

# Northumbria Research Link

Citation: Ford, Claire and Park, Laura (2022) A mixed methods approach to evaluating the skills for practice website. In: NET2022 Conference, 6-8 Sep 2022, Lancaster, England.

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## **NET 2022 ABSTRACT – S4P**

### **Section 1 – Main focus/theme of, or issues addressed by, the poster (maximum 100 words)**

Due to the changing shape of healthcare education and the increase in cohort numbers, higher education institutions have needed to make better use of technology and adopt alternative ways of teaching to ensure healthcare students acquire the skills needed for practice. To address this concern, Northumbria University created the Skills for Practice Website, which acts as a central repository for over 100 institutional recorded skills videos, posters, and podcasts. It incorporates a blended learning pedagogy as it uses a mix of physical/real-world interaction complemented by e-learning, this hybrid is especially relevant to introducing elements of flexibility into traditional courses.

### **Section 2 – Research approaches and underlying evaluation (maximum 100 words)**

An explorative sequential mixed methodology approach was adopted, and deductive quantitative numerical data was collected via semi-structured questionnaires, to elicit factual statistical data as well as opinions and views of the participants. This was sent to all undergraduate nursing students. Qualitative inductive exploration was then undertaken with a sample of nursing students, via semi-structured interviews. 107 students participated in the questionnaire and 4 students were additionally interviewed. Qualitative and quantitative data was analysed using thematic analysis and a statistical software package for cross-correlation. Coding and initial thematic analysis were done independently by researchers before being shared to triangulate results.

### **Section 3 – Implications for healthcare education (maximum 100 words)**

Initial questionnaire data is currently in the process of being cross-correlated with the data from the transcribed interviews. The final analysis is scheduled for April with a view to completing the study by August 2022. So far, findings suggest that the use of videos is seen by students as a useful tool to enhance the learning of clinical skills. However, feedback also highlights that this must be used in conjunction with face-to-face teaching and content must be student-driven. It is hoped that the findings will provide insight into the future direction and development of the website and its resources.