



Student Quality Ambassador's Project Information

Project Title : Student Quality Ambassador (SQA) Scheme Phase 3

Introduction

The role of the SQA is to undertake practice learning and feel empowered to champion and highlight good practice. SQAs are also expected to be able to challenge standards of care within the work place and suggest areas of improvement. The SQA will show leadership and motivation for self and other students, including being a virtual reference group, test subjects for innovations such as trialling the use of the electronic Practice Assessment Record (PAR), Standardised Numeracy Assessment Project (SNAP), Values & Behaviours assessment tools, and e-learning projects etc. It is essential that the role is seen as quality/care champions rather than negatively in terms of transgression reporting or as a whistle blower.

Aims :

- To develop and implement the Student Quality Ambassadors scheme within interested Higher Education Institutes (HEI) across the Northwest region.
- Showcase student innovation projects within Trust's & develop an internet site where students can share their best practice across the region.
- Embed Student Quality Ambassadors within HEIs & practice areas to share best practice and contribute to innovation.
- To work alongside quality measurement tools including Recruitment, Transparency and Friends & Family Tests driving improvements in care.
- To form a region wide collaboration of HEI and Service Provider organisations to develop initiatives focused on promoting care and compassion within the healthcare and social sector.

Background

The introduction of Student Quality Ambassadors is planned in 4 phases, below is information regards phase 1 & 2.

Phase	Date of Implementation	Summary
1	December 2011	5 students were identified and supported through the HEI they were affiliated to. Following the engagement meeting the students had practice placements where they have been able to consider their role in the practice environment. The feedback from these students was collected and used to inform the launch of phase 2 of the project.

2	September 2012	The number of participants in phase 2 was set as 30 across the North West and students ranged across the 3 years of training and across all branches/fields of nursing. 29 students were recruited from 8 HEI's and the nominated student's, Trust and HEI representatives were invited to attend the launch event of phase 2 of the project.
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Implementation

Develop a strong identity

The project lead and the SQAs raised the profile of the role through attending relevant regional meetings and discussions within placement areas. Identification for the role was also decided with SQAs having an SQA ID badge and lanyard in addition to a purple Fob watch with the title Student Quality Ambassador visible. SQAs will also have a purple hoodie with the SQA umbrella logo and Student Quality Ambassador on the front and back. Promotion of the role has also included the development of a Facebook Student Quality Ambassador page and a twitter handle @studentquality. Both these are used to share with other professionals and the public what the role is and what the SQAs have been participating in.

Clear clarification of the role

A job description and role profile has been developed to support the role going forward to phase 3. In addition to this promotional leaflets and posters have been developed to inform professionals and the public of the role of the student quality ambassador.

Sharing of best practice

While on placement the SQAs have utilised the 15 steps toolkit to assist in identifying and sharing best practice. The student has been the fresh eyes looking at the environment and sharing experiences from other areas where they have been on placement. This has been such a useful tool the SQA project will work alongside *NHS Innovations* on how to develop the 15 steps to be used as a quality matrix measurement for the SQAs in the future.

2 SQAs represented the group at the Department of Health Nursing Values Reference Group offering the views of student nurses from the North West.

Phase 2 SQAs have utilised a secret Facebook group for peer support to carry out the role. The need for the peer support was identified, particularly in learning environments where they may be the sole SQA. Phase 2 SQAs have evaluated that it has been difficult being the only SQA in a Trust but as phase 3 develops this will allow for more local support for the SQAs due to the higher number of participants in the project.

Evaluation & celebration of achievements

Also within phase 2 a pilot innovation celebration day was held within an NHS Trust which included participation from 2 Northwest HEIs. The innovation day allowed students who have carried out an innovation in practice, or service improvement module as part of their university studies, to share their findings with the Trust they have been learning within. This day was supported by the HEIs and the Directors of Nursing within the respective Trust. The day was held on 9th August 2012 and 12 students shared their ideas at the event. This highlighted areas where the Trust could improve services and improve patient experience. Recognition was given to all students that have participated as a SQA or shared their innovation at the celebration event with a certificate. It is anticipated that the innovation celebration event will be held in a number of Trust's allowing students to share their learning from placements. It is also planned that an online repository will be set up to allow students to upload their innovation and facilitate dissemination of best practice to across the region.

Next Steps

Within Phase 3, 50 SQAs will be recruited across the North West region from all 9 of the regional HEIs. Applications will be accepted from student nurses within the 4 branches/fields, midwives, paramedics, Allied Health Professionals, Healthcare Scientists & social work.

It is envisaged that the students who are taking on the role of SQA within phase 3 will receive additional training to support them in the role of SQA. Dr Helen Bevan from NHS Institute for Innovation and Excellence has offered her support for the training of the SQAs. Training will also include information on Transparency and the friends and family test. These students will be briefed in the role of SQA and will have each other for peer support including electronic communications between each other and the lead for the project. Throughout the project the lead will act as visiting support to the SQAs and continue to raise their profile.

Phase 4 will be dependent on the feedback from phase 3. The initial aim of phase 4 is to open up the SQA role to a wider range of students that wish to participate across the North of England. The principles that have been utilised in phase 3 will be adapted to ensure an effective support system for the SQAs.

To apply for the SQA project please complete the attached application form including signatures from a mentor from practice and personal tutor from University. A copy of the completed application form is to be given to the SQA lead within the University and a copy sent to Ann Butler via email ann.butler@aintree.nhs.uk or posted to Room F1 (1st Floor), Aintree Hall, Aintree University NHS Foundation Trust, Longmoor Lane, Aintree, Liverpool, L9 7LN