

REASON WHY?

T level learners are aged 16-18 years who are undertaking 315 hours of 'meaningful industry placements' on wards within the Trust in patient facing roles. Risk assessment and direct supervision from experienced nominated HCA is a vital part of this initiative. Additionally the prior training and preparation of the learners within college together with detailed induction and ongoing support provided by the PEF team. The project focuses on the process of induction and support for these learners.



To improve how T level learners feel about practice learning at SaTH within their first 8 weeks of placement by 1st April 2024

PLAN

Provide support and induction for T Level learners prior to and during initial weeks of placement learning in ward areas with the aim of ensuring:

- Patient safety
- Learner support and retention
- Learner education
- Staff engagement

Induction is a vital part of ensuring learners are well supported and assuring patient safety.

Liaison, planning and support from T Level placement co-ordinator to plan and deliver the induction day sessions.

Preparation of staff: particularly the HCAs who directly supported them

Students allocated into placements in pairs to provide peer support especially important at commencement of practice learning. Week one- 4 days consecutive placement days then weekly.

Support of Band 3 PEFs to achieve regular support visits

DO

Students were facilitated during a day long induction within the Education Centres on both sites. The days were classroom based, with a range of speakers.



Classroom based activities facilitated the learners' exploration of their thoughts and feelings about practice commencement and provided supportive information and advice on placement learning.

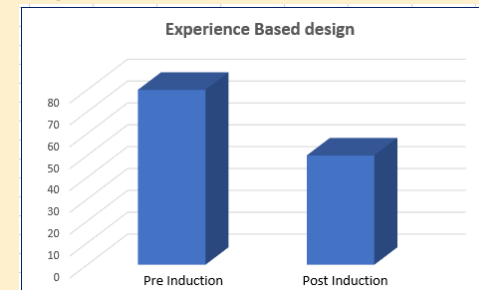


STUDY

An Experience based design (EBD) questionnaire was used to identify learner feelings at placement commencement. This demonstrated a mixture of feelings shared with a strong emphasis on "nervous/worried and scared" resulting in an 80% defect rate.



The EBD questionnaire was repeated following several weeks of placement and the defect rate improved significantly to 50%, demonstrating an increase in their positive feelings towards their placement learning



ACT

Plan for 2025 intake of T levels adopting a similar approach: ensuring the following support is provided:

- Learner induction
- Allocated in pairs
- Visits by PEF team
- Close working with T level coordinator
- Consecutive placement days a in first week; weekly afterwards
- Preparation of Staff to support

