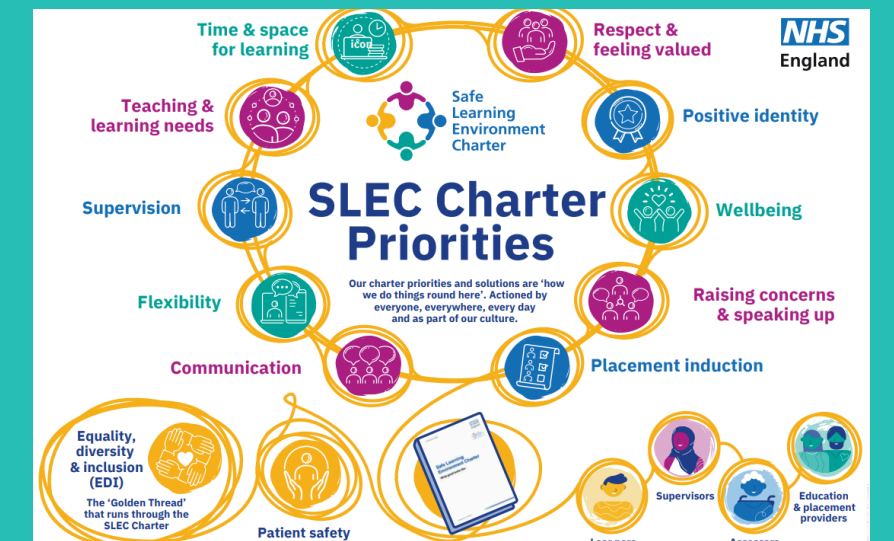


Co-production and Peer Delivery of Allied Health Student Induction at Great Ormond Street Hospital

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Background

Historically at Great Ormond Street (GOSH), student placement inductions happened locally in individual professions and specialities. Whilst there was an induction check list, there was no oversight of how this was delivered or the quality of information that was shared. To meet the requirements of the NHS England Quality Framework and the Safe Learning Environment Charter, a multi-staged project was completed to innovate and ensure that student placement inductions met the needs of policy, practice educators and learners.



Aim / Objectives

Aim:

To optimise student placement inductions at Great Ormond Street Hospital, ensuring quality assurance.

Objectives:

- Map policy, practice educator and student needs from induction
- Student (education leadership placement) design of induction according to needs identified.
- Student (education leadership placement) delivery of induction
- Evaluation of induction from a student and practice educator perspective.

Methods

Physiotherapy education leadership students ran this project over multiple placement blocks (total of 10 students involved).

The induction design methodology included critical analysis of policy, strategy and evidence base. This was then compared to practice educator feedback using survey data to collect information regarding ideal induction topics.

Education leadership students then ran the induction during placement for a 12 week period. Feedback on the induction was collected using anonymous digital end of placement surveys for students and group meetings for educators.

Induction Contents

3.5 hour Monday morning induction

- Tour: entrances, roof garden, eating areas, religious spaces.
- Library services
- Trust values
- Professionalism
- Consent in paediatrics
- Communicating with Children
- Information Governance
- Fire safety
- Raising Concerns
- Safer Learning Environment Charter
- Staff Networks
- Wellbeing signposting.
- ID / name badges collection
- IT access

Results

Educator feedback regarding the induction was positive with key themes of improved clinical time use, less need for onboarding troubleshooting, improved student awareness of professionalism expectations and paediatric specifics of consent and communication.

Sixteen students reported back on the updated induction with 100% indicating the information provided was useful.

“made me feel more comfortable in a new environment on my first day”

(seeing the prayer room)
“is a great part of the tour and allows all individuals to feel safe and recognised”

Conclusion

Co-produced and student delivered inductions are successful and inclusive. They demonstrate how student placements can be built into “business as usual” and provide benefits to individuals beyond those on placement. Thanks and recognition to the Physiotherapy students at City St Georges, London Southbank and Brunel who participated in the Education Leadership placements at GOSH