

Transitions Into And Through Higher Education For Pre-Registration Nursing Students

John Freeman, Barry Aveyard (HWB)



Summary

This is a student-led project to develop a range of mixed media resources to enhance learner autonomy among pre-registration nursing students. The resources are student-led in development and can include service user and practitioner perspectives to support transition into Higher Education and graduation into the workforce. It is our experience that there are key transitional points for our students across their programme, which are focused around progressing through the academic levels and making transitions into the workplace. We propose that students will be invited to develop a range of materials that can be used to signpost and support transitions for the students at critical moments in their student lives. In addition to the materials created, the participants will also be able to demonstrate key transferable and employability skills, to promote peer support, and learner autonomy. Materials developed will contribute to supporting attrition and retention amongst the nursing student body.

Current Progress

So far the Project Team have conducted a number of meetings with a range of Nursing students, and have used some of the material from the Faculty Learner Autonomy Project completed by Claire Craig and Karen Booth to inform a questionnaire that has been used to seek views about issues related to transitional points in Nursing. Views have been sought on factors that help and hinder learning, and how learner autonomy can be developed. A range of issues has so far been raised including the following:

- Feeling part of a social group;
- Getting support from your lecturers;
- Accessing well-organized Module sites on BlackBoard;
- Being able to apply learning to the real world;
- Being taught by enthusiastic lecturers;
- Classroom sessions being run well.

Students were asked whether any of the following factors had affected their learning:

- Doing a full-time course and having to work part-time as well;
- Being a carer;
- Having a readiness to learn;
- Being able to ask for help;
- How they are assessed on the course;
- Seeing success early in their course;
- Getting good quality feedback;
- Their overall workload;
- Their timetable.



We conducted an evaluation of the pilot resources, and the results of this showed us that students wanted the videos organising in very specific ways. What we found was that students liked the material to be very clear and that guidance needed clear signposting. The last few months have been spent recording students and service users and we now have a range of resources that are being edited into a number of different files. We plan for these to be available for the September cohort of nursing students.

What's going well?

- ✓ The student meetings have provided a range of exceptionally rich material which should be of great benefit to other students in easing transitions;
- ✓ The CETL Team have been really supportive in providing help, guidance and practical support;
- ✓ The Project neatly complements other work being done in Nursing to support the student experience and reduce attrition;
- ✓ The students have been very enthusiastic about the project and their support has been invaluable in developing the resources.

Contact details: If you want to know any more about this Project, please contact: John Freeman at: J.P.Freeman@shu.ac.uk