

# Reducing Pre-registration Attrition and Improving Retention – RePAIR



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- **Alison Ramsdale** – covers **North-East and North Cumbria**. Alison is a physiotherapist, working as a Senior Lecturer at Teesside University.
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- **Claire Revitt** - covers **South Yorkshire & Bassetlaw**. Claire is a clinical specialist occupational therapist and until recently was clinical lead of the Sheffield Rehabilitation Stroke Unit (SPARC). Claire is currently on secondment as Retention Lead for SYB ICS.

# The RePAIR Project

The RePAIR (Reducing Pre-registration Attrition and Improving Retention) project aims to provide an in-depth understanding of the factors impacting on healthcare student attrition and the retention of the newly qualified workforce in the early stages of their careers.

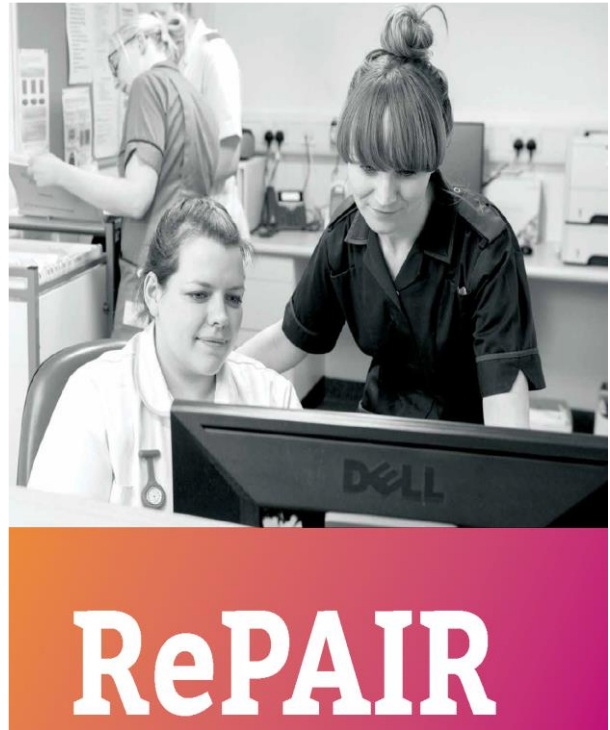
RePAIR explores effective interventions to improve retention across the student journey – from pre-enrolment to two-years post-qualification.



- RePAIR Executive Summary
- RePAIR Report
- RePAIR Toolkit
- Impact of COVID-19 on Students' Survey Key Findings



<https://www.hee.nhs.uk/our-work/reducing-pre-registration-attribution-improving-retention>



# The RePAIR Four Step Journey

## 1 Pre-enrolment

The period of pre-enrolment, including recruitment, selection and admission



2

## Duration of the course

The period the successful applicant is studying a programme, leading to registration in one of the professions in scope of RePAIR, this may be two, three or four years



3

## Flaky Bridge

The transition from being a final year student to taking up employment as a newly qualified practitioner. RePAIR refers to this period as the 'flaky bridge'



4

## Early clinical career

The first two years of a practitioner's early clinical career



# Purpose of the first RePAIR study

The **RePAIR** project was established to deliver an aspect of the Department of Health's HEE 2015 refreshed Mandate.

**6.19** *Unnecessary attrition from training programmes can result in significant cost and impact on the health and wellbeing of students. HEE's objective is to reduce avoidable attrition from training programmes by 50% by 2017.*

## **Scope:**

- Nursing
- Midwifery
- Therapeutic Radiography

# Key Findings



Financial pressures are a challenge, particularly the fear of getting into increasing amounts of debt.



## Student expectations

It is important that the sector does not overstate the learning experience and ensures all students are clear about the system's expectations, including supernumerary status

# Key Findings

## Year 2 Wobble

“ Workload was huge at the end of second year and we were on placement for most of it. I felt worn out like I needed a break. ”

“ Heavy workload and feeling I wasn't keeping up made me question if I could continue into the third year. ”

## Support from the HEIs for students while in clinical department

The level of support, provided by HEI staff, for students while in clinical placement ranges from consistent to non-existent

## Improved course planning and organisation – students' requests

### Allocation of clinical placements one year in advance

Greater awareness of the academic workload and clinical demands especially year 2



# Key Findings

## **The pressure in the clinical environment**

Students explained that they are very aware of the clinical service pressure and the impact it has on their clinical learning opportunities.

## **The mentor/supervisor-student relationship**

Students reported a very mixed experience and explained that the support offered by mentors is key to the success of their clinical learning outcomes.



# RePAIR Recommendations

1. Standardisation of indicators of attrition
2. Costs of interventions to improve retention
3. Financial pressures
4. Wrong career choice
5. Buddy Schemes
6. 'Year 2' students
7. Placement allocation and associated costs
8. National model of support for students in the clinical department
9. Students' role in the clinical department
10. Standardised approach to clinical assessment
11. Levels of student confidence
12. Preceptorship model as an aid to recruitment and retention"
13. Recruitment of newly qualified practitioners
14. Impact of culture of care and early career choices
15. Application of RePAIR to new models of pre-registration education and training

# Focus of work for 2020/21

- Longitudinal Impact Study – Nursing, Midwifery and AHPs
- 50k pre-registration nurse attrition project
- AHP RePAIR group – priority groups for 2021 – Paramedic students and ODP students



# Programme of work for 2020/21

**Pre-registration:** Our ambition is to further embed the cultural change approach to reducing pre-registration attrition and improving retention, to achieve a sustained reduction in pre-registration student attrition

- Year 2 students
- Clinical Training Capacity and Quality
- Share best practice

**Newly Qualified Practitioners:** Our ambition is to support final year students to take up employment in the NHS when they qualify.

- Early clinical career framework
- Job guarantee schemes for student who have had clinical placements in the trust
- Legacy programmes for experienced staff to support newly qualified staff

# What's happening now in North East & Yorkshire?

- **Analysis of the North East and Yorkshire pre-registration attrition rates**

Determine a baseline attrition rate and identify key areas requiring development

- **Analysis of pre-registration attrition rates for each North East and Yorkshire ICS**

Collaborating with HEI and Provider colleagues to identify key areas requiring development.

With key stakeholders, interrogate and explain contextual factors which may explain local baseline attrition rates.

Empower and facilitate key stakeholders to critically analyse the attrition data to identify practice development needs/opportunities

# What's happening now in North East & Yorkshire?

- **Case study sites – North East and North Cumbria and South Yorkshire & Bassetlaw**

Collaborating with key stakeholders, to implement and evaluate practice developments.

- **RePAIR Webinar series**

Sharing best practice

- **NE&Y Self-care Guide for Learners**
- **Impact of COVID19 survey #2** (national)
- **AHP Early Clinical Career Framework development** (national)

# RePAIR Webinar Series

Webinars to include:

- Impact of Covid Study – Regional Findings
- You Matter – The North East & Yorkshire Self Care Guide for Learners
- Training Placement Capacity and Quality
- Supporting Newly Qualified Staff
- Year 2 Student Support
- Student Belongingness
- Early Clinical Career Framework/Preceptorship
- NE&Y Case Study Overviews



**Sharing RePAIR and NE&Y regional examples of good practice across Nursing,  
Midwifery and the Allied Health Professions**

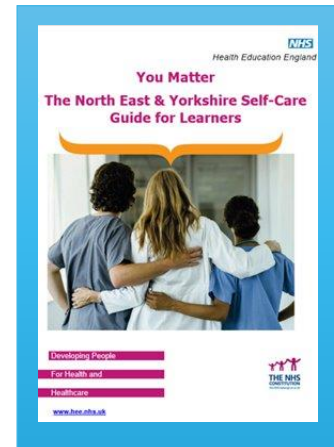
# Self-Care Guide for Learners

Student Nurse Self-care Handbook – Capital Nurse

Self-care Guide for Learners – SW RePAIR Fellows



Adapted for Learners in the  
North East and Yorkshire





# Impact of Covid Study - NE&Y Key Findings

- Students know how to raise concerns but up to 29% don't know if they would be supported to do so
- Students in an academic environment were anxious about catching up with their clinical skills
- Students in a clinical setting were anxious about catching up with their academic studies
- A large proportion of students in an academic environment didn't feel like students on a clinical programme
- Students are concerned about the impact of COVID on their career
- Students have considered leaving their programmes



# North-East and North Cumbria Case Study

## Year 2 students

Engaging with second-year student nurses within to:

- Explore their experiences of the support that they receive both from their HEI and whilst on placement from the trust
- Explore additional support needs and expectations
- Development of a **Best Practice Framework to support second year student nurses**

## Student Recruitment Process (Job Guarantee Scheme)

Working with the organisation to evaluate the impact of this development on:

- current students within the trust
- newly qualified staff who have come into post through the process
- existing staff in relation to potential impact of this on their attitude towards students and student supervision

# North-East and North Cumbria Case Study

## Guardian Support Scheme

Work with organisation to:

- Develop a guardian support scheme – buddying/guardian/professional friend initially for newly qualified nurses
- Utilise the expertise and experience of existing staff to ensure new graduates are appropriately supported (Separate in both identify and purpose to preceptor - not there to replace the preceptor who is in the clinical area to support profession specific development)
- Evaluation of its implementation.

## AHP Peer Support Network

Work with AHP Professional Lead and recently qualified AHP staff to:

- Explore the experiences of recently qualified (last 2 years) AHP staff
- Develop a peer support network for newly qualified AHPs
- Evaluation of its implementation
- Potential to expand to ICS wide

# South Yorkshire & Bassetlaw Case Study

## • Belonging

- Workshop completed with students to discuss their experience of **belongingness** both in the University setting and on clinical placement.
- Questionnaires circulated to capture the wider perception of **belonging** within University and clinical placement.
- Literature review of student sense of **belongingness**
- **Generationalism theory** supported by PhD clinician.



# South Yorkshire & Bassetlaw Case Study

## • Sharing Good Practice

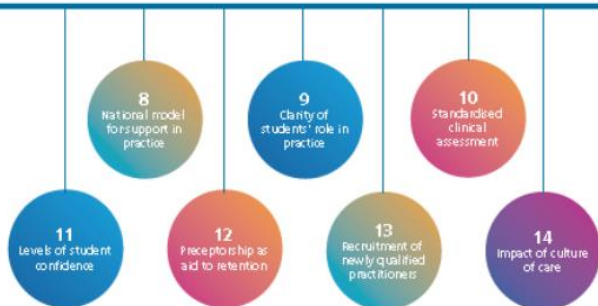
- Liaison with HEI's to determine and share disabling factors related to student **belongingness** and **high attrition** rates.
- Liaison with key stakeholders to identify predicted barriers to students **raising concerns** and consider how this can be rectified.
- Liaison with placement providers re **quality** of placement feedback .
- Dovetail good practice into a **preceptorship** programme for SYB.
- MSc OT Student to join the team in October





## RePAIR has enabled us to rekindle the discussion

We can all do better



Stakeholders (students, higher education institutions and healthcare providers) must ALL DO BETTER to increase their commitment to each other in order to improve retention and own the individual contribution they can make to reduce attrition.

**Any Questions?**

**Please get in touch:**

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