preregistration undergraduate nursing programme at a North West University. Collaboration has resulted in a significant reduction in the number of students withdrawing from their programme. The organisation promotes and values the enhancement of the student experience from all levels of management and across a range of University services. Students leave nursing for many reasons, but a key theme in the literature relates to a mismatch between student expectations and University goals. The vulnerability of first year students is well documented (Yorke and Longden 2008). Higher Education Institutions have adopted measures to support student retention localised to the respective student population. Organisational changes impacting upon the retention of students within this organisation have been informed by an evidence base approach (Warne, Holland & McAndrew 2011). Measures to assist students prepare for the challenges ahead have been implemented. Prior to entry, students are exposed to learning experiences at Open Days that reinforce the reality of nursing. Meeting current students and exposure to clinical skills labs help facilitate this. During the selection process, suitability and aptitude is assessed with support from clinical colleagues. Freshers' week activities promote social integration into University life. A Learning to Learn week has been integral in highlighting the academic challenges of the programme by reinforcing academic writing and expectations. Partnership with the study skills team and library services assists with this activity. Preparation for professional practice is reinforced through the presence of practice education facilitators. The personal teacher is instrumental to the process and a constant throughout the student journey. Making retention everybody's business has now become embedded within the culture of the organisation through collaborative efforts to improve nursing students' experiences in the first year.
Pre-Nursing Experience Pilot

Lisa Bayliss-Pratt and Mary Lovegrove OBE, Health Education England

Concurrent presentation

Care and Compassion in RSR

Recommendation 187 in the Francis Inquiry report (1) stated: ‘There should be a national entry-level requirement that student nurses spend a minimum period of time’, ..‘working on the direct care of patients under the supervision of a registered nurse’. The government’s response (2) promoted developing pilots where ‘every student who seeks NHS funding for nursing degrees should first serve up to a year as a healthcare assistant, to promote front-line caring experience and values’.

In July 2013 HEE (3) launched the pre-nursing experience pilot project with the aim of answering the following question:

To what extent does a period of work experience as a healthcare assistant:

a) Allow this specific cohort of HCAs to develop insight into the professional commitment required to provide competent, kind and compassionate patient care?

b) Enable potential nursing students to determine whether nursing is the most appropriate career choice for them?

c) Benefit the individual and their potential contribution to patient services?

During August and September 2013 six pilot sites recruited 171 healthcare assistants (HCAs) into vacant posts. These pre-nursing experience pilot HCAs are undertaking a formalised clinical experience which is being captured through a case study service evaluation approach. The HCAs have been guaranteed an interview for a place on a pre-registration nursing programme but not a place on a course. An interim mid-point report will be available by February 2014.


2 DH 2013, Patients First and Foremost.

3 DH, 2013 Developing high quality, effective, compassionate care: Developing the right people with the right skills and the right values. A mandate from the Government to Health Education England: April 203 to March 2015.
<table>
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<tr>
<th><strong>Title</strong></th>
<th>Working together to improve the quality of the student’s practice learning experience: the development of a national reporting system</th>
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<tr>
<td><strong>Author</strong></td>
<td>Irene McDade and Peter Ward, NHS Education for Scotland</td>
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| **Content** | High quality practice learning experiences (PLE), support development for healthcare professionals to provide safe and effective person centred care. (1) Within NHS Scotland processes are in place for evaluating and monitoring the quality of learning experiences, for example:  
  • NHS Boards complete an annual audit and action plan against the Quality Standards for Practice Placements (2) for each PLE they provide.  
  • Universities complete educational audits for each PLE as part of the Nursing and Midwifery Council (3) regulatory requirements.  
  • Universities survey their students for feedback on their PLE. However, these processes can run independently of one another, with varying degrees of effectiveness. Additionally, no single organisation has the opportunity to collate and analyse this information so as to inform educational developments and support.  
To support a solution, NHS Education for Scotland (NES) has developed and piloted an online database in partnership with Glasgow Caledonian University and NHS Greater Glasgow and Clyde. The database allows audits and student evaluations to be completed, stored and accessed online, enabling all stakeholders to meet their regulatory and professional responsibilities and access all information appropriate to their role in practice learning.  
The pilot has demonstrated:  
  • Increased information available to all those responsible for providing practice learning.  
  • Timely feedback on student experience to all stakeholders to inform improvement.  
  • Potential creation of a national practice learning environment data set that will inform and influence the direction of practice education resources.  
The presentation includes an analysis of the pilot evaluation, along with information on the next stage of development.  
### Title
Articulation, Transition and Partnership working: evaluating the student nurses experiences of moving from HNC to 2nd year BSc Adult/Mental Health Nursing

### Authors
Louise Johnston, Audrey Cund, Fiona Lundie and Carol Dickie, University of the West of Scotland

### Submitted as
Concurrent presentation

### Theme
Partnership Working

### Content
**Background**
Articulation from Further Education (FE) to Higher Education (HE) has been a key area of work for the UWS, School of Health Nursing and Midwifery. This is viewed as a mechanism to acknowledge students prior learning and facilitate entry into year two of an Undergraduate Nursing programme. Harvey et al (2006) acknowledges that as a result of widening participation the student population is more diverse, calling for an increased need to support this heterogeneous student group. Gallacher (2006) also advocates that close partnership working between FE and HE Institutions is required to adequately prepare students to articulate into 2nd year. Close collaboration with FE Colleges and NHS providers has been central to the development and evaluation of a bespoke module to bridge the transition from FE to HE.

**Method**
This qualitative study evaluates the first cohort of students transition into 2nd year following completion of the bespoke module. A focus group design underpinned by a constructivist philosophy was utilised following ethical approval by the UWS ethics committee.

**Discussion**
Knowledge, preparation and confidence emerged as key factors that support the students transition and articulation to 2nd year. The findings of this study provide insight into the students experiences of academic, clinical and social transition, as well as an overall integration into an already established cohort. The findings have been utilised to prepare and enhance the transition for the next cohort of students and open out further research possibilities with our college and NHS partners.


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<tr>
<th><strong>Title</strong></th>
<th>Use of video clips in selection events</th>
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<tr>
<td><strong>Authors</strong></td>
<td>Fiona Ansell and Helen Monks, Sheffield Hallam University</td>
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| **Content**  | Use of video clips in selection events.  
The conclusions of the Francis report (2013) and Willis (2012) have been highly influential on the work of admissions teams to ensure that all successful applicants are able to demonstrate a good understanding of the role of the nurse / midwife commensurate with an understanding of the importance of empathy, teamwork and communication skills. Nursing and Midwifery admissions staff at Sheffield Hallam University experienced interviewing candidates who appeared to be 'prepared' for interviews, but often were unable to articulate depth and application in response to interview questions. Therefore, an innovative approach was introduced via 'talking head' video clips. These are based on service users' stories which explore applicants' insight into their chosen field of nursing, their understanding of the need to care for patients with compassion and dignity in addition to possessing transferable skills such as team working, prioritising and time management skills. Midwifery and all fields of nursing have several talking heads available for use, which guarantees a different interview and therefore different stimuli for candidates to explore and respond to interview questions. An informal evaluation by the admission team has indicated that candidates are able to respond in more depth and demonstrate their individuality in the knowledge, skills and attitudes required for nursing/midwifery. This presentation will show some examples of these short talking heads and discuss how candidates respond to them and how decisions to offer candidates a place on their chosen programme is made.  

http://www.midstaffspublicinquiry.com

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<tr>
<th>Title</th>
<th>Stories of a pre-nursing scholarship: sadness, socialisation and shifted perceptions</th>
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</table>
| Authors | Richard G Kyle, University of Stirling  
Michelle Beattie, Annetta Smith |
| Submitted as | Concurrent presentation |
| Theme | Partnership Working |
| Content | Background: Providing opportunities for aspirant nurses to obtain pre nursing experience features prominently in the UK Government’s response to The Francis Inquiry. Evidence from the USA suggests that pre nursing experiences, such as summer camps, have potential to contribute to effective recruitment, selection and retention strategies. However, few similar pre nursing experiences exist in the UK, and none have been evaluated. This paper reports the effects of participation in a pilot pre nursing scholarship among secondary school pupils in Scotland. Objectives: To explore pupils’ experiences of a pre nursing scholarship to inform the design and delivery of similar programmes in the UK and internationally.  
Design: Qualitative focus group study.  
Settings: Two university campuses in Scotland.  
Participants: Twenty two secondary school students (all female, aged 15/18 years).Methods: Two focus groups were facilitated through the use of ‘anecdote circles’ to elicit pupils’ stories of their scholarship experience. Anecdote circles allowed each pupil to share their story in turn and then collectively assemble – figuratively and literally, through interlocking cards – shared stories of the scholarship. Discussions were audio recorded and transcribed verbatim. Transcripts and written cards were analysed thematically.  
Results: Three stories emerged: 1) sadness; 2) socialisation; and, 3) shifted perceptions. Sad stories were transformative affirming the students desire to become a nurse. Stories of socialisation revealed how demonstrating practical skills affirmed pupils’ ability and suitability to nurse. Perceptions of the life and work of a (student) nurse, their future, and the lives of older adults, shifted through the scholarship, especially during practice learning experience.  
Conclusions: Storytelling revealed how a pre nursing scholarship helped secondary school pupils to decide whether to pursue a nursing career by providing an opportunity to explore their ability, suitability and desire for nursing. Practice learning experience emerged as an important element of this decision making process and should be integrated into similar pre nursing experiences. |
### Concurrent Session 6

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<tr>
<th>Title</th>
<th>A longitudinal study of the impact of emotional intelligence on progression of student nurses and midwives: findings from the first point of data collection</th>
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<tbody>
<tr>
<td>Authors</td>
<td>Rosie Stenhouse, University of Edinburgh; Austyn Snowden and Jenny Young, University of the West of Scotland; Norrie Brown, Hannah Carver and Fiona Carver, Edinburgh Napier University</td>
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| Content | **Background:** Following publication of the Francis Report (2013) the UK Government and NMC have expressed the desire to select students for caring values and attributes. HEIs need evidence on which to base decisions about which attributes/values must be present in students. Emotional intelligence (EI) is contested but well conceptualised in the psychology literature and might be related to quality of nursing care (Bulmer Smith et al 2009).

**Aim:** The study aims to identify the impact of emotional intelligence, previous caring experience and mindfulness training on student progression and achievement of competence for registration with the NMC.

**Method:** A longitudinal (2013/2016) quasi experimental design is used. This paper presents baseline results from 554 nursing and midwifery students enrolling in the first year of the degree programmes at two Scottish universities. 34 year one computing students operated as the control group. Measures were the shortened version of the Trait Emotional Intelligence Questionnaire (TEIQueSF) and Schutte’s (1998) Emotional Intelligence scale. Demographic data, previous caring and previous training in mindfulness were also collected. Statistical analysis was carried out using SPSS. Ethical approval was gained from all institutions involved. Findings: Previous caring experience was not associated with any difference in EI scores, nor was age. Females scored significantly higher (p<0.05) than males on every aspect and measure of EI except sociability. Nursing students had higher EI than computing students (p<.008). Mindfulness training was associated with higher EI on the Schutte (1998) measure (p<.008). Scores in both EI measures were closely correlated (r=.663, p<0.000).

**Implications.** It is unknown if emotional intelligence is associated with success in this cohort. These findings suggest that mindfulness training appears to be a predictor of emotional intelligence, whereas previous caring experience does not. Strengths and limitations of these hypotheses will be discussed in the context of the longitudinal study protocol. |
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<th><strong>Title</strong></th>
<th>Development of a non cognitive assessment, the Cambridge Personal Styles Questionnaire (CPSQ), for selection to nursing, midwifery and healthcare</th>
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<tr>
<td><strong>Authors</strong></td>
<td>Lyn Dale, Cambridge Assessment</td>
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<td><strong>Theme</strong></td>
<td>Care and Compassion in RSR</td>
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| **Content** | In occupational testing, personality assessment is a well established method for providing standardised information on applicants’ non cognitive attributes. This paper details the research, development and validation of a personality assessment tailored to the needs of vocational education, particularly nursing, midwifery and healthcare.  
Cambridge Personal Styles Questionnaire (CPSQ) is a self report, online assessment, which assesses how students typically think, feel, behave and relate to others. In the reporting, personality dimensions are matched to behavioural competencies relevant to nursing and midwifery (guided by the NMC skills cluster framework). This work aims to help admissions staff ‘match the right applicant to the right course’ and to support oncourse student development.  
The values and behaviours measured (including care and compassion) were identified through a literature review and interviews with admissions tutors and healthcare professionals. CPSQ was also designed to conform to the Five Factor Model of personality.  
Trialling included 4,000 students to date, including A level students and undergraduate students of medicine, nursing, midwifery and healthcare. The large numbers allowed us to ensure the assessment is accessible to diverse groups of people. Trialling outcomes show the assessment conforms to the highest standards of reliability (testretest r = .84 . 92). Internal consistency was measured using Cronbach’s alpha, finding high levels of reliability.  
Validity of the assessment was evaluated by internal analysis of structure using item and factor analysis. Comparison with well researched measures of personality and trait emotional intelligence showed a strong relationship with these proven measures. Mean scores for each vocational group were compared to a general population to enable personality profiling of nursing and midwifery. Ongoing research will examine what this profile means in terms of valued behaviours in education and in healthcare professions.  
After four years in development CPSQ is now in ‘live’ piloting with applicant and student groups to establish its effectiveness as an assessment tool. |
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<th>Title</th>
<th>The impact of asylum seeking and refugee women on the recruitment, selection and retention (RSR) of midwifery students</th>
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<tr>
<td>Authors</td>
<td>Melanie Cooper, University of Bradford and Rose McCarthy, Refugee Council</td>
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<tr>
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| Content | UK government policy has focused on engaging service users within health professional education including the RSR of students (DH 2007). There is also an agenda around increasing the contribution of 3rd sector volunteers to health care (DH 2010). This presentation will explore how a partnership between a university and the Refugee Council embraces both these agendas through the engagement of asylum seeking and refugee (AS&R) women in the RSR of midwifery students.

AS&R women are trained by the Refugee Council to work as volunteers, befriending other AS&R women who are pregnant. This role includes facilitating access to health services but over time, has emerged into an innovative, broader role including working within a university setting. Here they participate in the recruitment of prospective midwifery students, contributing their perceptions of candidates who have the potential to meet the needs of AS&R women. They also participate in the assessment of communication skills in students and participate in storytelling in the classroom setting, a powerful learning tool in health care education (Haigh & Hardy 2011). Volunteers share their often harrowing experiences of seeking asylum in the UK. Two main themes are emerging from the findings of this project which this presentation will describe. Firstly, the benefit to midwifery students of engaging with AS&R women, their enthusiasm to learn more and their empathy leading to efforts to donate clothes and equipment to destitute women. Secondly, the benefit for the volunteers, feeling valued when contributing to an important process, demystifying the university setting and understanding their own requirements in applying for a midwifery career. The findings suggest that AS&R women can effectively contribute to the RSR of midwifery students. However, they can also contribute their diversity to the future midwifery workforce by realising their own untapped potential and applying for a career in midwifery.
POSTER INFORMATION

1/ Learning from each other: enhancing understanding of the health and wellbeing needs of older people
Fiona Dear, David Miller and Lindsay Dingwall, University of Dundee

2/ The Scottish Way a shared journey for the preparation of mentors
Belinda Emmens and Kathleen Duffy, NHS Education for Scotland

3/ A Brief Mindfulness Based Mediation Intervention in Nursing Students: A Mixed Methodology Feasibility Study
Jenny Jones, Mariyana Schoultz, Angus Watson, Stephen J Leslie, University of Stirling

4/ Placement support model for student nurses with disabilities
John Gavin, University of Stirling

5/ Student Success: A tough balancing act?
Janice Grant and Edwina Thacker, Salford University

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Iain Burns, University of Dundee