

OVERVIEW: DEVELOPING STUDENT PLACEMENTS WITHIN A CLINICAL COMMISSIONING GROUP (CCG)

A partnership between Edge Hill University, NHS South Sefton CCG, NHS Southport and Formby CCG and the North West Placement Development Network (NWPDN) has developed a project to provide nursing students with a placement in a CCG. They have highlighted the need for nurses to gain experience and knowledge of working in a CCG and to promote this as a possible career destination. The partnership is exploring the concept of offering placements to 3rd year pre-registration nursing students and in particular, strengthening the engagement of Student Quality Ambassadors and Care Makers.

Student Quality Ambassadors (SQA) act as champions of care both within NHS and on non-NHS placements. They are empowered to promote good practice by challenging standards of care within the workplace and by suggesting areas for improvement. SQAs work alongside and liaise between Practice Education Facilitators (PEFs), Higher Education Institutions (HEIs), Students, and Service Users/ Patients and Carers. Care Makers are a network of health and social care professionals, from care assistants to HR directors, who demonstrate a passion and commitment to spreading the word about the 6Cs and compassionate care.

Developing the CCG as a placement will significantly impact on the overall student voice in practice and provide opportunities for high-level engagement with CCG chief nurses. Gaining an insight into the commissioning process and quality enhancement of service delivery will be an invaluable experience for the student. The placement will enable opportunities for the student to develop and enhance leadership and management skills.

This innovative practice learning experience provides the student with knowledge and understanding of how the CCG operates and who the stakeholders are within their locality. A main component of this learning opportunity will highlight the chief nurse functions within a primary care commissioning organisation as well as the quality and safety functions which form part of the chief nurse role. The student will gain a more holistic view in terms of the decisions being made at a strategic and commissioning level which impact on patient care.

The CCG are instrumental in ensuring pre-registration student nurses will have the opportunity to undertake a placement within a CCG, therefore encouraging newly qualified nurses to consider a future career in a strategic role.

Key Aims

- For the North West Placement Development Network, a local HEI and CCGs to work in partnership to develop a student placement within a CCG and to establish the first two teaching CCGs or equivalent in the country.
- To provide pre-registration nursing students with an opportunity to gain knowledge and experience of how a CCG:
 - » operates within a local health economy and its governance processes.
 - » works as a multi agency function with key stakeholders and multi disciplinary teams to provide a quality service for their local communities.
- To provide an avenue for newly qualified nurses to explore a future career within a CCG.
- To ensure that professional accountability in terms of developing students within the profession is being achieved. The NMC Code of Conduct 9.4 states that all registrants support students' and colleagues' learning to help them develop their professional competence and confidence.
- To provide opportunities for students to comment on CCG commissioning intentions and commissioning strategy

Background

NHS South Sefton and NHS Southport and Formby CCGs commission health and health services on behalf of their 277,000 registered patients. Their joint vision is *“To create a sustainable healthy community based on health needs, with partners; focused on delivering high quality and integrated care services to all, to improve the health and well-being of our population”*.

Both CCGs are committed to ensuring that healthcare provision across Sefton remains fit for the future and is sustainable on a long term basis to meet the growing

demands for services, while maintaining and improving their quality. This requires the CCGs to concentrate on ensuring that the health needs of the population are at the heart of everything they do and ensuring that, through the commissioning cycle, services and treatment are safe and effective and patient experience is positive.

The CCGs approached Edge Hill University as they wanted to be proactive in student nurse training and offer an opportunity for a student to gain insight into the working of a primary care clinical commissioning organisation. It was recognised that the CCG would be able to offer both 3rd year pre-registration nursing students and post-registration nursing students undertaking management and leadership models a strategic valuable experience within their teams.

Key Stages of Set-up

The CCGs, HEI and NWPDN met to discuss the learning opportunities the placement would offer. The NWPDN Toolkit (Appendix 1) was used to support and capture the information from the discussion within this meeting. The Toolkit is a placement development tool to assess the interprofessional learning opportunities within a healthcare environment, and contains information such as the practice placement profile, a directory of spoke visits and a quality monitoring tool.

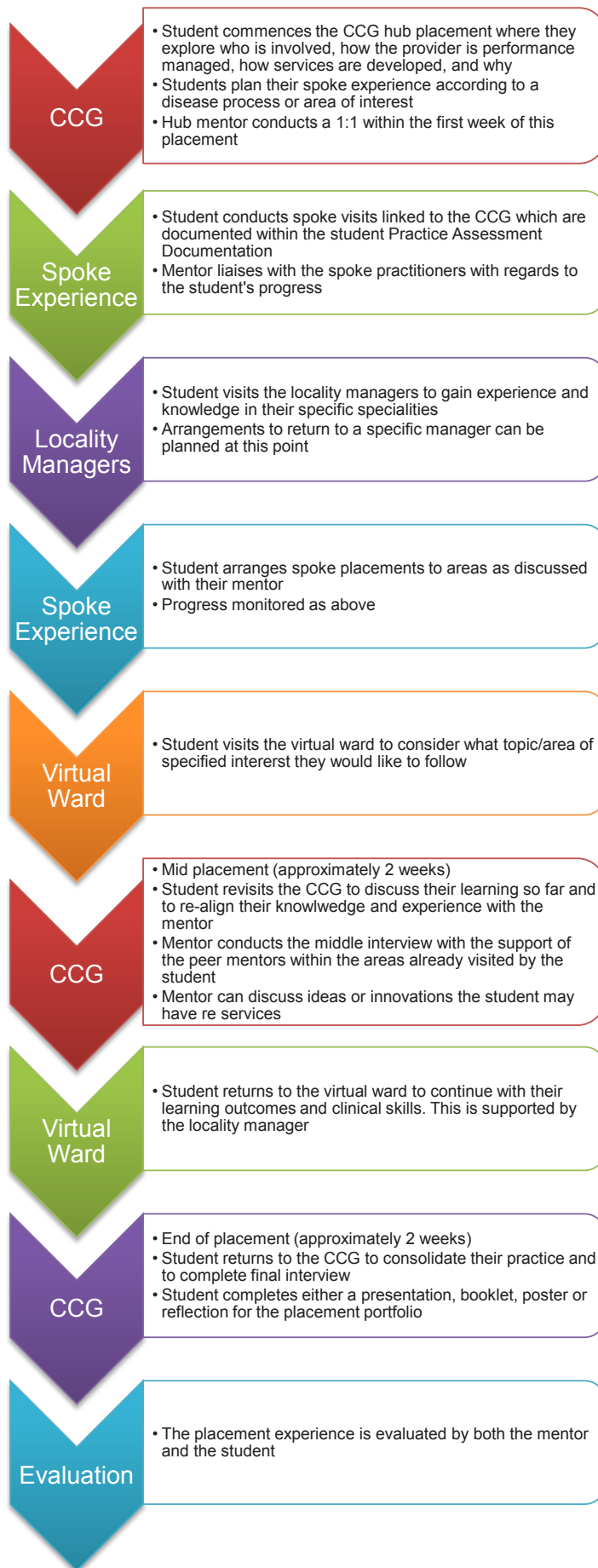
As part of the nursing curriculum the pre-registration nursing students adopt a hub and spoke approach to their learning outcomes whilst in their allocated placement area. From the initial meeting the hub and spoke model was adopted which highlighted numerous opportunities the student would be able to pursue whilst on placement. A hub placement is the main placement a student is allocated to, where the majority of the time is spent. The spoke opportunities are classified as areas or services which a student can visit for shorter periods to enhance their learning outcomes and experience.

An example of a student placement journey was developed using the patient journey case study tool (Appendix 2). This was then audited by a lecturer from the HEI. During this audit meeting the team were introduced to the local PEF, who provides advice regarding students on placement.

The next step was for the team to attend a mentor/educator up-date, prior to the allocation of a student into the team, and then the placement could commence.

An evaluation has been completed by the team, NWPDN and the student to consider what worked well during the placement and what needs to change to improve the experience.

Placement Example



How it Works

The HEI allocates a pre-registration student to the CCG, who then review the learning outcomes for the student and discuss how these can be achieved. The leads within the CCG provide the students with mentorship support. Mentorship of the first student will be provided by a senior member of the team i.e. Deputy Chief Nurse. The mentor within the CCG will facilitate the student's pathway to develop their learning outcomes, knowledge and experience. The toolkit is used for the development of the placement portfolio. The placement will be evaluated with the student in their final week of placement.

Resources

The most significant resource to support this project is the time of the staff involved. This is made up of:

- The CCG team and local service providers – resource required to ensure the hub and spoke model is successful
- Link lecturer – provides the placement team and student with guidance in relation to the overall placement, learning outcomes and any other concerns
- PEF – provides support to the mentors and student within the placement area
- Placement Development Lead – supports the development of the placement.

Key Challenges

- There is no previous experience of a student within primary care commissioning, which provides a challenge regarding clinically-focused assessment. This is mitigated by utilising specific examples of work to cover domains and by utilising clinical experiences as part of the hub placement.

- Breadth of activity means the student may have difficulty in comprehending aspects of primary care commissioning. Mitigation would involve an accountability framework.

Key Learning

To improve the project mentors need to be utilised fully to support the student over the placement. The student and the CCG also need to be fully prepared before the placement begins so that expectations can be appropriately managed. In addition, the placement should focus on the student's learning needs by planning the learning timetable and promoting self-direction.

Sustainability

Further placements in a CCG will be facilitated by the use of a completed timetable, with an opportunity to diversify the learning dependent on student need. Students will also be provided with an information sheet on CCG activity so that the student has some knowledge prior to the placement.

Next steps

The project is currently awaiting formal feedback from the placement student. Once this is received a meeting will be arranged with the HEI to discuss the placement. Once the placement has been evaluated preparations can be made for placing another student in a CCG.

Supporting Material

- Appendix 1 – NWPDN Toolkit
- Appendix 2 – Example of student placement journey

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