

Rapid Action Placement Oversight Group

Friday 19th March 2021, 13.30 – 15.30

Virtual meeting via MS Teams

Meeting Note

Agenda Item	Discussion
1.	Welcome, introductions and apologies
2.	<p>Review of action notes 02.20.21 and matters arising (Paper 1)</p> <p>The note was accepted as an accurate record of the meeting.</p> <p>Action log was reviewed, and updates as follows:</p> <p>Action 2.1 – student vaccinations</p> <ul style="list-style-type: none"> • There are ongoing issues with student access to the second dose of the vaccine across Scotland. Key issue seems to be that the vaccine booking system does not recognise students who have been out with a health board area. There are still communication issues as some students are contacting the wrong people within health boards • NHS Grampian via their Interprofessional Education Recovery Group have established a process to ensure smoother access to the vaccine for healthcare students. The process will apply to healthcare students whether they are back at HEI, on placement or back home living in the Grampian area. This process will be communicated to HEIs. <p>Actions: KW to take this to the Immunisation Co-ordinators to see if a pan-Scotland approach can be reached SC to share NHS Grampian student vaccination process with this group</p>
3,	<p>Update on delayed graduation</p> <ul style="list-style-type: none"> • Following a call out to all Nursing, Midwifery and AHP providers around an extended academic year, the data from the responses received indicates that 516 students would be delayed, however not all are COVID related • Regarding the students affected, it is across a variety of programme and a number of specific examples at specific HEIs • Delay time between a few weeks to max 3 months • In nursing a variety of different experiences for different groups, adult more widely affected as this is the biggest group • Overall picture is no one professional group have cause for extending the academic year beyond the summer and looking at a very different picture from dentistry • The data represents all students - Scottish, International/EU and RUK
4.	<p>Strategic Oversight Group 3 Year Plan</p> <ul style="list-style-type: none"> • The delayed graduation picture is better than was anticipated earlier in the year but recognise that the work is not done as there will be a knock-on effect for other

	<p>academic years. Need to ensure focus while still on final year students who only have couple of months left but not lose any placements and ensure they can complete on time, while thinking about future years.</p> <ul style="list-style-type: none"> • Need to start to think about what support people might need to get into the workforce and there are actions in the plan to address this. Start considering non-final year students who may not have the number of placements hours that they would ordinarily have at this point in any other year and ensure plans are in place to support them. • The plan includes some issues raised at the student roundtable discussion held in February 2021 • Aware there is a request for rapid piece of work for midwifery students around intrapartum placements as there is concern as to whether there is a birth quota to support birth placements ongoing. It was agreed to keep in the Midwifery Workforce and Education Review Implementation with COVID specific midwifery issues coming to RAPOG • Still issues around reimbursement for students on placements which are from outwith Scotland. It was noted that the responsibility lies with the funder of the students in which the country that they come from as they provide the student support package and this has been highlighted by CNOD to other countries.
<p>5.</p>	<p>Student Nursing roundtable meeting 15.02.21 (Paper 3)</p> <ul style="list-style-type: none"> • The new CNO Amanda Croft hosted roundtable meeting with a focus on what students were experiencing. There is a set of key actions some of which are for RAPOG. • Communications is a key theme – students are being communicated with from lots of different directions. It was felt that HEIs would be best placed to communicate with students and useful for RAPOG to be a conduit to ensure the right information is available and will look to be more co-ordinated in that regard • Produce information to clarify expectations of students whilst on placement including supervision – this is about supernumerary status as some students feeling that they were being used as an extra pair of hands or as a HCSW. Recognise there is NMC guidance so do not wish to produce further guidance but may be helpful to produce a series of vignettes. Work has not started as yet on the vignettes however this issue has been discussed with PEF/CHEFs who are reinforcing the messages with placements areas and examples of good practice have been shared from HEIs <p>Action: KD to progress work on supernumerary vignettes with practice education team</p> <ul style="list-style-type: none"> • Query raised around ongoing communication challenges relating to new practice assessor/supervisor role and upskilling. There is still a lot of discussion around mentors. Good opportunity at the moment for communications due to the launch of the practice assessor/supervisors e-resource. Need to look at a variety of communication routes with wide reach and suggested that a social media campaign may be helpful. Will raise at the next meeting of Future Nurse and Midwife Programme Board. Noted that a Twitter campaign was being investigated for the practice learning experience and sharing vignettes so good link this all together. <p>Action: KD/IMcD to explore potential communication options with practice education team and stakeholders' partners</p>
<p>6.</p>	<p>Updates</p>
<p>6.1</p>	<p>Scottish Government</p>

- Funding bids from NES in respect of PEF/CHEF/PEL network for a two year period and from Council of Deans to employ staff over 18-month period to support practice simulation have both been approved. This news was welcomed by all and will assist in supporting placement catch up more collegiately and provide sustainability in terms of placement capacity for the future.
- The funding received in respect of paramedic PELs, which is permanent will go to the health boards to employ these individuals and this has been included in the NMAHP five-year SLAs with health boards
- The funding for the addition to the PEL network, which is limited to 2 years, will see NES employ the additional PELs which is a different model and will allow for employment of uniprofessional staff and will assist in ensuring that smaller professions receive support required.

6.2 Council of Deans

- Can the national co-ordination of an electronic PAD be brought back to the forefront of the agenda? The delay has been that the NES digital team have been engaged with the work in relation to vaccinations so have been unable to pick up the required discovery work NES currently linking with a digital Business Analyst to work through the business case which the e-PAD feeds into and will provide an update to the group when the time is clearer.

Action: IMcD to update RAPOG and NSGPL on timeline for the work on e-PAD

- Child health placement problems are a significant issue and the situation is worsening with potential impact on targets for the next intake. This is due to reconfiguration of services and COVID. Students have spent a significant amount of time in adult and community placements as opposed to acute placements due to shortages. Query raised as to whether the situation has been aggravated by inability to access schools as placement. This would be a small percentage, but the loss of any placement opportunities has an impact.
- Need to keep an eye on this as it could have impact on child health students in Scotland. Suggested pulling the providers together and having a scoping session. It will need to be considered during the intake target setting discussions for next year as well.

Action: NES to hold scoping session with HEI providers for child health programmes

6.3 College Development Network (Paper 4)

- Noted that the vast majority of students are applying for year one at University as they do not have the placement experience so unable to articulate to year two
- The numbers articulating to year two are mostly the endorsed route, so students who are also in employment in NHSScotland health boards
- Concern is that students will be competing with school pupils with Highers and whether they will be offered and accept places at Universities. Suggested that it might be worth looking at this as an admission and widening access issue and discuss with relevant HEI teams as part of COVID recovery strategies. Colleges and HEIs have quite good relationships although not the case across the whole of Scotland and some colleges would have preferred a national approach. CDN could make NES aware of any areas where there are challenges and NES will see what support can be provided.
- There is no doubt that there will be competing demand for HEI places this year and the key will be contextualised admissions to move this forward. Would be helpful for Council of Deands Health Scotland to be made aware of any issues? Sometimes

Deans of School are not aware, and the same admissions criteria is applied and there could be flexibility introduced.

- Some Colleges provided data around the SWAP programmes and the numbers from those, but these are not reflected from every college and have gaps in the information. College have been prompted and the data will continue to be updated

Action: AK to provided updated data to next meeting, and let any HEI Deans know of particular problem areas.

- Clarity sought around the duration of the death in service indemnity insurance scheme. Noted that this is for the COVID period and will be up to ministers to advise when this comes to an end. Colleges will at that point then be required to look at insurance provision required for the future

6.4

Strategic Group for Practice Learning (SGPL) (Paper 5)

- Placement challenges remain with local solutions being implemented and HEI and practice partners working as hard as they can on securing and maintaining placements
- Care home placements are reduced from pre- COVID-19 numbers due to care homes own policy, not wishing to take students who have just been on placement in another environment
- Securing community, learning disability and child placements still an ongoing challenge
- HEIs and health boards working together to support students, some examples from across the country received and anonymised examples are on the RAPOG website
- SLWG has been established to scope current good practice in relation to the seamless employment of students and to identify ways in which this could be strengthened

6.4.1 Practice learning experiences for Learning Disability Nursing students (SBAR)

- Consideration of the SBAR provided and the request for support around the ten recommendations highlighted
- The National Capacity and Capability Working Group were aware of the issues in learning disability and would suggest that a representative join this group

Action: IMcD and IcG to discuss representation on Capacity and Capability Group

- Need to be aware of the wider picture in terms of placements across fields of practice so that there are no knock-on effects. There needs to be parity of access for all professions. Aware that child health, learning disabilities and paramedic placements are all challenging, and the national group is best placed to take on the work around placements
- Acknowledge that there are a number of third sector organisations who are employing learning disability nurses so wider than just the territory health boards. There is currently work going on with special health boards to open up placement capacity and the national group are looking at all practice placement opportunities across providers.

6.5

AHP Practice Based Learning Stakeholder Strategic Group/AHP Recovery Group

- Marc Beswick has developed guidance about using Near Me for both practitioners and students, which was based on NHS Grampian document. Marc is progressing interprofessional document which is hoped will be adopted. Noted this was

	<p>discussed at NSGPL and members happy with his approach. A written report is also being issued to SEND. This report can also be made available to RAPOG.</p> <p>Action: KW to make report from Marc Beswick available to RAPOG</p> <ul style="list-style-type: none"> • Noted that health boards currently have waiting lists in place for students trying to obtain equipment to support practice placements. This is due to time lag between funding approved, received and ability to purchase equipment. • There have been a number of health boards asking for clarity around the priority allocation, which in the first instance is for AHP student placements. However, those resources ultimately will become NMAHP resources available to support practice education across the piece. It would be helpful if this rationale could be added to the NES FAQs <p>Action: KD to update the NES FAQs</p> <ul style="list-style-type: none"> • Issue arose in light of the new whistleblowing guidance and awareness that the existing raising concerns in practice guidance for nursing students could be adapted to cover all NMAHP students. There is a SLWG as part of the NSGPL that is working on this at present as it needs to be implemented by 01.04.21. This can be adapted to make wider and discussions already taken place to move this forward.
<p>7.</p>	<p>Date of next meeting</p> <p>Friday 23rd April 2021, 10.00 – 12.00 via MS Teams.</p>