Student Placement Retention Action Plan February 2016

Theme		Good Practice identified	Areas for Improvement identified	Future Actions	Responsibility	Date
1.	Induction	• Director of Nursing at Trust induction • PEF attendance at inductions for students at HEIs e.g. Welcome days	• Not consistent across all Trusts • Not consistent across all HEIs	• Identify and share specific good practice examples from PEFs, and HEIs • Explore with SQA's the elements they feel should be part of a good induction	• PEFs and HEIs • SQA Project Lead, HEE NW	Sept 17 TBC
2.	Communication with students on Placement and enabling the 'student voice' to be heard	• 'Listening events' in Trusts • Process for raising concerns • Communication between Trusts and PEFs • HEI visit/ contact with all first year students on placement through established link tutors or other initiative eg UCLAN Academic Link Practitioners (ALPs) • Communication between HEIs and	• Explore greater use of social media across partnerships to communicate to students • Contact with students on placement at least once in their first year from HEIs and from PEFs	• Case studies of good practice initiatives at HEIs e.g. ALPs, use of social media at several HEIs and Trusts, University of Salford's 'Integrated model of student recruitment, development and support in preparation for successful transition to practice in both institutional and community care settings' • Case study evidence	• HEE NW to coordinate collation of best practice case studies, sign post to stakeholders	July 2016 Sept 16

January 2016

		Trusts at Employer/ Strategic level and operational level • HEI websites updating students on student survey findings, and action plans eg 'You said we did'		of placement provider good practice e.g. East Lancashire re: student contact and measurement • Implementation of the on line practice assessment review and evaluation tool – on line PARE across all HEIs and Placement Providers, and feedback outcomes to students eg 'You said we did…or 'didn't' do with explanation and rationale'	• HEIs, Placement Providers	Ongoing
				• Improve communication links/ contact points with students from PEFs and from appropriate HEI staff whilst they are on placement in the first year	• HEIs, Placement Providers	September 2016
3.	Mentorship	• Local mentor	• Earlier mentorship	• Explore approach to	• HEE NW	April 2016

		• Intensive support from mentors support	training (students in programme) role/associate mentor • Mentor recognition • Protected time for mentors • 'Lead' mentor role in some Trusts • Team mentoring	integrating mentorship training in undergraduate education and training programmes • Develop case study on team mentorship with UHSM • Case study from East Lancashire on new models for supporting students on placement • Case study from Lancashire Teaching Hospital on coaching model- Collaborative Learning in Practice	• HEE NW to coordinate collation of best practice case studies, and sign post to stakeholders	Sept 16 Sept 16 Sept 16
4.	Managing student expectation	• Guide for student expectations • Pre-information for students	• Visual representation of placements(HEI) • Open days • Financial information before starting (HEI) • Peer student 'buddy' schemes pre-starting course	• Develop case study with University of Manchester students on their Student Placement Enhancement Project • Develop further	• HEE NW to coordinate collation of best practice case studies, and sign post to stakeholders • SQA Project	April 2016 TBC

			and in the first year	project(s) with students through the SQAs	Lead, HEE NW	
5.	Measuring placement related attrition	• Processes in place in Trusts and HEIs, however needs to be more consistent in approach.	• Agreed methodology/ approach required to monitor and report attrition in academic settings and practice settings	• Explore and improve data collection process via HEI – PETD, and via LDA Quality Monitoring- PEF outcome monitoring. • Consistent methodology for data analysis and reporting/ action planning	• HEE NW • HEE NW	April 2016 June 2016
6.	Placement accessibility	• Examples of Trusts offering flexible working patterns/ shifts for students	• Equity of access to available transport/ accommodation provided for all learner groups in Trusts e.g. in Cumbria • Flexible shift working for students	• Use of LDA and tariff payment to explore available facilities/ transport provided for all learners as well as Trust staff i.e. undergraduate medicine, nursing • Explore consistent approaches to support flexible shift working for students through joint HEI/ PEF meetings	• NW Placement Providers • HEIs, PEFs	April 2017 April 2016