
Penny Goacher, Lecturer, University of East Anglia;
Prof Vanessa Taylor, Deputy Head of Nursing, Midwifery & Professional Programmes, University of York;
Dr Sarah Ashelford, Lecturer, University of York; Dr Patricia Fell, Associate Professor, Birmingham City University;
Dr Jim Jolly, Lecturer University of Leeds.
Aim

- This paper reports the development, dissemination and preliminary evaluation of the Bioscience Quality Assurance Framework (B-QAF)
B-QAF Development: Background & Rationale

Review of literature
Key themes identified: Devaluing of biological sciences in nurse education and practice; Lack of knowledge and application to deliver safe & effective care; Challenging topic for students; Repeated student feedback for more bioscience

Formation of Bioscience in Nursing Education (BiNE) network (2012)
http://www.bcu.ac.uk/bine
https://www.heacademy.ac.uk/knowledge-hub/bioscience-nurse-education-bine-special-interest-group

BiNE members survey (2013)
A semi-structured questionnaire to evaluate and capture the views of nurse educators on the current provision of bioscience learning and teaching in both pre and post registration nursing programmes across the UK.

Survey published (2015)
BiNE Survey Key Findings: Experiences
Taylor et al. (2015)

• Huge disparity between institutions in amount of contact time spent teaching bioscience....
• Differences in hours across fields

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Mean hours (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>54.3 (8-75)</td>
</tr>
<tr>
<td>two</td>
<td>21 (10-40)</td>
</tr>
<tr>
<td>three</td>
<td>14.6 (0-40)</td>
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</tbody>
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• Marked variations in curriculum design, delivery & teaching and assessment strategies
Key concerns:

• Need for more time / higher priority in curriculum for bioscience
• Lack of alignment, consolidation, integration or assessment of student progress in HEI & in practice
• Lack of bioscience expertise in teaching staff & mentors in practice
• Inadequate standard of bioscience achieved by students at point of registration
National standards

• Explicit national standards / benchmarks required for bioscience knowledge in nurse education.
• More explicitly defined curricula required for pre-registration nursing for minimum level of ‘bioscience’ content & learning at each year
• More explicit bioscience knowledge outcomes to be achieved by all nurses on graduating
B-QAF Development & Consultation

- Steering group established
- Feedback received on B-QAF from:
  - BiNE members
  - Programme Leads
  - NMC Assistant Director of Education & Standards
  - Nursing educators
- Presentation & peer review at NET (2014)

Quality Assurance Framework for Biosciences Education in Nursing

Learning Outcomes for Biosciences in Pre-registration Nursing Programmes

Developed by
Steering Committee of Higher Education Academy Biosciences in Nursing Education (BiNE) Specialist Reference Group

June 2016

Supported by
The B-QAF...

https://www.heacademy.ac.uk/system/files/bine_biosciences_qa_framework_b-qaf_july_16.pdf or http://www.bcu.ac.uk/bine
B-QAF Dissemination

- Hard copies sent to named Programme Lead at each AEI within UK
- Electronic copy emailed to BiNE members for promotion with their AEI
- B-QAF available for download at: BiNE website [http://www.bcu.ac.uk/bine](http://www.bcu.ac.uk/bine)
  Higher Education Academy website [https://www.heacademy.ac.uk/resource/bioscience-nurse-education-bine-special-interest-group](https://www.heacademy.ac.uk/resource/bioscience-nurse-education-bine-special-interest-group)
- Twitter (BiNE, HEA and personal twitter accounts)
Preliminary Evaluation

E-survey sent during 2017 to:
BiNE members (n=49, representing 24 AEIs)
  12 responded
Programme Leads for NMC-approved nursing programmes (n=74)
  14 responded
Data received from 23 AEIs

Feedback was requested on:
The extent of use of the B-QAF
Factors affecting use of the B-QAF
How useful the B-QAF is for educators
B-QAF Evaluation: Distribution

Did you receive a copy of the BQAF?

- Yes: 12
- No: 1
- Don't know: 3
- Missing: 0

Programme Leads: 12
BiNE members: 1
Feedback on the use of the B-QAF

‘..using this to review/map current programmes’ n=4, 5
‘very useful for supporting new curriculum development’ n=7, 1
‘It is being considered’ n=1, 3
‘waiting for new NMC standards’ n=1, 1
Feedback on future use of the B-QAF

Comments...

Do you intend to use the BQAF in the future?

Yes: 14
No: 0
Don't know: 0
Missing: 0

Programme Leads: Blue
BiNE members: Orange
Privacy settings need to be clarified...

‘I like the way it increases in explanatory detail across the page for the learning outcomes, and is not too lengthy…’

‘The list format really aids establishing areas covered/missed’

‘Well laid out, easy to follow. Non-biologists may need at translator in places!’

‘BSc programme lead believes that she would struggle to make it clear to colleagues’
Educator feedback about the B-QAF: Learning outcomes

‘What they entail is less clear’
‘The learning outcomes provide a steer & are broad enough to allow for very specific learning outcomes to be develop by individual curricula groups’
‘The LOs are a useful guide but a little more detail within some sections would add clarity’
The notes provide an essential rationale & application for the learning outcomes. They are also a useful ‘stepping stone’ to the illustrative examples.’

‘I can’t remember seeing supplementary guidance notes...’
Educator feedback about the B-QAF: Illustrative examples

- ‘Useful in that they provide links and relevance to practice’
- ‘...examples make it crystal clear’
- ‘Whilst not prescriptive the examples do provide indication of indicative content, which would be particularly useful for non-specialist bioscientists’
- ‘Remarks by colleagues- use of language-biological concepts’
Discussion & Impact

• Future plans for the B-QAF: Further dissemination of B-QAF among AEIs Evaluate impact of B-QAF Review & revise B-QAF: mapping to new NMC standards

• Collaboration with Griffith University to adapt the B-QAF for use in Australasia

• Adaptation of B-QAF for other Allied Health Professionals
Any questions?
References


