

# Student Placements in Clinical Research: Does partnership make it better?

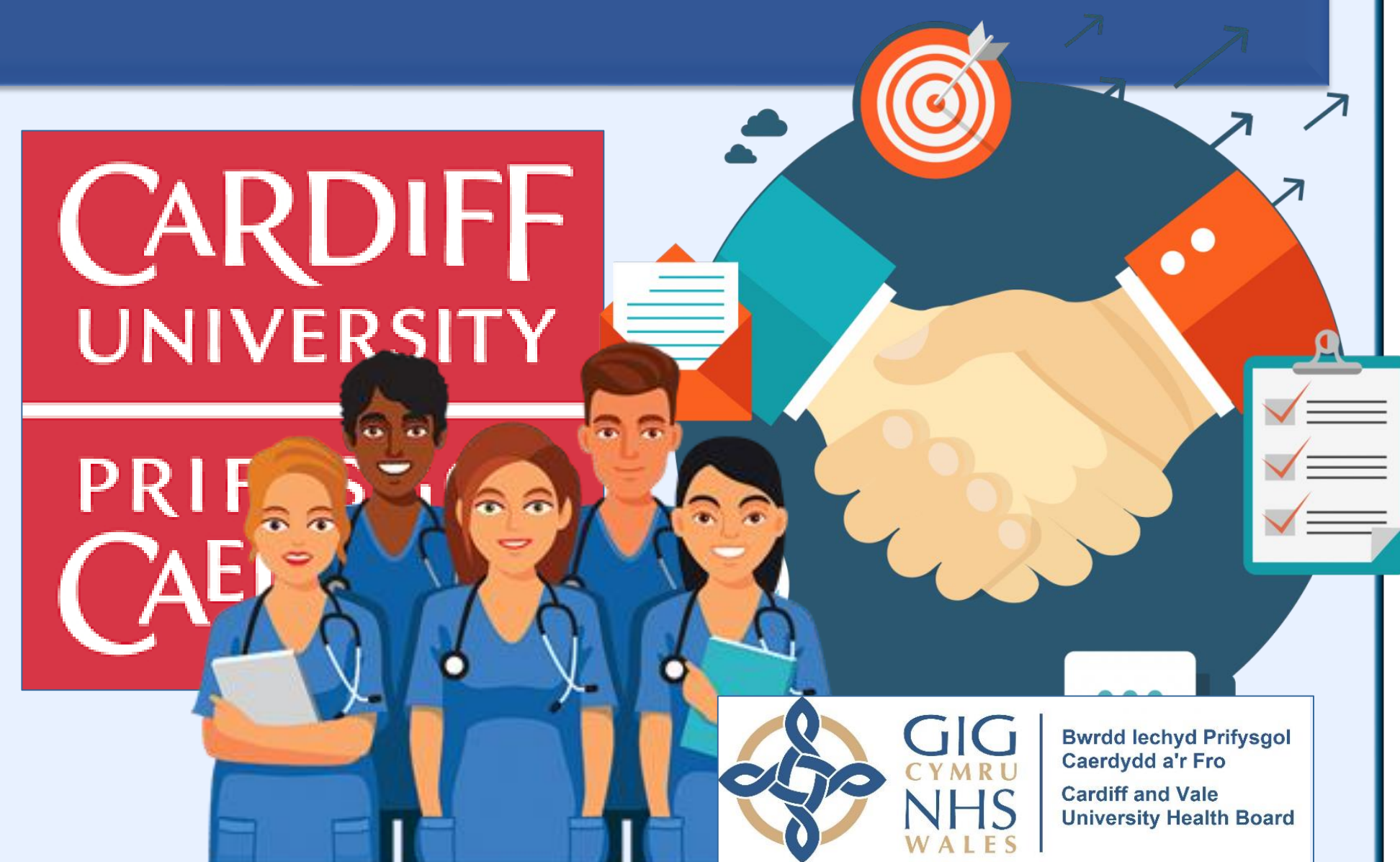
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## Background

Undergraduate student placements in clinical research can be difficult to make worthwhile due to restrictions on training and delegation, and have historically been infrequent in Cardiff and Vale UHB. Students' exposure to and understanding of clinical research can therefore be limited.

## Aim

Working in partnership with Cardiff University link lecturers, the aim of the project was to offer undergraduate students an exciting and diverse opportunity to experience clinical research in action during their training; and to raise awareness of clinical research both in the NHS and as a career opportunity. By working in collaboration with research teams and supporting services, students would spend up to a week experiencing the drug development pathway from bench to bedside.



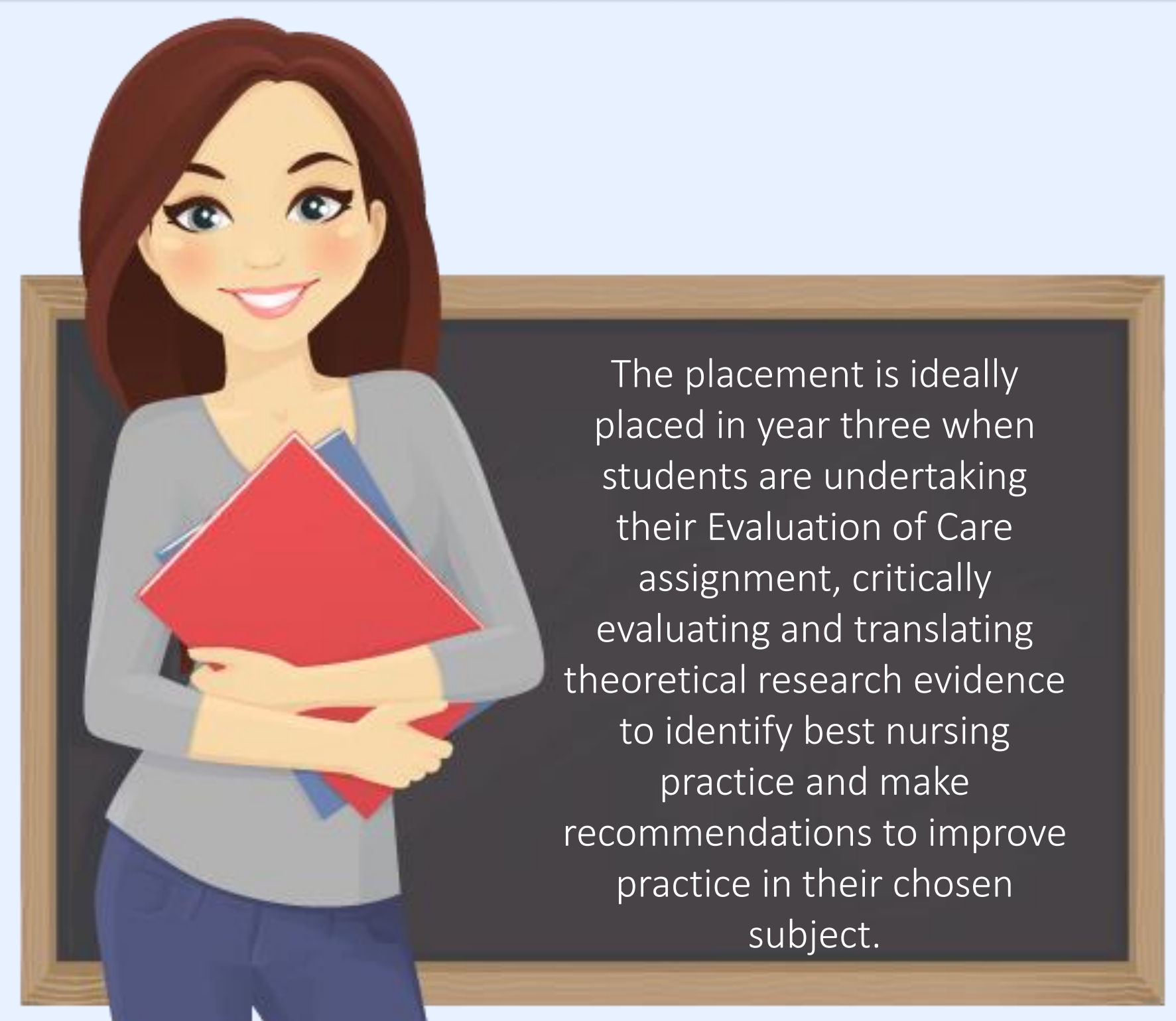
A workbook was developed to guide and support learning during the placement

## Method

An educational audit was conducted to establish a benchmark, and to set priorities for the placement. Several teams were involved in developing the timetable for the week which was then advertised through the University. A variety of learning opportunities were identified to demonstrate the pathway of drug development, including visits to a pre clinical research lab, clinical trials pharmacy, the early phase research facility and time spent with research teams recruiting patient throughout the Organisation. Teaching sessions were also incorporated into the week where students met up and reflected on their experience.

## Results

The spoke placement is offered twice a year, in May and November. In 2018 a total of 6 students attended, and in May 2019 6 students completed placements with research teams. Feedback was positive, students enjoyed the variety, that it was really helpful learning about clinical research and some said they were considering research as a career option in the future. Feedback from some was that it was too long and they would like more clinical exposure. Staff also fed back that this was an engaging development opportunity.



The placement is ideally placed in year three when students are undertaking their Evaluation of Care assignment, critically evaluating and translating theoretical research evidence to identify best nursing practice and make recommendations to improve practice in their chosen subject.

## Conclusion

Working in partnership across organisations was pivotal in providing a varied, innovative and worthwhile experience for students. It is recognised that in future the placements must be flexible enough to meet demand, and can be rolled out to more disciplines and speciality areas.