Putting theory into practice:

How can we better support practitioners returning to education?

Gillian Siddall and Bethan Carter
Session plan

- Introduction and background
- Who are they?
- Evidence from practice

Interactive session
US and THEM

- University of Northampton
  - Post 1992 University
  - Previously Sir Gordon Roberts School of Nursing
  - Student experience

- York Teaching Hospital NHS Foundation Trust
  - Clinical Librarian
  - Search and training across York, Scarborough and community
  - Previously in commercial and charity Libraries
Who are they?

- Registered nurses and midwives
- Mature learners
- Returning to education:
  - Return to practice
  - Top-up degree (e.g. BSc (Hons) Emergency Care)
  - Short courses for development (e.g. Mentoring, Leadership)
  - Short courses for clinical skills (Nurse Prescribing)
  - Distance learners/day release
  - Who else?
What are the issues?

- Confidence
- Academic barriers
- IT Skills
- Length of course
- Motivation - incl. line manager support
- Distance
- Time - incl. family/personal commitments
- What have we missed?
Student support

NHS Library

- Inductions
- Ad hoc support
- One-to-ones/small group training
- Targeted sessions - returning to practice
- No online support but 24/7 PC access

University Library

- Inductions
- Information Skills sessions
- One-to-ones
- Online tutorials and guides
- Open door
Is it enough?
Are reading lists important?

- Hannah Rose and Gillian Siddall - LIRG research award 2011

An investigation into the use of reading lists as a pedagogical tool to support the development of information skills amongst Foundation Degree students.
What we did . . .

1. Reading list analysis
2. Focus groups with students
3. Interviews with academics

Plan - Annotated reading lists
Issue - Reading lists
Plan an intervention
Reflect
Observe
Act
Putting yourself in the students’ shoes

“I think reading lists play an important role because it’s like being thrown into a swimming pool with lead boots on and no life saving device otherwise, and I think, it might change further on down the course, but I think particularly for new students the reading list is absolutely invaluable.” (Yr 1 student)
Reading list analysis

Sample reading lists

- **42%** of information on reading lists is incorrect
- On average **23%** of the books on reading lists are out of date
- **25%** of books on reading lists are available as eBooks, but only **3%** are labelled as such
- On average, books make up **73%** of the sample reading lists
- The average number of sources on a reading list is **34.5** items, the most is **59**, the least is **22**

NHS Perspective
“...when you’ve been out of study for a while it’s nice to have it as a guideline and then you can go to those areas and generally find more focused areas of your own particular setting from these.” (Yr 2 student)

“It does make me chuckle when I get the odd reading list and I look and I think: typo, spelling mistake, error, and then we get penalised!” (Yr 2 student)
“...the inconsistencies... their own individual styles... where the journals have been referenced slightly differently. Some use a comma, some use bold, some put full stops... I’m always cautious of just directly copying straight from the reading list!” (Yr 2 student)
What next for the Rose-Siddall research?
Discussion

- What more can we do?
- How can we improve the service we offer?
- How can we prove the value of the service we offer?
What next?

- Study day November 2012
  - Marketing on a limited budget (and limited time)

- Study day March 2013
  - Tried and tested technologies workshop
Watch this space!
Questions?
References