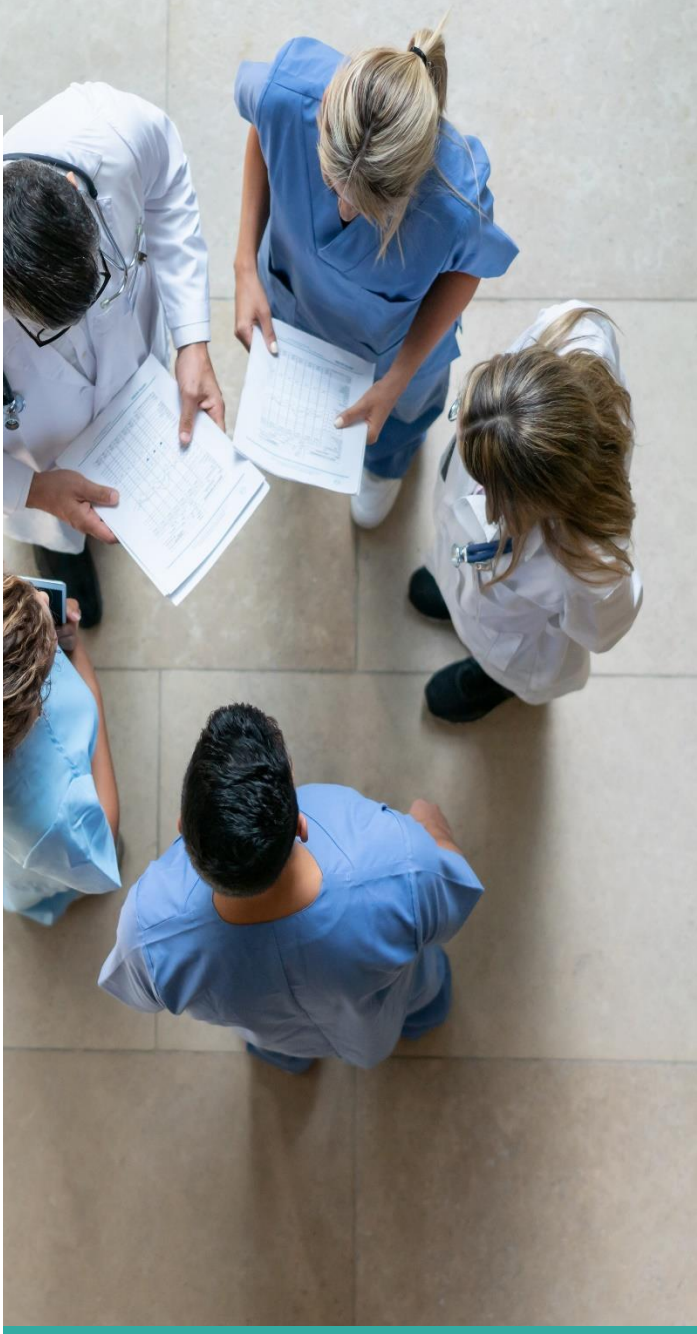
Private, Independent & Voluntary Organisation's (PIVO) Scoping Project



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LEAP (Learning Environment & Placement)

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PROJECT OVERVIEW

We have identified that there is an opportunity to increase placement capacity within the West Yorkshire region by increasing the use of Private Independent and Voluntary Organisations (PIVO) as placement providers. There is a high demand for appropriate learning placements for students on healthcare programmes and exploring the PIVO's as placement providers should reduce the capacity pressures on traditional NHS providers.

Currently 85% of all clinical placements are within secondary care this needs to change if we are to give learners the wide breadth of experience required to become competent practitioners of the future. Experiencing PIVO placements will give learners the opportunity to make an informed choice when applying for registered practitioner posts and will afford a workforce pipeline to the sector.

Increasing placement capacity will help HEI's (Higher Education Institutions) meet the professional body requirements for placement hours for each student and potentially increase their student intake in line with the NHS Long Term Workforce Plan.

FINDINGS

Higher Education Institution's (HEI's)

The LEAP team held a meeting with regional HEI's and followed this up with a questionnaire to learn about what the HEI's currently offer and what resources and support do they feel they need.

Overall, the HEI's felt that whilst they currently utilise PIVO placements, they would benefit from increased access to new providers across the majority of the professions, specifically the following: Adult Nursing; Child Nursing; Mental Health Nursing; Midwifery; Physiotherapy; Occupational Therapy and Podiatry.

Whilst 75% of HEI's said that they had a process in place for recruiting new PIVO providers, all the HEI's would welcome further support to have an agreed process in place for recruitment.

Two common barriers that were identified to increasing and utilising PIVO placements was the lack of staffing resource to be able to focus specifically on this area and the process around contracting. There are no contract templates or one process to follow and smaller PIVO placement providers have limited access to legal support. It was also identified by one HEI that there is limited preparation and access to on-going support for PIVO providers once they have been audited and a contract is in place.

All HEI's offer a variety of support to PIVO partners including:

- Audit support
- Practice educator support
- Placement support personnel
- Long arm supervision

This support, however, was dependent on the university and to ensure all PIVO partners receive consistent support a process could be implemented across all HEI's.

NHS England Education Contract

The NHS Education contract is currently under review and an update is anticipated to be released in April 2024.

If a placement provider has agreed to the terms of the NHS Education contract, then NHSE has the facility to pay the learner tariff direct to the placement provider. However, in most cases concerning PIVO's the HEI holds the NHS education contract, a placement partnership agreement sets out the specific requirements for tariff and placement needs.

PIVO's

We ran a focus group with a selection of PIVO providers who currently take students on placement to talk about their experience of the process and what they felt could be improved and what works well.

Training

There is clear need for training and support which all the PIVO providers highlighted, especially regarding PARE which some are not using as they have not been trained on the system.

PARE System

One PIVO provider made us aware that there are 3 profiles set up on the PARE system for their organisation and students are sometimes assigned to the incorrect one and then get lost in the system. They have previously requested this to be corrected, but this is a centralised system hosted by Chester University and can take time for amendments to be made.

The National assessment tool on PARE works well with the physio students.

Student Feedback

Currently they are not able to see student feedback following completion of a placement. This would be beneficial to PIVO providers so they can ensure they are providing a suitable learning experience for students and make any changes if required. This may be due to a need for training on the system.

One provider who is able to access the feedback on PARE, felt that sometimes the feedback from the students can be misleading which has led to staff who support the students feeling demotivated and low morale. However, once the HEI's investigate this further the feedback is clarified, and any issues resolved.

Audits

One provider has students placed through a number of different universities as they are not aligned to just one. Each university carries out their own audit, but the provider has to chase to have the audits completed.
The audit can be completed by one HEI on behalf of all the WY HEI, however this doesn't seem to be common knowledge.
Audits are completed on PARE by the individual HEI and a paper document is also completed, this information is uploaded onto the HEI placement unit's tracker, and this is what the HEI uses for allocation – not PARE. This information is only visible to the individual placement unit – so causes confusion and multiple allocations for the PIVO placement from different HEI's.

Students

Focus groups were advertised with all the HEI's within West Yorkshire. Interest and participation was difficult to achieve from all HEI's and due to placement commitments, the decision was made to allow the students to provide feedback via email communication.

The sample group consisted of a small group of students from varying professions. Each provided feedback from their experiences of placements within a PIVO setting.

Overall feedback was positive describing the opportunity to experience a placement outside of an NHS trust setting. However, there were some learnings to be taken from the feedback.

A University of Huddersfield student described her 8 weeks over the summer with the Get Set Goal (GSG) team. There were several learning opportunities and talks from the PPG and other services which were useful for learning and health check days and workshops provided additional learning opportunities.

However, they felt as a Mental Health nursing student there was a perceived lack of applicable learning opportunities, and therefore the student struggled to achieve her proficiencies. GSG staff were welcoming and accommodating to the needs of the students, but it was not a replacement for clinical practice. Due to this, the student saw the placement suitable for a spoke or virtual placement but not a full placement.

A University of Bradford physio student enjoyed their placement within a private physiotherapy practice. It provided the opportunity to experience a different environment from working in a hospital setting. The student did identify this as a potential career move, however recognised the benefits of support available in either primary or secondary care for newly qualified staff and did not feel this was guaranteed in a smaller private practice. They did face some challenges when it came to supervision due to lack of confidence of the supervising physio with the proficiencies and signing off. Support was provided from the HEI to resolve and remove this barrier.

A midwifery student who completed a placement in an independent organisation Better Start Bradford, found many applicable learning opportunities. They described how the placement had opened their eyes to the resources and organisations available in the area for healthcare professionals to refer women to and the placement helped them understand the network of care and support for women during pregnancy and beyond. It did however push some students to think beyond the obvious and immediate learning objectives and utilise much of the experiences as part of reflective practice, advocating for women and public services. Some staff were registered midwives, therefore familiar with proficiencies and pebblepad/eMora. The main barrier was access to the system which was rectified by the placement lead quickly.

PARE Review

As part of this project, an audit of PIVO records was undertaken on records in West Yorkshire registered on PARE. A total of 166 PIVO's were identified in the region (these PIVO's were independent organisation's and not multiple location companies). Here is a summary of our findings:

Breakdown of Potential Weekly Placement Capacity

Nursing	Midwifery	Physio	OT	SLT	Dietetics	Mental Health	Learning	Paramedics	Nursing Associate	ODP	Total weekly placement capacity
134	4	28	33	43	0	0	0	1	21	2	266
50%	2%	11%	12%	16%	0%	0%	0%	0%	8%	1%	

Placement Audits

Year last audited	Number of PIVO's	Weekly Placement Capacity
2023	25	47
2022	27	77
2021	40	67
2020 and later	46	64
No date	28	12

Each PIVO placement record on the PARE system was reviewed to allow us to gain a more detailed understanding on how many of these placement providers were having students placed and the potential capacity that was being utilised.

In 2023

25 PIVO's had an audit undertaken

Out of these 25 PIVO's, 6 had students placed

The remaining 19 PIVO's who had been audited did not have any students placed **= potential 33 weekly placement capacity not used**

27 PIVO's had an audit undertaken in 2022
Out of these 27 PIVO's, 7 had students placed in 2023
The remaining 20 PIVO's did not have any students placed = **potential 54 weekly placement capacity not used**

Summary

52 PIVO's have a completed audit status
33 PIVO's have an audit status of "in progress"
81 PIVO's have an outstanding audit and/or are no longer being used

In 2023 16 PIVO's took students
Out of 85 PIVO's who have a "completed" or "in progress" audit status, 16 PIVO's had students placed in 2023 = **19% of PIVO's were utilised.**

69 PIVO's who have a "completed" or "in progress" audit status did not have any students placed = **137 weekly placements were not used.**

137 x 30 weeks x 37 hours = 152,070 potential placement hours were not utilised in 2023.

RECOMMENDATIONS

Training & support for new PIVO providers

- A training/induction resource on how to use the PARE system and what its purpose is.
- Training Days for PIVO's on MyPad, SSSA, PEAP and PARE.
- Produce a standard information pack that can be provided to a potential PIVO placement provider.
- PIVO's to use long arm supervisors if they do not have the resource/expertise in-house.
- Set up Communities of Practice for PIVO's – a network that they can use to talk/ask questions/get support as they could find it quite isolating being a provider.
- Produce a proficiency toolkit to the PIVO placements, how to host students, what do students need (ideas from the student focus group) – this would be more suitable for PIVO's that don't have any registered staff – i.e. school.
- Audit process support and expectations clearly set out.
- Proficiency and learning objective guidance for professions applied to regulatory body requirements.

HEI's

- Produce a standard PIVO Placement Partnership Agreement for all HEI's within WY ICB
- Collectively agree a standard PIVO recruitment process.

PARE

Based on our audit of PIVO placements providers on PARE, before consideration is given to opening up more PIVO placements with new providers, we feel that the PIVO placements currently on PARE need reviewing. Based on our findings, only 19% of PIVO placements are currently being utilised, therefore currently, there is no need to open more placements but use the placements we already have. We recommend the following steps are taken:

- HEI's to review the PIVO records on PARE and update each record so all fields are completed and information is up to date. This will allow clear transparency on the number of placements that are available and the type of students that PIVO placement providers can take.
- Providers email address to be added to contact information on PARE.
- Complete the 33 "in progress" audits or if these PIVO placement providers are not required/suitable, delete them from PARE.

- Review the 81 PIVO placement records that have an “outstanding” audit or incomplete records. If these PIVO placement providers are not required/suitable delete them from PARE or begin the auditing process.
- When records have been updated look at placing students with these placement providers. If audited placements are not being utilised identify the reasons and/or look at what the barriers are.
- Further resource may be required to ensure records on PARE are up to date and placements are audited. Could HEI’s look at a short-term secondment to fulfil this role if resource is not available within the placement teams?

Students

- A resource for preparing students on how to give appropriate feedback on PARE to benefit students and providers.

Recruiting new PIVO providers

- Identify placement gaps based on capacity needs and have a targeted approach to recruiting PIVO placement providers.
- Run a campaign across West Yorkshire to promote the need for PIVO placements and ask potential placement providers to get in touch. This could be a promotional video supported with a social media campaign. Consideration would need to be given as to what this would look like, who would produce a video (media students as part of a placement?) and how it would be funded. Resource would also be required for someone to oversee the campaign and someone skilled in marketing/social media.
- Organise information days for potential PIVO providers which could include presentations, training, educator update, meet HEI placement teams, sign the contract.

Actions

1. Centralised, live allocation system for all placements
2. National Contract to include PIVO’s
3. Review & produce a process & with supporting guidance and templates.
4. Launch and implement new processes & templates.
5. Review & evaluation.