

**PLACEMENT DEVELOPMENT LEAD: Yvonne Thomson**

**NWPDN PLACEMENT DATABASE ID NUMBER:**

**NOT APPROPRIATE:**

**REASON:**

**REVIEW DATE:**

* **NAME OF ORGANISTION : NHS SOUTH SEFTON, FORMBY AND SOUTHPORT CLINICAL COMMISSIONING GROUP**
* **NAME OF PLACEMENT AREA: MERTON HOUSE, BOOTLE**
* **CONTACT INFORMATION (to include e-mail and telephone number) Debbie Fagan** [**Debbie.Fagan@southseftonccg.nhs.uk**](mailto:Debbie.Fagan@southseftonccg.nhs.uk) **- 0151 247 7252**
* **DATE OF REFERRAL INTO NETWORK:**
* **DATE OF VISITS/CONTACTS:-** 
  + **1ST Visit/Contact: 18/3/2014**
  + **2nd Visit/Contact: 1/4/2014**
  + **Additional visits if applicable:**
* **LINK LECTURER : Sheila Ollerhead**
* **PRACTICE EDUCATION FACILITATOR: Alison Gaskell**
* **AUDIT DATE: 29/10/2014 PLSS No. (if applicable): 6532**
* **No of Staff Applied for MSLAP via CPD Apply: 0**
* **No of staff Signposted for Mentor/Educator Updated: 4**
* **CURRENT CAPACITY:** **0** **CAPACITY AGREED: 1**
* **DATE PLACEMENT OPENED: DATE PLACEMENT REVIEWED:**

NWPDN Toolkit



|  |
| --- |
| **COMMENTS** |
| |  |  |  |  | | --- | --- | --- | --- | | Date | Record | Additional comments | PDM/PDL initials | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |

**PLACEMENT DEVELOPMENT TOOL**

**TO**

**ASSESS THE INTER PROFESSIONAL LEARNING OPPORTUNITIES WITHIN A HEALTH CARE ENVIRONMENT**

**Patient Journey**

Consider the journey a patient would follow within your practice placement area. The patient journey will be from when the patient starts to access your service until completion. The history and future care/support needs of the patient will need to be taken into account.

Use the patient journey through the health care system as a way of looking at the different services involved. Consider how health care delivery will change in the future and what key initiatives / changes are occurring at present on a national and local level and how these will impact on the individual services and the future health care delivery.

**Points to consider as a placement provider:-**

1. **Use an holistic approach when analysing the patient journey**

* What services are involved
* What professionals are involved (multi professional) or work within those services.
* How do the members of the multi professional team work as one
* How effective is this for quality of patient care and experience.
* What key drivers are behind this inter professional approach to working and learning together.
* Consider services both in and outside of the NHS (Independent and Voluntary sector)

1. **What governance initiatives are in place within your service**

* Evidence Based Practice
* Clinical Governance (Measuring the quality)
* What local policy and procedures need to be followed
* Patient experience

1. **National and local initiatives / changes that impact on the future of the services that you have identified in the patient journey.**

* DOH Guidance and recommendations
* CQC and other regulators
* Guidance and recommendations from professional body. (New Standards and recent publications)
* NHS Reforms
* NICE Guidelines

**This tool is to be utilised in partnership with the organisations to ensure all relevant information is explored and captured.**

**Practice Placement Profile**

|  |  |  |
| --- | --- | --- |
| **Placement Description** | NHS South Sefton, Formby and Southport Clinical Commissioning Group are offering a placement for 3rd Year students. The student will be able to achieve diverse experience and knowledge within this placement which will include the understanding of how a CCG operates within their locality. Leadership, negotiation, management, high level communication and clinical skills will be some of the learning outcomes which can be achieved within this placement. The placement will be structured within a hub and spoke model offering the student opportunities to visit different services and specialities within the CCG. | |
| **Client Group** | All residents within South Sefton, Formby and Southport Locality | |
| **Care Provision Offered** | NHS South Sefton, Formby and Southport CCG's Aims are to :-  Take on full responsibility for buying or ‘commissioning’ local health services, by gaining authorisation from the NHS National Commissioning Board  Improve the health of all South Sefton, Southport and Formby residents and reduce the differences in health which exist in different parts of the area  Commission services of the highest possible quality to ensure South Sefton, Southport and Formby residents get the best care available to them  Ensure that the services we commission deliver good value for money  Involve South Sefton, Southport and Formby residents in the decisions we make about their local healthcare | |
| **Working Patterns (to include Agile working if applicable)** |  | |
| **Accessibility** | Merton House – lift and stairs to all floors | |
| **Clinical & Non Clinical Skills and Activities**  Critical Analysis – data, reviewing performance information, Virtual Ward, Care Closer to home, Care bundles, Dementia, Dementia Strategy, Mental Health Services, clinical Liaison Forums, safeguarding, service delivery and design  Quality elements of contracts, target management ie A and E , infection control  Public Health | | **Partnerships:**  NHS England  CQC  Safeguarding Service  CHC team  Quality and Safety in care home environment – investigations  Local Authority  Liverpool community Health NHS Trust |
| **Learning Outcomes mapped against HCPC Standards of Proficiency, NMC and CQC standards** | **Descriptor and evidence** | |
| Consider how you would evidence how **communication** skills & knowledge are utilised within your placement area and provide examples | How CCG communicates with practices – varying methods, political agendas, Practice Nurse lead role, influencing skills – leadership.  Channels of communication,  How the CCG functions as clinicians within the management team, How assurances are made to the Board. Quality Surveillance, NHS England, Quality commissioning – sub committees of governing body  Awareness of political agendas  serious incidents – working with provider – analysis of care  Strong integration Agenda  Dedicated communications team  Engagement events  Expert Patient Engagement Group – EPEG  **Examples**  Verbal, written, dashboard, body language, presenting at boards – health and well being boards  Professional conduct and professional identity  Performance Management  Intelligent monitoring  Filing, e-mail, phone calls, presentations  Quality walk around  Systems learning reviews  Observation boards | |
| Consider how you would evidence how **nutrition and hydration** skills & knowledge are utilised within your placement area and provide examples | MUST  Long Term conditions – adult and child  Health and Well being boards  Diabetes  Obesity  Local authority – food groups  9 a day  Food banks  Local economy – differing communities  Frail Elderly  Closer working with nursing homes  Intermediate care,  **Examples**  Health Assessment  Virtual Ward  Dieticians  Multi Disciplinary Team meetings | |
| Consider how you would evidence how **medicine management** skills & knowledge are utilised within your placement area and provide examples | Medicine Management across CCG and partner organisations  Medicines Operational Group  Guidance in relation to what medicine management does, ie supporting the commissioning agenda  Examples  PGD’s, working with Practice Nurses, Virtual Ward, Working with Medicines team at CCG  Discussion with clinicians  Simulation can be utilised  Practice Pharmacist  Virtual ward  **Examples**  Verbal, written, dashboard, body language, presenting at boards – health and well being boards  Professional conduct and professional identity  Performance Management  Intelligent monitoring  Filing, e-mail, phone calls, presentations  Quality walk around  Systems learning reviews  Observation boards | |
| Consider how you would evidence how **infection control** skills & knowledge are utilised within your placement area and provide examples | Work across health economy. Review and analysis of infection rates etc  Hospital Acquired Infection and management – how this is handled. Post infection reviews, critique of action plans  **Examples**  As above – to discuss with clinicians  Simulation can be utilised | |
| Consider how you would evidence how **moving and handling** skills & knowledge are utilised within your placement area and provide examples | CCG policy and procedures.  Practice nursing  Virtual Ward  Continuing health care  **Examples**  As above – to discuss with clinicians  Simulation can be utilised | |
| Consider how you would evidence how **physiological measurement** skills & knowledge are utilised within your placement area and provide examples | Practice Nursing  Virtual Ward  Investigations  Services Incident Management – Route Cause Analysis  **Examples**  As above – to discuss with clinicians  Simulation can be utilised | |
| Consider how you would evidence **safeguarding** expertise and knowledge within your placement area and provide examples | Children and Adults Boards  Investigations  Policy and procedures  Safeguarding leads  **Examples**  As above – to discuss with clinicians  Simulation can be utilised | |
| Consider how you would evidence **Multi Disciplinary Team Working** within your placement area and provide examples | Linked to all of the above | |
| Consider how you would evidence **Leadership skills** **& knowledge** within your placement area and provide examples | Leadership skills and knowledge will be gained in terms of how the teams within the CCG’s lead with Health and Social care decisions within their placement areas.  Leadership skills and knowledge are linked to all of the above | |
| **Additional Information** |  | |
| **Learner Information ie what type of learner would be able to access this placement area?** |  | |

These are guidelines and are not meant to restrict practice or be used for grading purposes. This document will require up dating on a regular basis.

**Patient Journey Case Study can be utilised for collecting evidence of all of the above and linked to learning outcomes and clinical skills.**

**HUB AND SPOKE MODEL**

**SPOKES OUTSIDE OF THE HUB**

Public Health / Local Authority

Non NHS and Voluntary Sector

Care Quality Commission

Local NHS Trusts

Care Homes

**PATIENT JOURNEY CASE STUDY CAN BE UTILISED TO SUPPORT THE HUB AND SPOKE MODEL.**

**Contact details and length of spokes to be included in telephone directory.**

**Copy of Patient Journey hub and spoke to be left within Placement Portfolio**

Please note, this is an example of the spoke opportunities as this can be adapted to the student and the learning outcomes at the initial meeting with the mentor/Educator.

**Directory for placement spoke visits linked to the Patient Journey**

Placement Hub: South Sefton, Formby and Southport Clinical Commissioning Group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Directory information | | **Details of opportunities available within placement** | | | | |
| Service/centre/ professional | Contact name and number | Shadow experience (with other health care professional) | Spoke Short Visit | Length of time offered | Training Session | Length of time offered |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |
|  |  |  | Yes/No |  | Yes/No |  |

**Directory to be continued in conjunction with Patient Journey Tool with students in practice and copy left within placement profile**

**NB Students on placements with Allied Health Professionals may only be able to complete shadow experience or short visit**

**Profession - Check List**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Profession within Placement Area** | **Number of mentors/ educators** | **LEARNERS**  **discussed with placement area and agreed suitability for :-**  **(please tick whether hub or spoke or both)** | | | **Date Referred to other networks ie WEBF, Skills for Health.** | |
|  |  | **Hub** | **Spoke** | **Hub/ spoke** |  | |
| Adult Nursing |  |  |  |  |  | |
| * acute |  |  |  | √ |  | |
| * community | 4 |  |  | √ |  | |
| Child Nursing |  |  |  | √ |  | |
| Clinical Psychology |  |  |  |  |  | |
| Dental Therapy |  |  |  |  |  | |
| Dietetics |  |  |  |  |  | |
| Improved Access to Psychological Therapies |  |  |  |  |  | |
| Learning Disability |  |  |  | √ |  | |
| Mental Health |  |  |  | √ |  | |
| Midwifery |  |  |  |  |  | |
| Occupational Therapy |  |  |  |  |  | |
| Operating Department Practitioners |  |  |  |  |  | |
| Orthoptics |  |  |  |  |  | |
| Paramedics |  |  |  |  |  | |
| Pharmacy |  |  |  |  |  | |
| Physiotherapy | 1 |  |  |  |  | |
| Podiatry |  |  |  |  |  | |
| Prosthetics and Orthotics |  |  |  |  |  | |
| Radiography |  |  |  |  |  | |
| * therapeutic |  |  |  |  |  | |
| * diagnostic |  |  |  |  |  | |
| SaLT |  |  |  |  |  | |
| Undergraduate medicine |  |  |  |  |  | |
| **Health Care Science (HCS)** | | | | | | |
| Physiological Science - Cardiac Physiology |  |  |  |  |  | |
| Physiological Science - Respiratory Physiology with Sleep |  |  |  |  |  | |
| Physiological Science - Respiratory Physiology |  |  |  |  |  | |
| Physiological Science - Audiology |  |  |  |  |  | |
| Physiological Science - Neuro Physiology |  |  |  |  |  | |
| Physiological Science - Vision Sciences |  |  |  |  |  | |
| Life Science - Blood Diagnostics |  |  |  |  |  | |
| Life Science - Infection Diagnostics |  |  |  |  |  | |
| Life Science - Tissue & Cellular Diagnostics |  |  |  |  |  | |
| Life Science - Genetics Technology |  |  |  |  |  | |
| **Community Specialist Practitioners** | | | | | | |
| Health Visiting |  |  |  |  |  | |
| School Nurses |  |  |  |  |  | |
| District Nurses |  |  |  |  |  | |
| Practice Nurses |  |  |  |  |  | |
|  |  |  |  |  |  | |
| Learning Disability/Social worker |  |  |  | √ |  | |
| Child Nurse/Social worker |  |  |  | √ |  | |
| Social worker |  |  |  | √ |  | |
| **Other Programmes** | | | | | | |
| Advanced Practitioners |  |  |  |  |  | |
| Trainee Assistant Practitioners |  |  |  |  |  | |
| Cadets |  |  |  |  |  | |
| Work Experience |  |  |  |  |  | |
|  |  |  |  |  |  | |
|  | **Comments:** | | | | | |
|  | **PDM** | | | | | **DATE** |
|  | Name: | | | | |  |
|  | Signature: | | | | |

**Name of Placement: South Sefton and Formby and Southport CCG**

**PDM/PDL: Yvonne Thomson**

**Placement ID Number: PLSS Number (if applicable):**

**Quality monitoring tool for new placement development**

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| --- | --- | --- | --- |
| **Essential Requirements** | **Date completed** | **Information given:**  **Sent by email**  **or**  **Discussed** | **PDM/PDL**  **Initials** |
| 1. **Quality Learning Environment** |  |  |  |
| **Date of latest CQC/OFSTED Inspection:..…/……/……**  **Outcome of latest CQC/OFSTED inspection:………………………………………………….**  **……………………………..…………………………………**  **Date checked by PDM/PDL:.……/…..…/………** |  | **CCG not inspected via CQC to discuss with Brendan at audit** |  |
| **Placement Charter (HENW 2013)** | **11/9/2014** | **Sent via e-mail** | **YT** |
| **Insurance and indemnity guidelines discussed.**  **(Cover needed in relation to student learners and clinical negligence).**  **Insurance& guidelines sheet issued.**  **(*NON NHS)*** | **11/9/2014** | **Signed by placement manager:**  **…………………………………….**  **Date:**  **…11……/…9…/…2014………….** | **YT** |
| **NWPDN Tool kit completed and Placement Portfolio commenced** | **18/3/2014** | **discussed** | **YT** |
| **Placement information pack** | **11/9/2014** |  |  |
| **Number of Staff Applying for CPD Mentorship** | **0** |  |  |
| **Number of Staff referred for Mentor Update** | **4** |  |  |
| **Professional Whole Time Equivalent Data completed** | **N/A** |  |  |
| **Non Medical Multi - Professional Educational Audit document** | **27/11/2014** |  |  |
| **Inter Professional Learning (IPL) agenda identified** | **11/9/2014** |  |  |
| **HEI:**   * **specific learning outcomes** * **course information** * **assessment information** | **11/9/2014** |  |  |
| 1. **Key Personnel** |  |  |  |
| **PEF leaflet**  **PEF Informed** | **Yes** | **PEF attending audit** |  |
| **Link lecturer:**  **Availability for audit Date requested 11……/…9…/…2014…….**  **Agreed date of audit…29…/…9……/…2014………….** |  |  |  |
| 1. **Documents** |  |  |  |
| **NHS Constitution for England ( DH, 2013)** | **11/9/2014** | **email** |  |
| **Compassion in Practice (DH, 2012) (6C’s)** | **11/9/2014** | **email** |  |
| **Standards to support learning and assessment in practice (NMC 2008)** | **11/9/2014** | **email** |  |
| **Standards for pre - registration education (NMC 2010)** | **11/9/2014** | **email** |  |
| **Standards of education and training guidance (HCPC 2012)** | **11/9/2014** | **email** |  |
| 1. **Other** |  |  |  |
| ***Cumbria & Lancashire only*** |  |  |  |
| **Healthcare partnership Agreement**  **(UoC non NHS)** |  |  |  |

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| **Any additional information:** |

**I have received all of the above information (to be signed at final audit meeting)**

**Placement manager name:**

**Placement manager signature:............................................Date…….../........./........**

**PDM/PDL signature: ……………………………………………Date:……/…..…/…..…**

**NWPDN use only – Formal PEF Handover Date……/………/….…**



