



“Humanising the Interview Process”; an Evaluation of Service User/Carers Contribution to Value Based Recruitment in a Pre-registration Adult Nursing Programme.

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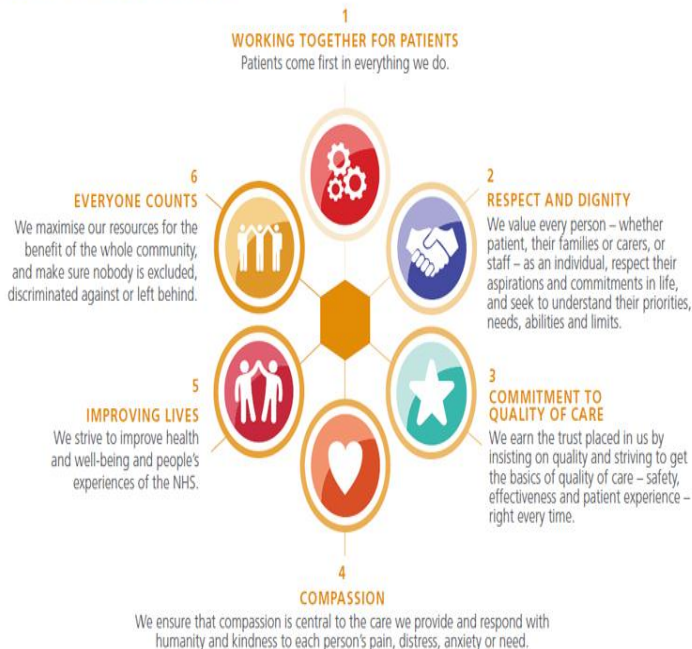


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Project Team

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- Janet Scammell, Associate Professor BU
- Jill Haynes, Senior Recruitment Administrator BU
- Andy Mercer, Professional Lead BU
- Angela Warren, SU/Carer Coordinator BU
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- Hannah Wearing, SU/Carer
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- Juliette Borwell, Lead for Learning Environments and Professional Development, Salisbury District Hospital

The values of the NHS Constitution



NHS

- In the UK, patient engagement in service development is endorsed in the NHS Constitution (DoH 2009), and Liberating the NHS (DoH 2010).
- A re-focus on values within the NHS was one of the areas identified in the Francis Report (2013). In 2014, Health Education England (HEE) published their Value Based Recruitment Framework.

Education

- English, HEIs are expected to comply with the guidance published from HEE as 50% student nurse programmes are based in healthcare settings.
- Nursing statutory body for the UK (NMC) has a core standard for education that Higher Education Institutions (HEI's) clearly demonstrate how service users/carers contribute to both programme design and delivery (NMC 2010).

Defining Value Based Recruitment

“VBR is an approach to help attract and select students, trainees and employees, whose personal values and behaviours align with the NHS values outlined in the NHS Constitution. This approach aims to ensure that the NHS has the right workforce, with the right skills, in the right numbers, with the right values, to support effective team working and deliver excellent patient care and experience” (NHS Employers 2015)



A re-design of the Adult Pre-registration interview experience

- VBR – review of our admissions process
- Systematic review (Scammell et al. 2015) identified a lack of research exploring SU involvement in interviews in pre-reg adult nursing. 1 study Rhodes & Nyawata (2011) on 90 CH & Adult students.
- Established links with service users at BU (curriculum development and delivery); BU had experience of SU/Carers involved in interviewing (SW, MH)
- Interested in including SU/Carers in adult student nursing programme interviews (800+ candidates)
- Introduced project for Sept cohort (interviews Nov 2014 - May 2015)

Interview Process

Pre Interview Review

- Personal Statement
- References
- Education (Attainment & Current)
- Employment
- WP Flags

Group Interview
What do you see?
SU/Carer, Academic & Practice
Assess against Values
in NHS Constitution (10 Marks)

1:1 Interview
Academic & Practice Partner
(20 Marks)

Feedback
Them to us
Us to Them

Those with Potential
Specific feedback
written and/or verbal.



Project aim

- Secured funding from Health Education Wessex
 - To evaluate the impact of Values Based Recruitment formally introduced in the Adult Nursing Curriculum (2014-2015)
 - Analysis of Candidate Questionnaires regarding their experience of SU/Carers engagement within the interview process
 - Focus group of Service Users who participated in the Adult Nursing recruitment cycle
 - Questionnaire data regarding Academic staff's perspective of engaging SU/carers in the interview cycle
 - Clinical Practice Staff perspective of engaging Service Users in the interview cycle
 - Ethics – Project reviewed & approved in line with BU Research Ethics Code of Practice

Methods & Sample

Candidate Questionnaire

- Questionnaire via Survey Monkey was sent to 640 candidates.
- 269 participated in the study
- 42% response rate

Service Users Focus Group

- 17 Service Users participated in the interviews were invited to attend a Focus group.
- 9 Service Users participated in 2 focus groups. In addition, 2 Service Users participated in telephone interviews.

Academic/Practice Partner Questionnaire

- Questionnaire via Survey Monkey was sent to 69 Practice Partners and 30 Academics
- 35 responses (15 Practice Partners and 20 Academics participated)
- Response rate 35%

Four working groups

- Candidate Questionnaire (1 academic, 2 SU and 1 SU coordinator)
- Service User/Carer FG (2 academics and 2 SU)
- Academic and Practice Partner Questionnaire (1 academic, 1 practice partner and 1 SU)
- Overarching Themes (4 academics, 1 practice partner and 1 SU)

Thematic analysis (Braun and Clarke 2006)

1	Familiarising yourself with the data
2	Generating initial codes
3	Searching for themes
4	Reviewing themes
5	Defining and naming themes
6	Producing the report



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Theme 1- Increasing sense of humanness, substantiating the core values

Service user perspective: heart knowledge (SU) - SU perceived they were looking for something different, not looking for academic ability but rather the more human aspects and qualities that they wanted from nurses that they had come in to contact with as patients.

“You come with your heart to this process and you’ve had personal lived experiences of being a patient and being in very traumatic situations and life changing events...and you can assess a student, whether they’re speaking from the heart or whether they’re just using lip service or paying gestures or whatever to the terminology” (SU6)

“And the compassion, the way they talk, it’s almost that extra bit of caring, the genuine part of caring that I was looking for more than the professionalism” (SU1)

Humanisation (A/PP) - Academics and nurses from practice felt that SU enabled a rebalancing of the power base within the interview panels. SU were seen to bring a harmonisation to the interview panel; providing the glue between the head and the hand and bringing significance and importance to the caring heart aspect of nursing care:

“They bring their own interpretation or experiences of care” (respondent 7)

(SU/C) “very good at identifying values that not always obvious”.

Service users ‘the human face’: fostering a sense of place (Candidates) - having a SU present changed the dynamic of the interview, providing a human dimension to the process rather than a professional one:

Bringing service users into the interview process enables them to have a say on the quality of care and puts a human face to the selection process (Candidate 41)

It’s a good way of assessing people as it’s not just academic staff or nurses that are judging whether you will make a good nurse (Candidate 157)



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Theme 2 - Impact of Involvement

Service User journey and benefits (SU) - the personal journey the service users went through by being involved in the interview process. For some service users, it was a reclaiming some lost aspect of themselves that they had before they had become unwell and unable to formally work:

“Being part of this process has sort of enabled me to be...to feel that I am still helping people, without me getting all emotional about it. But it is...its still feeling that you’re worthy and that you are giving something back...” (SU9)

“I think it’s given me an increasing sense of worth because when you’re a patient and your life’s been turned upside down, you feel that you don’t have much worth and I think it’s given me the feeling that I can still contribute” (SU6)

Additional Perspective (A/PP) - SU/Cs bring a different perspective and more rounded lived approach to the interview experience:

“That perspective tutors or clinical staff can never have...” (respondent 9)

“reality – academics and health care staff occasionally forget how it feels to be on the receiving end of care, they know the process too well and forget to emphasise” (respondent 23)

Service users; a focus on those using care (Candidates) - (SU) create a focus on values which are important to nursing and care:

“I feel it was a brilliant idea to have service users present as ultimately they are the ones receiving the care and can comment as to whether they would feel comfortable with us” (Candidate 243)

“I believe that bringing in a service user to witness the group discussion is an excellent idea. They would be receiving the care; therefore their opinion on us as possible adult nursing students is of high significance” (Candidate 193)



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Theme 3 - Working Together

Partnership with the university; shaping local services (SU) - helping shape the future of nursing and the health service and impacting on their local communities as well as advocating for other patients:

“When you see different things in the news or you read in the papers about how the NHS is doing, you can think, well, maybe I’m helping change that or maybe I’m contributing to a positive effect on that in the long-term” (SU4)

“It’s also showing that you’ve got a voice and it’s showing them right at the beginning of their training, that you have a voice and just because you are a patient, a service user or carer, you have an opinion and a voice and that’s so important. You’re a person” (SU6)

Symbolic Inclusion (A/PP) - Whilst the majority of the responses were positive wanting inclusion of SU/C at all stages of the interview process; many responses offered restrictions to their inclusion. Staff in positions of organisational leadership were least likely to want SU/C to be further involved in the interview process:

“I feel that at the initial stage they add value and look at care from a personal perspective however, I think the remainder of the process is about ability, qualifications, work experience; suitability of the role which I think is best left to the professionals” (respondent 7)

“I think the contribution they make at present is valuable and worthwhile. But further recruitment should be decided by registered nursing practitioners” (respondent 2)

Different approach; embedded rather than tokenistic (Candidates) - There was a real sense from the candidates that involvement of SU in the interview process reflected a deeper philosophical view regarding true partnership:

“The patient focused approach to the interviews is different to all other interviews I have attended. It demonstrated how patient focused BU is...” (Candidate 258)

“I was very impressed with the inclusion of service users. What a great idea! It was refreshing to see their inclusion on such an important process” (Candidate 112)

Theme 4 - Making it work; a work in progress

Evolving Progress (SU) – this related to the SU noting that this was a new way of interviewing candidates and they perceived there to be many inconsistencies, including the organisation prior to the interviews taking place, so much so that the service users at times felt uncomfortable. However this got better as the process evolved:

“I felt at the start that we were an added on. At the very beginning of the process it was quite...actually I felt very, very uncomfortable. I felt that we were an added on that hadn't actually been thought through properly” (SU5)

“It did improve; I must say it did improve as time went on...I think it will get better and better” (SU5)

Standardisation of the process (PP/A) - whilst it was recognised that interviewing places an increased workload on all staff, the importance of having a robust working system was acknowledged. Staff commented positively on the standardisation of the interview which promoted equality:

“The process promotes a standardised approach regardless of interviewer when followed” (respondent 31)

“I felt the process was fair and gave best opportunity for candidates to demonstrate suitability “ (respondent 34)

Mechanics of the process (Candidates) - The only negative comments received from the candidates, was not related to the engagement of SU in interviewing, rather the process in which it occurred. 5 disliked a group interview as they felt it advantaged some candidates whilst 32 found it useful:

*“I don't think it is a fair way to interview with some people being more chatty than others and talking over people”
(Candidate 31)*

“The group discussion helped me with my confidence” (Candidate 154)



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Conclusions

- Involving SU was seen as valuable by candidates, SU and some academic/practice staff.
 - Brought a richer, more focussed dimension on values in the interview process
 - Made the University stand out as different from other HEIs
 - Promoted importance of SU voice, readdressed power both at individual and service level
 - Benefits to the SU, who felt they were given back aspects of themselves they had lost and in turn, they were giving something back to the local health services
 - SU gained confidence, for some it made them review how they saw the nurses they were involved with (in their on-going health), seeing them not as professionals but people.



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Challenges and Way forward

- Further debate required regarding A/PP concerns re their involvement. Degree of Tokenism in that it was okay to have SU present but did not want to have them ask any questions.
 - Impact on NHS/HEE policy
 - Is it about SU, VBR or change??
- Cost of SU involvement in interviews
 - £10 per hour and Travelling = £2,841.74 (£4.44 per candidate),
 - Who will fund this? (HEIs, NMC)

Way forward

- SU wanted to be involved in whole interview process
- From Sept 2015 candidates are interviewed by Academic, Practice Partner and then either a SU or a 3rd Year Student



Questions.....

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