



# AHP Technology Enabled Care Services (TECS) Practice Based Learning Guide

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## Definitions

### Technology Enabled Care Services (TECS)

TECS refers to a range of health and care technologies such as Telehealth, Telecare, Telemedicine, Tele-coaching and self-care which allows a provision of care for patients/service users that is convenient, accessible, cost-effective and meets individual needs. This approach can and is being used in health or social care services.

It would help if TECS Practice based Learning terminology replaces the following 'virtual' and 'remote' for increased clarity.



### Practice Based Learning

Practice based learning takes place during placements which involve a range of learning opportunities for student development. Students apply and consolidate their learning, bringing together academic theory, workplace practice to develop skills and competences needed to register. Practice based learning is supervised and structured to enable progress towards learning outcomes and usually involves assessment of the learner.

### Information Governance

Information governance is the safeguarding of personal information to ensure that privacy and confidentiality are maintained while health and care services are provided.

## Introduction

This guide is for educators and students who already provide TECS or are considering ways of introducing innovative learning experiences to accommodate social distancing or students who are self-isolating.

It should be used to prepare and support educators, practice learning providers and students to continue their practice learning, to achieve learning outcomes and enhance professional skills and employability. Additionally the guide provides some solutions to information governance challenges to enable AHP students to safely access and effectively utilise TECS practice-based learning.

These may form an entire practice-based learning experience or used for a discrete period of self-isolation during practice learning. The ideas presented below bring together ideas and suggestions that have been tried and tested by AHP teams across the country. As research evidence emerges and more experience becomes available this guide will be updated to reflect this new thinking.

## Background

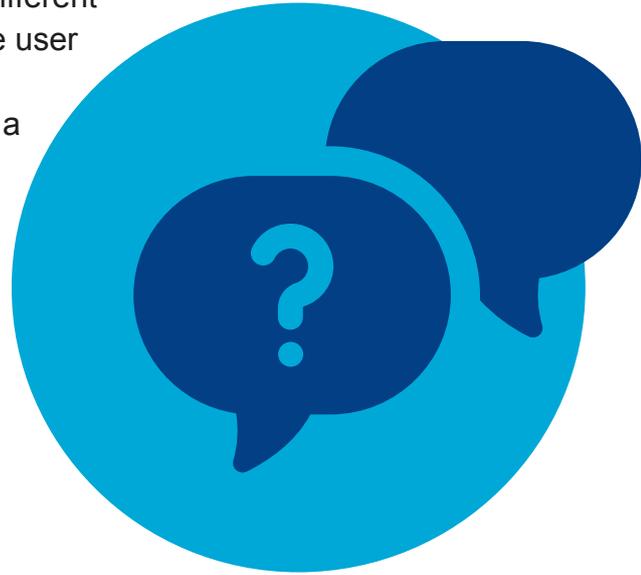
The health and social care practice learning capacity for Allied Health Professions (AHP) students has restricted the growth of AHP in the education pipeline. The COVID-19 pandemic, with its requirements for social distancing and personal protective equipment (PPE) has compounded this issue, necessitating 'catch up' capacity on top of the planned provision.

The [NHS Long Term Plan \(LTP\)](#) and the subsequent [NHS People Plan](#) signal the need for significant growth in numbers of AHPs for the workforce, requiring a substantial increase in the amount of practice learning opportunities.

Practice is changing, the shift into providing care closer to home requires a change in the location of placement education away from the acute NHS trusts to more community, domiciliary and primary care settings. COVID-19 has necessitated a change in the models of delivery of care to manage workflow and keep people safe. This has led to innovative use of on-line platforms to deliver care in line with the NHS Improvement and NHS England definition of TECS. Early evaluations suggest patients/service users welcome this change and students need exposure to this model of delivery

**TECS practice based learning opportunities give students the opportunity to engage with practice and continue with their studies without the challenge of geography or social distancing. It presents a real opportunity to deliver innovative practice and provides resilience.**

Practice based learning opportunities can take many different forms, but the commonality is delivering patient/service user care when the patient/service user is not in the same room as the clinician/practitioner. Students could be in a clinic with a practice educator, at home delivering care via an online platform, over the telephone, etc. Digital healthcare has been accelerated during the COVID crisis to deliver healthcare to patients/service users in their own homes, to avoid risks associated with coming into care settings. By supporting students to gain appropriate digital literacy skills and the ability to apply these to different healthcare settings, we are ensuring that students are graduating with the appropriate healthcare skills in 2021 and beyond.



### [The Topol Review — NHS Health Education England \(hee.nhs.uk\)](https://www.hee.nhs.uk)

The Secretary of State for Health and Social Care commissioned ‘The Topol review: Preparing the healthcare workforce to deliver the digital future’, as part of the health and care workforce strategy for England to 2027.

The Review advises on:

- how technological and other developments (including genomics, artificial intelligence, digital medicine and robotics) are likely to change the roles and functions of clinical staff in all professions over the next two decades to ensure safer, more productive, more effective and more personal care for patients/service users;
- what the implications of these changes are for the skills required by the professionals filling these roles, identifying professions or sub-specialisms where these may be particularly significant;
- the consequences for the selection, curricula, education, training, development and lifelong learning of current and future National Health Service staff.

The report states that within five years, the education and training for future employees should equip them to achieve their full potential as part of the workforce in the technology enhanced NHS. This includes the need to experience the impact of technology in a practice-based learning environment

## Digital Poverty

It is well recognised that not all students have the same access to IT (Office for Students 2020). While funding has been made available to universities to address this, digital poverty remains a challenge that should be addressed student by student. This means that HEIs and practice learning providers will need to liaise on the most appropriate solutions. Some Trusts have invested their tariff funding to provide laptops for students, other students have accessed university funding to buy hardware.

## Considerations for TECS Practice based learning

As with any other practice based learning opportunity, students will need to understand the local information governance and safety policies and processes of their practice learning.

- TECS practice based learning opportunities should be treated in the same way as any other practice based learning opportunity; the same rules of professional behaviour apply, and any breeches will be managed by the university or education provider in-line with their fitness to practice policies.
- Patient/service user confidentiality should be given the same consideration as with any other consultation/interaction.
- If students use their own device to carry out consultations or communicate with colleagues, ensure associated risks are managed appropriately.
- Clinicians/practitioners will need to gain patient/service user consent for students to work with patients/service users using locally defined platforms/tools and documented in the usual fashion. Students will need guidance about how to gain consent whilst working remotely.
- Students should be advised about how to ensure privacy, dignity and professionalism when undertaking remote consultations.
- In order to maximise the learning during TECS practice based learning opportunities it is good practice to undertake a debrief with students to discuss the consultation. Factors such as what went well? even better if? And learning points to take forward to the next session. As with any other consultation this discussion may include planning for interventions/actions, clinical reasoning and decision making.

Below you will find tips on how to effectively learn online in lessons adapted from content provided by Leeds Beckett University's Leeds School of Social Sciences



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## Learning online in lessons - getting it right

- Make sure nothing private is visible behind you
- Sit at a table or desk
- Use background effects if you wish
- Don't join in a public space e.g. a cafe

### Check your environment



- Dress as you would to come onto campus or go to placement\*\*
- It takes time to log in - join before the session starts

### Be prepared



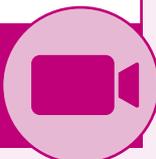
- Tell others in your house you are in a study session, to avoid interruptions
- Wear headphones with a mic to reduce background noise when speaking

### Quiet please



- SLTs also work online
- In small group sessions you are learning and developing professional skills

### Camera on in small groups\*



- Helps with sound quality
- Mute yourself unless you wish to speak
- Mute again when you have finished

### Courtesy muting



- If you wish to speak in a discussion or ask a question, use the 'raise hand' feature and wait for your turn

### Hands up



- Recordings are provided to you where appropriate
- Online teaching materials are for your own use as a student and should not be shared with other people

### No recording or screenshots



- Contribute to discussions and ask questions
- Speak or use chat
- Show respect to others

### Talk and act professionally



- Protect service user confidentiality
- Do not use a shared space
- Use headphones with a mic
- No interruptions from other people or pets

### Clinical sessions



\*Speak to your academic advisor if you feel unable to use video for personal reasons

\*\*This may be dependent on organisation dress code.



## Hints and tips

The following ideas are adapted from a document created by Sophie Gay from the University of Winchester and Sarah-Jane Ryan from the University of Brighton.

### Tips for students

- Embrace the opportunity to learn in new and different ways; these practice learning opportunities will give you ample opportunity to hone your clinical reasoning, communication, and professional skills, demonstrate your flexibility and potentially enhance your employability
- Approach these practice learning opportunities with a 'can do' attitude
- Virtual clinics can mean long periods of sitting down. Make sure you take proper breaks away from screens
- Being at home will reduce your travel time, use this time to look after yourself
- Take time to link with other students in similar settings - you may appreciate the peer support
- You may need a quiet working space if working from home. If this is not available to you, highlight this to your university at the earliest possibility opportunity.

## Tips for practice settings



- It will be worth doing a pre-meet with your student before the start of placement to ensure the IT is working, this could ease anxieties
- Internet connection sometimes drops out. Make sure your student has clear instructions about what to do should this occur, especially during a patient/service user consultation
- Focus on the quality of the education and not the quantity. It is not about the numbers of patients/service users the student is having contact with, but the learning generated from the interactions
- Students can have the opportunity to learn not just from the patient/service user interactions but from the wider service set up; does your new model of service delivery need auditing? or patient/service user experience work? These are pieces of work that the student could get involved with, or even lead on. No need to be 100% patient or service user facing.
- It is useful to consider setting up students with an NHS account where possible for them to access electronic records.
- Recognise differences in levels of student/educator skills and digital literacy, ensure wrap around support and SMART goal setting ideas for remote working practice learning opportunities..

## Tips for universities and education providers



- Students can have a brilliant experience TECS practice learning, full of rich and diverse learning opportunities
- TECS practice learning can be either the whole placement or combined with another placement (consider splitting the placement)
- This form of service delivery is potentially new for clinicians/practitioners and it is likely that they have never supported a student in this way; consider putting on additional preparation to support this transition
- Consider placing students in these settings if they are needing to shield, or have difficulty accessing placement settings
- To ensure that all students have equal access to these placements, you may need to consider the loan of appropriate equipment if a student is working from home. .

## Information Governance

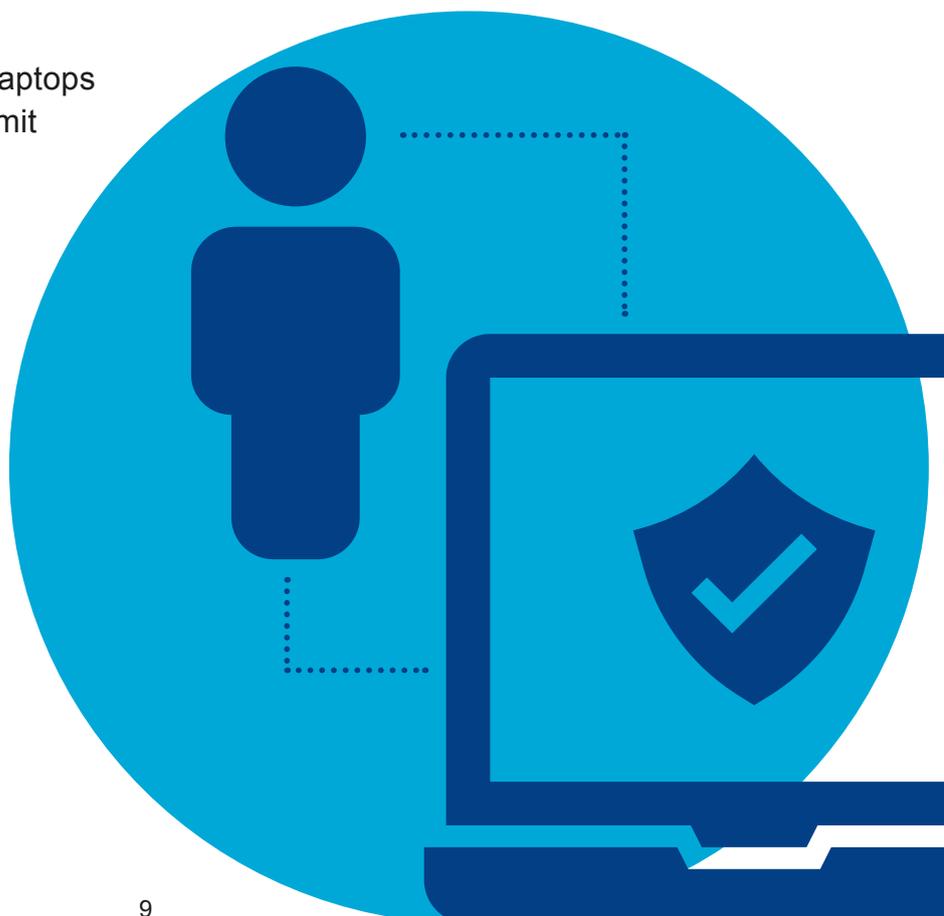
Information Governance (IG) helps ensure that everyone follows best practice guidelines on information handling. By engaging with your IG specialists, you can be confident that you are following best practice and adhering to your legal and professional obligations. This will help you to provide high quality care and protect yourself from potential personal liabilities in respect of handling patient/service user information. The following information shares examples from various organisation to help guide your thinking.

Many services have transformed their care services online during the COVID-19 pandemic while others have offered digital care for some time. Placements with teams offering online or digital services can give AHP students valuable practice learning experience.

This guide shares some practical examples of how organisations have enabled AHP students to work online to do TECS (technology enabled care services) placements.

The rapid rise of online working during the COVID-19 pandemic has raised additional questions about data security. The NHS has published Information Governance guidance on a range of topics which may be applicable for TECS student placements, including mobile messaging and email, using your own laptop or phone, password requirements and responsibilities.

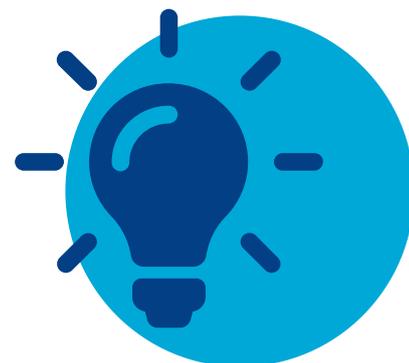
Some trusts supply students with laptops during placement while others permit students to use their own devices (computers, laptops, phones). Universities also lend laptops to students.



## Examples

### Connect Health

Musculoskeletal physiotherapy service offering online patient consultations.



#### How do we make it work?

- Students join online consultations via Microsoft Teams (MS Teams). They are not given direct access to SystemOne but use their own device to access via MS Teams.
- Clinician gains patient consent then student joins consultation.
- Notes are screen-shared with student during consultation (students do not have their own log-in).
- Students draft notes using Word and email securely without patient identifiers, educator cuts and pastes into patient record.

### Rotherham NHS Foundation Trust

Musculoskeletal physiotherapy service offering online patient consultations.

#### How do we make it work?

Local IG policy enables students to access patient records on SystemOne, via their own devices as long as they have:

- A windows operating system
- Antivirus software
- Secure Wi-Fi connection

They also need:

- A confidential space
- Access to a device with microphone and camera (Microsoft Teams can be accessed from smartphone, laptop or tablet)
- University ID/usual uniform

Students must sign a compliance form before being given virtual access to SystemOne. Access The Rotherham NHS Foundation Trust's Internet SystemOne User Guide on our [Practice Based Learning resources page](#).

## Central London Community Healthcare

Community services currently offering online patient consultations

### How do we make it work?

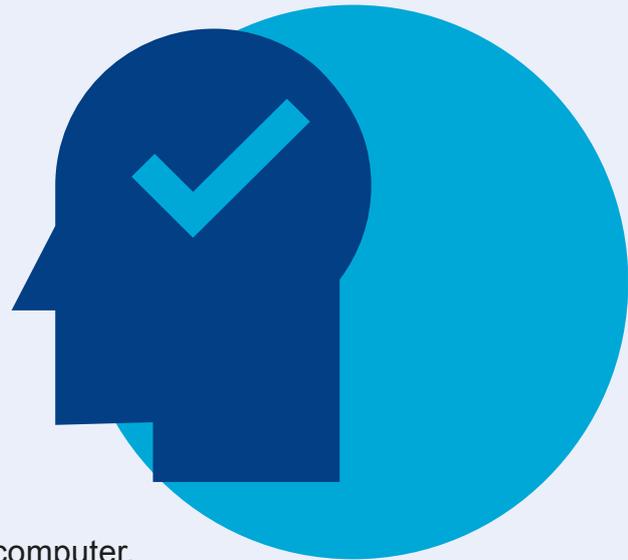
- The Trust has a local student IG policy.
- IT team sets up an NHS email account and a smartcard for students and they must complete online IG training before the placement.
- Students join online patient consultations on BlueJeans. Patients notes are screen-shared as necessary via MS Teams.
- Where access to patient records is not possible, students email their patient notes in Word format to their educator for uploading.



# Guiding principles

## For students

- You must abide by the standards of professional conduct from the HCPC and your professional body.
- Ensure you have a private space to work where you cannot be overheard, use headphones for confidentiality.
- Anonymise any placement material stored on your computer, laptop or phone.
- Tell your placement supervisor if you already have an NHS smartcard enabled. Use an encrypted NHS.net email account (if you have one) for communication/sharing patient/service user information on placement.



## For practice settings

- Follow your organisation's existing protocols and procedures for data security and clinical safety, including NHS Digital clinical risk management standards DCB0129 and DCB0160.
- AHP students have usually completed basic IG training at university, and some are issued with smartcards. Liaise with the university to find out more.
- Students do not necessarily need individual access to patient/service user records; workarounds can be screen-sharing on Teams or writing patient/service user notes on a Word document for a staff member with access to upload.
- Embrace a 'can-do' attitude. Think 'what can you do to make it work?'

## For universities and education providers

- Provide students with smartcards where possible of activities that could be adapted

## Some useful webinars/resources:

- [NHSX information governance guidance](#)
- [HCPC Standards of conduct, performance and ethics](#)
- [NHS Digital clinical risk management standards](#)
- [The Chartered Society of Physiotherapy Covid-19: Guide to rapid implementation of remote Physiotherapy provision](#)
- [Royal College of Occupational Therapy Digital occupational therapy](#)
- [NHS England Outpatient Transformation Programme – video consultations in secondary care](#)
- [Office for Students Digital teaching and learning : The Opportunity 30th October 2020](#)
- [Rapid implementation and improvement of a virtual student placement model in response to the COVID-19 pandemic \(bmj.com\)](#)
- [HEE webinar, 7 July 2020: Rapid Expansion of AHP placements: Simulation and Technology Enabled Care Services \(TECS\) webinar](#)
- [Recording of Chartered Society of Physiotherapy \(CSP\) Southern Regions Zoom on Student Placements held on 8 July 2020](#)
- [Connect Health – Innovative Virtual Student Placements](#)
- [Chartered Society of Physiotherapy influencers Ryan and Leon discussing their service in Ashford and St. Peter’s Hospital \(ASPH\). Please note CSP login required](#)

## Appendix One

- A detailed example of a TECS practice learning model compiled by Rachel Radford from The Rotherham NHS Foundation Trust on our [Practice Based Learning resources page](#).

## Appendix Two

- SystemOne User Guide, provided by The Rotherham NHS Foundation Trust, on our [Practice Based Learning resources page](#). This includes a compliance form for students and information about accessing and using SystemOne remotely.