

# IMPROVING PRACTICE WHILST IN PLACEMENT

Dr Teena Clouston & Jayne Hancock  
Directors of Learning in Practice  
Cardiff University

# AIMS OF SESSION

- To understand the placement communication systems.
- To be able to recognise the responsibilities of the HEI, Partnership organisations and the student.
- To ensure you as a student are enabled to get the best from your practice experience.

# THE BACKGROUND

- NHS Wales spends £350 million to support 15,000 students and trainees in health related education.
- 35% of the budget is spent on Nursing and AHPs who make up 40% of the work force.
- Therefore the commissioners play a vital role in shaping a work force to serve the people of Wales (Griffiths, 2015).

# THE TRIPARTITE AGREEMENT

WEDS  
(Welsh Education &  
Development Service)



HEI

Health Stakeholders  
(inc YOU)



# WELSH EDUCATION & DEVELOPMENT SERVICES (WEDS)

Education programmes leading to professional registration will have curriculum and specific outcomes set by regulatory bodies, however there will remain scope for the Welsh Government and NHS Wales to identify specific requirements to be included in the programmes. Not only will the principles of **prudent healthcare** be embedded within the curriculum of the future but the principles will be applied across the delivery of the education provision (Griffiths, 2015). **ALSO.....**

# SOCIAL SERVICES & WELLBEING ACT (WALES) 2014

- The Care Council for Wales (CCW) has been tasked to work with a range of partners to develop a national learning and development plan to support the full implementation of the Social Services and Well-being (Wales) Act. The overall aim of this is to:
  - ensure the workforce is supported and informed to deliver social services in accordance with Welsh law, and its interface with other relevant statutes, and to practice in-line with the principles of the Act. (CCW 2015)
  - Prepares YOU for the future workforce

# PRINCIPLES FOR STUDENT PLACEMENTS IN WALES

Shared learning experiences across professional groups and clinical specialisms to be optimised where possible

Local Health Boards/Trusts and HEIs to work in collaboration to agree placement catchment areas which minimise student travel to and from placements whilst also incorporating flexibility to address specific specialties and capacity issues

Equitable financial support to be provided for travelling to and from placements for all eligible students\*

Non-NHS funded students will only be accommodated if there is capacity once all NHS funded students have been placed and only where there is a direct benefit (financial/non financial) to the NHS

All Local Health Boards/Trusts to establish and maintain a local service level agreement with all HEIs in Wales

HEIs to co-ordinate across placement catchment areas in a planned, agreed and timely manner to utilise available capacity

The quality of education for health professionals should not be constrained by placement catchment areas ensuring excellent student experience/opportunities

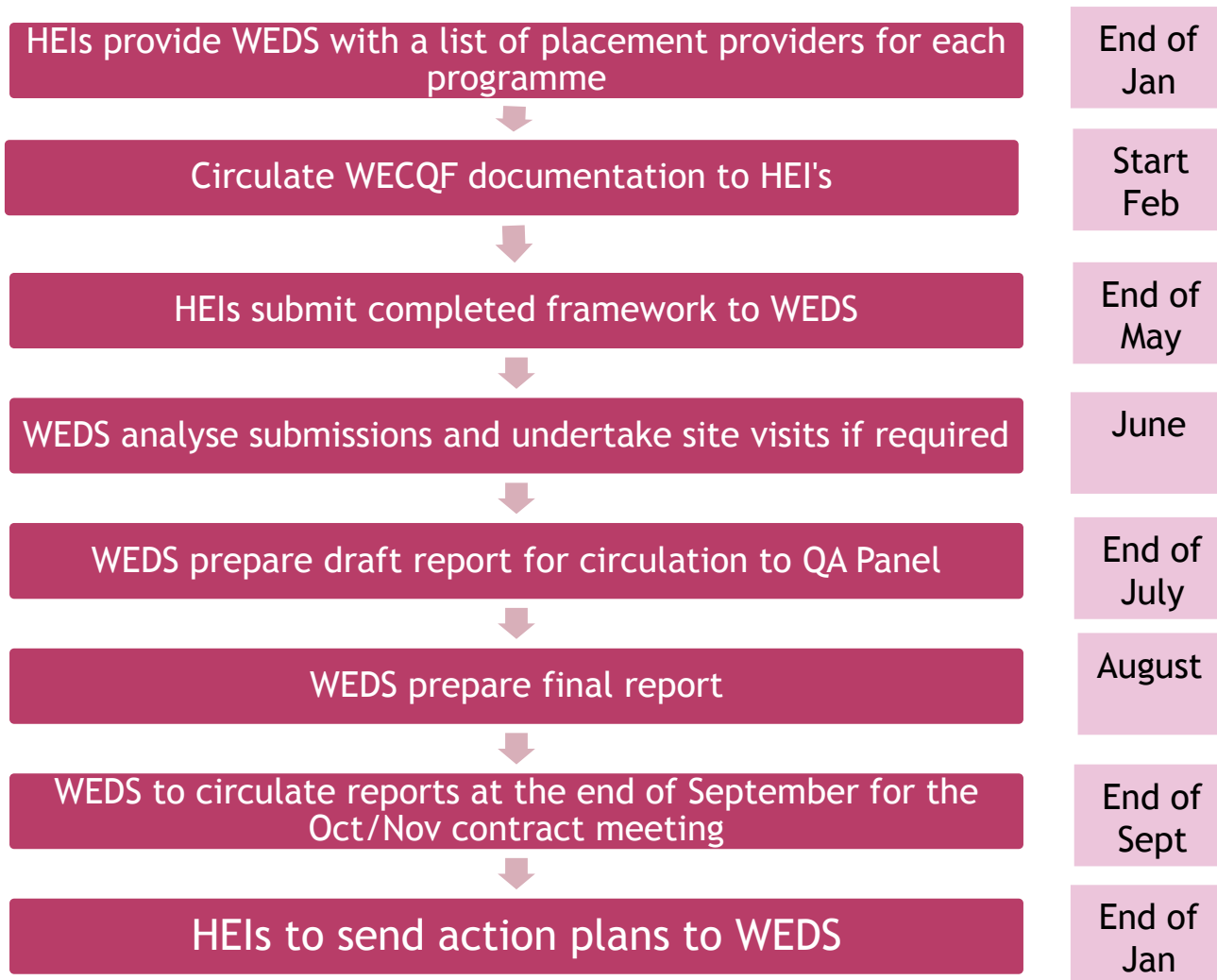
\* Travel expenses rules are currently being reviewed as part of Welsh Government policy

# WEDS QUALITY ASSURANCE FRAMEWORK

- ◉ The Wales Education Commissioning Quality Assurance Framework (WECQAF) is fundamental to the continuation of high quality education provision for several reasons.
- ◉ It will enable the identification of areas of concern with the quality of education provision and allow open and transparent interventions to be introduced. This will ensure that all education and placement providers are working in partnership towards agreed standards of provision and providing value for money services.
- ◉ The framework additionally allows for the formal identification of areas where education provision can be enhanced beyond currently accepted standards.
- ◉ Finally, the use of this framework is key in identifying areas of exemplary practice, and acts as a mechanism to capture and disseminate best practice.
- ◉ By following the WECQAF the student experience is continually enhanced, and allows for the production of a high calibre, flexible and productive workforce that is ready to embrace the future needs of the health service.



# WECQAF PROCESS (2YR CYCLICAL PROCESS)



# THIS WILL RESULT IN

- An increase in inter-professional education
- Greater collaboration across education providers
- An increase in education delivered across health, social care and third sectors
- Education delivered in targeted ways for specific staff impacting on the patient pathway
- Education developed once for the whole of Wales (where appropriate)
- Common education frameworks developed to support new and extended roles across different staff groups
- All training delivered in Wales having a firm evidence base

# RESPONSIBILITIES OF THE SERVICE PROVIDER

- Work with HEI in the development and delivery of curriculum.
- Provide the clinical team
- Work together with HEI and commissioner to ensure students are fit for registration

# HEI RESPONSIBILITIES

- To design and deliver a curriculum for each programme that meet the Standards of the regulatory body and NHS Wales.
- To ensure that all Health stakeholders (placement partner) arrangements are effectively managed and overseen (UK Quality Code for Higher Education, 2012, Chapter B10: Managing higher education provision with others.
- To meet the University standards for collaborative provision.
- Quality Assurance/ Good practice for placement guides.

# HOW DO WE MAINTAIN QUALITY ASSURANCE?

- ◉ Service Level Agreements that set out:
  - ◉ Effective partnerships
  - ◉ Clear understanding of how placement learning opportunities are provided and managed
  - ◉ Duty of care
  - ◉ Facilities within the placement
  - ◉ Preparation of the student
  - ◉ Insurance and liability
  - ◉ Development, review and Quality assurance

# HOW ARE PLACEMENTS SET UP?

- Partnership working- to identify placement areas suitable for student learning with the partner organisation's education lead.
- SLA
- The role of the HEI
- Educational Audit
- Staff development

# HEI RESPONSIBILITIES

- ◉ Monitor capacity & quality of all practice placement's.
- ◉ Audit.
- ◉ Ensure practice mentors/educators are kept up to date in curriculum changes.
- ◉ Ensure students can readily access support.
- ◉ Where possible ensure that the placement opportunity identified reflects the students level of experience and order to facilitate and build their confidence in practice.
- ◉ External review by examiners and regulatory bodies.

# EDUCATIONAL AUDIT

- Profession specific
- All Wales approach in Nursing & Midwifery
- Profession specific in AHPS
- The audit is a collaboration between Health Care Providers (HCP`s) and Approved Educational Institutions (AEIs) within Wales. The audit aims to be a dynamic process that ensures collaboration between the AEI and its partner HCPs on an ongoing basis.
- The audit is required for performance monitoring for all practice learning environments to which students are allocated.



# EDUCATIONAL AUDIT

- All Practice areas have a link lecturer whose responsibility it is to complete the 2 yearly audit and update it when there are changes.
- The audit is jointly completed by Link lecturer and Practice lead.
- Input is required from practice facilitators/educators, mentors and students.
- Action planning to ensure there are enough mentors/practice educators in each area to meet the needs of the students
- Capacity review

# WHAT DOES THE AUDIT CONSIST OF?

- Placement profile and key contacts
- Mentor/educator compliance: student capacity
- Safe learning environment
- Learning opportunities
- Good practice in risk assessment
- Staff development
- Review of Care Standards
- Review of inspections
- Feedback from students and mentors/educators is integral to the audit process

# STUDENT RESPONSIBILITIES

- ◉ Before, during and after placement
- ◉ Plan and prepare
- ◉ Be proactive in seeking out experiences for your level of practice & competence with the support of your mentor/educator
- ◉ Be willing to work as part of the team in the delivery of safe patient care whilst recognising that supernumerary status allows you the student to focus on learning needs
- ◉ Express your learning needs
- ◉ Seek help if the mentor/educator relationship is not working

# STUDENT RESPONSIBILITIES

- Use your mentor/educator for guidance and support to achieve learning outcomes
- Give and receive constructive feedback
- Reflect on self-development, self-awareness, confidence and competence
- **EVALUATE THE PLACEMENT**
- Prepare for meetings with personal tutor and/or visiting tutors
- Raise and escalate concerns as and when they occur.

# GETTING THE BEST OUT OF THE PLACEMENT

- ◉ Prepare, plan, think about what you already know, read.
- ◉ Orientate, pre-placement visit, induction pack, what learning opportunities are available, careful action planning.
- ◉ Agree learning needs, set meeting dates, work with mentor/educator. Ask yourself what principles from theory am I applying to the learning situation? What am I learning about myself?
- ◉ Reflect on progress and achievements; ask yourself what have I learnt?

# REMEMBER

- Attitude
- Professionalism
- Dress code
- Time keeping
- Mobile phones
- Experience 24/7 care
- Flexibility
- Duty of care

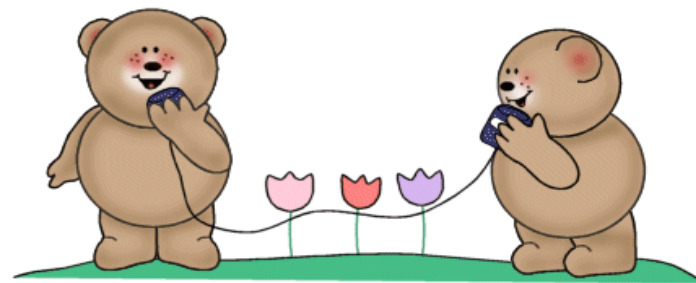
# SUPPORT MECHANISMS FOR STUDENTS

- HEI- Personal tutor, Link lecturer, Programme manager, Student support centre, Occupational Health, Student union.
- Placement- mentor, practice educator, practice facilitator, clinical teacher, link lecturer.
- All can be contacted direct to access support mechanisms .....

# SUPPORT MECHANISMS

- Know your policies and procedures for support:
  - Phone calls, visits and emails
  - Raising & escalating concerns

*Its good to talk*





# REFERENCES

- Griffiths, S. (2015) Shaping a workforce to serve the people of Wales. <http://www.Prudenthealthcare.org.uk/workforce>
- Care Council for Wales (2015) Social Services and Well-being (Wales) Act Information and Learning Hub.  
<http://www.ccwales.org.uk/getting-in-on-the-act-hub/>
- Health & Care Professions Council (HCPC)(2012) Standards of Education and Training. HCPC: London.
- NMC (2014) Quality assurance framework. NMC: London.
- NMC (2008) Standards to support learning & assessment in practice. NMC: London.
- NMC (2010) Standards for pre-registration nursing education. NMC: London.
- RCN (2002) Helping students get the best from their practice placements. RCN TOOLKIT. RCN: London.
- QAA (2012) UK Quality Code for Higher Education. QAA: London.