

# Developing nursing practice through Work Based Learning

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## Aim

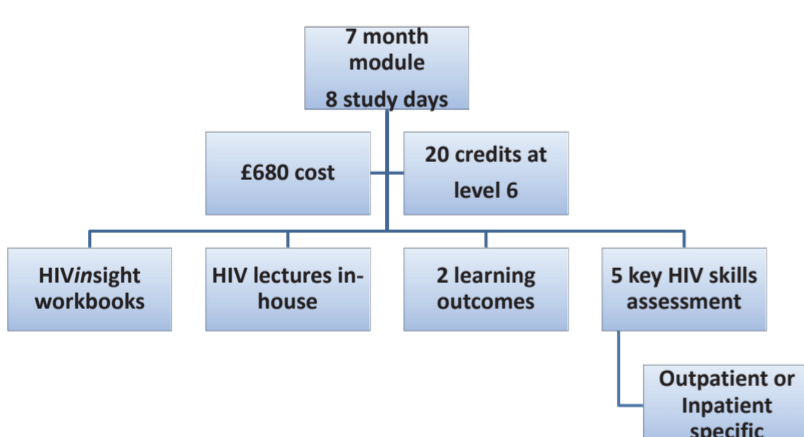
To evaluate an HIV work based learning (WBL) module with regard to the development of nursing skills and practice.

## Background

The evolving needs of HIV patients requires ongoing specialist HIV nurse training<sup>1</sup>. This presents both workplace and financial challenges to deliver. To address local educational needs, a tailored HIV work based learning module was developed for nurses based on Level 3 skills of the National HIV Nursing Competencies<sup>2</sup>.

WBL is coined as 'Learning for work, learning at work and learning through work'<sup>3</sup> and is part of a governmental drive to provide value for money training that meets the educational needs of both the practitioner and the service<sup>4</sup>.

In 2014, a seven month 20 credit level 6 module was co-designed by the University of Brighton and senior HIV nurses at Brighton and Sussex University Hospital Trust.



## Methods

Five students who successfully completed the WBL module in 2015 shared personal reflections of their overall experience. A thematic analysis was undertaken comparing the learner's initial self-assessment and their final reflective summary.

Changes in service delivery were then collated. In addition, a survey on staff learning experience and development was undertaken using an online service.

## References

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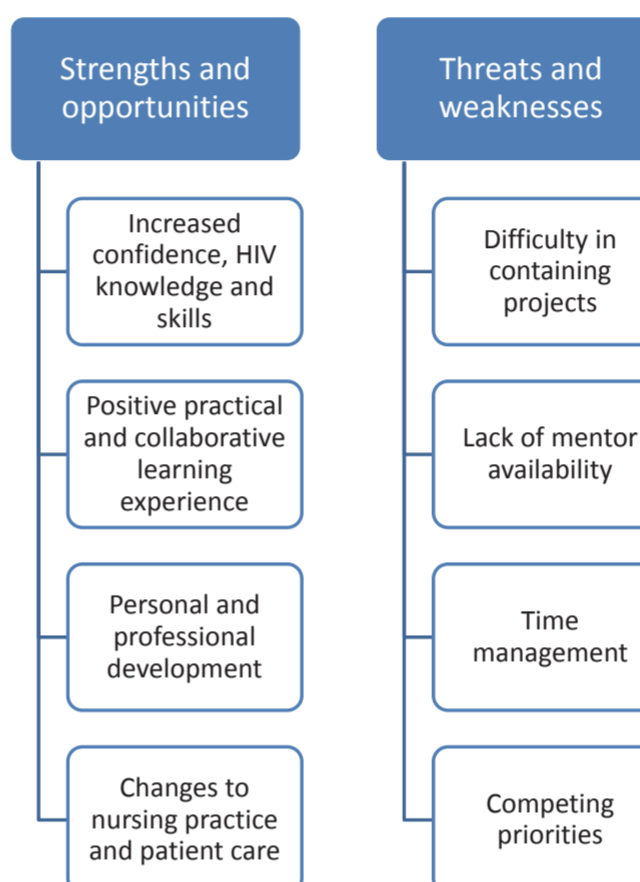
## Results

The thematic analysis pre and post course is shown in Figure 1 and 2 and demonstrates that students were able to build on their strengths and were realistic about potential barriers.

Figure 1 Themes of initial self-assessment

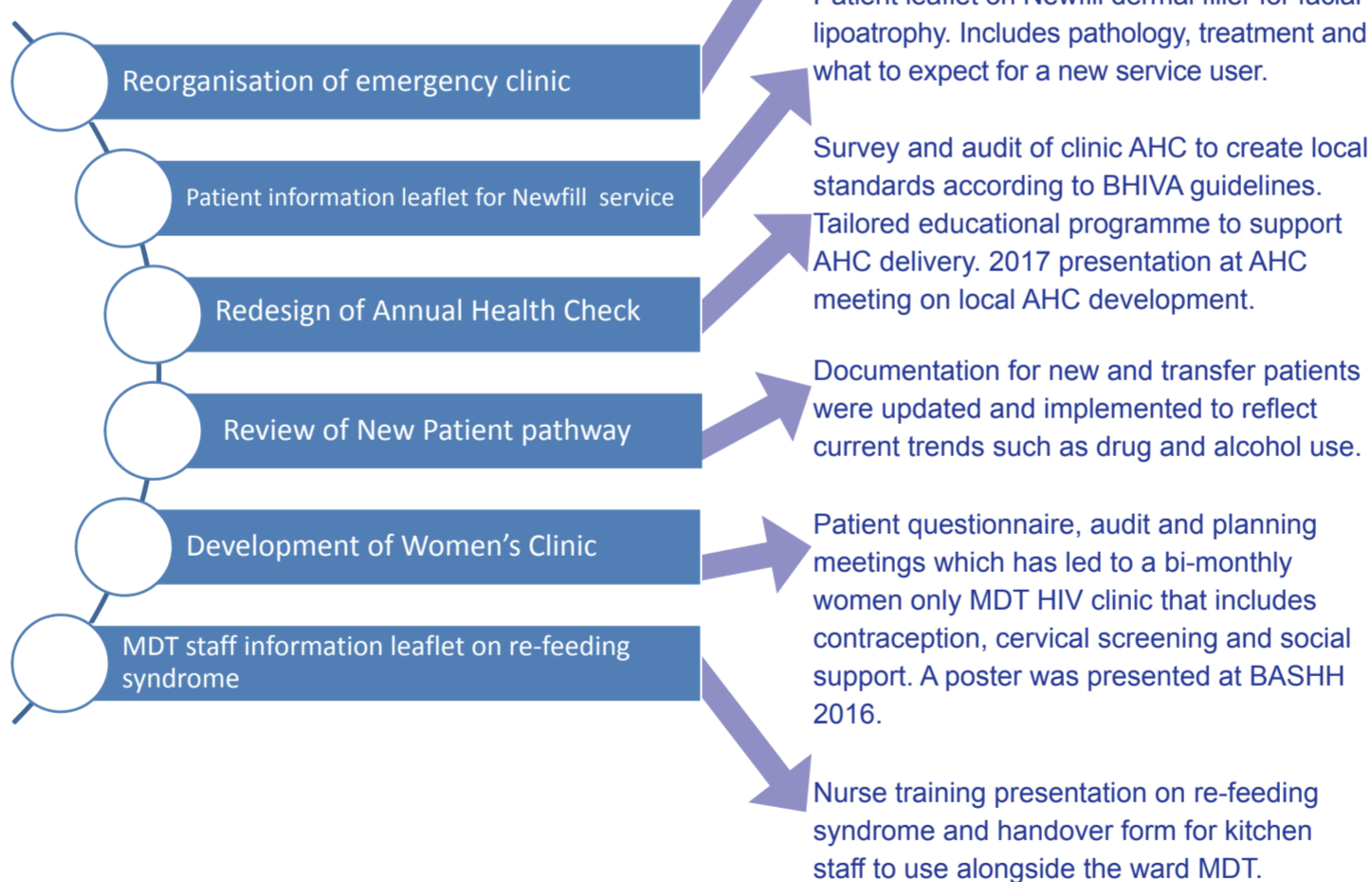


Figure 2 Themes of final reflective summary



There were a number of significant changes in nursing care delivery as a result of the chosen learning outcomes from the five students of the 2015 cohort (See Figure 3).

Figure 3 Changes in nursing practice

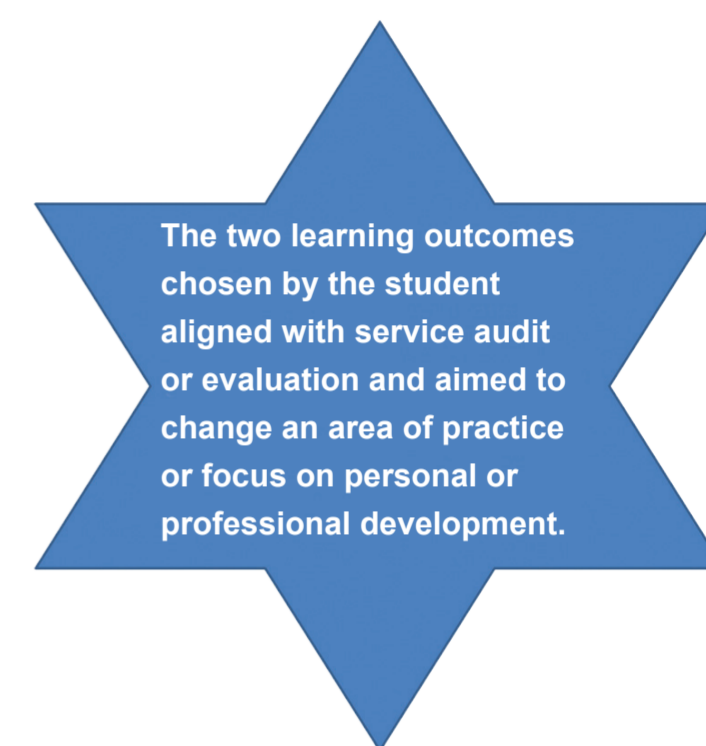
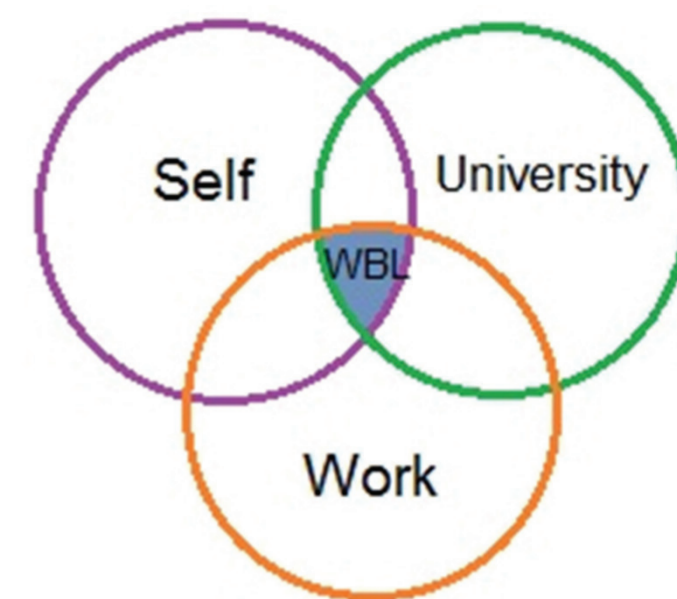


The staff survey identified that 80% of respondents felt the WBL module contributed to their professional development with 60% confident it helped their career choices. 80% were aware that practice had been changed in their area as an outcome of their learning outcomes. Even though 100% would recommend a HIV WBL course to a colleague, advice on how to manage time and expectations of colleagues would be given.

## Conclusion

This small-scale evaluation has demonstrated that a bespoke WBL module has increased HIV specialist nursing skills and made a contribution to improving patient care through nurse – initiated changes in practice. Ensuring mentor support and appropriate learning environments need to be considered for the success of future cohorts.

Special thanks to the 2015 cohort WBL students for sharing their experiences



*"It is recognised that post-registration studies can be challenging for those holding significant workplace responsibilities. The additional challenge of producing independent projects as in this case is not to be underestimated and as such the students (and team) are to be congratulated on the quality of work presented. Students had provided excellent evidence of achievement via comprehensive and diverse portfolio entries. The application of learning to practice was explicit in all cases with their study activity directly inspired by and related to enhancing practice performance"*

University of Brighton 2015 External Examiner feedback