Allied Health Professional (AHP) practice placement sustainability

Self-evaluation and improvement framework

Council of Deans of Health

Florence Nightingale Foundation

Canterbury Christ Church University

Resources

Reflective of modern healthcare

Leadership & accountability

AHP practice placement sustainability

Visibility & value of learners

Data & capacity modelling

Collaboration & communication
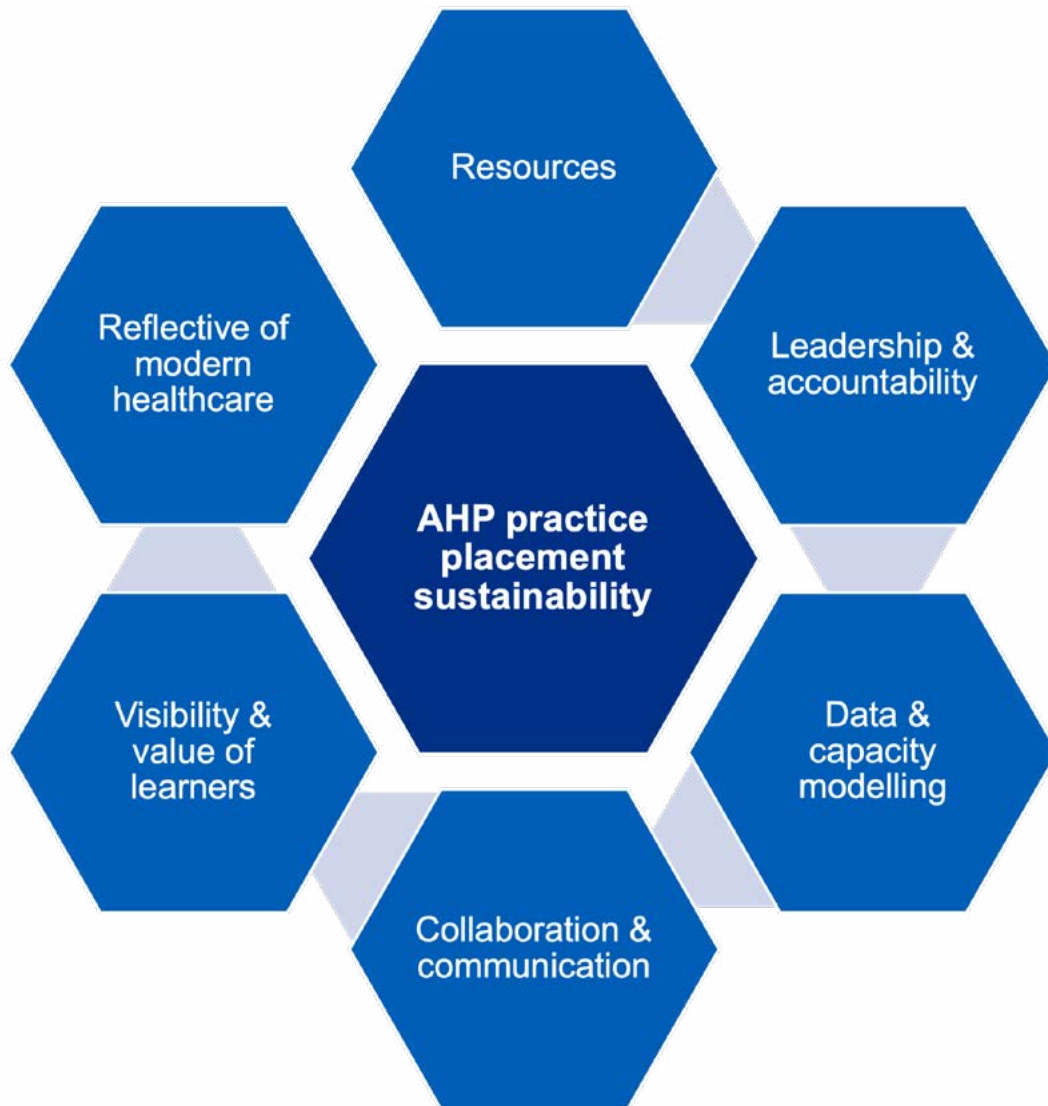
**Dr Sarah Elliott & Professor Chris Burton**

Towards a sustainable future for AHP practice placement provision

Introduction

The NHS requires more Allied Health Professional (AHPs) to meet service requirements that it will face over the coming years. To achieve this, we need more students preparing for registration as Allied Health Professionals. Consequently, additional practice placement opportunities are required for students to achieve the standards set by regulatory bodies, meet workforce demands and to ensure that the AHPs of the future are prepared for their professional roles in an ever-changing healthcare environment.

This framework draws on the first-hand experiences of practice education stakeholders, and reflects a consensus across all Allied Health Professions, their professional and regulatory bodies, health care education providers, Health Education England, NHS provider organisations, charity and voluntary sector, practice educators and students generated through surveys, focus groups and other stakeholder engagement activities and reference to the literature.

Further details of the design process are documented in the project report.
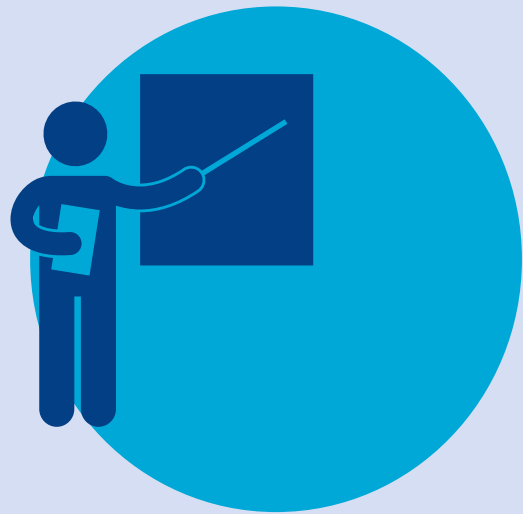
Defining AHP practice placement provision

In this framework, the term 'system' has been utilised as it is recognised that the provision of AHP Practice Placements involves a range of stakeholders that are inter-connected, and form a collective entity in seeking to achieve a common purpose, in this case the effective and efficient provision of AHP practice placements. Therefore, this framework is applicable to healthcare education providers, Integrated Care Systems, placement providers, practice educators and organisations.

In this framework, the definition of a sustainable system for AHP Practice Placements has been defined as;

'A sustainable system for AHP practice placement provision is a flexible and agile entity, that will balance the capacity and demand, ensuring sufficient placements, that meet quality requirements, to deliver AHP workforce requirements, now and in the future.'

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A sustainable system;

Will generate sufficient resources and use them effectively to support education and learning.

Is governed by accountable and inclusive leadership, and all individuals understand and value their own contribution to education and learning, and their contributions are valued within their organisations.

A sustainable system is underpinned by robust and transparent strategies for capacity modelling and utilises data effectively to influence change.

A sustainable system has a governance arrangement for shared collaboration with a clear communication pathway between professional and regulatory bodies, hosts, providers, ICSs and education providers.

A sustainable system will increase the priority, visibility and value of learners within day-to-day service delivery and ensure that they are part of the current and future workforce strategy, vision and planning.

A sustainable system will facilitate quality AHP placements that reflect and align with healthcare practice and incorporates all pillars of practice.

Who is this framework for?

How will it help?

This self-evaluation and improvement framework is offered as an evidence-based, co-designed guide and helpful tool for those contributing to AHP student placements who aim to assure the sustainability of AHP practice placement provision, capacity and diversity. It can be utilised to stimulate dialogue, identify enablers and influencers which may facilitate future action plans to ensure the sustainability of practice placements.

For each guiding principle there are a selection of quality indicators that were identified as relevant for the sustainability of AHP practice placement provision. A self- assessment proforma allows individuals or systems to record their self- evaluation. It uses a progression model, recognising that systems will not develop all guiding principles at the same pace and will therefore have varying levels of maturity. By doing this, the system can gain further insight into where they may require further development or support and may facilitate partnership working.

Self evaluation tool and evaluation framework

Guiding Principle	Emerging	Developing	Maturing
A sustainable system will generate sufficient resources and use them effectively to support education and learning	Identify and define existing and available resources including digital technology. Identify performance metrics and influencing mechanisms to clarify how resources are being used effectively. Explore the use of HEE tariff and how that is utilised to promote, support, influence and develop AHP practice placement provision. Explore ways to utilise existing spaces and barriers to hosting student placements and consider other models of supervision. Have an awareness of Public Sector Equality Duty (PSED). Consider workforce as a resource and how innovative approaches or incentivisation may be utilised.	An increasing range of resources, including digital technologies have been defined, identified and are being used to support AHP practice placement provision with use of performance metrics to monitor. HEE tariff has been identified and is beginning to be utilised to influence AHP practice education. More diverse models of supervision are being trialled and evaluated for sustainability. The PSED is beginning to be evaluated and evidenced.

Workforce as a resource has been identified and processes are being developed to measure and monitor effectiveness and processes for incentivisation are being developed through a sense of belonging and safety. | A system can evidence the effective use of available resources through performance metrics, including digital technology that enables a system to create diverse learning opportunities that may be delivered virtually or face to face. Other resources and innovations continue to be sought. The HEE tariff is utilised in an effective way to have maximum impact and influence on AHP practice learning. Different models of supervision or hybrid working are adopted. The environment or learning plan is adapted to learners needs. Previous barriers are being addressed, to enable and facilitate AHP placement provision. The system can uphold their PSED by ensuring resources are used in a way that is customised for individuals who need it. Workforce is recognised as a resource, and this can be evidenced as belonging to the body of AHPs. |

Self evaluation tool and evaluation framework

Guiding Principle	Emerging	Developing	Maturing
A sustainable system is governed by accountable and inclusive leadership, and all individuals understand and value their own contribution to education and learning, and their contributions are valued within their organisations	Systems will identify the senior leaders who are accountable and be able to influence the strategic direction for AHP practice placements. The system will reach out to staff, learners, long arm bodies and HEI's to learn with and from each other and begin to form communication pathways. Explore if there a shared and coherent agenda about AHP practice placements. An equality impact assessment will be undertaken.	A system will have an identified a senior leader who is accountable for the strategic direction of AHP practice placements and is beginning to promote practice learning as a responsibility of all staff. Relationships are being built with stakeholders and there is clear communication process and shared agenda. Staff and students will have confidence in the process of change and have contributed to the plan for improvement and will identify their own learning requirements to act as educators in practice with plans to provide professional learning opportunities. Systems can be triggered when learners' needs are different.	A culture of professional learning and provision of AHP practice placements exists across the system with a senior leader setting out the strategic direction. Constructive relationships, internally and externally with stakeholders and partners, help all to learn with and from each other. There is a shared and coherent agenda for AHP practice placements in situ and it will reflect the uniqueness of the system and reflect modern healthcare provision. Strategic leaders effectively guide and manage the direction and pace of change and staff demonstrate collective responsibility for AHP practice learning. Time for professional dialogue, collegiate learning and self-evaluation is protected. The system will monitor and evaluate impact of changes on outcomes for all learners. Learners are supported through accessible information to uphold their autonomy.

Self evaluation tool and evaluation framework

Guiding Principle	Emerging	Developing	Maturing
A sustainable system is underpinned by robust and transparent strategies for capacity modelling and utilises data effectively to influence change	Explore existing models and approaches to placement allocation and capacity to ensure transparency and equity to placement capacity. Explore current streams for data collection and how this data is utilised to plan future capacity and analyse cancellations and unused placements.	Models of placement allocation/ capacity have been identified and defined. Plans are in place to adopt models and adapt accordingly that are fair and transparent. Data collection strategies and streams have been identified are beginning to inform placement capacity modelling to meet the capacity requirements now and in the future.	Data is utilised effectively to plan and model adequate capacity and approaches to placement allocation which are agreed, are transparent and ensure equity for providers and hosts. Data is used to advance equality and diversity (E.g. WRES / WDES). Data is responsiveness to internal and external drivers and allows providers flex to support some learners when they have different needs or reasonable adjustments. Data may explore narratives from learners who may struggle and lead to attrition rates including those with protected characteristics.

Self evaluation tool and evaluation framework

Guiding Principle	Emerging	Developing	Maturing
A sustainable system has a governance arrangement for shared collaboration with a clear communication pathway between professional and regulatory bodies, hosts, providers, ICSs and education providers	The system is exploring opportunities to engage in partnership working with other organisations, HEIs and long arm bodies (EG HEE/ NHSEI). The possibility of staff dedicated to education and learning within AHPs is being considered and will align to other professions. An understanding of the different contexts in which AHP placements could be delivered. The purpose of partnership working is developing and may include not only placement capacity but capability, innovation and improvements.	Opportunities for partnership working have been identified and are being developed with a clear communication pathway. There are plans being developed for AHP staff to have dedicated time or roles for education and learning. There is clearer understanding of the available contexts and situations where placements could be delivered. Partnership working are established across systems and may reach out to other professions.	Sustainable relationships have been built with a wide range of partners and organisations and the communication systems have adequate feedback loops so improvements can be made. Ensure all staff and learners have a voice including those with protected characteristics. Systems will have established AHP education / placement team with an identified Equality, Diversity and Inclusion lead who is independent of the assessment process and learners will be made aware of this in order to give feedback in a safe space. Partnerships are based on shared values, vision and aims and the local/ regional workforce strategies. There is a clear strategy for growing new and existing partnerships on a multi-professional level and jointly plan and evaluate work to enhance the AHP placement provision.

Self-evaluation: evidence and actions for improvement

Guiding Principle	How are we doing?	What evidence do we have? How does this relate to local and national strategies?	Action Plan
A sustainable system will generate sufficient resources and use them effectively to support education and learning	**Developing Emerging Maturing** **1 2 3 4 5 6 7 8 9 10** **Comments:**		
A sustainable system is governed by accountable leadership, and all individuals understand and value their own contribution to education and learning, and their contributions are valued within their organisations	**Developing Emerging Maturing** **1 2 3 4 5 6 7 8 9 10** **Comments:**		
A sustainable system is underpinned by robust and transparent strategies for capacity modelling and utilises data effectively to drive and implement changes as necessary	**Developing Emerging Maturing** **1 2 3 4 5 6 7 8 9 10** **Comments:**		

Self-evaluation: evidence and actions for improvement

Guiding Principle	How are we doing?	What evidence do we have? How does this relate to local and national strategies?	Action Plan
A sustainable system is a shared collaboration with a clear communication pathway between professional and regulatory bodies, hosts, providers and healthcare education providers	Developing Emerging Maturing **1 2 3 4 5 6 7 8 9 10** **Comments:**		
A sustainable system will increase the priority and visibility of learners within day-to-day service delivery and ensure that they are part of the current and future workforce strategy/ vision/ planning	Developing Emerging Maturing **1 2 3 4 5 6 7 8 9 10** **Comments:**		
A sustainable system will facilitate AHP placements that reflect and align with healthcare practice and incorporates all pillars of practice	Developing Emerging Maturing **1 2 3 4 5 6 7 8 9 10** **Comments:**		

Health Education England practice based learning resources

[Practice Based Learning resources | Health Education England (hee.nhs.uk)](https://hee.nhs.uk)

Acknowledgements

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