Allied Health Professions
Practice-based Education Facilitation Programme
A Summary of National Strands

Spring / Summer 2010
ALLIED HEALTH PROFESSIONS

Practice-based Education Facilitation Programme

A SUMMARY OF NATIONAL STRANDS

Spring/Summer 2010
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FOREWORD

Welcome to the Spring/Summer 2010 six-monthly update of the work being undertaken on a national basis as part of the AHP Practice Education Facilitation (PEF) Programme.

This is the third edition of our ‘National Strands Update’ where we hope to provide you with information about the wider activities of the PEF programme. As you are aware, each Health Board has a local AHP PEF supporting AHPs across the Board to make the best use of learning opportunities within the workplace.

Locally PEFs are adding the value of practice education to a wide range of learning situations including AHP students, support staff, team leaders and returners to practice. In addition some work is more effectively taken forward on a national basis, led by the Practice Education Co-ordinators (PECs) or by the PEFs working in the smaller NHS Board areas.

Please make good use of this information and get involved by contacting the named individuals at the end of each section.

Best wishes

Helen McFarlane
AHP Programme Director
NMAHP
NES
March 2010
DEVELOPING AHP PRACTICE PLACEMENT AGREEMENTS
(AKA “MEMORANDUMS OF UNDERSTANDING”)

STRAND RATIONALE, AIM AND OBJECTIVES
To facilitate the development of more formalised arrangements between NHS Health Boards and the Scottish Higher Education Institutions (HEIs) regarding pre-registration AHP practice (student) placements.
- Achieve consensus on the purpose, format, content and implementation of agreements.
- Ensure alignment with workforce planning data, regulatory and quality assurance requirements for AHPs and other statutory obligations.

BACKGROUND AND PREVIOUS PROGRESS
This work strand was initially proposed as part of the AHP Practice Placements Project (NES 2006) and emerged as one of the top six priorities for AHP practice education in Scotland in 2005.

The work was delegated to the West AHP PEC to lead. Scoping work began in 2007 with the AHP PEF Regional Reference Group (West) helping to shape ideas about content and implementation of AHP Placement Agreements. A series of one-to-one meetings and a one-off ‘Think Tank’ was convened in order to produce a discussion paper for a National Short Life Steering Group, which met for the first time on the 22nd January 2008. This steering group has representation from a wide range of strategic stakeholders of AHP education including HEIs, AHP Directors, AHP Forum Scotland, Scottish Funding Council, Universities Scotland, the SGHD and NES and met three times in 2008 and 4 times in 2009.

The steering group has agreed that the placement agreements should be in three different levels with a strategic stakeholder partnership statement, an AHP wide national agreement and any schedules/appendices to the agreement to be added. Legal opinion has been sought by HEIs and the Health Boards via the Central Legal Office on the content of the AHP placement agreement.

In August 2009 implementation of the agreements commenced with the distribution of the stakeholder partnership statement to HEIs in Scotland, Allied Health Professional bodies and the Health Boards in Scotland. The stakeholder statements have been returned to NES with a delegated operational lead for negotiating placements between Health Boards and HEIs in Scotland. NHS Lanarkshire and Queen Margaret University have commenced discussions to write their local Schedule prior to signing their agreement. The next phase of early implementation will include NHS Lothian, NHS Tayside and NHS Western Isles.

ACTIVITY, ACHIEVEMENTS AND PROGRESS UPDATE (FROM LAST UPDATE IN AUTUMN 2009)

Signed stakeholder statements
- The majority of Stakeholder Statements have been signed and returned to NES which demonstrates strategic endorsement and commitment to implementation of the agreements.
Letters of support for implementing practice placement agreements

- Letters have been received from the Scottish Government Health Directorate (SGHD), Universities Scotland and the Health Professions Council. This recognises the key role all 3 organisations have in supporting student education but as they do not provide placements they are not signing the agreement.

Early implementer sites

- Queen Margaret University and NHS Lanarkshire are negotiating the content and structure of their draft schedule.
- Glasgow Caledonian University and the State Hospital have agreed to implement the national generic agreement. Work has commenced on writing their local schedule to the agreement.

Engagement with the next phase of early implementer Health Boards

- PEFs within each early implementer Health Board have had a one-to-one meeting with the west regional PEC to discuss lessons learned from NHS Lanarkshire, discuss resources to support implementation and to discuss the placement agreement model.
- Group meetings have been scheduled to support the PEFs as they support the roll out process. These will provide peer support, share ideas and act as part of the national monitoring process.

Engagement with the universities

- Meetings with all HEIs have been arranged by the west regional PEC to provide an overview of the purpose, content and structure of the placement agreements.
- An operational contact lead within each university has been requested.

Priorities/Action Plan for Next 6 Months

Practice placement agreement event - March 2010

- On the 11th March 2010 as part of the PEF Development Programme, AHP PEFs, AHP Leads and HEI staff will have an opportunity to prepare for implementing the agreements. Action plans created at the event will be implemented by HEIs and Health Boards supported by the west PEC.

Next phase of early implementation of agreements

- Glasgow Caledonian University and the State Hospital will commence work on implementing an agreement.
- The next phase of early implementation of the agreements will involve NHS Lothian, NHS Tayside and NHS Western Isles with their relevant universities.

Historical ‘Placement Weeks’ calculations for each Health Board

- Each HEI has been requested to calculate the historical ‘Placement Weeks’ provided by each Health Board. This calculation involves the number of students, the proportion of the week they are on placement and the number of weeks the placement lasts.

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ADAPTIVE PLACEMENTS

STRAND RATIONALE, AIM AND OBJECTIVES

The aim of this national strand is to develop a high quality resource to ensure work readiness for AHPs to enable them to work in unfamiliar NHS Scotland environments. It is also to support a quality learning environment for those considering AHP as a career.

OBJECTIVES

Returners to practice:

- To develop a national programme to support AHPs who are returning to practice, seeking a change in career direction or seeking employment in the UK from overseas in collaboration with key stakeholders.
- To employ new technology as appropriate to deliver this programme (e-resource) so that it is accessible to AHPs.
- To support Boards, HEIs and staff in the implementation of the programme.
- If appropriate, support HEIs in the development and delivery of modules to support this work stream.
- To develop guidelines for supervisors of applicants in the clinical environment.
- To conduct an evaluation exercise to ascertain the views of participants.

Prospect AHPs:

- Create a standard process for NHS Scotland to enable all prospective AHPs (across the workforce spectrum) to gain an experience before making their decision.
- Design a tool to support the decision making process.
- To ensure that all practice placements are provided within a quality framework.

BACKGROUND AND PREVIOUS PROGRESS

A period of adaptation is a period of supervised practice and/or academic training which allows a European Economic Area applicant to reach the standard required to be registered with the HPC. Periods of adaptations are sometimes necessary to meet the requirements of the HPC to return to practice if a practitioner has been out of practice for 2 years or more and/or to make good any discrepancies between practitioners’ qualifying education and the requirements in the UK. Nationally there is no consistency or equal opportunity for AHPs requiring an adaptive placement. Local Board and professional body support for AHPs to meet the standards set by the HPC varies across Scotland and for each profession. This national strand aims to provide support for all AHPs to meet the standards set by the HPC no matter what area of the country they should choose to practice in or what pathway they would want their career to follow. Support is also provided to AHP leads and service managers to meet requests for adaptive placements and ensure the quality of the learning opportunity offered.
The adaptive placement strand enables AHPs to return to practice or work in unfamiliar NHS Scotland environments through a web based resource which signposts users (both those requiring an adaptive placement and those providing one) to appropriate resources.

Working in partnership with NES AHP Educational Solutions project a web based resource has been developed following extensive consultation with, and intelligence gathering from, key stakeholders. This was launched in November 2008 as www.ready4work.scot.nhs.uk.

An event was run in January 2009 with contributions from the HPC, professional bodies, HEIs, workforce planning as well as returners, managers and mentors presenting their stories. This enabled discussion and debate about the personal and professional requirements to facilitate effective return to practice and to the HPC register. A key point concerned the understanding of the ‘period of adaptation’, where returning AHPs are not support workers but working on developing the areas they have identified as skill needs.

The national strand has resulted in an increase of PEF involvement with returners to practice and in some areas policies are being developed to ensure a consistent approach. It is anticipated that these will be shared via the web resource.

It was always envisaged that this national strand would have sub strands that would develop as the need arose. The current issue regarding the decrease in numbers applying for the AHP pre-registration courses combined with the need to ensure that the decisions that prospect students make are the right ones has necessitated the development of the ‘Prospect AHP’ strand.

ACTIVITY, ACHIEVEMENTS AND PROGRESS UPDATE (FROM LAST UPDATE IN AUTUMN 2009)

Returners
An evaluation tool has been developed and is to be piloted prior to its use with returners to practice. This will help us clearly identify how to further develop tools and resources for AHP returners to practice. It is also anticipated that an evaluation tool will be developed for those who have been involved in supporting returners in order to ascertain if there is further support and development that can be offered to the AHP workforce.

Some of the pre-registration universities have/are considering support for returners and it will be useful to ensure that there is a collective knowledge as to what has progressed.

Prospect AHPs
Lynne Spence, AHP PEF on NHS Orkney has developed the project plan for the ‘prospective AHP practice placement’ phase and has undertaken initial scoping and introductory work. This has included:

- Initial scoping of the legal, professional and organisational requirements for practice placements for those considering AHP as a career.
- Liaison and discussions with Careers Scotland regarding current practice.
• Establishing links with pre-registration universities for AHPs, and Scotland’s colleges for AHP support worker and pre-AHP courses to identify process/requirements required to enrol in an AHP course.
• Identifying professional bodies guidelines and support for those considering each of the AHPs as a career.
• Identifying individuals seeking a placement and agreeing to write their story alongside the AHP providing the learning opportunity and the AHP PEF in facilitating.

Changing Careers
AHPs seeking to change their career setting may also choose to undertake a practice education experience. Working with the Child Health team in NES, educational resources specifically for AHPs considering a career move to working with children and young people is under development. The resource will be linked to the Ready4Work website.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

• There will be further development of the work currently underway and in addition NHS current and best practice in supporting practice placements for those considering becoming an AHP will be identified.
• A standard process will be developed in collaboration with stakeholders and plans for pilot practice placement experiences will be formulated.
• In order to support the development of a tool to assist in the decision making process a literature review regarding how choices are made about careers will be started.

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DEVELOPING A PRACTICE BASED EDUCATIONAL PATHWAY INVOLVING AHP SUPPORT WORKERS AS LEARNERS AND EDUCATORS

STRAND RATIONALE, AIMS AND OBJECTIVES

To develop practice based resources to support AHP support workers as learners and educators. This will be carried out within specific projects of work, supporting AHP support workers as learners and as educators.

- Identify current and future practice based educational opportunities for support workers.
- Develop a web based resource/signpost to educational resources for support workers linked to Scottish Government and NES Health Care Support Worker (HCSW) toolkit, linking with NES leads in this area.
- Contribute to the AHP clinical education career framework by developing an educational pathway that enhances and further develops opportunities for support workers to develop their skills as educators.
- Develop opportunities for AHP support workers to participate in work-based education through the provision of practice placement opportunities and evaluate the effectiveness of these.

BACKGROUND AND PREVIOUS PROGRESS

The health care agenda within the NHS in Scotland has undergone enormous change within the past few years, which has influenced AHP support worker roles. The current policy emphasis on patient self-management necessitates the development of the educator role for all grades of staff. Whilst traditionally this was seen as a role for professional staff, support workers remit as educators is becoming increasingly important. However support workers undertaking this role have a very mixed experience in accessing adequate training for the role of educator.

NES have been tasked with the production of HCSW National Education and Training Framework and Toolkit and this strand is ensuring it is integrated with this work through collaboration with Linda Harris, Educational Project Manager.

Focus groups were held in the majority of NHS territorial Boards to identify support workers current preparation for their role as educators and their perceived needs. The thematic analysis of results is being used to support the market research for the Professional Development Award (PDA) already developed by NES dental directorate. This is being used to equip dental nurses to become suitably qualified as educators within practice. The PDA is at Level 8 on the SCQF commensurate with a HND and with the recommended levels of education cited in the career framework for assistant practitioners.

The results have also been shared with the HCSW Educational Project group.

This work has highlighted that the key training requirements to enable support workers to be effective educators is at two levels:
• All support workers need education and development in order to be able to provide education and training, for example to patients/carers during day-to-day practice.
• Those who provide more formal education and training, for example to other health staff, students or to other agencies (e.g. to staff in schools/care homes) may need more in-depth education and development.

Alongside the formal education, practice education opportunities have also been piloted with support workers. Two AHP support workers completed practice placement experiences. A podiatry assistant had a week’s placement where she completed a diabetic footcare assistant in-house course and shadowed experienced diabetic foot care assistants. An Occupational Therapy assistant completed a week’s placement within a rehabilitation setting in NHS Grampian. Post placement evaluations were completed by the AHP support workers, their managers and their placement supervisors.

ACTIVITY, ACHIEVEMENTS AND PROGRESS UPDATE (FROM LAST UPDATE IN AUTUMN 2009)

• A group has been established to progress the PDA for AHP support workers as educators. Key to the next phase is engaging with managers regarding this development.
• The assessment of the candidates will be undertaken by the local colleges and therefore assessor qualifications from SQA will not now be required.
• The pilot practice placement support workers have now completed their three-month post evaluations. The feedback from these evaluations have been used to further develop the placement experience and a second cohort are being recruited.
• The strand leads are actively involved with the HCSW Toolkit programme.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

• Progress the PDA to validation.
• Develop paperwork for recruiting support workers to undertake the PDA.
• Position the role of support workers as educators within the AHP career framework.
• Write up the practice placement experience and future recommendation.
• Recruit a second cohort for the placement experience, run placements and evaluations.

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DEVELOPING QUALITY STANDARDS FOR AHP PRACTICE PLACEMENTS

STRAND RATIONALE, AIM AND OBJECTIVES

The aim of this project is firstly, to identify or develop a set of standards for AHP education involving a practice placement learning experience eg pre-registration placements, returner to practice placements, HNC or SVQ practice education and secondly, to make recommendations for consultation and ultimately implementation.

Phase 1
Scope existing standards from a range of sources (Quality Assurance Agency, HPC, AHP professional organisations, NHS Education for Scotland, etc) and come up with an overarching description of essential elements of practice placement standards.

Phase 2
Map current AHP placement standards for best fit to scope results and recommend options for adoption of standards.

Phase 3
Consult with AHP community, pilot and implement standards.

This work has been allocated to the PEF in Dumfries & Galloway to lead.

BACKGROUND AND PREVIOUS PROGRESS

- September 2008 - Presented overview of programme to combined meeting of AHP Education Forum and AHP (Professional Bodies) Forum Scotland for discussion and comment.
- November 2008 - Re-launch of NES Standards for Practice Placements, initially for Nursing and Midwifery.
- March 2009 - Survey Monkey questionnaire to AHP HEIs launched to obtain comments on revised NES Standards for Practice Placements in Scotland.
- April 2009 - Obtained HPC endorsement in support of NES Quality Standards for Practice Placements.
- September 2009 - Consulted with Further Education colleges and Scottish Qualifications Authority in relation to AHP Support Workers learning in the workplace.
- October 2009 - Review of proposed final draft report of AHP Quality Standards for AHP Practice Placements (including opportunities for formal and informal learning in the workplace).
- November 2009 - Report completed with recommendations.
PROGRESS TO DATE (FROM LAST UPDATE IN AUTUMN 2009)

- January 2010 – final draft of report approved and submitted for publication.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

- Distribution list being compiled for each Health Board and key stakeholders to receive a copy of the report with a copy of the Quality Standards for Practice Placements (NES, 2008).

- An audit tool to assist local use and monitoring of the placement learning environment for AHPs is to be developed. A pilot of this will be undertaken and the outcomes will inform development of the audit tool further.

- An online toolkit is being developed that can be used by any profession. The toolkit will enable results of audits against these standards to be saved in an electronic format rather than paper.

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IN INVOLVING SERVICE USERS AND CARERS
IN AHP PRACTICE EDUCATION

STRAND RATIONALE, AIM AND OBJECTIVES

To learn with and from service users and carers in order for AHPs to develop enhanced communication and interpersonal skills that form the basis of high quality services.

Project 1 – The development of Health Board practice placement experiences with service users and carers – including the ‘day in the life’ experience. Using existing placement educators as a key assessor but informally gathering information about student communication and interpersonal skills from service user and carer. Initial work includes the identification of existing or potential placement opportunities within NHS Scotland for AHP students to engage in placements with service users and carers.

Project 2 – Supporting service users and carers to mentor/support AHPs while on placement experience. This will involve preparation of service users and carers as mentors (HPC Standards of education and training, SET 5) and it is envisaged that this preparation could be carried out with other groups of mentors and also monopolise on the use of clinical skills environments to enhance skills. This phase will identify:

- If there is already practice placement educator preparation that could be adapted to support service users and carers as educators.
- The issues/challenges that need to be considered if service users and carers are to be used to support students while on practice placement.
- Opportunities for service users and carers to contribute to the assessment of students while on practice placement.

Project 3 - Service users and carers as assessors of communication and interprofessional skills both at undergraduate and postgraduate levels. This will involve working with undergraduate programmes, HPC and professional bodies to ascertain whether current assessment criteria match service user/carer expectations of adequate communication/interpersonal skills. This area also lends itself to more involvement of service users and carers in the clinical skills centres. The key questions here are:

- Is there a need to change the assessment criteria for students’ communication and interpersonal skills for practice placements?
- If so what would need to change and is it possible to make the changes?

BACKGROUND AND PREVIOUS PROGRESS

Learning from and with service users and carers is crucial if the NHS in Scotland is to deliver on the demanding agenda set out in ‘Better Health, Better Care’ (Scottish Government Health Directorate (SGHD) 2007). The Scottish Government is committed to listen and learn from those who use the NHS. ‘Better Together: Scotland’s Patient Experience Programme’ seeks to support the NHS to ensure this is at the heart of all service delivery and design (SGHD 2008). The NES AHP PEF
programme recognised this as fundamental and from the onset in 2006 set out to ensure that service users and carers were involved in the development and delivery of this three-year programme.

Following a NES AHP PEF pilot project with service users and carers in East Renfrewshire in 2007, a national strand was developed in order to address key findings. These were:

- AHP communication skills
- AHP attitudinal skills
- Education and learning issues
- Service users and carers experience with students.

It was recognised that these findings were not unique to AHPs and that they were not inclusive of all staff. However as issues with communication and attitude are still the most frequent cause of complaint against the NHS (Scottish Public Services Ombudsman annual report, 2007/08) the AHP PEF programme have developed the work strand in order to ensure that the practice based education experience optimises on opportunities to address these issues.

The service users and carers that the PEF programme have engaged with are keen and willing to contribute to the AHP education experience. The strand aims to maximise this enthusiasm and expertise in order to develop AHPs with enhanced communication and interpersonal skills that service users feel are fundamental to high quality services.

NHS Highland AHP PEF undertook a review of current educational tools and curriculums that support the assessment of communication and interprofessional skills. A focus group was held in NHS Highland to ascertain views on current education and assessment of these skills. This information will be used to inform projects 2 and 3.

The voluntary sector organisation, Promoting A More Inclusive Scotland (in partnership with people with profound learning disabilities and their carers) (PAMIS), which has experience of providing a ‘day in the life of’ experiences for medical and social work students are working with NES to support a similar experience for AHP pre-registration students with input from Robert Gordon University.

PAMIS have identified families in which AHP pre-registration students will be placed and they will support the practicalities of the placement, supporting the families, evaluating the experience from both parties and linking with Robert Gordon University and the radiography pre-registration students.

The speech and language therapists from NHS Dumfries and Galloway and NHS Glasgow and Clyde are exploring opportunities to engage with service user and carers in order to develop mechanisms to feedback on practitioners’ communication and interpersonal skills. A pilot is being explored by the speech and language therapy practice development lead in NHS Glasgow and Clyde and the AHP PEFs.
ACTIVITY, ACHIEVEMENTS AND PROGRESS UPDATE (FROM LAST UPDATE IN AUTUMN 2009)

A literature review has been commissioned by NES nursing and midwifery practice placement project and they are willing to share the findings with this strand. Links have been established with nursing leads in order to share and collaborate. PAMIS and Robert Gordon University are undertaking commissioned work and are running with the first cohort of radiographers undertaking 'a day in the life of …' experience.

This also included:
- Identifying and planning for the practicalities – e.g. Insurance, travel costs, lone working etc.
- Identifying learning and support needs of the families and developed resources to support these.
- Identified the preparation required by the cohort of students.
- Arranged induction for the students and the families.
- Developing an evaluation tool for the pilot.
- The development of a method to feedback to the students regarding their performance.

A review is being carried out on current practice placement objectives for communication and inter-professional skills, this will include discussion regarding assessment of these.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

- Report from the ‘day in the life of’ experience to be finalised and circulated.
- Recommendations from report to be acted upon.
- Further experiences to be planned/commissioned.
- Feedback from the speech and language therapy post registration pilot to be received.

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SYSTEMS TO SUPPORT AHP STUDENT ALLOCATION

STRAND RATIONALE, AIM AND OBJECTIVES

One of the key outcomes of the AHP Practice Placements Project (NES, 2006) was to examine the feasibility of other (IT based) systems to streamline the process of student allocation to placements:

- Examine current student allocation systems in use in Scottish HEIs providing AHP courses.
- Develop a common data set for AHP Practice Placements.
- Recommend changes to systems that support student allocation.

BACKGROUND AND PREVIOUS PROGRESS

This strand was initially proposed as part of the AHP Practice Placements Project (NES, 2006) and emerged as one of the top six priorities for AHP practice education in Scotland at that time.

Scoping work began in 2007 with the examination of various IT based allocation systems in Scotland, the UK and internationally.

It quickly became apparent that before any major changes to student allocation could be made, agreement would be needed in what data should be captured. This led to the idea of developing a common data set of AHP placement data in Scotland and working in partnership with ISD via a contract with a data analyst.

A working group was formed and met six times in early 2009 to discuss and progress the gathering of AHP placement data. Each of the universities involved in the placement data set gathering exercise has been asked to verify the placement information and this will be shared with the AHP PEFs ahead of the negotiations of the AHP practice placement agreements.

PROGRESS TO DATE (FROM LAST UPDATE IN AUTUMN 2009)

- The data has been verified by the universities, corrected and resubmitted.
- Glasgow Caledonian are piloting the data set with physiotherapy and will refine the data set headings.
- An AHP wide report has been provided to each Health Board including a summary data of placement weeks, profession and HEI and a searchable spreadsheet of geographical locations.
- The placement data set working group has been reconvened with a view to reviewing the placement data set and discuss options for future data gathering exercises and explore further options for the provision of AHP placement allocation systems.
PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

The priorities for the next 6 months will be:

- A system will be developed for ‘cohort-timing’ across professions for a given geographical area.
- The refined data set headings will be tested on a wider group – occupational therapy and radiography at Glasgow Caledonian University.
- Software packages to support placement allocation will be further explored.

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CAREER PATHWAYS IN AHP PRACTICE EDUCATION

STRAND RATIONALE, AIM AND OBJECTIVES

The aim of this national strand is to develop a career framework that clearly articulates the opportunities for the AHPs within practice education. This will include:

- **Scoping:**
  - The range of existing practice based education roles/profiles – including emerging roles
  - Existing learning/educational opportunities to support the identified practice education roles
  - Existing practice education career frameworks for other health professionals (e.g. GPs, nurses, midwives etc)
  - Current learning and educational needs of existing AHP practice educators
  - The gaps in learning and development opportunities.

- Develop a framework which covers the spectrum of the workforce, students to consultant levels and including support workers. This will need to be linked with Skills for Health, Knowledge and Skills Framework (KSF), the NHS career framework and the nursing clinical education careers framework.

- Identify exit/entry routes into other career pathways – clinical, managerial, research etc.

- Develop an educational framework to underpin the career framework.

- Employ new technology as appropriate to deliver this programme (e-resource).

- Support HEIs in the development and delivery of modules to support this work stream.

BACKGROUND AND PREVIOUS PROGRESS

NES is committed to exploring and developing career pathways for AHPs, both qualified and assistant, in practice education. Traditionally all AHPs have the following professional roles:

- **Delivery of diagnostic and therapeutic services relevant to their professional backgrounds.**

- **Development of those roles in both clinical advancement through evidence-based practice and continuing professional development (both uni-professional and as part of the multidisciplinary team) and in service delivery through audit, evaluation and strategic planning.**

- **Transfer of professional knowledge, skills, expertise and enthusiasm to the next generation of AHPs.**

Each of these roles entails an element of educational ability, some of which is addressed in initial training through undergraduate degree modules in communication, group working etc. This gives new graduates a grounding in educating patients, clients and carers. However, following this, training as an educator in practice can be ad hoc, with AHPs often ‘falling into’ an education role by default.

This national strand has identified the roles of various stakeholders in clinical and practice education and has been informed by work undertaken by nurse colleagues in their discussion paper ‘Modernising Nursing Careers: Clinical Education Career Pathways’ and the work on standardising and regulating their mentoring scheme.
The work undertaken by the NHS Career Framework, NHS Workforce Projects and SCQF is also informing the project, as are the requirements of Quality Improvement Scotland and Workforce Planning.

A report was completed on the scoping of current practices, policies and experiences of the AHP professional bodies, HEIs and a sample of AHPs across the workforce spectrum and AHP students. This has been shared with the NES nursing and midwifery project lead for ‘Modernising Nursing Careers: Clinical Education Career Pathways’ and discussions are underway regarding the production of a joint report.

The AHP PEC contributed to the nursing clinical education career framework which has commonalities which will feed into the development of the AHP framework. There are, however, some areas of difference in relation to the use of support workers and students as educators. The former will link with the AHP PEF national strand developing a practice based educational pathway involving AHPs support workers as learners and educators.

PROGRESS TO DATE (FROM LAST UPDATE IN AUTUMN 2009)

This national strand has now been positioned within NES with the modernising AHP careers lead but continues to link with the support worker as educators AHP national strand. There has been limited progress since the last report and therefore the priorities remain.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

- Populate the AHP academic career framework and consult with AHP community prior to positioning on the AHP careers agenda at the Scottish Government.
- Determine if further evidence is required to support the role of support workers and students as educators.
- Consult on the draft framework and adapt accordingly.
- Continue to work with nursing colleagues to ensure, wherever possible, joint publications and educational solutions.
- Liaise with workforce planning colleagues to ensure that practice education is supported within workforce planning tools and resources.
- Commission a writer to supplement the evidence base produced for the nursing clinical education career framework concentrating on the role of support workers and students as educators.

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ACCREDITATION OF WORK-BASED LEARNING

STRAND RATIONALE, AIM AND OBJECTIVES

Aim
Identify existing processes which will enable formal recognition of work based learning activities and develop guidance on use within the AHP workforce.

Objectives
- Undertake baseline evaluation of AHPs current understanding of accreditation of work based learning.
- Develop guidance to support application of the process.
- Deliver a support programme for AHP staff.
- Produce a toolkit of resources on formal recognition of work based learning for the AHP community.

BACKGROUND AND PREVIOUS PROGRESS

A wide range of work based learning is undertaken, developed and delivered by AHPs to a wide range of staff groups within the workplace, but there is currently a lack of consistency, recognition, transferability and quality assurance of this learning. Through application of formal recognition processes these issues can be addressed and also provide support for both the learner and the educator.

PROGRESS TO DATE (FROM LAST UPDATE IN AUTUMN 2009)

1 ‘Six Steps’ to Workforce Planning

This programme has been levelled at Masters level and is appropriate for articulation to a work based learning module within Masters programmes in HEIs. An evaluation of the programme and the impact on practice is currently being undertaken.

2 Inclusive Communication Training

The mapping exercise of agreed learning outcomes is now complete. Candidates completing the SLT Inclusive Communication Training programme may request to use learning applied to their practice towards evidence for an SVQ Level 2 Health and Social Care (H&SC).

This programme has been mapped by and SQA H&SC External Verifier to units DK3V 04 (HSC21) Communicate with, and complete records for individuals and DK6D 04 (HSC23) Develop your knowledge and practice within the SVQ Level 2 H&SC award.
In addition the following documentation has been developed to support the mapping work:

- SLT Pre-course handout for candidates (completed).
- SLT Mapping to SVQ 2 Health and Social Care (completed).
- SVQ Unit descriptors for HSC21 and HSC23 (on SQA website).
- RPL Guidance (guidance).
- Guidance for SVQ Assessors (completed incorporating case study).
- Guidance for SLT Candidates (almost completed and will incorporate a case study).
- Guidance for SLT Trainers.

3. Accreditation of National Falls training

In partnership with Ann Murray, NHS QIS Falls Programme Manager, a group of AHPs involved with falls services eg NHS Board Falls Co-ordinators have come together to agree national learning outcomes and knowledge specification to be covered to achieve learning outcomes. Learning outcomes are in final draft and will be circulated to critical readers prior to commencement of mapping exercise. An External Verifier has been commissioned to undertake this work. The group are working on development of supporting documentation, using the same process and output as the communication group.

The group are exploring the potential for development of a new SVQ unit specifically for falls.

4. Credit where accreditation is due

A second event was held in December 2009 jointly supported and delivered by NES education Directorate and the AHP PEF programme. The event was opened up to all professions and 28 work based learning programmes were reviewed. Delegates are currently completing action plans identifying how they wish to progress with formal recognition of programmes and what on-going support is required. Nutrition champions have agreed to establish a working group to agree national learning outcomes for a range of staff groups with the intention of mapping these to existing qualifications.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

- In collaboration with the Health Improvement Strategy Division, Scottish Government, establishment of an employability training for health professionals national group to agree national learning outcomes and knowledge specification to be covered to achieve learning outcomes.
- In collaboration with NES Educational Directorate, work has started on development of a toolkit to support NHS staff to work through the process of formal recognition of work based learning programmes.
- Establishment of a nutrition group.

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ADDRESSING THE EDUCATIONAL NEEDS OF ALLIED HEALTH PROFESSIONS PRACTICE EDUCATION EDUCATORS

STRAND RATIONALE, AIM AND OBJECTIVES

Rationale
Within the AHP Practice-based Education Programme one of the work streams is “Facilitation of the AHP workforce to meet the challenges of providing pre-registration practice placements”. Through intelligence gathering of the challenges faced within each Board area, it has been acknowledged that currently there is a huge variation across Scotland in the provision of education for practice placement educators (PPEs) within each of the nine AHPs (across NHS Scotland) with continued high demand for such education from PPEs, a more consistent and equitable approach is required.

Aim
To produce recommendations on the process of addressing PE educational needs through the development of a report/project initial document.

Objectives
• Research the current position on PPE education through:
  o Consultation with relevant stakeholders.
  o Literature reviews.
• Develop a report/project initiation document which provides the national position on provision of practice placement educator training and future recommendations to address the current challenges.

BACKGROUND AND PREVIOUS PROGRESS
This work strand arose from the consensus event held as part of the AHP Practice Placement Project which identified six AHP Practice Education priorities for NHS Scotland. Six priorities were identified, two of which form the basis for this work strand:
• Increase the percentage of staff who are PPEs ie adopt the speech and language therapy approach, whereby all staff have a commitment to PE, except for the first 2 years post-qualification.
• Scope the current provision of education for PPEs (ie clinical supervisors/clinical fieldworkers) and complete an analysis of the training gap.

As AHP PEFs came into post within each Board area and began to explore what the issues were around practice placement provision further evidence was gained around PPE training. This is documented from both a Health Board and HEI perspective in 'The Allied Health Professions Practice-based Education Facilitation Programme: Reflections on the First Steps' (2007).
In addition, the HPC consultation document on Standards of Education and Training (September 2009) states that practice placement educators must:

5.7.1 Have relevant knowledge, skills, and experience.

5.7.2 Undertake appropriate practice placement educator training.

PROGRESS TO DATE (FROM LAST UPDATE IN AUTUMN 2009)

- Information has been collated and analysed and a draft report providing the national position on provision of practice placement educator training and future recommendations to address the current challenges has been completed.

PRIORITIES/ACTION PLAN FOR NEXT 6 MONTHS

- Draft report to be revised with additional evidence to support recommendations prior to being circulated to all stakeholders to seek consensus on recommendations.
- Final report completed and published.
- Implementation plan for agreed recommendations to be developed.

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