

Expanding placement capacity

This webinar will start shortly. Please type in any questions you have for the speakers throughout the webinar into the questions pane.

Speakers:

Nicola Morar - NHS Employers
Andrew Keavey - East Lancashire Hospitals NHS Trust
Maggie Parks - East London Foundation Trust
Terrie Chaplin and Jo Sutton - Devon Training Hub

9 March 2022

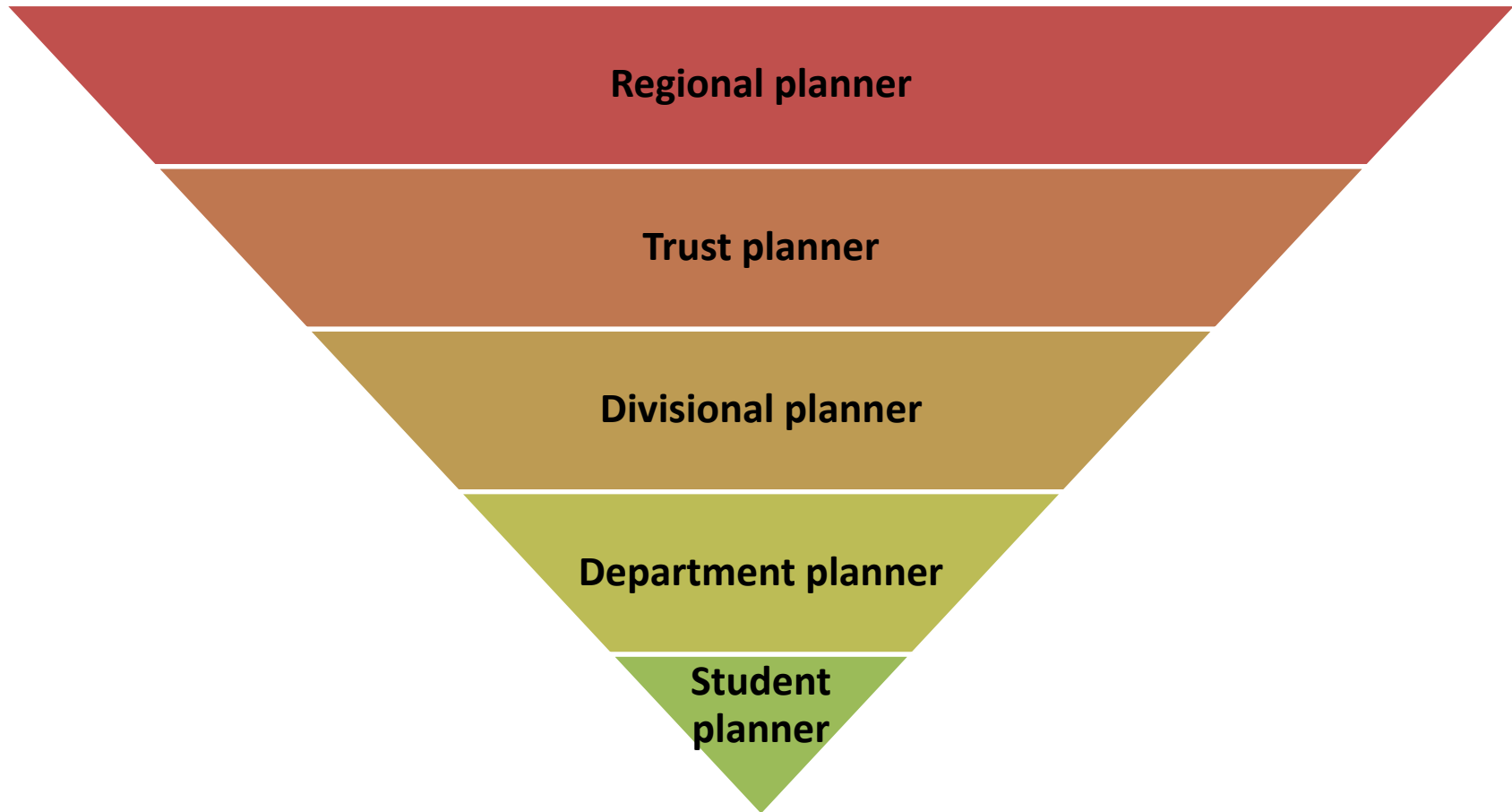


East Lancashire Hospitals NHS Trust

Andrew Keavey
Placement Education Lead



ELHT Placement Hub



ELHT Placement Hub

- In 2020 – 2021 ELHT planned to provide placements to 2,500 pre-registration learners. This was an increase of 70% compared to 2018-2019.
- This required us to coordinate placements for learners from 20 health care professions & from 9 Higher Education Institutions.
- We needed a way to effectively increase our placement capacity & manage the competing demands of each profession.

ELHT Placement Hub & EELE

Working in partnership with the Lancashire & South Cumbria ICS ELHT established a **Placement Hub** with the aim of providing a proof of concept of how we could effectively manage this number of learners and deliver on the HEE **Enabling Effecting Learning Environments** strategy

Placement Hub proposal

- Link our existing PEF & Undergraduate medical education teams under an 8A Placement Education Lead
- Appoint a Midwifery PEF & a AHP PEF
- Appoint a Placement hub team to capture student data from each HEI & professional group we worked with.
- The placement hub team consisted of a band 4 Placement Lead & a band 3 placement coordinator who were supported by the Placement Education Lead 1 day per week & by the AHP & Midwifery PEFs.

ELHT PEF Numbers

PEF team 2019-20					
PEF team WTE	2.2	Student hours	687,900	Student hours per WTE PEF	312,680
PEF team 2020-21					
PEF team WTE	3.4	Student hours	758,849	Student hours per WTE PEF	223,190
PEF Nursing (WTE)	2.2	Student hours	561,450	Student hours per WTE PEF	255,204
PEF Midwifery (WTE)	0.6	Student hours	53,512	Student hours per WTE PEF	89,187
PEF AHP (WTE)	0.6	Student hours	143,887	Student hours per WTE PEF	239,812

Placement Hub Aims

Allocations

- Map annual allocation timetables for all professions & for each HEI & college
- Utilize a local allocation system to maximise placement use across the organisation

Placement Hub Aims

Placement quality

- Increase the breadth of placement experience
- Improve multi-professional learning
- Develop an education structure that brings together the strengths of the PEF team, the locality based educators, junior clinical fellows & practice based clinical educators

Placement Hub Aims

Capacity

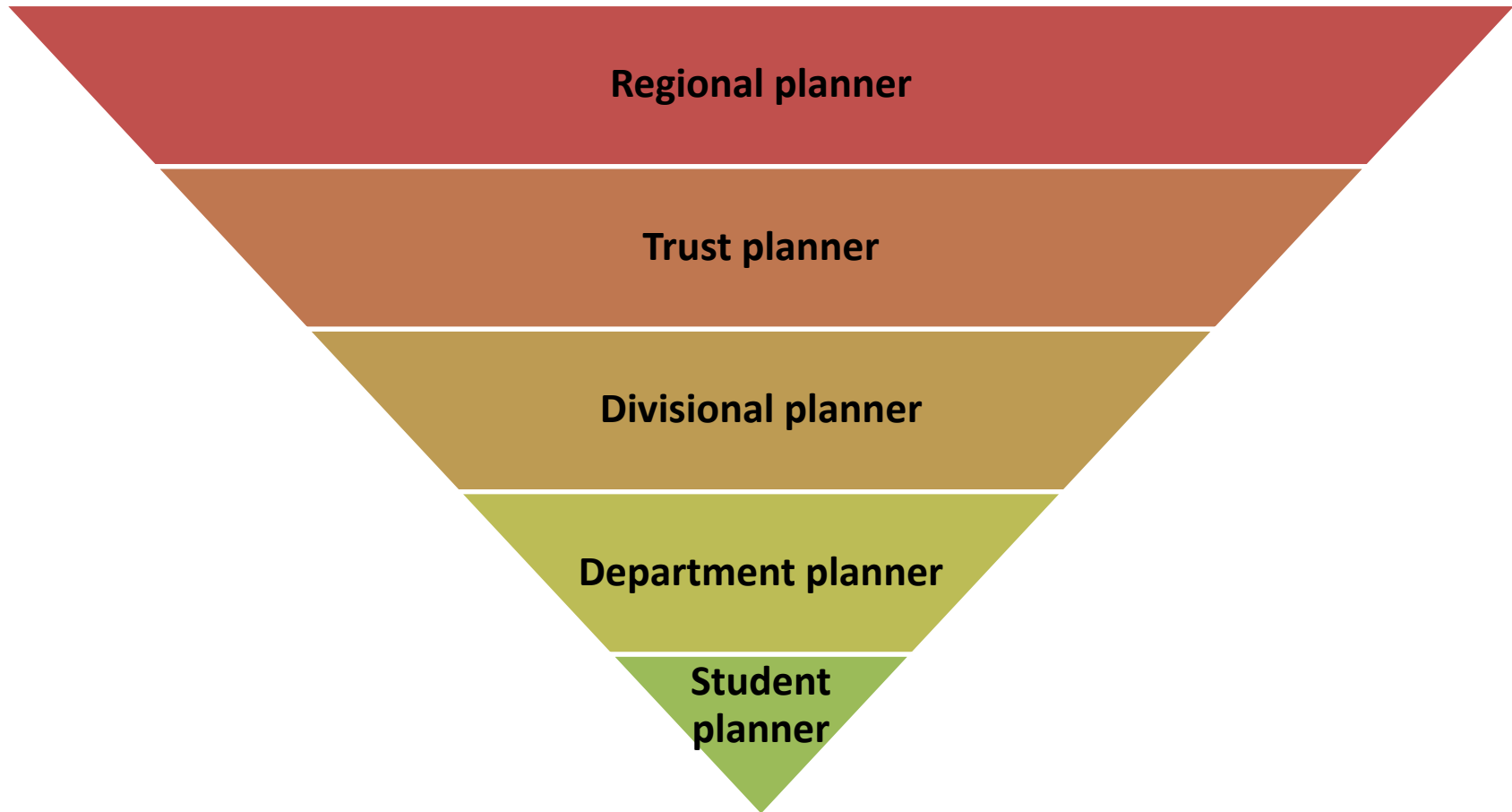
- Establish the post covid base line placement capacity across the trust
- Develop a multi-professional CLIP/Synergy model of placements that mirrors the multi-professional teams that our learners will be working in
- Use E-roster to track & manage learner placements on a daily basis
- Develop capacity as a daily number of learners rather than a weekly number of students

Placement Hub Aims

Supervisor development

- Develop a multi-professional educator programme that will underpin the use of multi-professional placements
- Promote the use of a multi-professional hub & spoke model of placements (particularly in a community/primary care setting) that will increase the breadth of placement experience, improve multi-professional learning, encourage the development of new spokes & increase capacity

ELHT Placement Hub



Trust planners

2021-2022	September					October				November					December				January				February				March				April							
	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28	7	14	21	28	4	11	18	25			
ODP																																						
UCLan Year 1												4	4	4	4					4	4	4				4	4	4								4	4	
UCLan Year 2						4	4	4	4						4	4	4	4				4						4	4									
UCLan Year 3						5	5	5	5	5					5				5	5									5	5							5	
UCLan Year 1 Apprentice													4	4	4	4					4	4	4				4	4	4							4	4	
UCLan Year 2 Apprentice							1	1	1	1						1	1	1	1			1			1	1				1	1							
UCLan Year 3 Apprentice							4	4	4	4	4				4							4	4						4	4							4	
Edge Hill BSc Year 1						2	2	2	2	2	2	2	2	2							2	2	2														2	
Edge Hill BSc Year 2							3	3	3													3	3	3	3	3	3	3									3	
Students on placement	0	0	2	11	19	19	19	16	2	2	19	8	13	13	14	14	0	0	5	13	13	22	17	8	3	11	8	8	5	14	9	0	0	17	13			
Capacity Placement																																						
Excess/shortfall	0	0	-2	-11	-19	-19	-19	-16	-2	-2	-19	-8	-13	-13	-14	-14	0	0	-5	-13	-13	-22	-17	-8	-3	-11	-8	-8	-5	-14	-9	0	0	-17	-13			
SaLT																																						
University of Manchester Bsc Year 2																									2	2	2	2	2	2								
University of Manchester Bsc Year 3																																		2	2	2		2
Manchester Met Uni Bsc Year 1																																						
Manchester Met Uni Bsc Year 2							2	2	2	2	2	2	2	2	2	2				3	3	3	3	3	3	3	3	3	3	3								
Manchester Met Uni Bsc Year 3																				2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
UCLan Msc Year 1												3	3	3																								
UCLan Msc 2022 Year																																						
Students on placement	0	0	0	0	0	2	2	2	5	5	5	2	2	2	2	0	0	0	5	7	7	7	7	7	7	7	7	7	7	4	4	2	0	0	2			
Capacity Placement																																						
Excess/shortfall	0	0	0	0	0	-2	-2	-2	-5	-5	-5	-2	-2	-2	-2	0	0	0	-5	-7	-7	-7	-7	-7	-7	-7	-7	-7	-7	-4	-4	-2	0	0	-2			

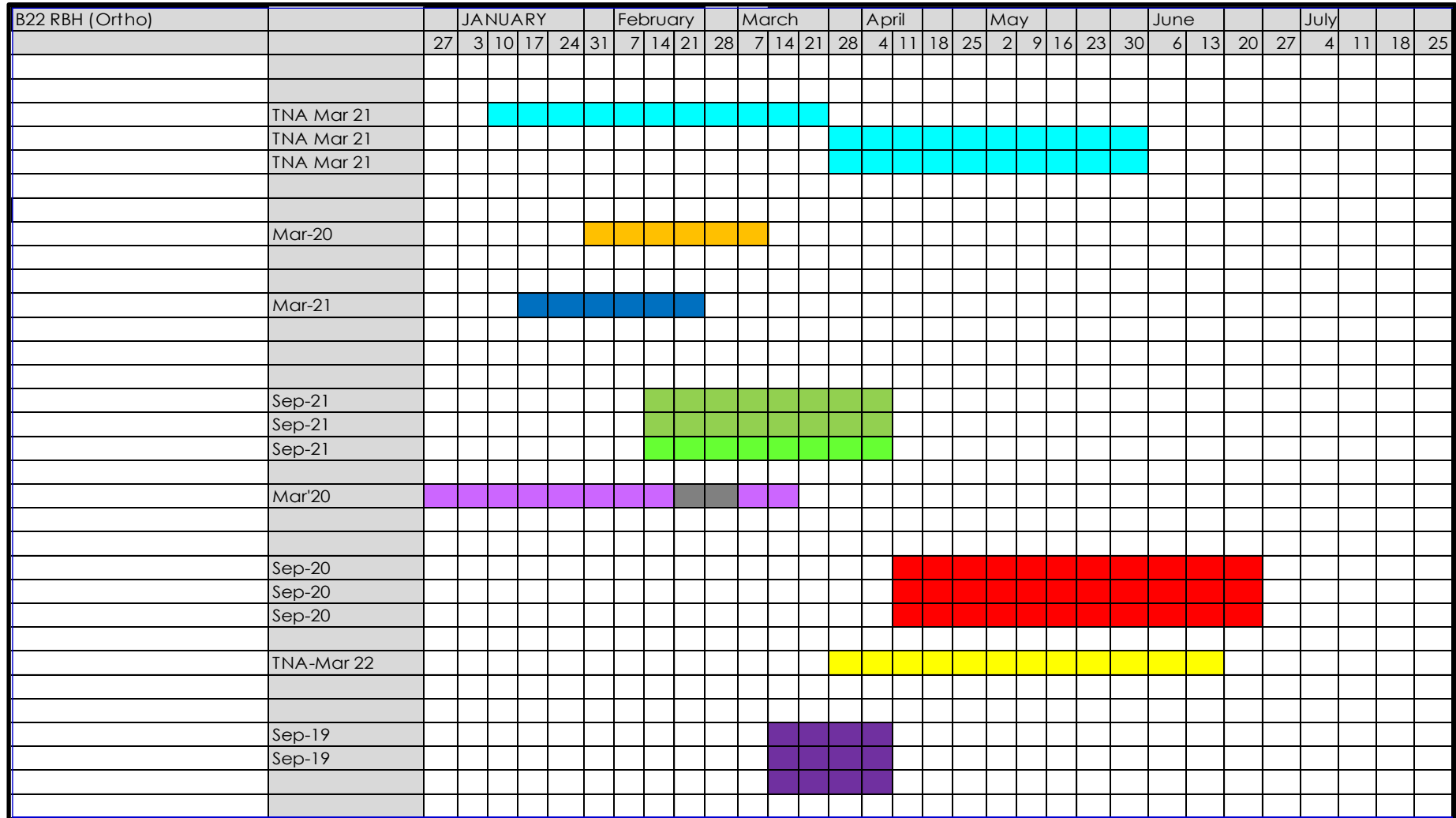
Profession specific learner numbers

2021-2022	September					October					November					December					January					February					March					April									
	30	6	13	20	27	4	11	18	25		1	8	15	22	29	6	13	20	27		3	10	17	24		31	7	14	21	28	7	14	21	28		4	11	18	25						
SUMMARY																																													
Total students	134	231	430	672	735	769	715	913	###	###	938	883	835	851	891	###	389	174	410	810	826	825	640	700	703	849	823	1035	1078	1138	1099	607	343	841	758										
Medical students	0	63	270	290	293	320	262	361	449	425	349	401	389	392	419	389	0	0	43	345	350	328	271	383	253	406	346	443	415	443	419	138	94	364	246										
Adult nursing	18	18	0	151	151	151	151	315	315	315	315	182	182	182	182	346	328	164	164	164	164	164	18	18	182	182	182	182	315	315	315	315	315	164	164										
Child nursing	15	15	15	15	15	15	15	27	27	27	27	27	12	12	12	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Nurses apprentice	25	25	25	16	16	16	25	25	25	25	25	25	25	25	25	25	0	0	35	35	35	35	35	35	35	35	35	35	19	35	35	35	35	26	35										
Nursing associates	35	35	35	35	35	35	0	35	35	35	35	35	35	35	35	35	35	0	0	35	35	35	35	35	35	35	35	0	0	35	35	17	17	17	17										
Midwives	0	0	4	4	41	41	41	41	37	37	21	21	21	20	24	4	0	0	0	0	0	0	26	42	42	42	62	40	40	40	40	4	0	22											
Paramedics	0	0	0	68	68	68	52	52	52	52	52	52	68	68	68	0	0	128	128	128	128	120	52	52	52	68	128	128	128	128	0	0	120												
AHP Support Workers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0											
ODP	0	0	2	11	19	19	19	16	2	2	19	8	13	13	14	14	0	0	5	13	13	22	17	8	3	11	8	8	5	14	9	0	0	17	13										
SaLT	0	0	0	0	0	2	2	2	5	5	5	2	2	2	2	0	0	0	0	5	7	7	7	7	7	7	7	7	4	4	2	0	0	2	2										
Physician associates	8	8	8	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	20	20	20	20	20	20	20	14	6	20	20	0	20	20	20										
OT	5	5	5	5	5	9	9	9	21	21	21	21	16	12	12	12	0	0	4	14	23	23	23	23	23	19	17	17	19	19	14	10	10	3	5										
Advanced clinical practitioners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Physio	0	30	30	41	45	46	41	16	19	12	20	42	42	42	40	39	0	7	10	10	26	26	13	11	33	34	34	37	38	38	31	23	21	32	32										
Trainee assistant practitioners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Podiatry	0	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5										
Dietetics	8	8	8	0	8	8	8	8	8	8	8	8	8	8	0	0	0	0	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8										
Diagnostic radiography	11	11	15	15	15	15	15	15	15	15	15	15	15	15	15	4	0	4	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15										
Sonography	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3										
Orthoptics	0	0	0	0	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Orthotics	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Pharmacy	0	0	0	0	0	0	0	2	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Audiology	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	0	2	2	4	4	4	4	4	4	4	4	4	4	4	4										
Cardiology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2										
Respiratory physiology	0	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
Pathology	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4										
Cadets	0	0	0	0	0	0	0	0	0	0	0	20	0	0	20	20	0	0	20	20	0	0	20	0	0	20	0	0	40	0	40	20	0	0	40										
Work Experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Pre Employment Programme	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2										

Divisional planners

AREA			February																											
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
Family Care			31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1			
			AM	P	M	A	M	P	M	A	M	P	M	A	M	P	M	A	M	P	M	A	M	P	M	A	M	P		
Neonatology	Burnley General Hospital - Neonates	Midwives YEAR 2 S20 LONG																												
	Total students			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Burnley General Hospital - NICU	Medical UCLan Y4																													
	Medical LMS Y4																													
	TNA																													
	Total students			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Obstetrics	Burnley General Hospital - Central Birth Suite	Midwives YEAR 1 S21 LONG																												
		Midwives Y3 S19 LONG																												
		Medical UCLan Y4																												
		Medical LMS Y3																												
	Total students			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Burnley General Hospital - Early Pregnancy Unit (EPU)																													
		Total students			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Burnley General Hospital - Postnatal Ward	Midwives																												
		Midwives Y3 S19 LONG																												
		Midwives Sept 20 short																												
Medical UCLan Y4																														
Medical LMS Y3																														
Total students			4	4	6	6	4	4	4	4	4	4	16	13	15	15	13	13	13	13	13	13	15	15	14	14	14			
Burnley General Hospital - Birth Centre	Midwives YEAR 2 S20 LONG																													
	Midwives Sept 20 short																													
	Medical LMS Y3																													
	Medical UCLan YR 4																													
Total students			11	11	12	12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	4	4	4	3	3	3			
Royal Blackburn Hospital - Birth Centre	Midwives YEAR 2 S20 LONG																													
	Midwives Sept 20 short																													
	Medical UCLan Y4																													
Total students			11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	1	1	1	1	1	1			

Department planners



Department planners

Placement	Team lead	No of Educators	HEI	FEBRUARY																																									
				31														7							14																				
				MON		TUES		WEDS		THURS		FRI		SAT		SUN		MON		TUES		WEDS		THURS		FRI		SAT		SUN		MON		TUES		WEDS		THURS		FRI		SAT		SUN	
				AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM				
CT	Lynsey Fraser	5	MMU BSc Sept 2020			1	1																																						
CT	Lynsey Fraser	5	MMU BSc Sept 2019																																										
CT	Lynsey Fraser	5	UOM BSc Sept 2020																																										
CT	Lynsey Fraser	5	UOM BSc Sept 2019																																										
CT	Lynsey Fraser	5	UCLAN MSc Sept 2020																																										
CT	Lynsey Fraser	5	Medical Student LMS Y3																																										
Total students by educator				0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1				
Total Capacity				5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
Total excess/shortfall				5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4				
Stroke	Siobhan Neild / Claire Mills	5	MMU BSc Sept 2020			1	1																																						
Stroke	Siobhan Neild / Claire Mills	5	MMU BSc Sept 2019																																										
Stroke	Siobhan Neild / Claire Mills	5	UOM BSc Sept 2020																																										
Stroke	Siobhan Neild / Claire Mills	5	UOM BSc Sept 2019																																										
Stroke	Siobhan Neild / Claire Mills	5	UCLAN MSc Sept 2020	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Stroke	Siobhan Neild / Claire Mills	5	Medical Student LMS Y3																																										
Total students by educator				2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	1	1	0	0	0	0	0	0		
Total Capacity				5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
Total excess/shortfall				3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	5	4	4	5	5	5	5	5	5		
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	MMU BSc Sept 2020																																										
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	MMU BSc Sept 2019																																										
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	UOM BSc Sept 2020																																										
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	UOM BSc Sept 2019																																										
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	UCLAN MSc Sept 2020																																										
IP	Nicola Fleming (IP) / Jan Hulse (Critical C	5	Medical Student LMS Y3																																										
Total students by educator				0	0	0	0	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Total Capacity				5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
Total excess/shortfall				5	5	5	5	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		

We launched a trial of our learner e-roster with our midwifery students.

- The students are loaded onto the e-roster system in a virtual placement by our e-roster team.
- The placement hub team or the placement manager will then be able to pull the student onto the department roster when the placements start.



Changing how we view capacity

Weekly capacity

If a placement has a capacity of 4 learners then these learners will typically work 3 long days per week which means that **12 shifts** have been filled that week

Daily capacity

If however we set a daily demand on e-roster at 2 learners in the day & 1 learner at night this means that there are **21 shifts** available in the placement

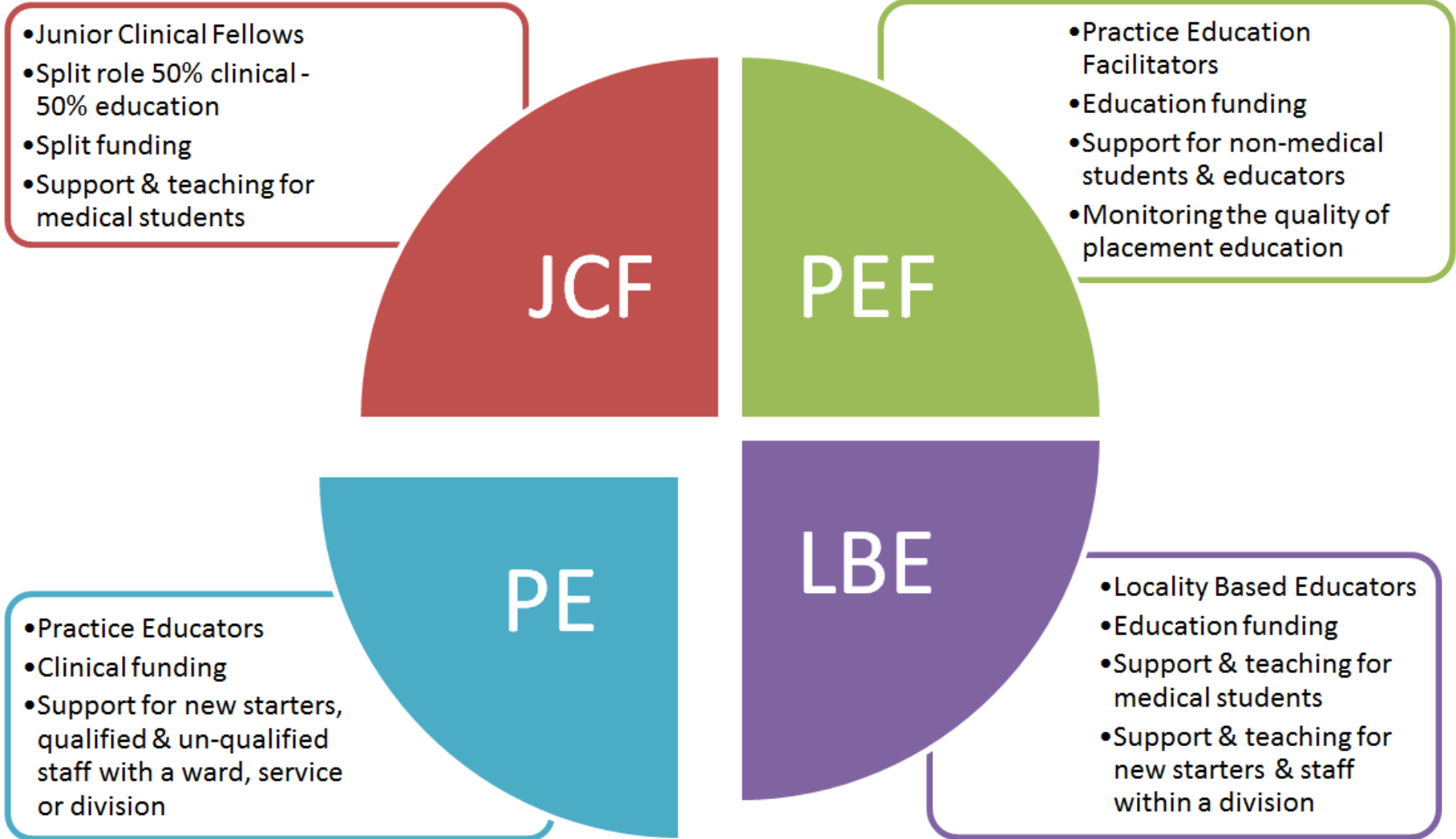
ELHT Placement Allocation Flow chart



Placement hub outcomes

- In Allied Health we have increased capacity by 25%, trialled CLiP with some of our Physio placements & utilised HoloLens to live stream remote learning for allied health & medical students
- In Midwifery we have utilised hub & spoke & E-roster to increase capacity by 100%
- We have utilised our placement data to manage our student numbers this year & have successfully been able to make these EELE funded posts substantive through placement tariff.

ELHT Education Support Structure



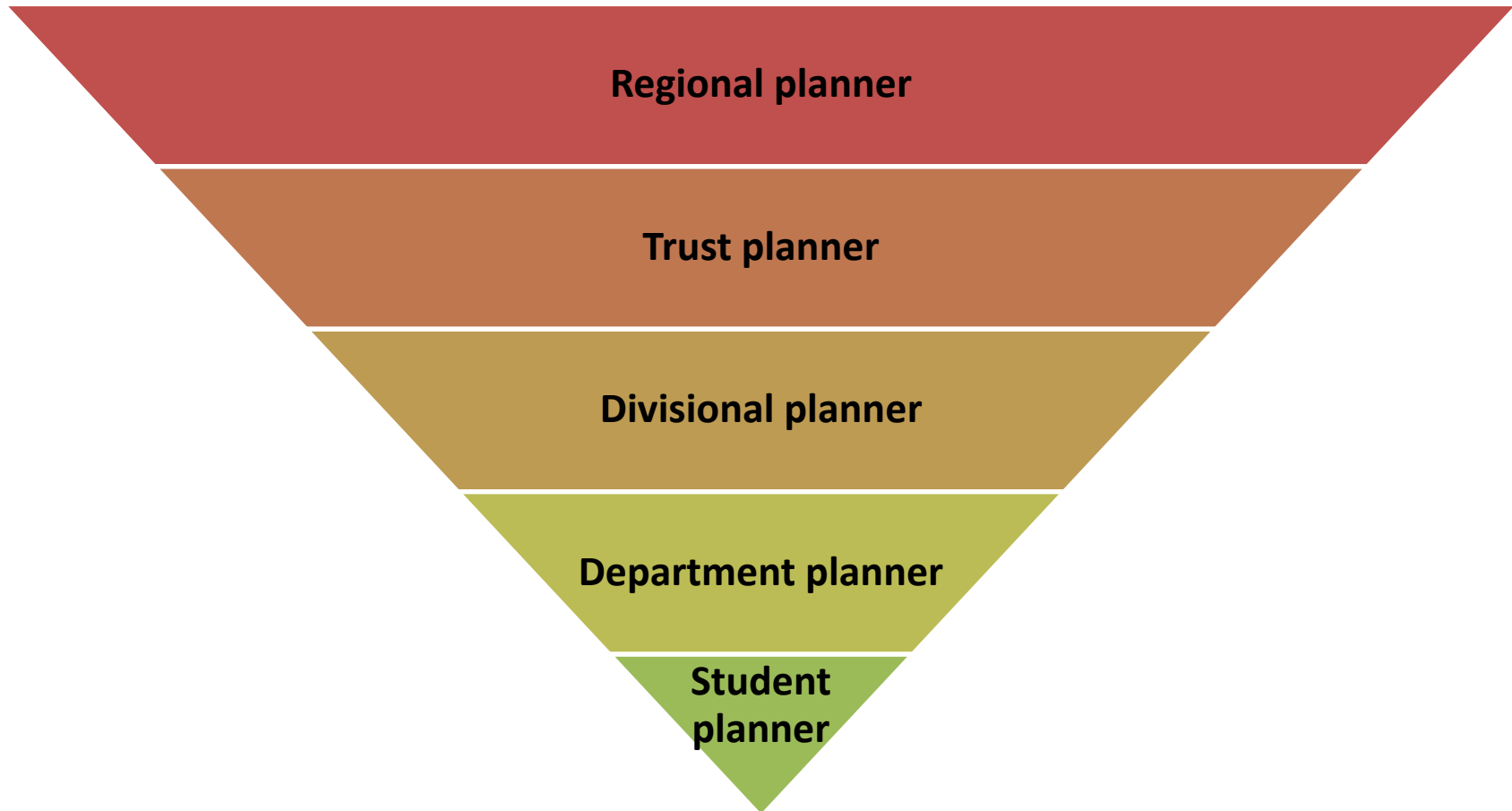
Placement hub outcomes

- ELHT is now working with UHMB & BTFT to help them develop their own trust level planners
- We are working with the AHP faculty in L&SC to look at the development of an ICS level planner
- We have been asked to share our work with the AHP faculty in C&M & GM, HEE North East & NHS Employers

By 2024 we estimate that we will have 3,500 learners accessing our circuit

We see Placement Hub as being central to us locally & regionally managing this growth

Any questions?



East London Foundation Trust

Maggie Parks
Lead Nurse Practice Education



Virtually clinical: placement experience on a virtual platform

ELFT Education Team

In collaboration with: [*City University of London*](#)
Judy Brook, Associate Dean Partnerships and Placements
Kaidu Mustapha-Saliho, Lecturer, Charlotte Kemp, Researcher
Professor Pam Parker, Deputy Director, Professor Educational Development
[*Health Education England*](#)

Objectives

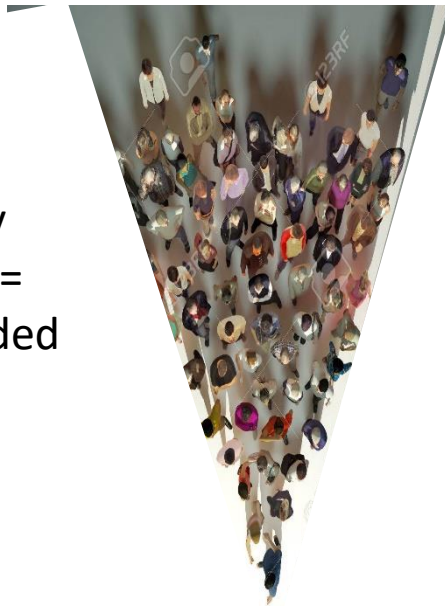
- Share our experience of an alternative arrangement for clinical placement, to help meet the increased demand for placements
- Factors to be considered when moving to a ‘virtual’ placement
- Evaluation findings
- Lessons learned from the pilot
- Opportunity to ask questions at the end

Background

Government pledge:
50,000 more nurses by
2025 – more students =
more placements needed

Avoid disruption of
nursing workforce
pipeline

HEE funded pilot -
sustainability



CHALLENGES:

- Provider capacity – physical space, supervisors & assessors, retrieval placements, ANA, SCPHN, ACP, service user experience
- Covid 19:
- Restrictions – in-patients & community, remote/home working, community patients refusing access
- Paid placements – accommodate ‘external’ requests
- Staff shielding, student shielding
- Staff sickness and death
- Staff exhaustion
- Placement backlog – all courses, all disciplines
- Placement expansion other disciplines

Planning Considerations

Evaluation

Who needs to be on board?

HEE, University DoNs & Managers, Supervisors & Assessors, Students

Content

What's out there already? (PEEP (UEA), Virgin Care) PAD, Student previous feedback, Preceptees, Trust Managers & DoNs, PEMS, University, needs to reflect 'real life', broader exposure

Contingency

Daily Host, back-up speaker or session

'Authenticity'
an equivalent genuine learning experience to that of practice

(Chernikova et al 2020, NHS Employers 2020)

Skills Lab simulation, observed case management, guided scenario

Resources, Faculty & Time

Which virtual platform, access?, clinician release

What level of student?
How many?
Placement mapping

2nd year BSc Mental Health (MH) Student Nurses

32 BSc + further 8 MSc MH
learners = 40 student nurses

Student Nurses on 10 week
placement: 4 weeks virtual
placement followed by 6 week
placement and assessment

40 x 4 week placements released
(6,000 hours)

Content:

physical health in mental health care:
increased morbidity & mortality factors, medication adverse effects; vital signs & NEWS2, Covid-19, delirium, sepsis, asthma, COPD, DVT & pulmonary embolus, obesity hypoventilation syndrome, TB, pneumonia, stroke, angina & MI, myocarditis, endocarditis, heart failure, diabetes, constipation/intestinal obstruction

Learning disability

Rapid Tranquilisation & Seclusion

Mental Health Act, Mental Capacity Act

Trauma Informed Care

Care planning, discharge planning

Serious Untoward Incidents

Healthcare Regulations, CQC & CQUIN

Leadership

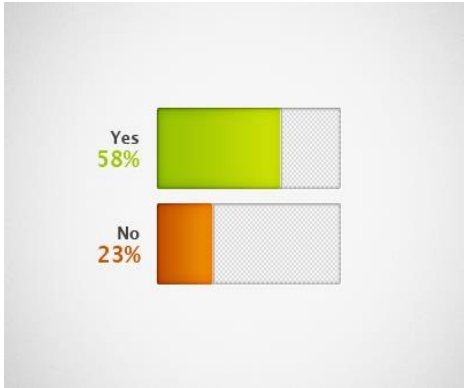
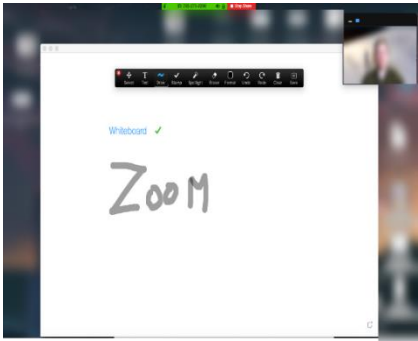
Supporting & Coaching Learners – preparation for Supervisor role

Mental Health & Sexuality

NMC Code

How did we deliver?

Multi-method, regular breaks



Evaluation: report end July 2021



STUDENTS



SUPERVISORS/ASSESSORS



FACULTY

Satisfaction
Authentic learning
Social connection
Technical

Formal evaluation: very positive

"You could get a real feel of what it's like within the job, and it wasn't just theory, it was very, very closely linked to practice."

Students came to placement with confidence and competence

"addressing clinical issues that are relevant"

"As well as improving my clinical knowledge, it was fantastic to understand the law and the code in a practical sense. The CQC and how Trusts are measured by commissioners was an eye-opener"

Uninterrupted by ward events

"invaluable experiences and in some cases more powerful than actual physical placements"

I feel more confident in practice

"It should be a permanent thing"

"I don't think I would have got this level of understanding on a regular placement"

"We knew what to look out for in placement and it gave us more confidence in what to expect in clinical practice"

"These sessions have been fantastic"

Suggestions for improvement:

Ice-breakers for students to get to know each other better

More group work, videos, games, polls, poster

Better preparation/ understanding by ward teams of the virtual placement

Days too long

Practice supervisor & assessor involvement in reflection sessions

Training for facilitators to use virtual platforms

People participation in co-production/ review

Our Learning.....

- Collaboration – different perspectives, strengthening university/Trust partner relationship - Review with people participation team
- Practising clinicians – credibility, real stories/scenarios, the how
- Parity of access to clinicians/learning may not ordinarily have on placement
- Can be applied at scale

- Admin Support – scheduling, invites, speakers
- Preparation of supervisors & assessors
- Co-host
- Faculty & Contingency
- Students enjoy group work, videos, exercises

Clinical Placement Expansion Programme (CPEP) in Devon's Primary and Social Care Services

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DEVON'S CLINICAL PLACEMENT EXPANSION PROGRAMME (CPEP)

AIM AND WORK STREAMS



Provide training for **occupationally competent and qualified workforce** to support students' development

Develop and pilot **Role Emerging Placements (REP)** for AHPs in GP practices

Develop **Training Provider Accreditation Scheme** recognising approved placement status

Establish a **collaborative forum** for Higher Education Institutions and primary health and care providers

Provide and fund **CPD opportunities** for RNs via Devon Training Hub

Develop and pilot a **Collaborative Supervision Model** enabling students to access social care services not staffed by Registered Healthcare Practitioners

The Clinical Placement Expansion Programme (CPEP) aims to increase nursing and allied health professional (AHP) student placement capacity within primary health and social care services as part of Devon's Integrated Care System, enabling students to gain a broader perspective of a person's social context and holistic needs

Sign post registered workforce to **Practice Supervisor, Assessor and Educator training**

Develop **tools, materials and templates** to support students' placement

Pilot the role of Education Leads in Devon's Primary Care Networks

Explore and test technology to support and enhance capacity and quality of placements and student experience

Provide a **multi-professional learning space** for students

Get in touch today:
shs.devon.cpep@nhs.net

Collaborative Supervision Model

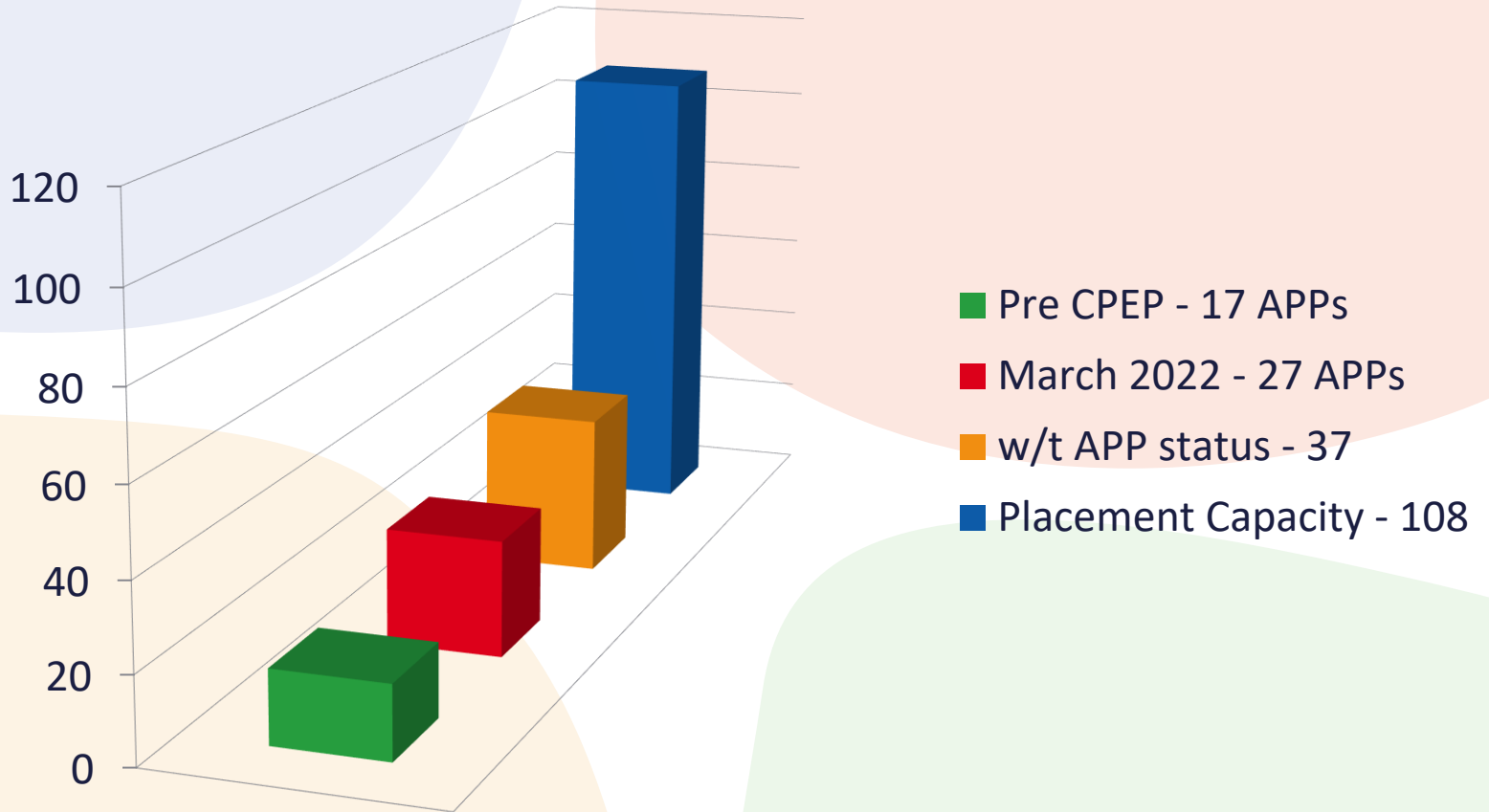
Can nursing and AHP students experience a positive and productive placement in care services staffed by non-registered health and care practitioners?

- Concept – day-to-day supervision of student undertaken by placement setting's team (experts in service and SUs)
- Practice Educator (Long Arm Supervisor) and HEI tutor provide profession-specific supervision (at arm's length)
- **Collaboration** between placement setting's team, HEI tutor and LAS
- Pilot model scoped in partnership with HEIs and placement settings – 4 pilot sites with OT, PT, Dietetic, nursing students

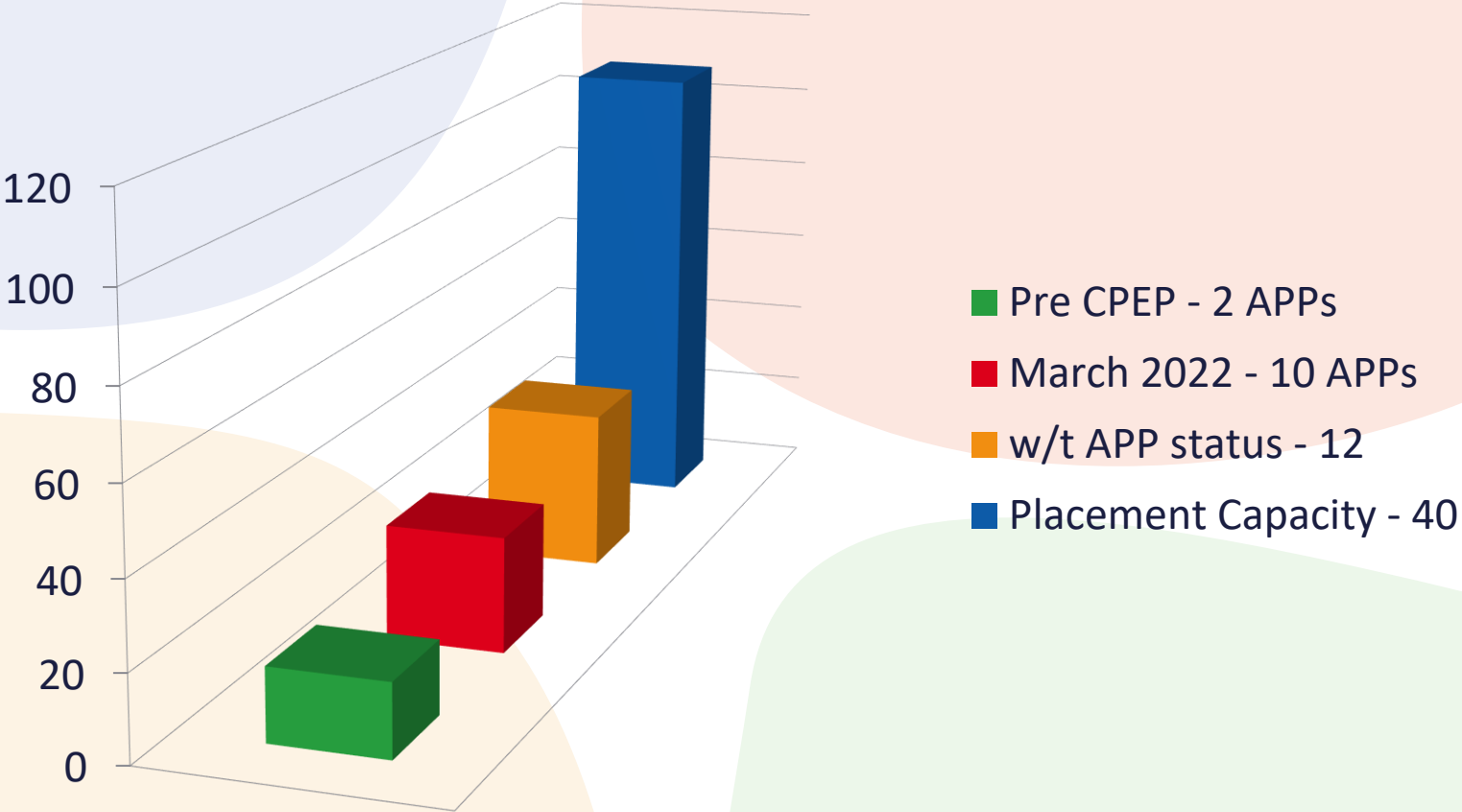
The Future - Role Emerging Placements (REP) in Primary Care

- **Part 1** – support Practices/PCNs to become APPs for AHP students where Therapist employed
- **Part 2** – support Practices/PCNs to become APPs for AHP students where Therapist *not* employed (REP)
 - Similar to CSM except registered practitioners may oversee students' practice with long arm supervision
 - Recruit and support bank of AHP and RNs LAS

Primary Care data – March 2021-22



Social Care data – March 2021-22

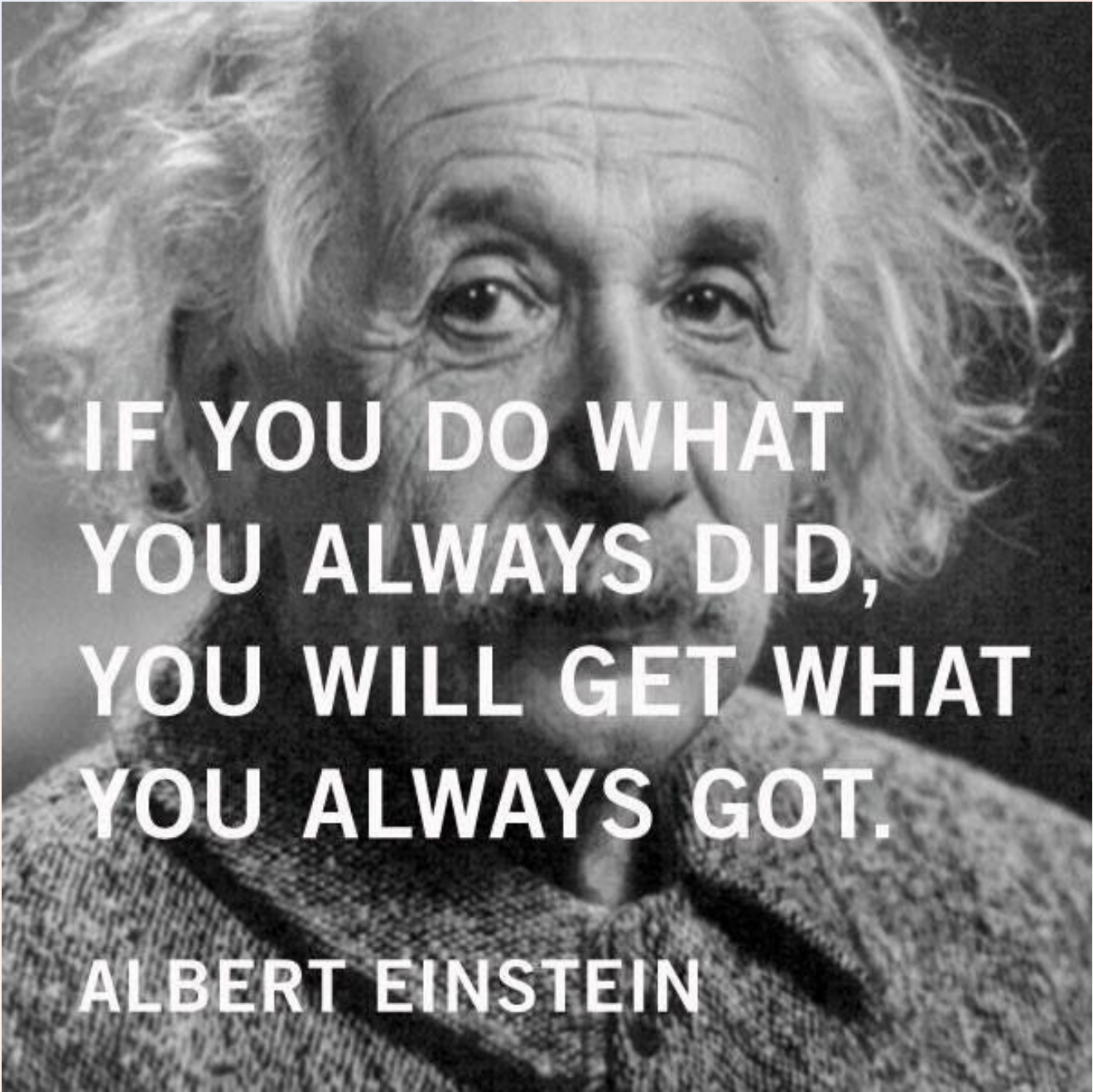


Benefits of nursing and AHP student placement expansion in Primary/Social Care

- Workplaces become multidisciplinary learning environments
- Develops an understanding of varying professions, roles and responsibilities
- Students get experience in social and primary care settings and ...
- ... that experience will make them more rounded practitioners
- Students become aware of people's holistic needs
- Having students around energises the workforce!
- Streamlining of systems and processes – between HEI's, Trusts, primary and social care services
- The whole system learns to work and learn together 😊

What we have learned

- Work with 'the willing'
- Importance of building relationships
- Respect the challenges providers are facing – COVID, service pressures, workforce issues
- Acknowledge that providers may have limited knowledge of education processes and infrastructure required
- Work at their pace and be patient
- Showcase success and collaboration
- Maximise social media

A black and white close-up portrait of Albert Einstein, showing his characteristic wild, white hair and deep-set eyes. He is wearing a dark, textured sweater. The background is dark. The image is framed by colorful geometric shapes: a light blue shape in the top-left, a light orange shape in the top-right, a light green shape in the bottom-right, and a light yellow shape in the bottom-left.

**IF YOU DO WHAT
YOU ALWAYS DID,
YOU WILL GET WHAT
YOU ALWAYS GOT.**

ALBERT EINSTEIN

Questions and answers

Further information

To access our resources visit:

www.nhsemployers.org/articles/expanding-placement-capacity

www.nhsemployers.org/topics-networks/recruitment-workforce-supply/education-and-

Email: workforcesupply@nhsemployers.org

Twitter: @NHSEmployers