

Appendix 4 – Subgroup Work

Subgroup one: Overview of the Three Year Placement

This sub group identified six core placement categories that will be used by the Clinical Placement Unit at the University of Salford to inform the allocation of student nurses to the practice placement area:

1. Medical
2. Surgical
3. Critical care
4. Fundamentals of Care (Criteria for year 1 placement: placement that provides the student nurse with opportunities to undertake basic and essential nursing skills)
5. Community: defined as working within a service that delivers care in the persons home
6. Other (i.e. outpatients)

Mentor Views

Six mentors were asked if exposed to the six core categories, they feel that the student nurse at the end of their educational programme should have the right skills to function in the role of registered nurse. Mentors feel that exposure to the six categories:

‘..Provides the platform for skills development however the skills developed are dependent on the focus of the students allocated placement.’

An important finding was the need for a structured preceptorship programme post registration to further develop and enhance the required skills.

‘This is particularly important in the field of critical care, specialist areas and community services.’

Mentors identified the strengths of the current pre- registration curriculum to include the newly qualified nurse who can:

‘Think independently, questions practice; and can undertake safe practice, knowing when to seek support...’

Mentors could clearly identify future practice placement allocations for student nurses and these include hub placements with specialised nurses and the discharge team.

Subgroup Two - Completion of the Practice Based Assessments

This sub group explored practice placement opportunities for the student when completing the practice based assessments and have identified placement restrictions if completion of the assessment is not viable. The intelligence for completion of the practice based assessment is now collated within the Bulpitt Framework (2013) and once complete is sent to the Clinical Placement Unit who use the information to effectively place student nurses.

Subgroup Three - Proactive Management of the Placement Circuit

This sub group identified areas where there are capacity issues and these are reported and managed through the agreed mechanism with the North West Placement Development

Network. Up to date capacity intelligence is collated within the Bulpitt Framework with this information used by the Clinical Placement Unit to proactively manage the placement circuit and bottlenecks

Subgroup Four - Year Three Consolidation

This sub group developed a consolidation checklist that is presented to pre –registration students at the end of their second year of training to identify practice learning gaps and/or on-going development needs. The Clinical Placement Unit will use the completed checklist the information to place the student in an practice placement area that best meets their on-going learning needs .The content of the checklist includes:

- Medicines management
- Managing a small caseload under supervision
- Multi professional working
- Decision making/clinical judgements
- Delegation
- Time management
- Record keeping

Application of the Curriculum Practice Placement Model and Embedded Bulpitt Framework

1. Apply the Curriculum Practice Allocation Model to underpin partnership working and to identify key stakeholders
2. Apply QIPP and service improvement methodologies ('5 Whys' and SWOT Analysis) to establish the underlying problem(s)/root cause analysis for the effective placement of pre-registration students from the perspectives of key placement provider stakeholders
3. Create sub groups to focus on addressing the underlying issues and to identify placement categories (field specific)
4. Populate the Bulpitt Framework to generate practice placement intelligence (field specific)
5. Clinical Placement Unit allocate practice placements based on the identified categories
6. At the end of year 2 , students to complete the checklist to identify skills deficits and completion of the Practice Based Assessments
7. Develop Key Performance Indicators to audit the effectiveness of the allocation of students (pre and post implementation data)