NHS Health Education England

RePAIR (Reducing Pre-registration Attrition and Improving Retention) Case Study Sites Newsletter 1



Welcome

Welcome to the first issue of the RePAIR case study sites newsletter. In this first issue we list the 17 lead case study sites; take a closer look at the activities and interventions at the case study sites; report on the development of the RePAIR case study sites networks, and include a brief overview of the other RePAIR activities.

Professor John Clark, Director and Dean of Education and Quality- Health Education England (HEE) South, Senior Responsible Officer for HEE RePAIR Project

RePAIR lead case study sites by HEE Region

HEE North

 Central Manchester NHS Foundation Trust
Cheshire and Wirral Partnership NHS Foundation Trust
County Durham and Darlington NHS Foundation Trust
Sheffield Hallam University

HEE Midlands and East

5. Birmingham City University
6. Derby Teaching Hospitals
NHS Foundation Trust
7. James Paget University
Hospital NHS Foundation Trust
8. Lincolnshire Community
Health Services NHS Trust

HEE London and South East

9. Barts Health NHS Trust
10. Kent Oncology Centre
11, Kingston University and St
George's University of London
12. London South Bank
University
13. West London Mental Health
NHS Trust

HEE South

14. Oxford University Hospitals
NHS Foundation Trust
15. Plymouth Hospitals NHS
Trust
16. University Hospitals

Southampton NHS Foundation Trust

17. University of the West of England

Case study sites' activities and interventions

11 potential interventions were identified during RePAIR phases one and two. All case study sites were invited to list their preferred interventions. The purpose of the interventions is to ascertain what impact, if any, a particular approach might have to improving retention at a certain point along the students' journey, from prospective student to 24 months post-qualifying. This journey has been separated into four stages, known as the RePAIR Steps.

Four of the interventions attracted much more interest than the others:

- Buddying scheme
- Preceptorship
- Preparing for transition into practice (flaky bridge)
- Use of modern software and websites to enhance communication with students.

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These four interventions are developing as the **Core RePAIR programme**. One of the interventions did not attract any interest from the case study sites and the remaining six interventions are still being considered for development at some of the sites.

The application of the interventions to the four fields of nursing, midwifery or therapeutic radiography has also been locally determined and the RePAIR team is pleased to report good coverage across all programmes.

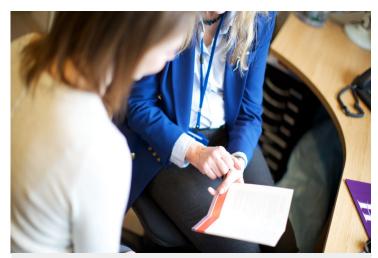
Other RePAIR activities

There are three other RePAIR activities being undertaken alongside the case study site work:

The first is the <u>economic evaluation</u> which is linked to the core RePAIR programme and one site per HEE geography. This work is being undertaken by York Health Economics Consortium (YHEC).

The second is the ongoing work on the RePAIR <u>baseline data</u>. This measurement is currently being mapped against other data sets such as HESA (Higher Education Statistics Agency) and NHS BSA data (NHS Business Services Authority).

Third is the <u>national survey</u> to students studying one of the six RePAIR pre-registration programmes. There were 3,477 respondents when the survey was closed down on 18thDecember 2016. The RePAIR team is about to work with HEE analysts to extract the key data to inform RePAIR.



RePAIR case study sites networks

Three case study site networks are being developed:

- A. Learning Disabilities Nursing network
- B. Therapeutic Radiography network
- C. Modern communications network

HEE will support this development using Office 365 Sharepoint with a Yammer feed and Skype for Business. The membership of these networks will be finalised by mid-January 2017 and the networks launched shortly after this date.

RePAIR Team

If you have any queries about the content of this newsletter please contact one of the following:

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