



## AINTREE NHS FOUNDATION TRUST

# MULTI-PROFESSIONAL STUDENT STUDY DAYS

### SUMMARY

**Aintree University NHS Foundation Trust (Aintree FT)** has a number of Practice Education Facilitators (PEFs) in place, who are funded by the North West Strategic Health Authority (NHS NW) to provide high quality learning environments for all students within the Trust.

One of the core outcomes of the PEF role is to help deliver the Nursing and Midwifery Council (NMC) Standards in practice for Pre-Registration Nursing Education (2010). These standards highlight inter-professional education as a key component of producing a practitioner who is fit for purpose at the point of registration. In 2009, in readiness for the publication of these standards, Aintree's PEFs decided to develop a programme of multi-professional study days for all students. These study days focus on a particular clinical condition and the sessions are delivered by practitioners currently working in that field of expertise. Problem-based workshops are facilitated to provide the students with an opportunity to work as a team and to discuss an appropriate plan of care that could be provided.

The key purpose of the multi-professional study day is to deliver training on core subjects such as anatomy and physiology, at a level that can be understood by students regardless of their stage of training. Various members of the multi-disciplinary team present their role, and contribution to the patient pathway. In addition, the involvement of a service user is seen as a major component of the day as it is important for them to share their experiences and to provide a real life account of their journey through various health services.

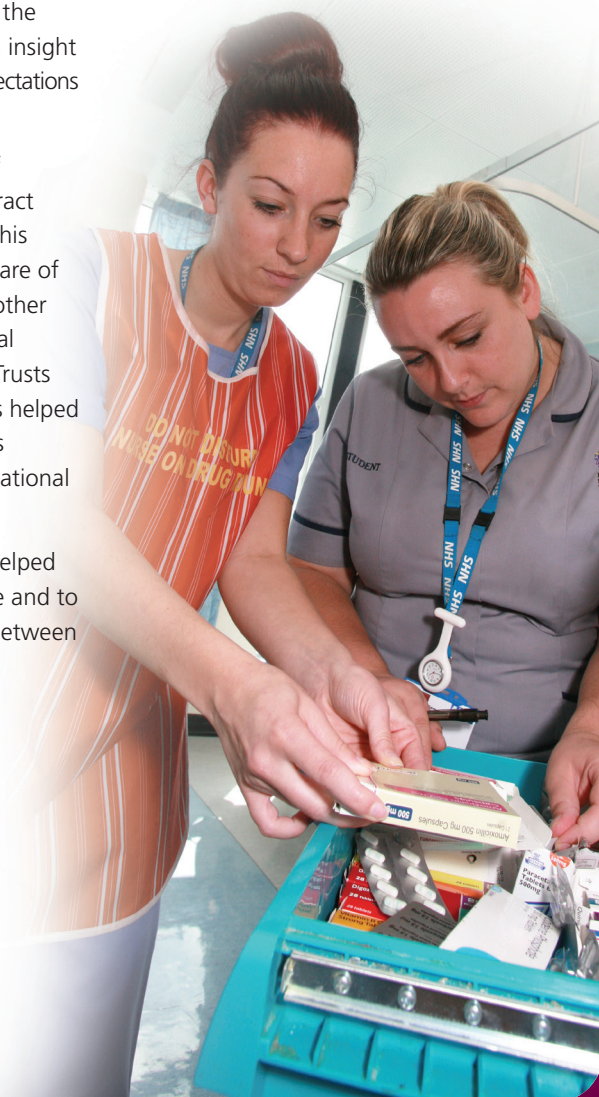
### KEY OUTCOMES

#### Students

- Providing an opportunity to work in problem-solving groups allows students to become more knowledgeable about their own role within the multi-professional team, which subsequently informs their practical awareness and application
- Feedback from evaluation indicates that students gain a deeper understanding of clinical conditions including the assessment and subsequent management of the patients needs. They also gain an insight into the views, experiences and expectations of service users.
- Students attend from a variety of healthcare programmes and interact across professional boundaries. This allows them to become more aware of the function and accessibility of other members of the multi-professional workforce. Students from other Trusts also access these days, which has helped to raise the Trust's profile and has encouraged healthy inter-organisational partnerships.
- In addition the programme has helped to raise awareness of the PEF role and to promote closer communication between PEFs and students.

#### Existing Workforce

- Facilitators receive feedback towards their Continual Professional Development (CPD) and the triennial review process
- Due to the wide variety of staff who deliver on these days it has enabled further development of multi-professional relationships across professional boundaries





# GOOD PRACTICE CASE STUDY

## BACKGROUND

### Aintree University Hospitals NHS Foundation Trust Context

Aintree University Hospitals NHS Foundation Trust was established on 1st August 2006 as a public benefit corporation, authorised under the National Health Service Act 2006. It is a large, complex organisation providing acute healthcare to a population of 330,000 in North Merseyside and surrounding areas. The immediate catchment covers some 33 square miles, which is largely urban with significant areas of commerce including docklands. The Trust provides acute hospital services to the residents of South Sefton, North Liverpool and Kirkby.

It is also a teaching hospital for the University of Liverpool and a tertiary centre providing specialist services to a much wider population of around 1.5 million in Merseyside, Cheshire, South Lancashire and North Wales. The population served by Aintree includes some of the most socially deprived communities in the country, with high levels of illness creating a high demand for hospital-based care.



"The education and training of the healthcare workforce is the foundation on which the NHS is built and the single most important thing in raising standards of care...the ultimate aim should be to have a multi-disciplinary and inter-professional system driven by employers..." Department of Health (2010)

The Nursing Midwifery Council (NMC) Standards to Support Learning and Assessment in Practice (2008) (Appendix 1) supports the concept of planning a series of learning experiences that will meet students defined learning needs. This programme of study days helps to deliver this ideal.

National drivers highlight patient-centred care as an essential component of quality care provision (The NHS Constitution; The Outcomes Framework (2011-2012); NICE Quality Standards for Experience and Mental Health Experience (2011), QiPP 2010).

NHS NW Education Governance (2008) recognises the fundamental role that education and learning has in achieving real service improvement. The NMC Standards for Pre-registration Nursing Education (2010) advocates a more flexible approach to programme delivery whilst still developing a practitioner that can meet both fundamental and complex needs of the clients within the Trust and the wider NHS.

## KEY AIMS

The overall aim of this programme is to facilitate and promote a multi-disciplinary learning environment, where inter-professional learning opportunities support the breadth and depth of the student experience, encouraging cross-boundary working and contributing to the delivery of high quality, patient-centred care (QiPP 2010).

### The intended learning outcomes include:

- Facilitate a multi-professional learning environment
- Deliver sessions that meet the requirements of all professions, based on national drivers and professional standards
- Develop and enhance communication between the multi-professional team, crossing professional boundaries
- Promote team and partnership working
- Encourage reflective practice
- Endorse and highlight evidence-based practice
- Promote patient safety and highlight the need for efficient and effective patient centred care delivery in line with the QiPP agenda (2010)





# GOOD PRACTICE CASE STUDY

## KEY STAGES OF SET-UP

### 2009

- The PEF team met to discuss appropriate clinical content and to devise a programme for the year ahead.
- The first multi-professional study day was facilitated. This was evaluated by students, and results were shared with presenters to inform their continual professional development

### 2010

- Previous evaluations used to inform and decide upon content for future study days
- Work shared across Mersey and Cheshire
- Dates of study days added to the hospital intranet 'Mentor and Student Information' page
- Session dates provided to Higher Education Institutes (HEIs)

### 2011

- Content of days amended to include national drivers eg NICE and National Service Frameworks
- Content of days mapped against QiPP and patient safety agendas

### 2012

- Liaison with Allied Health Professional (AHP) leads and the Medical Deanery to increase attendance and revise programme delivery to match student allocation

## HOW IT WORKS

### Participants

The Multi-professional student study days are aimed at pre-registration students from all professional backgrounds, regardless of stage of training and academic ability. To date attending students include; pre registration Student Nurses, Trainee Assistant Practitioners, Dietetic students, Radiology Students, Paramedic Students. .

### Workshop Content/Format

Designed around a specific condition or speciality the study day aims to include presentations delivered by a service user and multi-professional speakers, who are involved in care provision and enhancing the patients' journey. PEFs allow a degree of flexibility in

relation to content and focus, according to local need.

Morning sessions usually take the form of lecture style delivery; often starting with a brief introduction to the day and a session including associated anatomy and physiology. Later sessions are delivered by various members of the multi-professional team, discussing their role and their involvement in patient care/condition management. A service user is often invited to share their experience of the receiving end of care. Each session is followed with questions where student interaction is encouraged.

Afternoon sessions revolve around work in small groups, supported by the multi-professional team. Students are encouraged to discuss pre-planned problem-based scenarios. Groups are deliberately mixed to include different professional perspectives and

to encourage peer discussion across varying levels of academic competence. The day concludes when all students are asked to evaluate course content and delivery. Certificates are then presented to all.

### Ongoing Evaluation

Data from student evaluations is collated and used to inform future study days

Over time this has allowed the content and format of the programme to be changed based upon feedback received from students. This has resulted in a workshop that is better tailored to fit their needs. Feedback from students is also shared with presenters to support their ongoing professional development. (Appendix 5)



# GOOD PRACTICE CASE STUDY

## RESOURCES

A PEF is required to organise and facilitate each study day. PEFs come from a wide variety of professional backgrounds and are employed through each Trust whilst being funded by NHS Northwest. The function of the role is to ensure high quality learning for students. PEFs work across both NHS and non-NHS areas to ensure there is equitable access to support, regardless of where students are placed. PEFs facilitate these study days as part of their normal day jobs and as such there are no additional overheads. As rooms are booked in-house this does not incur any cost, however support from service managers is vital to enable staff release from their practice responsibilities.

## KEY CHALLENGES

- There have been very few challenges in setting up this programme, however it is worth noting that working with four Higher Education Institutes (HEIs) and ensuring students have the necessary information regarding dates and so forth, requires ongoing dialogue.
- Developing a programme that includes dates and times suitable for busy practitioners, but that also coincides with students' placement experiences from all professional programmes. Therefore, there is no point running study days if no students are on placement.
- Staff being supported and given time to present
- Ensuring content is up-to-date, evidence-based and provides subjects that the students want
- Involving service users in delivery can potentially be challenging, particularly if they have a disability, as consideration needs to be given to their needs. For example in terms of access.
- Group sizes, particularly big groups, can be challenging when organising group work
- Supporting the facilitators in delivering their sessions - different staff have various levels of teaching expertise and not all facilitators are used to teaching big groups

## KEY LEARNING

- It is necessary to keep abreast of the right contacts for all the professional groups both in Trust and HEIs
- Bringing students together to work on problem-solving situations helps to breakdown professional boundaries and barriers. Discouraging students from wearing uniform can also help with this, and the study day enhances students' confidence and competence in relation to clinical decision making. This has been evidenced by results from the student evaluations.

## SUSTAINABILITY

The multi-professional workshops have become well established and have been shared in various Trust groups /meetings. Students are now approaching PEFs and asking about the programme for the subsequent years, which highlights the popularity of these days.

On occasion registered professionals have also accessed the days as it has helped to meet their training needs.

## NEXT STEPS

- A process of peer review is to be built in between PEFs in order to ensure quality and consistency of delivery
- More collaboration across PEF network to encourage more students to attend from different Trusts
- A greater representation and buy-in from Allied Health Professionals (AHPs) and medical deaneries as this will strengthen the inter-professional aspect of the study days

## SUPPORTING MATERIAL

The following resources are available as an appendix to this case study:

- **Appendix 1** – [SLAIP Standards](#)
- **Appendix 2** – Student day agenda (example)
- **Appendix 3** – Evaluation tool

## CONTACT FOR FURTHER INFORMATION

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