

## Reducing Pre-registration Attrition and Improving Retention (RePAIR) Case Study Sites Newsletter 3



### Welcome

Welcome to the third issue of the RePAIR case study sites newsletter. In this third newsletter we report on the June 19th RePAIR case study site community workshops, the early findings from the qualitative data, an update on the work at the case study sites, and the proposed output from RePAIR.

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### RePAIR Community Workshops

120 case study site participants took part in the workshop, held in Barts Great Hall on June 19th. There were some excellent presentations and fruitful discussions. All outputs from the workshop will be made available at the end of RePAIR.

Following on from the June event, The Society and College of Radiographers is hosting a Therapeutic Radiography specific RePAIR event on Monday 9th October.

The aim of this day is to inform policy on best practice for the retention of therapeutic radiography students and therapeutic radiographers towards and beyond registration and during early clinical career.

### Early Findings from the Qualitative Data

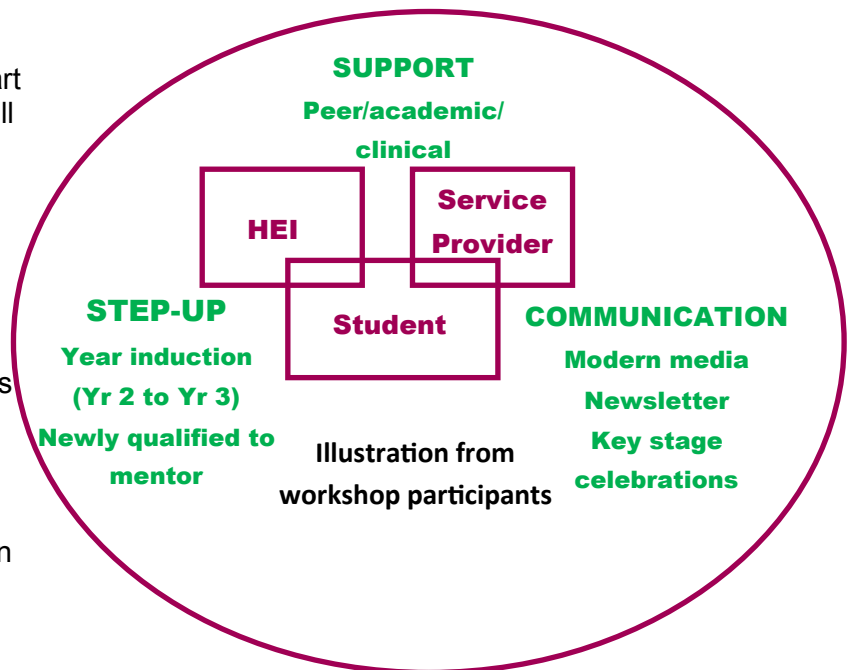
Qualitative data has been collected from a number of different sources: focus groups, one to one interviews and the survey to students. The data is being analysed and reviewed. There are some key early findings that indicate areas where we can 'do better' to improve the students' and newly qualified practitioners' experience and those who work to support them.

### Student expectations

It is important that the sector does not overstate the learning experience and ensures all students are clear about the expectations of service and HEIs, including their supernumerary status.

### Financial challenges

Repeatedly students comment on financial hardship. This includes the cost of travelling to placement, the cost of parking and the delay in reimbursement of their expenses.



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## Early findings from the qualitative data continued

### Mentor-student relationship

The importance of the mentor-student relationship cannot be overstated. The students frequently commented on 'their mentor'. The headline message from the data is that the mentor is key to the success of their clinical placement. Unfortunately not all students are given the same level of support from the mentors, this is partly because of the rostering, partly because of the commitment of the mentor to supporting the students and partly because of the mentor's clinical workload. Many mentors are meeting with the students after their shift and in their own time.

### Pressures in the clinical environment

Students observed that the pressures in the service are very significant and that often the staff do not have the capacity to look after the patients and support the students.

Students commented on the additional challenge of the multiple practice assessment documents, that many mentors have to use. The RePAIR team are working closely with the regions that have implemented a standardised approach to practice assessment in nursing and midwifery, to learn more about such an approach and how it will work with the multiple diverse pre-registration education and training models currently being implemented.

### Culture of care

There is emerging evidence that the culture of care in a clinical setting mirrors the students' experience in that setting. There is work underway in the case study sites to understand this aspect more clearly using the Culture of Care Barometer.

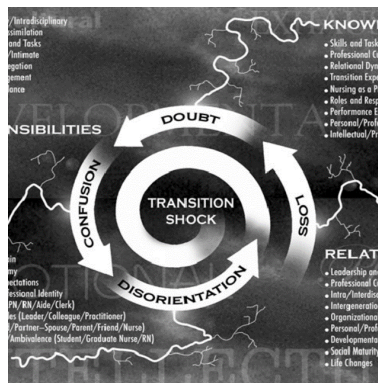
### Support from the HEIs

The level of support that the HEIs provide for the students while they are in clinical practice is reported to vary considerably. Some of the HEIs operate models of best practice and provide a range of excellent support while others, according to the students, provide little or no support.

### Confidence to progress from student to newly qualified practitioner

Many students report that they are not confident to progress across the 'flaky bridge' to take up a post as a newly qualified practitioner.

The RePAIR team is seeking to establish the extent of self-doubt in this student population.



## Update on RePAIR activity

### Case study interventions

Case study sites continue to implement and collect data about the interventions, particularly the buddy schemes, review of preceptorship and the culture of care.

### Networks

The RePAIR community networks continue to grow and engage in aspects of RePAIR. The networks are in turn considering some of the key recommendations from RePAIR.

### Data collection round 2

A second data collection round will be undertaken within the case study communities to understand what happens to the 30% of students who do not complete on time.

### Economic evaluation

Some of the case study sites have been working with York Health Economics Consortium to develop cost benefit analysis modelling to determine economic benefit from different interventions to reduce attrition.

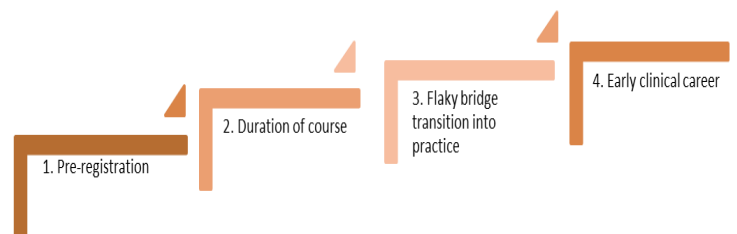


### Ongoing Activity

The case study sites will continue to test interventions and gather data until February 2018.

## Dissemination of RePAIR

HEE has invited expressions of interest from companies to design and develop a resource/repository tool to communicate the outputs from RePAIR, and to enable interested parties to access the outputs from RePAIR and to enable ongoing discussion and debate and share best practice.



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