

**Rapid Action Placement Oversight Group**

**Thursday 19 November 2020, 10.00 – 12.00**

**Shortened Meeting Note**

Agenda Item	Discussion
1.	<b>Welcome, introductions and apologies</b>
2.	<p><b>Review of action notes 27.10.20 and matters arising</b></p> <p>The note was accepted as an accurate record of the meeting.</p> <p>Action 4.1: National Digital Implementation Group met and discussed the range of concerns raised by this group and concluded that there are three themes – digital identity (access), devices and licensing.</p> <p>Digital identity – large piece of work underway with the ambition of making the access requirement through passwords to any system linked to the individual from student right throughout their career. The work will start with AHP which has the most complex issues. Due to the large-scale complexity of the task, the timeline on this is nine months. They are aware that this doesn't solve the immediate problems, particularly for final year students, where challenges relating to placements and use of IT solutions will remain and could impact on students completing and qualifying.</p> <p>Devices – the National Digital Implementation Group were of the view that this is not an IT fix, but decisions need to be made around which devices are required and who pays for these – it is health board or HEI or can students use their own devices.</p> <p>Licensing – there are ongoing discussions with Scottish Government around digital transformation agenda with the realisation that number of licenses projected was underestimated and that students need to be included. Where the education programmes have been commissioned there may be a logical route back to Scottish Government. AHPs do not fall into that category (with exception of paramedic students) so may require discussion with Scottish Funding Council around the fees HEIs charge including the additional costs for student licenses. Need clarification on the license cost per student. A sub-group to be established with NES and SG digital colleagues to work through options and solutions.</p> <p><b>Action:</b> NES and Scottish Government to liaise on representatives for the subgroup</p> <p>The next meeting of the National Digital Implementation Group is 17.12.20 and the chair has requested that the group provide information for national protocol/guidance to alleviate variation across health boards and also examples of good learning experiences that students have had e.g. via NearMe or supervisions through MS Teams. It was suggested that good practice examples should be provided to all health boards in an attempt to start the roll out of more innovative digital placement opportunities. NES confirmed that there are national guiding principles developed through Strategic Group for Practice Learning - <a href="https://www.nes.scot.nhs.uk/media/i0njv2ns/vitual-placement-guidance.pdf">https://www.nes.scot.nhs.uk/media/i0njv2ns/vitual-placement-guidance.pdf</a></p> <p>Action 4.3 ongoing discussions around household bubbles guidance, given new restrictions announced and the ever-changing landscape. A further iteration of guidance in the SG Education Team is underway.</p>

	<p>Action 4.5 COVID-19 risk assessment guidance applies to those under 20. here is no other specific guidance for under 18s.</p>
<p><b>3.</b></p> <p><b>3.1</b></p>	<p><b>Updates</b></p> <p><b>Council of Deans</b></p> <ul style="list-style-type: none"> <li>• Progressing activity around future workforce, both clinical and academic and recognise challenges in obtaining additional academic support due to COVID-19.</li> <li>• Pushing for more information from professional bodies and dialogue is ongoing.</li> <li>• The key challenge is timescales which are getting progressively harder to manage. There is a definite west/east divide in terms of challenges for placements with west causing more concern</li> <li>• HEIs are looking creatively at how to formulate placements and will from 30.11.20 be testing all students with nursing and AHP students involved in the testing process to try and gather hours towards placements and thereby reduce the need to stack placement hours at a later date</li> <li>• The digital issues are a huge problem and the timelines of nine months for a solution do not help the current situation. Still ongoing issues with car sharing. Update from SG that SAAS are working on this – guidance coming soon.</li> <li>• Looking at simulation and digital placements and can do some, but not for all professions. This is incredibly resource intensive. Practical sessions have to be run multiple times to accommodate social distancing restrictions. HEIs don't have the physical space or the staff capacity to undertake simulation and virtual placements.</li> <li>• Looking for support to allow some placements in HEIs – this has capacity and costs implications. Staff are already over stretched and this brings additional work in terms of placement management.</li> <li>• The capacity issues also extend to practice partners and to AHP in particular as the PEL infrastructure is thin on the group with only 11 WTE PELs across Scotland who are already stretched as placements is just one aspect of their work</li> <li>• There are issues around moving between tiers, particularly from rural health boards</li> <li>• Concerns around testing for students on placement and the availability of tests prior to Christmas and the arrangements on return in the new year. Students on placement are anxious and feeling left out as students on campus will be tested however those in placement will not necessarily have access to asymptomatic testing</li> <li>• There are real concerns around student morale which has taken a dip over the last couple of months. This is also been seen through ministerial correspondence. Acknowledgement that even if communication flow is enhanced, guidance produced and capacity addressed, these practical fixes may not necessarily address the student morale</li> <li>• Some HEIs have re-shaped programmes to make semester one theory focussed and avoid need for placements. Now looking at moving aspects from semester two to three but this means additional teaching and potentially students not completing at the end of their academic year</li> <li>• Next piece of work will be to examine and quantify what is the realistic expectation of students who are not going to graduate and therefore not come into the pipeline for employment</li> </ul> <p>Questions submitted were discussed and addressed as follows:</p> <p>Q1. What is the position on students from all professions working in red areas within the hospital?</p>

- Nursing and midwifery supernumerary student have been on placement over the last six weeks in red areas. The only reason student would not be on placement in red areas is if their COVID-19 risk assessment score indicates they should not
- Students are future health professionals and should be treated the same as other health professionals. They should be going on placements in red areas providing they have appropriate PPE and are adequately supervised

Q2 What is position on the face fit testing of students?

- Face fit testing for students is being undertaken by health boards in the designated areas. NES will have a look at this in more detail and see if specific guidance is required.

Q3. Student testing prior to Christmas and on return in the new year

- Testing is entirely voluntary for students and therefore HEIs cannot control this as it is co-ordinated by UK government
- Management of self-testing is about students who are available to come to the HEI campus. Therefore, any student out on placement and not in the locality of the HEI is not being required to come back to be tested.
- There is an inequality around availability of tests for students on placements and access to local asymptomatic testing centres
- There are inconsistencies in the information available and therefore concerns still remain about testing for students on placement. Further work is needed.
- There are also concerns around testing of students on return in the new year as most HEIs will have students on placement in January 2021. If testing cannot be undertaken there may be delays to the start of placements and that results in loss of hours.

**Action:** NES to work with colleagues in testing and education division of Scottish Government to resolve these issues as a matter of priority

Q4. With strict travel restrictions coming into place what is position on students travelling to NHS sites for practice-based learning opportunities?

- Travelling restrictions between tiers does not apply to health professionals and students on placements are classified as key workers the same as staff.
- Feedback through practice education networks has indicated that some practice assessor/supervisors/educators are refusing to take students coming from a different tier or have concerns about this.

The questions posed will be included in FAQs to be developed by NES to provide guidance.

**Action:** NES to develop FAQs to support communication activity

### 3.2

#### **College Development Network (Paper 2)**

- CDN delighted that students on the HNC CAP and Health and Care Practice have been included in the insurance indemnity scheme. Question was raised as to whether the scheme would also cover students on the HNC Social Services, who may be on placements in care homes Scottish Government confirmed that this scheme does not extend to those students.
- Many of the issues that HEIs are grappling with are similar for the college sector.

<p>3.3</p> <p>3.4</p>	<ul style="list-style-type: none"> <li>• There are still outstanding concerns around students going between multiple placements and those with part time job in sectors such as retail and hospitality. Clear consistent national guidance and communications would be helpful.</li> </ul> <p><b>Strategic Oversight Group</b></p> <ul style="list-style-type: none"> <li>• Many of the points raised at the meeting have already been raised with the Strategic Oversight Group. It is about trying to move forward on deadlines and actions but await further information. There is another meeting of the group before the end of November 2020.</li> </ul> <p><b>AHP Practice Based Learning Stakeholder Strategic Group</b></p> <p>The group have not met since the last RAPOG meeting.</p> <p><b>AHP Recovery Group</b></p> <ul style="list-style-type: none"> <li>• Two PEEP workshops have been delivered by the University of East Anglia with lecturers from 10 programmes and 24 participants in total. The evaluation was positive with HEIs seeing the applicability to programmes. This could be a key intervention to reduce the placement deficit.</li> <li>• Need resource within the HEI for the delivery and for practice educators to be trained. Funding will be required to support roll out. Funding requests should be submitted via the Strategic Oversight Group. NES to continue working up business case.</li> <li>• The business case may also be helpful in discussions with some of the professional bodies around the effectiveness of simulation. PEEP can be used for simulation and virtual placements as it offers flexibility in its use. NES really keen to involve practice educators in case study aspects of the delivery</li> </ul> <p><b>Action:</b> NES to work on business case PEEP funding.</p> <ul style="list-style-type: none"> <li>• Seeking clarity on any support available for students requiring to use their own vehicle for placements (due to car sharing guidance) and the additional costs incurred for business use in respect of car insurance. Is there something similar to the HEE model that can be accessed?</li> <li>• Scottish Government have had discussions with SAAS around the need to pay appropriate expenses to HEIs for students on placement in relation to accommodation, travel and insurance and further detail will be made available shortly. Once this information is confirmed it will be included in the FAQs.</li> </ul> <p><b>Action:</b> Scottish Government to provide clarity on placement expenses following discussions with SAAS</p> <p><b>Scottish Collaboration of Paramedic Education (SCoPE)</b></p> <ul style="list-style-type: none"> <li>• Real concerns around placements with some resistance from senior colleagues in some health boards who are blocking paramedic student placements due to the pressure on placements. Discussions are taking place as written commitments have been given by health boards to facilitate practice placements.</li> <li>• The first-year placement opportunities for paramedic students are likely to be predominantly in care homes and PELs /HEIs have received offers from care homes who have not been involved in placements previously. This has the potential to unlock placement capacity for other students. However, there are issues with the cost associated with the provision of PPE and some care homes considering not offering placements due to the cost.</li> </ul>
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<p>3.5</p>	<p>Scottish Government advised that DL(2020)/31 Clinical Placement for Healthcare Students in 2020/21 was issued on 18.11.20. This outlines the priority for final year students in placement provision.</p> <p><b>Strategic Group for Practice Learning (Paper 3)</b></p> <p>A few points for discussion and clarity from the report submitted:</p> <ul style="list-style-type: none"> <li>• Some care homes are requesting that students do not work in other healthcare environments while they are on placement with them. Scottish Care have been contacted and made aware of the issue and are raising with members</li> <li>• There are varied approaches across the country as to whether students are enabled to car share with practitioners or use their own vehicle. For those students who are using their own vehicles SAAS are not always consistent in reimbursing students for fuel costs or the possible added cost of business insurance. Clear guidance and a consistent approach are requested from SAAS, NHS Boards and HEIs</li> <li>• There are some concerns about inequality of student placements linked to those who have second jobs and those who have their own vehicle. However, recognise that we need to make use of all available placement opportunities. It may be that students are asked upfront if they have a second job and if they have a car and allocated to placements accordingly</li> <li>• Lack of decision making in relation to indemnity is reducing placement capacity potential within schools and third sector areas which often provided practice learning experiences for child, learning disabilities and mental health nursing. Scottish Government advised that the indemnity insurance scheme is extremely legally complex. The Cabinet Secretary was clear that health students on placements required for their degree are covered. Local authorities are covering schools by their indemnity insurance, so it depends on where the placement is which coverage applies. There was plea for the HNC OT Support to be included in the insurance indemnity scheme.</li> <li>• Discussion at Practice Education Leads Forum around the number of students requiring to self-isolate and whether those self-isolating that are well and not COVID positive, could continue their placement virtually. Potential to have practice facing work to undertake that is generated from the supervisor/assessor so that when students physically go back to a placement the two weeks of self-isolation are still counted. Some HEIs have regulations that if students are off for two weeks self-isolating their placements are negated. HEIs are looking at local policies to see if changes can be made. Scottish Government would encourage HEIs to review policies to ensure all practice hours worked can be counted and disaggregated from the achievement of practice outcomes.</li> <li>• Issues have been raised around cancellation of placements as students cannot obtain accommodation in the locality due to B&amp;Bs not accepting people from a different tier under the stipulations of their insurance. Flats that have been used by students previously cannot accommodate as many people due to social distancing. Accommodation within hospitals is often prioritised for other healthcare workers. SAAS provides funding for appropriate accommodate costs, it is not based on a specific type of accommodate but is applicable to what is available.</li> </ul>
<p>4.</p>	<p><b>Future focus and contingency planning</b></p> <p>Key areas discussed that RAPOG should look to take forward:</p> <ul style="list-style-type: none"> <li>• Development of FAQs</li> <li>• IT access issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Student testing</li> <li>• Communication flow and messaging</li> </ul>
5.	<p><b>RAG/Risk Assessment</b></p> <ul style="list-style-type: none"> <li>• The Strategic Oversight Group asked NES to contact HEIs and obtain data on gaps in placements and a RAG status has been produced to illustrate the national picture. Within nursing and midwifery there are a quite a few reds although this is starker for AHP. It is recognised that as many AHP services are not running in the usual way that this will have an impact on the availability of practice placements. The data will be used internally in NES and shared with the Strategic Oversight Group only.</li> <li>• Council of Deans confirmed that further discussions will be held with the Strategic Oversight Group around the timeframe for re-collection of placement data and the data in respect of students delayed in completing programmes</li> </ul>
6.	<p><b>Communication Plan (Paper 4)</b></p> <ul style="list-style-type: none"> <li>• Recognise the depth of discussion around student morale and feedback and need to address communication flow and consistency of messaging</li> <li>• Discussion required within CNO around national messaging valuing staff and students aligned to earlier communications in the first wave of COVID-19</li> <li>• Consideration of how the group addresses concerns around public perception of students and the confidence of patients in allowing students on placement to be involved in their treatment</li> <li>• Student communications may have more impact if messages developed in partnership but fed through from influencers and trusted partners. Open dialogue with RCN and RCM</li> <li>• Add Scotland Social Work Education Partnership to professional organisations in the communication plan.</li> </ul> <p><b>Action:</b> NES to update communication plan Scottish Government colleagues to discuss national messaging within CNO</p>
7.	<p><b>AOCB</b></p> <p>Queries raised by AHP Academic Heads around placement expenses:</p> <ul style="list-style-type: none"> <li>• Masters pre-registration students are finding it challenging particularly when between tiers as they are paying for accommodation in two sites (host city and placement location) and struggling with the costs</li> <li>• Consideration for orthoptics, prosthetics, orthotics who have placements out with Scotland and cannot claim back expenses</li> <li>• Scottish Government confirmed in discussions with SAAS and will revert with information once decisions confirmed.</li> </ul> <p><b>Action:</b> Scottish Government to confirm decisions on accommodation costs for students on placement out with Scotland</p>
8.	<p><b>Future Meetings</b></p> <p>Monday 7 December 2020, 1.00 to 3.00pm Wednesday 13<sup>th</sup> January 2021 – 11.15-13.00pm</p>

