

Reflective practice – QAPL – Placement evaluation project – Charlotte, Ally and Tendai

Group reflection

Goal:

The goal of this sub project within our quality improvement placement was to undertake research into improving the uptake and outcome of placement evaluations and to produce materials and resources which may help future learners to feel more comfortable, confident, and informed regarding placement evaluations and the benefits of completing these.

Perceived Barriers/Concerns/

- The first barrier was trying to find relevant and appropriate articles. Research into post-placement evaluations is a global matter and there were surprisingly little information based in the UK. To overcome this barrier, we read a lot of articles across the globe, we made this decision that common problematic themes within nursing student post placement evaluations propped up. Therefore, the summery concluded with this.
- As a group we decided to seek feedback from our peers and reached out via social media and email by using guidance from the NMC around the benefits of social media guidance in nursing. Unfortunately, we only received two replies form consenting students who sent their replies via email. We then incorporated it into our collaborative research document but removed their names to maintain confidentiality within the NMC Code (2018).
- Due to the reluctance from students across year 2 and 3 to give feedback, it meant that the feedback as evidence was not a reliable source on its own. However, when using it to contribute to other areas of research we had conducted, similar themes propped up This reassured us that our project resources were going to be applicable and admissible, however we recognise that further student feedback would have benefitted our research from a participant involvement point of view in order to contribute to a reduction in bias.
- Time was a barrier initially as everyone had different schedules, however throughout the project it became easier to find times to meet up. This highlighted our good collaborative and partnership skills, following our first teams meeting The perceived barriers were:
 - Using the technology to create the resources we had spoken about
 - Gaining enough relevant research to produce evidence-based resources
 - Time to work collaboratively enough through arranging meetings that suited all.

Positive outcomes/achievements/Things that went well

- We initially came up with a plan of 3 types of resources: handout, poster and Panopto. All of us lacked experience in technology, however we did all have different skill sets. We decided to start by conducting our own research on 3 different topics that would aid our overall project.
- We were able to use our various skill sets, knowledge base, personal experiences and backgrounds to contribute to different parts of the project in order
- We collaborated well and worked in partnership to teach each other different computer skills. Conclusively, we have produced 3 evidence-based resources that reflects our team wok and research. Reflection for Post-Placement Evaluation Project

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Learning outcomes, Relevance to professional practice and proficiencies:

- We have been able to develop social and interpersonal skills by attending teams meetings which contributes towards our professional development and multiprofessional/collaborative working.
- We have improved our skills and knowledge about the NMC code, including research on importance, tools used and how evaluations are obtained and benefits towards quality improvement.
- We have had a view from the university's perspective regarding placements, understanding how the university uses evaluations to improve students' learning, achieving their proficiencies and maintaining NMC standards.
- It was a good experience using our "soft skills" to come up with resources (Panopto and posters) to encourage students to uptake evaluations.

Domains of the NMC code (2018) relevant to our project:

- **Prioritising People:** Within the project team, we proactively listened to each other's: needs, preferences, ideas whilst upholding dignity and respect, whilst organising meeting times, collecting ideas and producing resources. We also practiced in confidentiality when using peer feedback for our research.
- **Practice Effectively:** We used appropriate research to produce and work within best evidence practice. To communicate clearly, we used TEAMS so that we could participate in active and passive communication. We shared our own experiences, our own research and comprised this knowledge collaboratively to produce clear and accurate documentation/ records. Appropriate delegation was done by working in partnership and discussing the best tasks to partake in.
- **Preserve Safety:** The research conducted to produce the resources we have done are consequently to protect the safety of our peers as students and the patients that our students take care during practice education. Although this domain has a lot of clinical scope, we are hoping that the tools we have produced will result in better safety for all stakeholders involved in student practice learning.
- **Promote Professionalism and Trust:** Fundamentally, the project was to improve clinical areas for students. The resources exist to benefit all stakeholders, which, have been done to a high standard which will subsequently encourage professionalism from students and fulfilling of registrations for clinical staff. As a group, I believe we practiced in a professional way and upheld the respect of the profession by producing the documents we have.

Year 2 Proficiencies

- **Proficiency 7:** each of our resources are accurate, clear and accurate documentation that benefits all stakeholder within our learning as students. Including the patients students care for on placement.
- **Proficiency 29:** Fundamentally, post placement evaluations are there to improve education areas. They provide risk assessment and aversion to promote better learning and better patient care within the placement centre. Our further resource: the handout, introduces risk assessment continuously throughout the placement.
- **Proficiency 30:** The participation within this project demonstrates we understand the requirements for developing resilience within working collaboratively as a team. The resources we produced introduce a strategy to develop self-resilience through evaluations and reflective practice.

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Year 3 proficiencies:

Proficiency 18: this is relevant to our project as we had a mix of different Course years (2 and 3) of nursing which therefore presented with varying responsibilities, roles and scopes of practice. We interacted confidently when working together whilst recognising certain strengths and limitations of each team member.

Proficiency 19: each member of the team was able to take on a leadership role in various parts of the project and delegate work appropriately to ensure each person was working to their abilities and skill set within their scope of practice.

Proficiency 20: Part of the purpose of this project was to undertake research into an area and evaluate changes that could be implemented to improve the quality of a service being delivered, in this case, placement evaluations. This project enabled us to monitor and evaluate student placement feedbacks and look into how these can have a direct impact on student learning experience and in turn patient care.