INSPIRING CONFIDENCE IN HEALTHCARE STUDENTS FOR THEIR PRACTICE PLACEMENTS

Evaluation findings from the pilot "Preparation for Practice Placements"

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Abbreviations

AHPs – Allied Health Professionals

BHSCA - Buckinghamshire Health and Social Care Academy

HEIs – Higher Educator Institutions

NHSE- National Health Service England

NHS – National Health Service

RePAIR – Reducing Pre-registration Attrition and Improving Retention

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Executive Summary

Background, impetus and methodology

Practice-based learning is a vital component of pre-registration healthcare degree courses for nursing, midwifery, and Allied Health Professions (AHPs), offering students the opportunity to apply classroom learning in real-world healthcare settings. However, transitioning from the familiar, supportive environment of a Higher Education Institution (HEI) to the complexities of clinical practice can be daunting, with students facing unfamiliar cultures, environments, and expectations (MacDonald et al., 2016). Available research highlights the importance of addressing the broader knowledge, behaviours, and resilience needed to thrive in often challenging clinical environments. At the same time, the quality of a learner's experience during practice placements plays a critical role in shaping their decision to persist with or withdraw from their programme (Thompson et al., 2024).

To remedy this concern, in November 2023, the National Health Service England (NHSE) RePAIR1 Team held a stakeholder event to determine the most effective methods for distributing funding to initiatives aimed at improving learner retention. One recommendation involved creating a project to help nursing, midwifery, and AHP learners to feel more prepared for their practice placements. Through resources including an animation and 10 short films, the project aimed to enhance students' non-clinical skills related to clinical practice such as interpersonal skills, emotional readiness, and proactiveness in advocating for and managing their own learning during their real-world healthcare setting experience. The project was led by a RePAIR Fellow seconded to the University of Surrey and was overseen by the project board which included representatives from NHSE South East, The University of Surrey, The Buckinghamshire Health and Social Care Academy (BHSCA), and an NHS Trust.

1 The RePAIR (Reducing Pre-registration Attrition and Improving Retention) project provided Health Education England with detailed insights into the factors influencing healthcare student attrition and the early career retention of newly qualified staff. It also informed the development of a programme of work in response to the findings from the 2018 report. https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention

The project board commissioned Restorative Justice For All International Institute (RJ4All) to conduct an independent evaluation of the Preparation for Practice Placements project to allow the scientific testing of the project's hypothesis, while providing ongoing support to the project team. Additionally, a wider goal of the research was the hope that the project's effectiveness would encourage broader use of the resources. The hypothesis was that by exposing students of pre-registration healthcare degree courses for nursing, midwifery and AHPs to the realities of their first practice placement through the 10 films and an animated 'explainer' video, that the established domains would change. The first domain measured was their concern and worry, and we hypothesised that it would decrease. We also hypothesised that the following domains would be increased:

- *emotional preparedness to cope with practice challenges*
- *resilience and initiative* in advocating for and managing their own learning
- *interpersonal skills* including fitting in and working with a team
- *confidence* to successfully continue their placement and course

The Preparation for Practice Placements project was structured into three distinct research phases. Phase 1 focused on creating a **baseline** prior to the implementation of the intervention (10 films and 1 animation video) by analysing sample group demographics and data. After the films and animation were shown to the learners by their educators, phase 2 entailed qualitative feedback gathered through questionnaires and participant interviews to evaluate the **process** of delivering the resources. Finally, Phase 3 concluded the **impact evaluation** of the intervention and examined how the project's domains changed by analysing questionnaire data to determine key research findings.

This research received research ethics approval and is fully aligned with UK and international research ethics standards. Sensitive data are protected following UK Data Protection legislation and the EC GDPR.

Key findings from "Research Phase: 1 Project baseline":

- There was a total of 10 films and an animation made available to educators. Approximately 74 Physiotherapy BSc (Hons) learners and 100-110 Nursing Studies (Registered Nurse Adult Nursing) BSc (Hons) learners were present for the intervention (viewing of the films), but 72 learners completed both the pre- and post-intervention questionnaires and were, therefore, included in the fieldwork. These learners watched a mixture of the animation, as well as films 2, 4, 5, and 7, as those are the ones that their educators chose for them.
- Respondents had varying levels of healthcare experience, but none had completed their first practice placement of their pre-registration degree course.

- Many learners expressed significant anxiety about their first practice placement, as nearly half reported moderate to high levels of concern, and 18% selected the highest level of worry.
- Only a small proportion of learners, 3%, felt very emotionally prepared for the realities of their first practice placement, while most hovered around a neutral or slightly underprepared position.
- Respondents' confidence in handling interpersonal or professional scenarios was mixed, with low confidence particularly evident in initiating team conversations and giving feedback to staff.
- Learners also reported discomfort in advocating for their own learning needs or raising concerns during placement, since over 40% selected neutral or uncomfortable responses.
- While most learners felt somewhat or very confident that they would complete their placement, nearly 30% felt only moderately confident, and a small number, just over 5% expressed active doubt.

Key findings from "Research Phase 2: Project process evaluation":

- After the intervention, phase 2 evaluated the process of delivering it through analysis of feedback from 100 learners and 4 educators, which included the 72 learners from phase 1 plus 28 additional learners who separately evaluated just the animation.
- Most learners felt that the films realistically represented the types of challenges they might face on their practice placement, particularly in relation to difficult conversations and managing expectations.
- Most learners found the content reassuring and appreciated seeing diverse student experiences, which helped reduce feelings of isolation and self-doubt.
- The films were particularly valued for showing practical strategies for difficult conversations and for clarifying how to approach interpersonal challenges with placement staff.
- Participants reported improved clarity about their role and expectations on placement after viewing the films.
- The short-form video format was considered engaging and accessible, though some learners requested additional guidance on specific concerns such as speaking up and managing conflicts.

Key findings from "Research Phase 3: Project impact evaluation":

- Post-intervention data showed a shift in learner responses, with a reduction in extreme anxiety and a more consistent distribution across moderate levels of concern.

- Although emotional preparedness remained similar to pre-intervention, there was a slight increase in learners who selected more positive responses, and fewer who selected the lowest confidence category.
- Interpersonal confidence increased, particularly in scenarios such as team conversations and explaining one's role, with a drop in learners who chose low confidence responses.
- Comfort levels in advocating for learning needs and managing placement challenges improved slightly.
- Confidence in completing their practice placements rose significantly, with nearly 80% of learners who selected confident or very confident responses, and no respondents who expressed outright doubt.
- Learners indicated that the intervention made them feel more prepared and empowered, and highlighted the value of relatable and realistic preparation tools.

Overall Findings and Recommendations

The Preparation for Practice Placements project explored the use of realistic, scenario-based films to better prepare nursing, midwifery, and AHP students for their first clinical placements. The films helped reduce anxiety and improve emotional readiness, communication, and confidence by portraying the interpersonal and professional challenges learners might face. While the impact was modest, the films proved to be accessible and flexible resources that supported a smoother transition into practice placements. Recommendations included future improvements such as peer-led discussions and reflective activities to deepen learner engagement and resilience.

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Introduction

I. Background and rationale of the project

Practice-based learning provides supervised experiences in healthcare settings for healthcare students and are required by pre-registration healthcare degree courses for nursing, midwifery and AHPs. These practice placements allow healthcare degree course students to apply the knowledge they gained in the classroom to real life situations. However, moving from the more comfortable and supported university environment to the new clinical environment can be a stressful experience filled with unknown variables including a new culture, language, and setting (MacDonald et. al, 2016).

A literature review revealed that there is insufficient evidence regarding the specific placement experiences of student AHPs and that most of the available literature focuses on student nurses, and to a lesser extent, student midwives. The studies on this topic that are available found that the attitude of supervising staff can have an impact on the quality of the student experience and that the development of supportive relationships affects nursing students' senses of belonging and connectedness (Russ Diane et al., 2023). Moreover, there was a positive correlation between a student's experience of clinical practice placements and the likelihood of them completing their degrees and taking up employment as a healthcare professional.

Therefore, there is a need for HEIs and placement providers to ensure that students are especially prepared for their first placement in addition to their subsequent ones. In addition to ensuring that learners have the clinical skills required for practice-based learning, the preparation must also ensure that learners have the wider awareness, knowledge and behaviours that will enable them to make the most of the learning opportunities available to them, to thrive in what are often complex and challenging environments, and to be able to deliver safe and effective care to their patients.

The Preparation for Practice Placements project was led by a RePAIR Fellow seconded to the University of Surrey and was overseen by the project board which included representatives from NHSE South East, The University of Surrey, BHSCA, and an NHS Trust. The project produced resources that included an animation, 10 films with the goal of supporting educators to enable their students to gain a greater understanding of what to expect from their practice placements, build their confidence, and thrive in the delivery of safe and effective care to patients. The content for these resources was developed in collaboration with pre-registration healthcare learners and educators from HEIs and practice placement providers. As much as possible, the actual words used by these stakeholders were included in the transcripts, which were then voiced by actors, to ensure authenticity.

II. Project hypothesis and overall research objectives

The project lead contacted a selection of HEIs from across the South East of England who were running preparation for practice placements sessions for nursing, midwifery or AHP programmes. Educators from the chosen HEIs delivered the intervention to their students by incorporating the films into their teaching session or sessions. RJ4All tested whether the intervention aligned with the board's original objectives through the use of questionnaire data from before and after the intervention. We hypothesised that by exposing students of pre-registration healthcare degree courses for nursing, midwifery and AHPs to the realities of their first placement through a series of films about practice placements, their stress and anxiety would be decreased. At the same time, we hypothesised that various other factors would increase such as their emotional readiness to cope with practice challenges, resilience and initiative in advocating for and managing their own learning, interpersonal skills including fitting in and working with a team, and confidence to successfully continue their placement and course. A broader aim of the research was the expectation that the project's success would support wider adoption of the resources.

III. Purpose and structure of this eBook

This eBook covers all three phases of the project and encapsulates the process evaluation and the impact evaluation of the Preparation for Practice Placements project: 10 films and an animation. Originally, there was a plan to give educators a facilitator handbook to use in their sessions and then also evaluate its effectiveness in the eBook. However, the project team decided to develop the content of the handbook based on the feedback form the educators in this eBook instead.

Phase 1, which is the first part of the project's impact evaluation, captured the demographics of those who participated in the fieldwork and analysed their responses to the questionnaire **prior** to the intervention taking place in order to create a baseline. To obtain the demographics and data, each educator sent a pre-intervention questionnaire to their learners, which was comprised of 7 demographic questions and 9 impact evaluation questions (ANNEX A). It was necessary to obtain evidence of the learners' skills and feelings towards their future practice placements before the films were shown to them, which allowed the impact of the intervention to be measured. This phase presented the sample group demographics, data analysis, and critical reflections.

Phase 2 was an intervention process evaluation and phase 3 was an impact assessment. After the intervention took place, the educators sent the post-intervention questionnaire to their learners. The post-intervention questionnaire for learners was comprised of 7 demographic questions, 7 questions that represented phase 2, and 9

questions that represented phase 3 (ANNEX B). The project team also sent a questionnaire to the educators themselves to gain critical feedback from their perspective regarding their usage of the films and animation, which was analysed in phase 2 (ANNEX C). Both phases 2 and 3 offered a comprehensive analysis of the Preparation for Practice Placements project after it was introduced. However, phase 3 was built upon the baseline of phase 1 through investigation of the domain of change and offered a critical reflection and recommendations that incorporated all of the phases.

Project methodology and research limitations

I. Programme research structure

The programme was structured across three clearly defined research phases. Phase 1 focused on gathering demographic information and baseline data from the participant group, aligned with the delivery team's domains.

This initial phase assessed the existing knowledge and skills of the learners prior to any intervention. Following the delivery of the intervention, phase 2 centred on evaluating the effectiveness of the intervention's delivery through participant feedback collected via questionnaires and interviews from learners and educators. The interviews served to deepen the insights gained from the questionnaires, providing more detailed reflections on the content and structure of the intervention. Phase 3 comprised the final impact assessment, which compared post-intervention questionnaire data with the initial baseline to determine the extent of change and the overall influence of the intervention on the participants.

II. Study methodological details

For the impact evaluation, which comprised phases 1 and 3, learners from two HEIs provided learner feedback through the questionnaires. There were 72 learners who filled out both the pre-intervention and post-intervention questionnaires and thus their responses were used for the impact report. The project lead had contacted a selection of HEIs from across the South East of England who were running a preparation for practice placements session for nursing, midwifery or allied health programmes between November 2024 and January 2025, and the session needed to be aimed at learners who were preparing for their first practice placements. The original goal was to use only one HEI for the pilot of the Preparation for Practice Placements project, but as a result of external circumstances during the showing of the films, it was necessary to extend the pilot to another HEI. Since we identified our domains and were interested in understanding how they were reflected in the data, we chose thematic analysis as the method of analysis of the pre-intervention questionnaires. The impact analysis portion of the eBook focused on the participants' relationship to the five domains:

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CATALOGUE

This eBook presents the findings of an independent evaluation of the Preparation for Practice Placements project, which was delivered between December 2024 and January 2025. The project aimed to enhance the experiences of nursing, midwifery and allied health professional learners, during their practice placements by exposing them to a set of scenario-based films before their placement, designed to support understanding, confidence, and the behaviours necessary to thrive in practice placement environments and to deliver safe, effective care. For educators, the resources served as tools to enhance teaching efforts that support learner readiness for practice-based learning. The core objective of this eBook was to assess whether these resources successfully prepared students for the realities of their practice placements, and the evaluation followed a three-phase approach: establishing a baseline of learners' experiences, examining the implementation of the intervention, and measuring its impact. A total of 72 learner responses were evaluated in the impact evaluation and an additional 28 learners and 4 educators took part in the process evaluation. This eBook explored their feedback and insights, and revealed how the films contributed to learners' preparedness, emotional resilience, and ability to navigate difficult placement situations.

This eBook demonstrated that when resources are structured and thoughtfully delivered to healthcare students, that the students will garner enhanced confidence, competence, and motivation to navigate their placements. It was encouraging to see evidence of success across all phases of the evaluation and gain insight into how the project can continue to improve the placement experience for everyone involved. Ultimately, the goal is to encourage students at the beginning of their healthcare journeys to thrive in the healthcare field and provide safe and effective care to patients promoting equality in healthcare.

Professor Theo Gavrielides, PhD

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