

Direct Placement Allocation

Introduction

The universities work in partnership with NHS organisations to provide placements for a range of learners. These experiences are essential for the successful completion of the learners programme and for ensuring that the care settings have qualified practitioners that can meet the health and care needs of our populations. Health Education England (2017) and the local stakeholders recognise the contribution learners make to safe, effective patient care and how placement planning needs to be more effective. Learners need practice learning experiences that meet their programme needs. It is important that we work together effectively so that this complex process is simple, clear and efficient.

The strategic approach for all nursing programme placements will be by all partners adopting a direct placement allocation model. This means that each learning environment will have a static agreed maximum capacity which continues year on year and this will only be reviewed when environments or circumstances change significantly and from the lead of the local lead practitioner.

It is anticipated that this will;

- 1) Enhance the student experience
- 2) Enable practice to predict the number of students in practice
- 3) Better support learners and practice staff
- 4) Minimise administrative burden on the;
 - local placement areas
 - corporate team who can reinvest this time in supporting areas more directly
 - university staff

Underlying principles considered when allocating students

- **Any placement is able to support any stage of student**

The audit will identify the type and stage of learner that the placement environment provides the optimum learning opportunity for and the scope of other learners that can meet their learning outcomes within the area. There will only be exceptional cases, where an area cannot meet the support needs of a specific students group. This will need to be agreed with the Divisional Education Leads, Learning Environment Leads in conjunction with the Programme Placement Leads.

- **Students should be allocated to the full range of allocated placement slots**

The full range of allocations identified by the placement provider will be used by the Universities. This will be monitored by LELs and any issues reviewed and resolved with the programme teams.

- **Any local challenges to delivering the identified placement allocation slots must be resolved within the host organisation.**

Should any areas identify any challenges to delivering their identified allocation they need to resolve these internally using the agreed process using the Trust flowchart (Appendix A). Any information relating to changes cannot be actioned by the Universities without the confirmation of the Learning Environment Lead (LEL) or their deputy. The university cannot change the identified allocation without the agreement of the LEL. The LELs will ensure that the University is aware of their nominated deputies.

- **Time scales**

All partners have agreed that students and placements should have a confirmed allocation 6 weeks before the start of the placement. It should only be in exceptional situations where placements need to be changed or the student requires a short notice placement. Where student or placement situations warrant this partners will be informed using the agreed mechanisms. It has been agreed that all parties will respond within 3 working days and that placement areas can normally expect at least a weeks' notice of the start of the placement for exceptional allocations.

- **Student practice placement choice**

The programme aims to give all students a balanced placement pattern that meets professional body requirements for all students. Due to the complexity of securing appropriate experiences there is no flexibility for student or partner choice.

- **Contingency**

In order to allow some room for unexpected situations some providers have built in a contingency of surplus placements which form the basis for the identified allocation. This will explicitly identified to the Universities and they will be advised how to manage this. It is anticipated that this may be in the form of an identified overall maximum number of slots.

- **We will work towards fixed allocation numbers that have a sound rationale and are transparent**

- **Annual Allocation review**

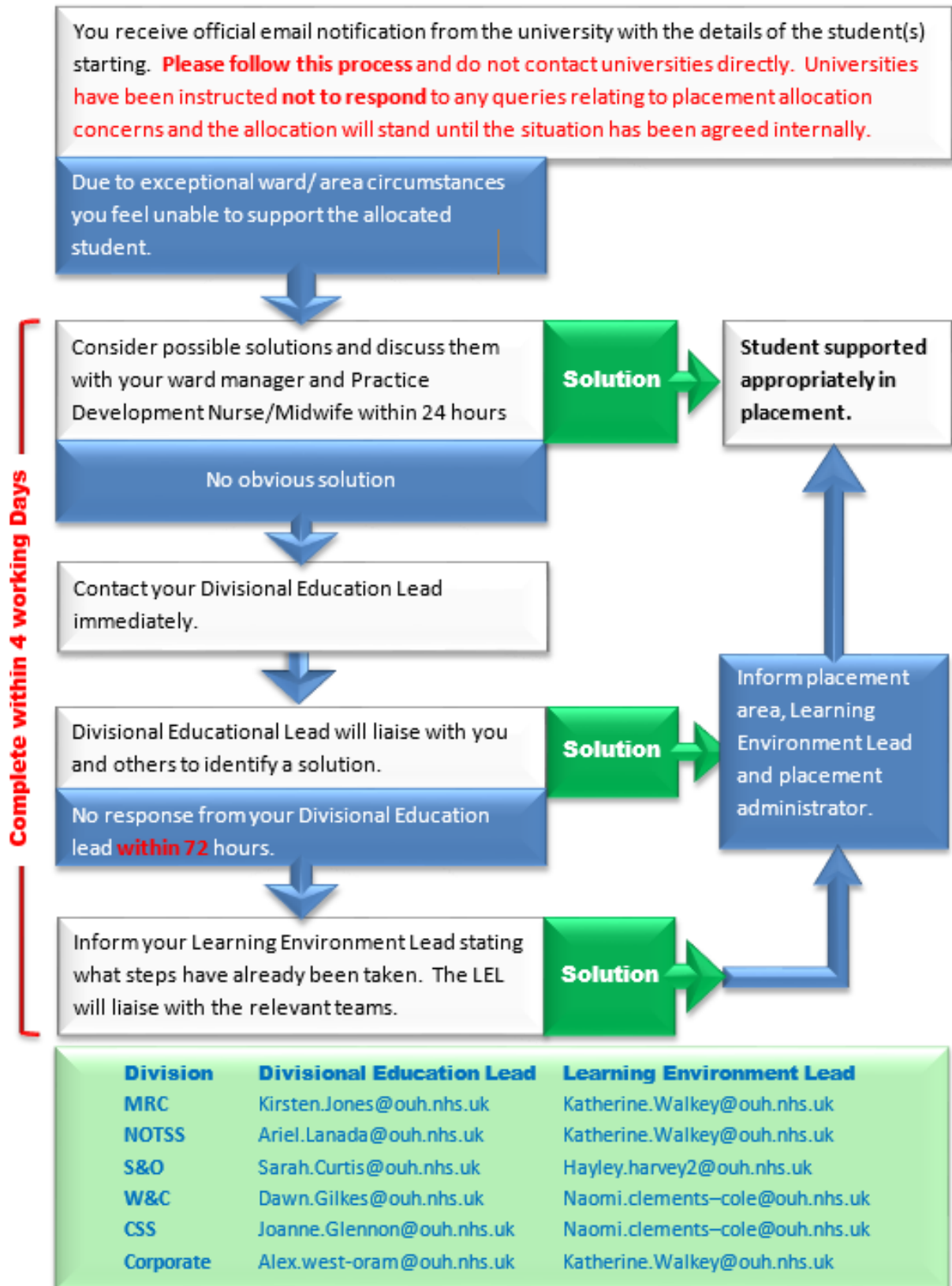
It is recognised that the placement environments are evolving and service needs to be fast to respond to patient need and service developments. However, the agreed identified slots will be reviewed strategically on an annual basis in May. There will identified points throughout the year where placements information will be communicated between partners. This will be at least biannually.

- **Managing multiple programme requirements**

There will be a strategic and agreed approach to managing interfaces between programme requirements. Prioritisation for places will be based on the professional body requirements alone. Trusts will clearly identify the numbers of slots and the student cohorts that need to be considered. Universities will work with Trusts to provide placement plans so that the needs of all programmes can be planned. Placement providers will inform each University of their individual allocation.

Appendix A

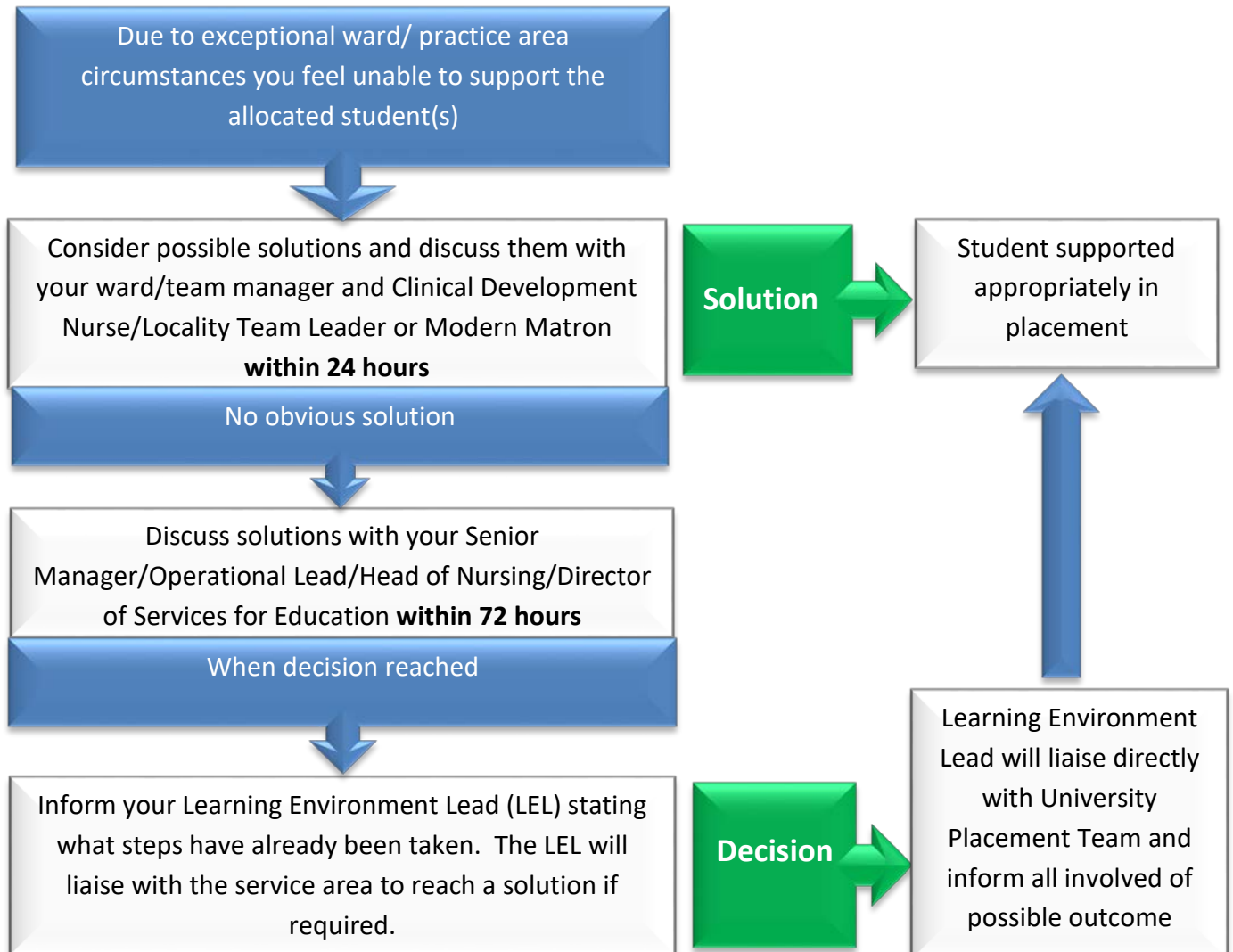
What to do if you are concerned about a student allocation notification



Placement Allocation: Raising concern about capacity

What to do if you are concerned about a student placement allocation notification

You receive official email notification from the university with the details of the student(s) starting. **Please follow this process and do not contact universities directly as they have been instructed not respond to any emails relating to capacity concerns. The allocation will stand until the situation has been agreed internally.**



Practice Areas /Services

Mental Health (Bucks)

Mental Health (Oxon, Wilts and Avon & BaNES)

LD (Wilts)

Adult/Child (Oxon) & LD (Herts)

AHPs & Paramedics

Learning Environment Lead Contact

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Victoria.Drew@oxfordhealth.nhs.uk

References

Health Education England 2017 RePAIR (Reducing Pre-registration Attrition and Improving Retention) Case Study Sites Newsletter 2 available from
http://www.ewin.nhs.uk/sites/default/files/RePAIR%20newsletter%20%20June%202017_0.pdf
Accessed on 6/6/18

Health Education England 2017 RePAIR (Reducing Pre-registration Attrition and Improving Retention) Case Study Sites Newsletter 3 available from
<http://www.ewin.nhs.uk/sites/default/files/RePAIR%20newsletter%203%20September%202017.pdf>
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