



Winter 2016

Placement Matters

PARE Feedback, how did you do ?

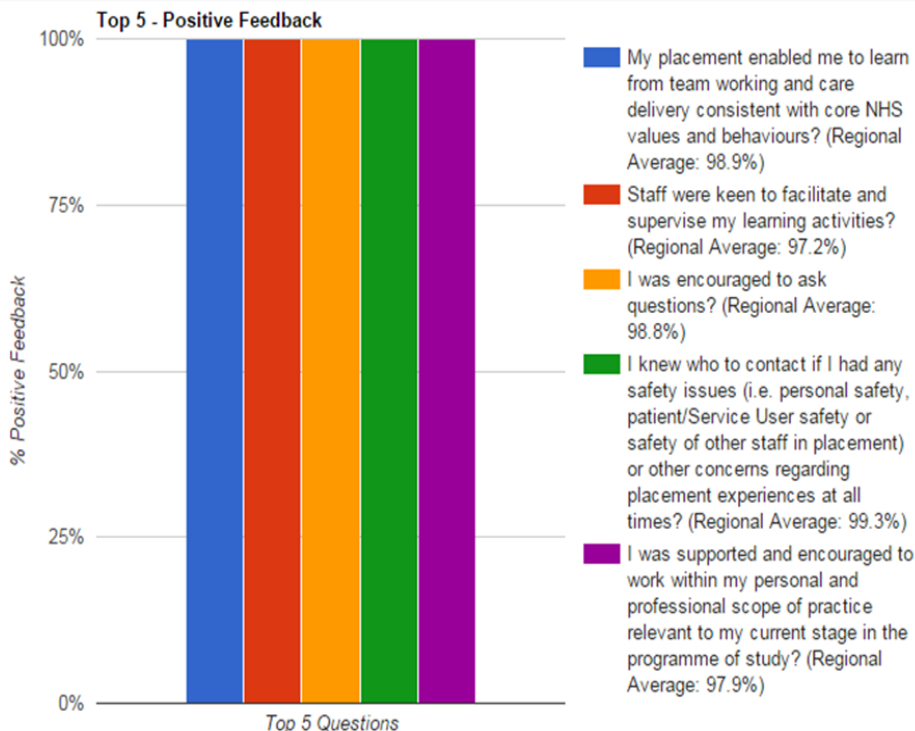
Welcome back to the Winter edition of placement Matters. We hope that you like this new look and the increased size which should hopefully give us the opportunity to tell you more useful information about placements.

Most teams and placement areas will now have received some feedback about their students experience in their placement area.

This feedback is useful for both revalidation purposes and Triennial review evidence. It is also excellent evidence for CQC as students become your service users.

CPFT score well across most categories including support, quality of the placement and experience.

Represented in the graph on this page are our top 5 positive feedback questions, all of which achieved **100%**. All staff should feel very proud of the fantastic job that you do supporting students in practice. The PEFs always knew that you did an amazing job, now we can prove it.



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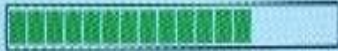
MENTOR UPDATE DATES

PLACES ARE AVAILABLE AT

- COCKERMOUTH, COMMUNITY HOSPITAL
- WHITEHAVEN HOSPITAL
- CARLISLE HOSPITAL
- CARLETON CLINIC
- Please contact the University of Cumbria via the website link below or your local PEF for dates.
- [Link for UoC](#)

NURSE

In progress



Downloading . . . please wait

LEARNER PROGRESSION PATHWAY

It is always a time of concern when students are struggling in placement. However there is a clear process in place that staff should follow to ensure that they are providing the right help at the right time. On the opposite page is the Occupational Therapy Failing student pathway,

although this has been written for OTs it is the same process for all students studying an undergraduate health care course. The key messages from the process are that

placement tutors and PEFs should be notified as soon as there is an issue and as a Mentor/Educator you should document all meetings/supervision sessions and actions plans which will show how you have supported the student to achieve the appropriate level to pass.

Make sure that you tell the student that they are likely to FAIL, if this is the case. Write SMART objectives, make sure that you complete the student paperwork The student is always at the centre of the process.

After the student finishes the placement seek support for yourself from an appropriate source.

FAILURES

are part of life.
If you don't fail,
you don't learn.
If you don't learn
you'll never change.

FAILING TO FAIL

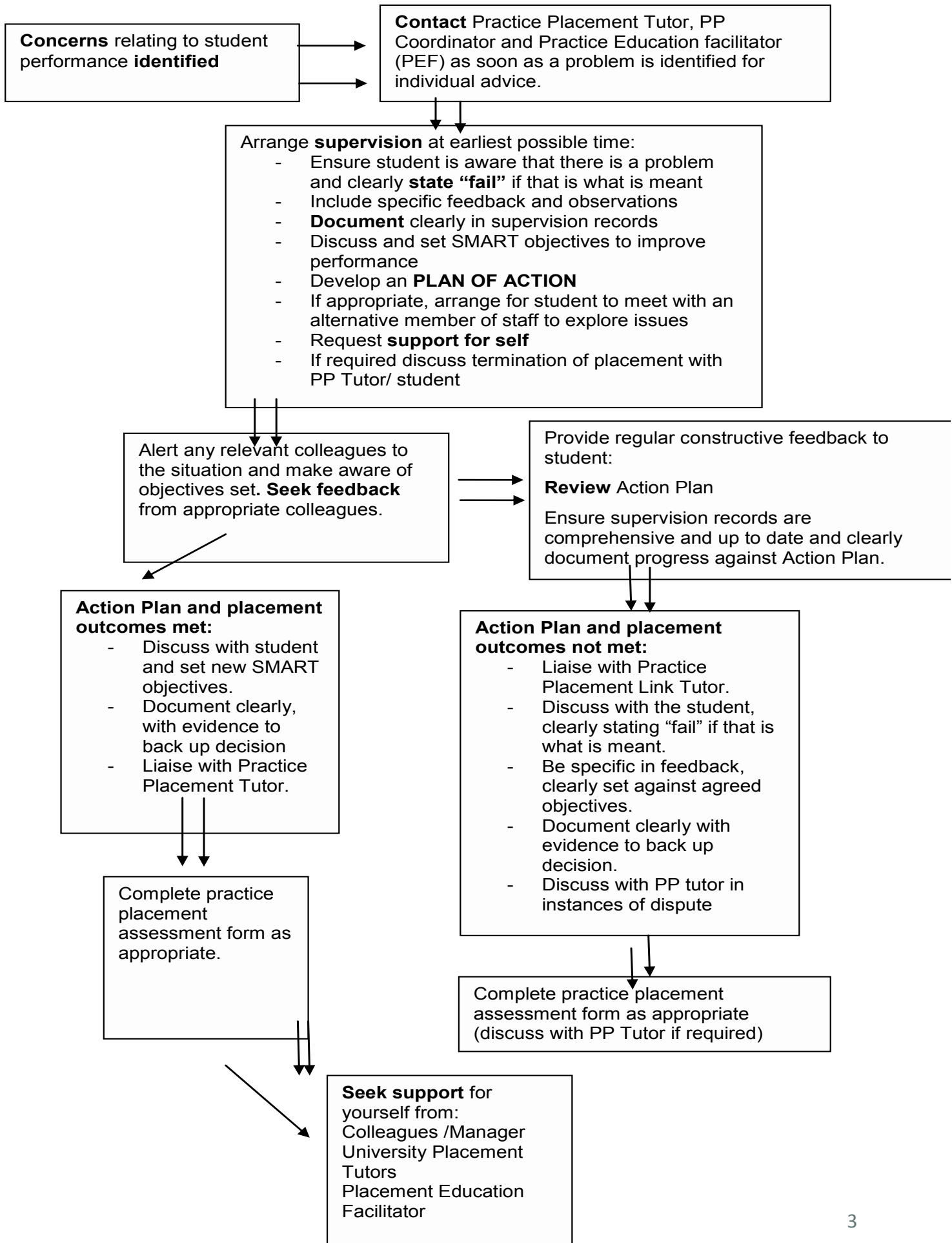
Failing to fail is always a hot topic. Sadly it doesn't go away, and it repeatedly falls to Mentors and Educators who have 3rd year or final placement students to make very hard decisions which often lead them to doubt themselves and their judgement, as they ask themselves the questions "How did this student make it this far?" followed by "Maybe I am missing something, they can't be this bad!"

To answer those questions you don't need to look any further than the work of Kathleen Duffy, she has been prolific over the past 10-12 years undertaking research into the reasons why we as Mentors/Educators continue to fail to fail students.

One of the reasons cited by Duffy 2003 is that Mentors/Educators are not familiar with the assessment paperwork or process. If you feel that you might be in this position, please contact either your PEF, Link lecturer/placement tutor or ask an experienced colleague. You can also refer to the process on the opposite page.

Another identified reason that Mentors/Educators may fail to fail is that they 'leave it too late'. This refers again to not following the correct process. This can occur when Mentors/Educators give students the benefit of the doubt waiting to see if they can prove themselves to be competent, the issue may not have been raised at a halfway assessment or in supervision, therefore because it has not been previously identified, the due process has not been followed and the student is passed as it is deemed not fair to fail them at that point.

Failing Student Pathway



CHILD BRANCH PLACEMENT MODEL AND STUDENT FEEDBACK

A group of Child Branch students have been given a fantastic opportunity to rotate around a wide range of Children's services within CPFT.

Eight 2nd year Child Branch students visited five placement areas. This is a formative placement which has allowed the child branch tutor Annie Stride and Helen Farren Senior Nurse to think creatively about how the students could experience the breadth of services that are available within the Community.

The students accessed the following areas over a 12 week period; Jigsaw Hospice, Acute Children's Community Nurses, Complex Children's Community Nurses, School Nurses, Child Adolescent Mental Health Teams, Learning Disability Nurses and Special

Schools. The students all had 6 week blocks in one team at different points in the placement and then went on short 1 or 2 week placements to other teams. This involved all of the Community Teams across the north of the county.

Feedback from both students and staff has been positive to date however there are a few weeks left before we have all of the comments back. If you have any ideas about alternative placements, please don't hesitate to contact the PEF team

NEVER STOP
LEARNING

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Don't forget our role as PEFs is about collaboration with the Link Lecturer's so here are their contact details for you

CONTACT DETAILS LINK LECTURERS

Placement Learning Unit:

pluadmin@cumbria.ac.uk or 01524 590800 Ext 2718

Course Lead Contact Details:

1st Year Adult Nursing Jean.Longrigg@cumbria.ac.uk

or 01228 616250

2nd Year Adult Nursing Denise.Pate@cumbria.ac.uk or 01228 616395

3rd Year Adult Nursing Simon.Jackson@cumbria.ac.uk or 01228 616324

nursingplacements : nursingplacements@cumbria.ac.uk

Physio placement : physio.placements@cumbria.ac.uk

OT Placements otplacements@Cumbria.ac.uk

Funding Changes

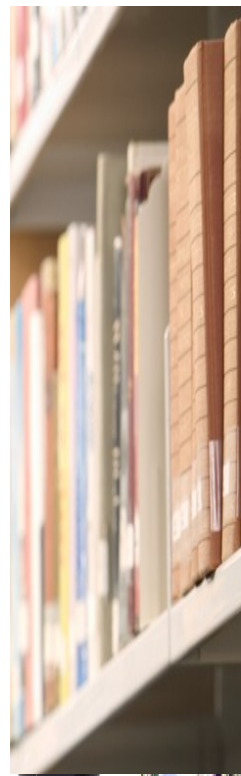
In April 2016 Health Education England (HEE) confirmed proposed plans to change the way that undergraduate Health courses were funded at Universities. Essentially health Care students will no longer be exempt from course fees, but will be expected to apply for student loans in the same way that all other students do.

Many people have raised their concerns about this change, and the potential impact that this will have on individuals who will train to be the Nurses and AHPs of the future.

From the perspective of staff who support students in practice it means no significant change. Students will still be able to access some funding for travel as they did previously, they will also be able to access funding for childcare costs as a recognition of the increased costs to students was recognised, as students need to find wrap-around care to attend placements.

Previously HEE funded a fixed number of places at University known as capped places, this was based on workforce predictions, however historically this has not been helpful and as a result we have had highs and lows regarding students numbers. From September 2017 these capped numbers are removed and Universities can recruit as many students to their courses as they feel they can support.

HEE are predicting a 30% increase in the number of nurses entering training next year. However we can only support the students that we have space for.



CPD Activity

This section of the newsletter always aims to support staff with CPD activities which help you reflect on your skills as a Mentor/Educator and if required generate evidence for your Triennial review or CPD audit. To make the activities more robust discuss them with your peers and record your thoughts.

This case study is adapted from the Nurse Mentor and Reviewer update Book by C. Murray, L. Rosen and K. Staniland 2010.

Case Study

Pete Smith is a band 5 nurse who works in a busy Community team. He has been an Associate/ Assistant Mentor for 6 years and is in the process of undertaking a Mentorship qualification. The team regularly take 3 students at a time, usually 1st and 3rd years often having both year groups out at the same time. There are two other Mentors in the team and another Associate/ Assistant Mentor.

Past evaluations have highlighted that there are a lack of learning resources, and limited opportunities to work with members of the MDT. It has also been highlighted that students feel that they don't get the opportunity to identify their own learning needs, or the support to access those learning experiences to meet those needs.

Pete has been asked by the team leader to come up with some ideas to improve the learning environment and then discuss these with the team.

Questions;

1. What are the key issues arising from this case study?
2. What support and resources should Pete access to help him with this task?
3. Why is it important that students are able to identify their own learning needs?
4. How can you help students identify their learning needs? What paperwork and process exists to support this? What should you do as a Mentor?

Why is it important for students to experience working with members of the MDT? How could Pete facilitate this?

By working through this case study and answering the questions you would generate evidence for the Creating a learning environment for your Triennial Review, or CPD audit.

Staying Connected

CPFT are now on both Twitter and Facebook. We are focusing on supporting students with information however it would be useful for Mentors and Educators to know what we are promoting.

We are cpft_pefs on twitter



Cumbria Partnership NHS

Student Support Placement Learning on

This Newsletter was written by A. Harrison with support from C. Claringbold



Facebook

and the Cumbria PEF Team

If you would like to contact us about anything in the newsletter please email at Mentoradmin@cumbria.nhs.uk