

Case Study: Increasing capacity in ODP

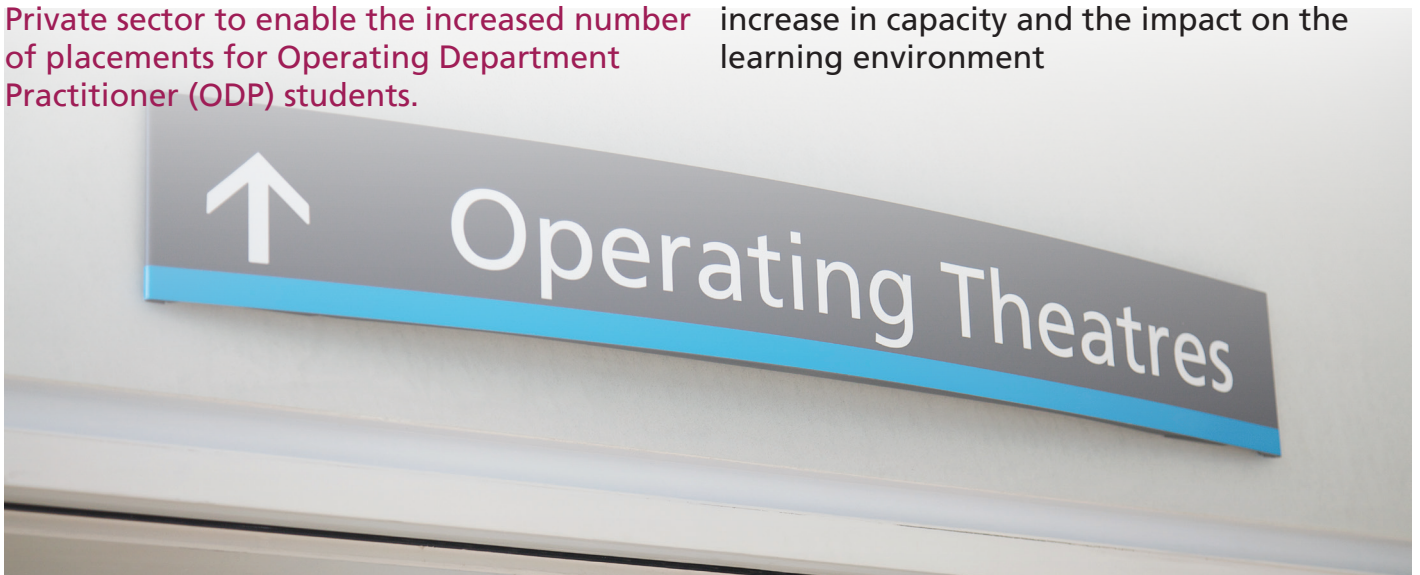
Summary

The development was led by Margaret Newsham, Placement Development Manager (PDM) and supported by Stephanie Purcell, team lead for the Cumbria and Lancashire team of NWPDN. The team were tasked with increasing placements that met the learning outcomes of the student and the course curriculum. These placements had to be of high quality with enough mentors to support the students. There was also the impact of capacity for other health students who needed to access placements in operating theatres.

The process of securing these placements involved working with the University's course lead and the placement lead. A meeting was called for all the local educational leads for theatres in local Acute and Private sector hospitals. The team needed to engage and forge good working relationships with the Private sector to enable the increased number of placements for Operating Department Practitioner (ODP) students.

Key Outcomes

- The stakeholder meeting was well attended and everyone was positive and proactive in working together to increase capacity.
- There was some discussion on local placement issues, but this resulted in a very positive response and a willingness to engage with the process.
- More placements than needed were offered after the meeting. This allowed increased flexibility for the Health Education Institution (HEI) lead to accommodate individual student needs.
- Agreed to develop a rotational model for students between the Acute and Private sector hospitals. The stakeholders also asked for a further meeting in April to evaluate the increase in capacity and the impact on the learning environment



Background

The North West Placement Development Network (NWPDN) is funded by Health Education England (HEE) and is hosted by University Hospital of South Manchester NHS Foundation Trust. The NWPDN provides and develops sufficient capacity to ensure high quality learning environments across the North West region for a range of healthcare learners, working across primary care, community, NHS, private, independent, and voluntary organisations.

The aim is to ensure the future workforce are fit for purpose and fit for practice to work across different care settings, with a multi-disciplinary ethos. Our mission statement is: Enhancing health and social care learning experiences, to deliver excellence, choice and breadth beyond traditional boundaries to meet the needs of the future workforce.

The commissioned number of students for OPD has been increased for this academic year by an additional 10 students. This has led to an increase of 50% in the number of students and heightened for placements in an already stretched placement circuit. The North West Placement Development Network (NWPDN) was approached by the University of Central Lancashire (UCLAN) to support and source the increase in demand for placements for these students.

Key Aims

- To increase capacity for ODP students
- To develop rotational models with the HEI lead before the start of the academic year and arrange the follow up meeting in April 2016 with all the stakeholders. This will improve communication between placement areas and the HEI leading to a better outcome for all involved



Key Stages of Set-up

An initial meeting was arranged with the HEI lead for the ODP course and allocation lead for the HEI. At this meeting the team discussed the curriculum and the learning outcomes for the learners.

There are 5 competencies the learner needs to achieve:

1. Physiological, psychological and social issues
2. Record keeping, analysis and utilisation of patient information
3. Anaesthetics
4. Scrubs safe transfer and positioning of patients
5. Recovery

As a result of this meeting key stakeholders were identified who needed to be involved with achieving the increase in placements. The key stakeholders were identified as Theatre staff who supported education/learners, Practice Education Facilitators (PEFs), course leads and allocation manager for UCLAN and NWPDN. It was concluded that the most effective way to achieve the required outcome was to arrange a meeting with all the stakeholders at UCLAN; key objectives could then be outlined and concerns about the increase in capacity could be addressed. There was also a need to look at including Private sector hospitals and develop a rotational model so the students could meet their learning outcomes. The timeframe for these events took place between the initial meeting in March 2015 and August 2015 to develop the rotational model. The stakeholders' event was scheduled for June 2015. The development of additional capacity will be on-going for following academic years.

How it Works

- Learners access placement on a two week rotational model throughout their three year study programme
- All learners are allocated to a mentor
- Learners are usually allocated to individual Trust/hospital for their entire study programme
- Exceptions to this model include students undertaking elective placements or students who are part of the rotational model between Acute and Private sector hospitals

Resources

- No funding was required other than the individuals' time to attend the meeting
- The staff involved included Theatre staff who supported students/education
- Practice Education Facilitators (PEF) for local Trust
- Curriculum lead for ODP and allocation lead for UCLAN
- NWPDN
- Mentor training would be funded by the individual Trust Continuing Professional Development (CPD) Private sector hospital would apply for funding through the NWPDN to access the mentorship course



Key Challenges

The key challenges for this project were around curriculum changes to ease pressure on the circuit and traditional methods of placing students. The geography of our area is restrictive in allowing access to placements in the North of the county. This is further confounded by the lack of hospital/cheap accommodation and poor transport infrastructure. The increase in capacity was achieved by the hospitals with the Lancashire area. Including the Private sector in a meaningful manner was another challenge, not all the learning outcomes can be met in the Private sector hospitals. The rotational model was developed to allow students to rotate between the Acute and Private sector hospital, allowing the learner to meet their learning outcomes. There was also concern that there would be insufficient mentors to support learners; this was soon dispelled at the stakeholders meeting. Throughout the project ensuring the learners had a quality learning environment was crucial and that mentors/placements were able to cope with the increased number of students. The learner also needed exposure to working in the Private sector as this is often a future career pathway. Ultimately the learners needed to have a positive supported learning experience which would help to retain the student until graduation.

Key Learning

- The difficulties associated with curriculum changes
- Developing a rotational model allowed the learners to meet their learning outcomes
- The stakeholder meeting was an effective method of communicating with Trusts and Private sector hospital across a large area.

Sustainability

- The placements will continue to be offered as outlined for future academic years.
- There will be an informal evaluation at the next ODP forum when stakeholders come together to discuss the effect of the increase in capacity
- The team will need to reassess placements as learner capacity increases.

Next Steps

- Another stakeholder meeting is planned for April 2016
- Evaluation of placements will take place – learners will conduct individual evaluations of their learning environment
- The project will need to be continued if the number of commissioned learners is increased in subsequent years



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