



London and South East
Placement Partnership

CAPITAL **AHP**

Fair Share Model for Practice Learning Launch

Monday 7th June 2021

CapitalAHP is jointly sponsored by Health Education England and NHS England and Improvement

Ground Rules



Please put yourself on mute



This event is being recorded

Please get involved, ask questions, give comments



AHPpracticelearning

#CapitalAHP

@LondonAHPs



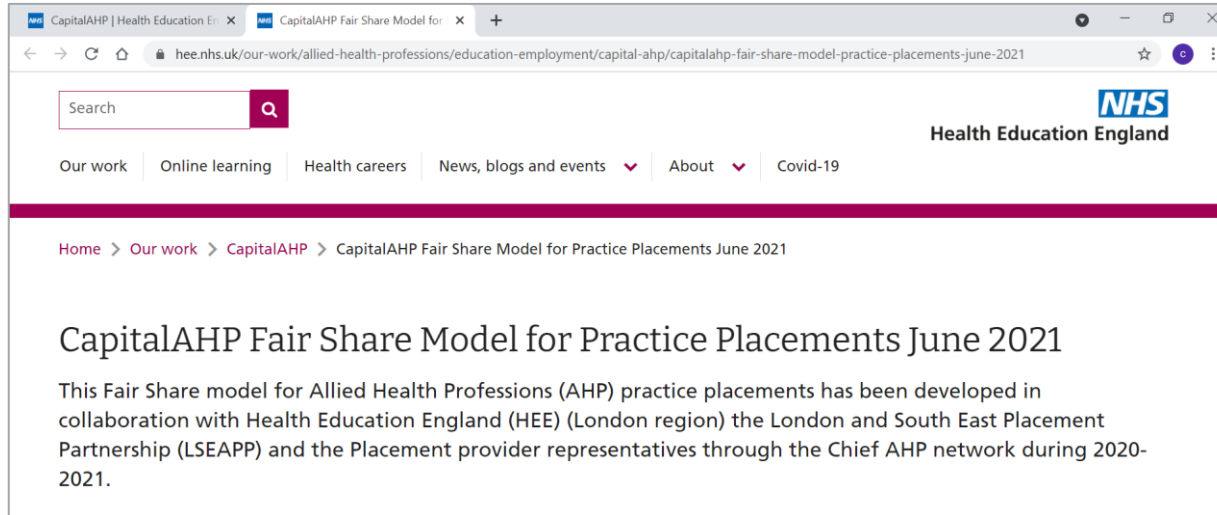
LSEAPP



London and South East Placement Partnership

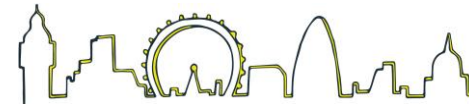


CapitalAHP website



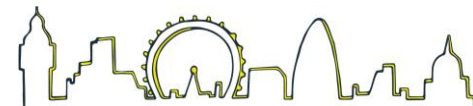
The screenshot shows a web browser window with two tabs. The active tab is titled 'CapitalAHP Fair Share Model for'. The address bar shows the URL: [hee.nhs.uk/our-work/allied-health-professions/education-employment/capital-ahp/capitalahp-fair-share-model-practice-placements-june-2021](https://www.hee.nhs.uk/our-work/allied-health-professions/education-employment/capital-ahp/capitalahp-fair-share-model-practice-placements-june-2021). The page features a search bar, a navigation menu with items like 'Our work', 'Online learning', 'Health careers', 'News, blogs and events', 'About', and 'Covid-19', and the NHS Health Education England logo. The main content area has a breadcrumb trail: 'Home > Our work > CapitalAHP > CapitalAHP Fair Share Model for Practice Placements June 2021'. The title is 'CapitalAHP Fair Share Model for Practice Placements June 2021'. The text below reads: 'This Fair Share model for Allied Health Professions (AHP) practice placements has been developed in collaboration with Health Education England (HEE) (London region) the London and South East Placement Partnership (LSEAPP) and the Placement provider representatives through the Chief AHP network during 2020-2021.'

<https://www.hee.nhs.uk/our-work/capitalahp>



Outline & Introductions

Item No.	Agenda Item	Presented By	Time
1.	Welcome and Introductions	Working group	15:30-15:35
2.	Fair Share Model: Introduction	John Hammond & Lorna Johnson	15:35-15:50
3.	NMET Tariff	David Marston	15:50-16:05
4.	Case study: Accessing NMET Tariff	Helen Lycett	16:05-16:15
5.	Fair Share Model: Next steps and actions	Laura Leadsford & Chloe Keith-Jopp	16:15-16:30
6.	Discussion Q&A	All	16:30-16:55
7.	Summary/Closing	Working group	16:55-17:00



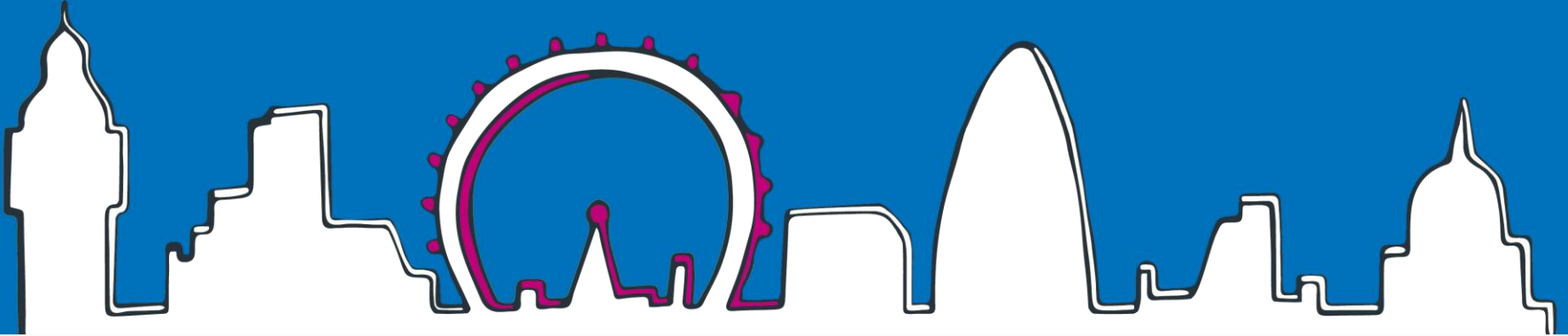
Quick Poll

How confident do you feel about implementing the fair share model?



Fair Share Model: Introduction

John Hammond & Lorna Johnson



Current issues

Social distancing

Teams exhausted

Lack of IT

FFP3 testing

Student expectations

Admin support limited

Placement timings

Juggling learners (eg apprentices)

Covid disruption 3rd wave

Restarting & Recovery

Contacting HEI

Student confidence

Staff redeployed, annual leave

Adapting to new normal & virtual

Culture & expectations



Fair Share Model Background

Need a strategy
for establishing
quotas

Unclear
expectations
of placement
offering

Practice Learning Events Feb &
Nov 2020

Working group
(HEI, AHP leads, HEE)

Explored other models (NES,
York & Humber, NW England)

Analysed ESR workforce data



AHP Workforce

London AHP
workforce 2019

Physios
3,326 (FTE)

OTs
2,469 (FTE)

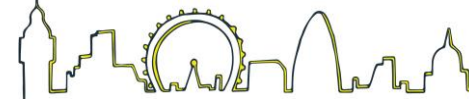
SLTs
1,517 (FTE)

16,681* registered
AHPs in NHS in London

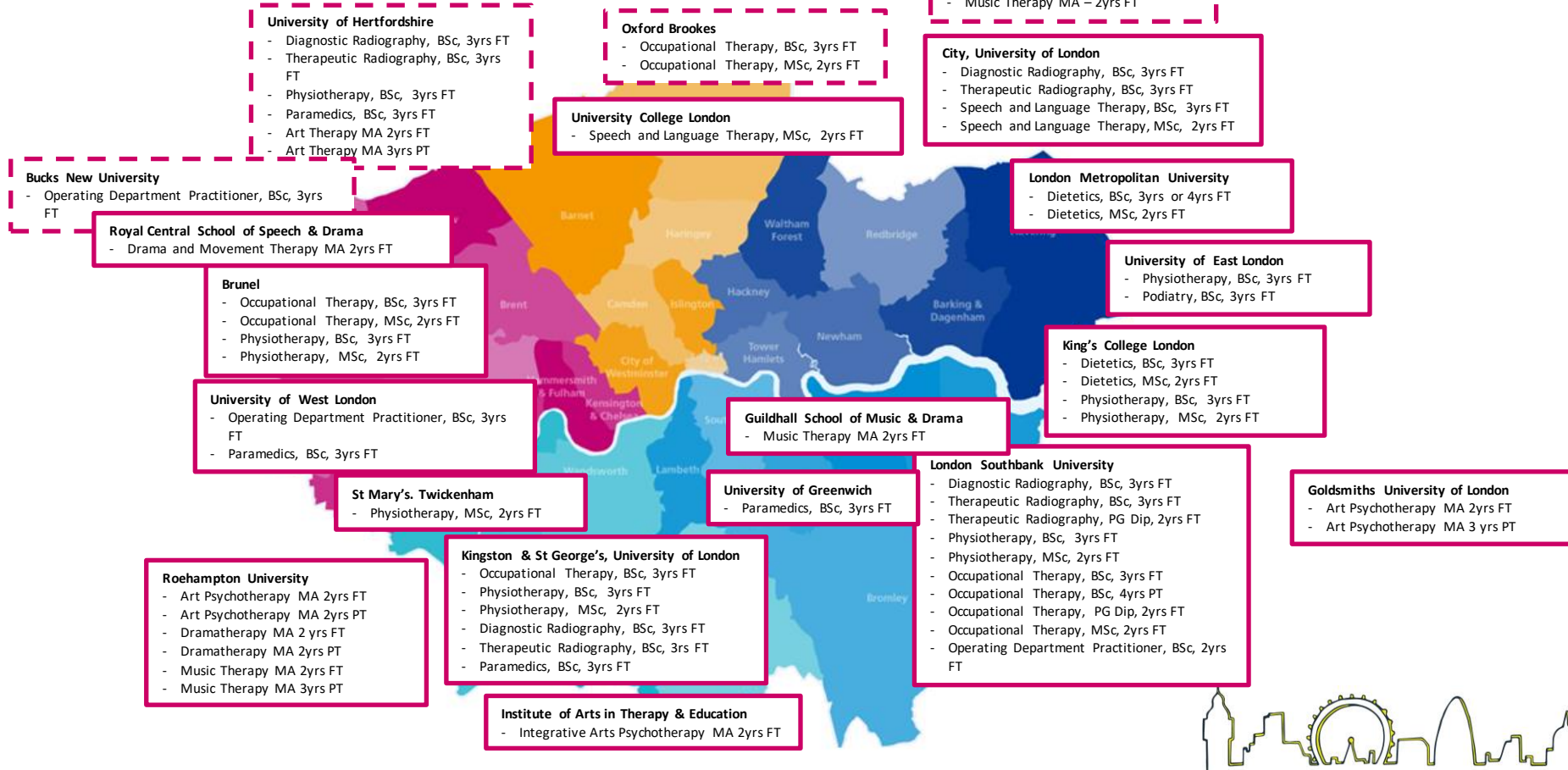
Band 5 = 15%
Band 6 = 36%
Band 7 = 33%
Band 8+ = 16%

Band 5 = 16%
Band 6 = 40%
Band 7 = 33%
Band 8+ = 11%

Band 5 = 15%
Band 6 = 36%
Band 7 = 34%
Band 8+ = 15%

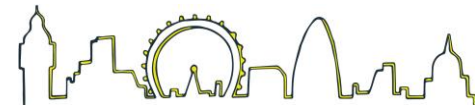


HEI AHPs Courses in London



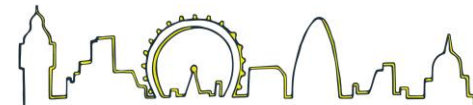
Fair Share – Placements required

2018/19	A. No. students per yr requiring placements	B. No. weeks of placement (approx 30/yr) = A x 30	C. No. placements per HEI	Total No. placements = A x (ave) C
Physio	592	17760	5-6	3256
OT	358	10740	4-5	1611
SLT	140	4200	4-5	560



Fair Share – Placements required

2018/19	Staff FTE 2019	No. weeks of placement (approx 30/yr)	Weeks/FTE
Physio	3326	17760	5.34
OT	2469	10740	4.35
SLT	1517	4200	2.77



Fair Share Model

= 7 Weeks* placement (full time) / FTE (qualified staff)

*weeks used to help with strategic planning

Relate to NMET tariff for 2021/22

= £2.52/hour x 35 hours

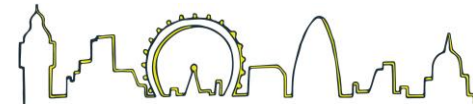
= approx. £88.20/week



Fair Share – Planning 2021/22

Aims of the model:

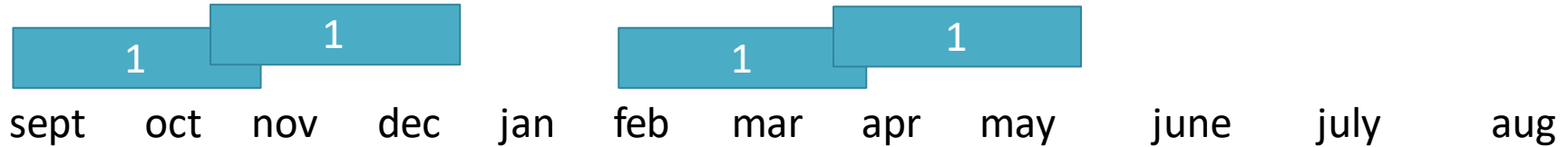
- Assist with strategic planning within own organisations
- Establish benchmark for
 - Leads
 - Teams
- Minimise last minute fire fighting (and additional time and resources)
- Enable more effective student preparation



Fair Share – example

OT mental health community service (4 FTE)

Year planner



Week planner	M	T	W	Th	F
morning	PE1:1	Project	PE1:1	PE1:Virtual	PE1:1
afternoon	PE1: Virtual	PE1:1	PE1:1	Project	PE1: Virtual

Fair share:

OT 4 blocks x 1 students x 8 wks / 4 FTE = **8 wks /FTE**

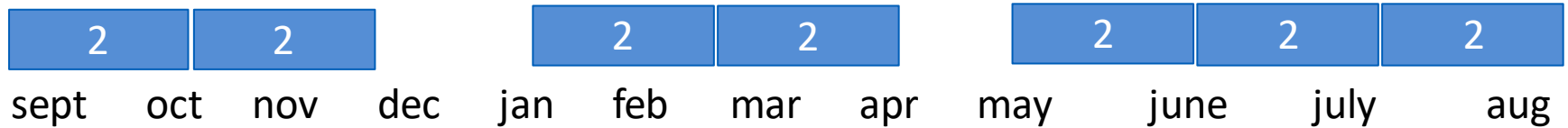
NMET return = 4 x 1 x 8 x 35 hr x £2.52 = **£2822.40**



Fair Share – example

Team lead in a PT neuro inpatient service (13.5 FTE)

Year planner



Week Planner	M	T	W	Th	F
morning	B6:2	Peer learning	B6:2	B6:2	B5x2:2
afternoon	B5x2:2	B6:2	Peer learning	Band 8:2	AHP clinic

Fair share:

PT 7 blocks x 2 students x 6 wks/ 13.5FTE = **6.13wks/FTE**

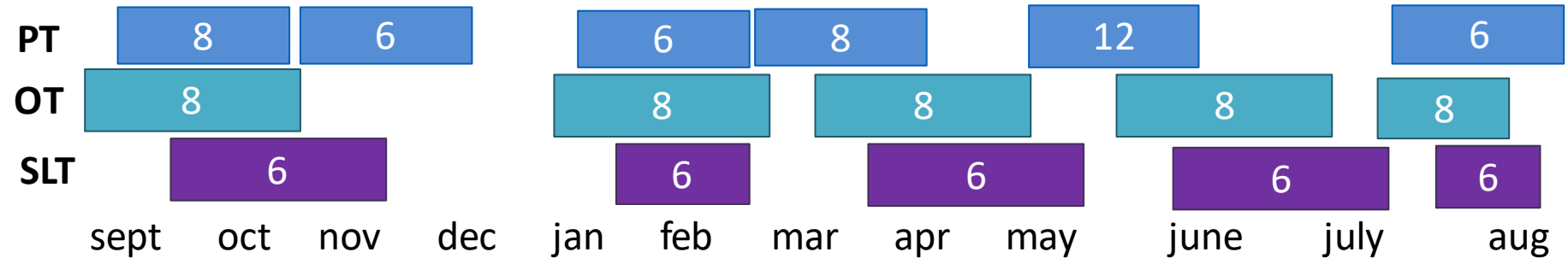
NMET return = 7 x 2 x 6 x 35 hr x £2.52 = **£7408.80**



Fair Share – example

AHP lead (45 PT, 35 OT and 25 SLT)

Year planner



Fair share:

PT 46 students x 6 wks / 45FTE = **6.13wks/FTE**

OT 32 students x 8 wks + 8 x 4 / 35FTE = **8.22/FTE**

SLT 18 students x 8 wks + 12 x 4 / 25 FTE = **7.04/FTE**

NMET return = (276 + 256 + 176) x 35 hr x £2.52 = £62,445



Non-Medical Education and Training (NMET) Tariff for AHPs – how its worked out (and how to get it)

A healthcare professional, likely a nurse or AHP, is smiling and looking towards the camera. She is wearing a light blue short-sleeved uniform shirt and a light blue plastic apron. She is also wearing blue nitrile gloves. The background shows a clinical setting with white cabinets, a blue chair, and medical equipment. A large orange bracket is positioned above her, framing the title text.

Developing people
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healthcare

www.hee.nhs.uk

HEE data collections

HEE collects a wide range of data from Education Providers;

- Placement activity of learners - to make financial payments and better understand placement capacity.
- How many learners and where they are - to understand the uptake of courses, implications for future workforce in the health sector and pay funding as applicable.
- Named student level data to support salary support data
- Data is now submitted through a national standard Student Data Collection Tool, collecting the same information at the same time around the country.

Definition of placement

DHSC guidelines define a placement as:

- Be a recognized part of the education and training curriculum for the course and approved by the HEI and the relevant regulatory body as appropriate;
- Meet the quality standards of the regulator, the commissioner and HEE;
- Be direct clinical training with an agreement programme, being a minimum of one week;
- Have the appropriate clinical and mentoring support as defined by the regulatory body; and
- Is not workplace shadowing

In addition:

- Simulation, as permissible by the regulator in lieu of face to face clinical experience
- Virtual placements incorporating patient facing experience
- Be supported by an appropriate placement agreement and have defined learning outcomes

Included Professions

The data set should include the following professional groups:

- Adult Nurse
- Clinical Psychologist
- Child Nurse
- Diagnostic Radiographer
- Mental Health Nurse
- Learning Disability Nurse
- Midwife
- Paramedic
- Physiotherapist
- Podiatrist
- Occupational Therapist
- Operating Department Practitioner
- Speech and Language Therapist
- Therapeutic Radiographer
- Undergraduate Healthcare Scientist (PTP)

Student Data Collection Tool

- Data is submitted by education providers 3 times per year
- Placement providers are now required to review aggregated placement activity based upon data submitted to HEE by education providers
- **Payment of Non-Medical Education and Training (NMET) Tariff for the indicated reporting period will only be made after validation is received and confirmed**
- Placement providers need to ensure their own internal data monitoring systems to be able to review placement activity robustly
- Placement Activity is recorded in hours not student headcount.
- Data is presented as hours undertaken by academic year cohorts, qualification, profession and education provider.

Reviewing the data

Once logged in you will clearly see what Education Provider and Programme the activity relates to.

Education Provider	Course Title	Qualification	Placement Provider Name	Placement Provider Code	Placem
London Southbank University	Midwifery	BSc	Barking Havering and Redbridge Univ...	RF4	
Kingston & St George's, University o...	Nursing (Adult)	BSc	ASHFORD AND ST PETERS HOSPITALS ...	RTK	St Peter
University of East London	Nursing (Adult)	BSc	North East London NHS Foundation Tr...	RAT	
London Southbank University	Operating Department Practice	BSc	University College London Hospitals N...	RRV	
King's College London (AHPs)	Physiotherapy	MSc	ASHFORD AND ST PETERS HOSPITALS ...	RTK	Ashford
Barts Health NHS Trust (DCP)	Dental Nursing	Diploma	Barts Health NHS Trust	R1H	Royal Lo
King's College London (N&M)	Nursing (Adult)	BSc	ASHFORD AND ST PETERS HOSPITALS ...	RTK	St Peter
The University of West London	Nursing (Adult)	BSc	THE ROYAL BERKSHIRE NHS FOUNDAT...		
The University of West London	Operating Department Practice	BSc	SURREY AND SUSSEX HEALTHCARE N...	RTP	East Su
King's College London (AHPs)	Phvsiotherapv	BSc	ASHFORD AND ST PETERS HOSPITALS ...	RTK	Ashford

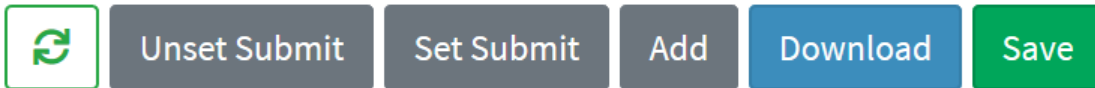
Reviewing the data

And the activity recorded by the Education Provider which you will need to either agree or dispute (note, “paid placement” refers to salaried under COVID placements)

Education Provider hours is the data provided by the EP; Placement Year hours is where you may enter an alternative figure.

Site	Is this a Paid Placement?	Education				Education				Education Provider Total Hours	Exce Source Rov
		Provider Year 1 hours	Placement Year 1 hours	Education Provider Year 2 hours	Placement Year 2 hours	Provider Year 3 hours	Placement Year 3 hours	Provider Year 4 hours	Placement Year 4 hours		
	Yes	0		3375		5156.25		0		8531.25	
	Yes	0		300		0		0		300	
	Yes	0		1100		450		0		1550	
	No	1800		2025		1012.5		0		4837.5	
ospital	No	136		0		0		0		136	
Hospital	Yes	0.12		0		0		0		0.12	
	Yes	0		0		450		0		450	
	Yes	0		0		180		0		180	
	Yes	0		0		35		0		35	
	No	0		0		170		0		170	
	Yes	70		0		0		0		70	
	No	3097.5		780		0		0		3877.5	

Managing the data



There are a number of tools to help you manage the data

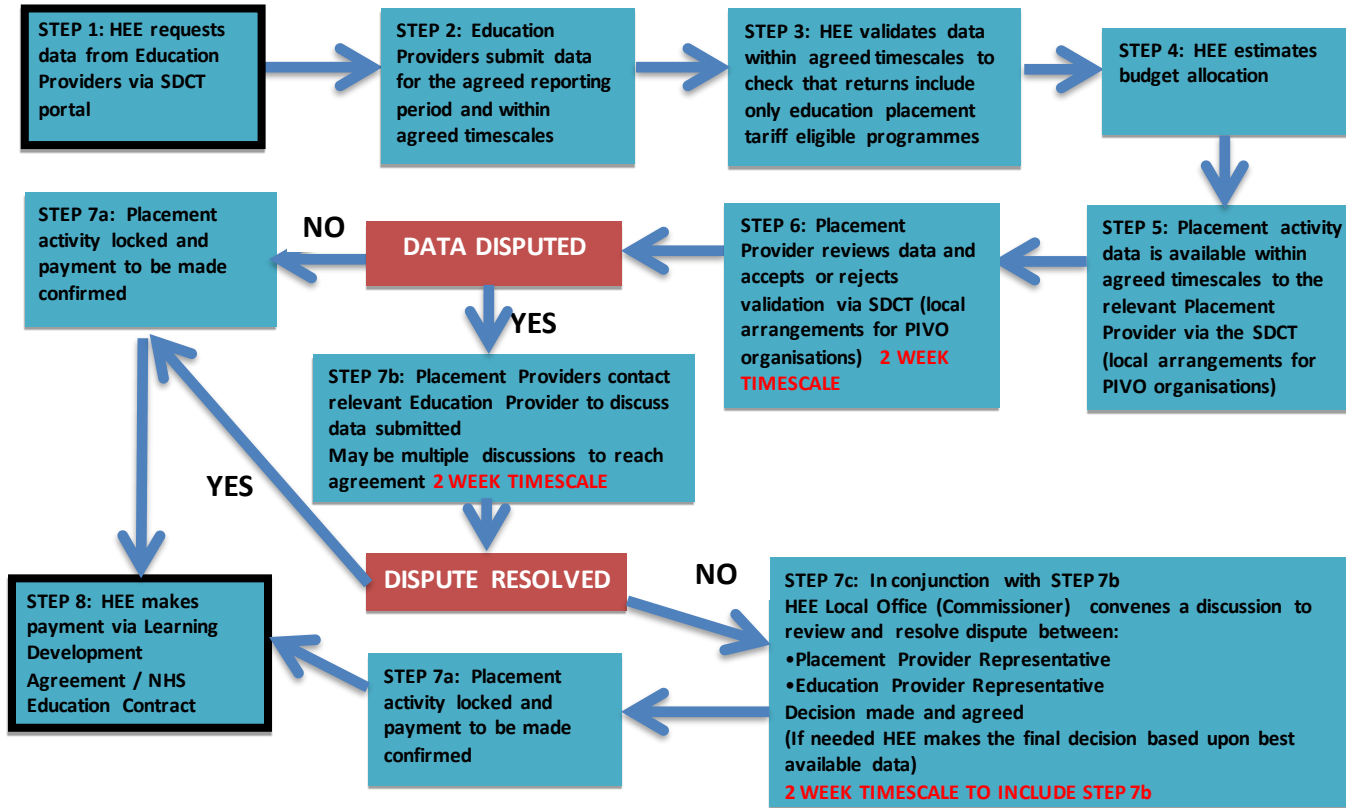
- Download – allows you to down the data to excel
- Add – allows you to add a row to the data should anything be missing in its entirety
- Always use save to save any changes or data entered
- Set Submit/Unsent Submit – allows you to select every line of data as ready to be submitted to HEE rather than manually setting each line
- **Data should only be submitted to HEE once inconsistencies in data have been reviewed with HEIs**

Disputed Data

- If the Trust does not agree with the activity recorded by the university, this should **first be raised with the relevant education provider.**
- Trusts should be aware that data has been submitted by HEI data teams and placement leads, individual programme leads may not be sighted on the process
- HEE will become involved if the Trust and HEI cannot reach agreement

Placement Validation Process

Anticipated Flow Chart



Turning data into £

Existing model:

- Payment calculated on activity, using formula of 1 FTE = 37.5 hours per week, 45 weeks per year
- Payment to NHS Trusts, via the Education Contract (formerly LDA), activity updated three times a year using “live” data – placements data validated by placement providers prior to payment
- Clearly identified as funding related to placements, broken down by HEI/Profession/Activity
- Payment to Private, Voluntary and Independent Organisations (PIVO) annually via HEIs

Updates and changes

- PIVOs – more frequent payments, direct to organisations for those over a certain size, to be implemented ASAP; supported by standardised placement agreement
- Role of PCNs and Training Hubs – ongoing as organisational maturity comes in
- New financial formula based on £ per hour

Use of NMET Tariff

- DHSC guidelines state the following:
 - Direct staff teaching time within a clinical placement
 - Teaching and student facilities
 - Administration costs
 - Infrastructure costs
 - Education supervisors
 - Pastoral and supervisory support
 - Health and wellbeing (excluding any OH assessments carried out by the Education Provider)
 - Student/trainee accommodation
 - In-course feedback and assessment
 - Staff training and development relating to their educational role

In addition:

Should benefit all eligible professional groups, but is not a direct placement fee – scope for the organisation to flex funding between groups for short term to support specific objectives

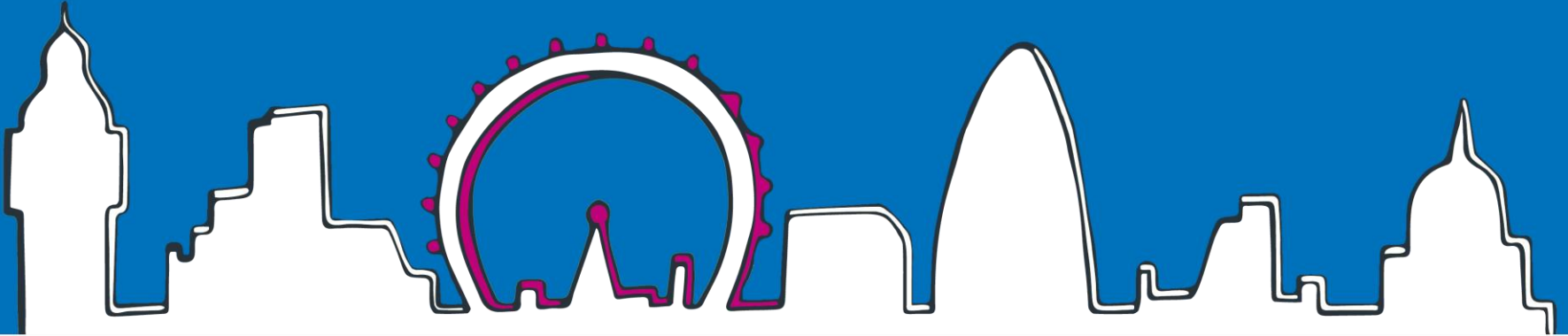
Transparency at organisational level to ensure awareness of funding use

Monitoring of use

- New Education Contract requires biannual reporting
- While funding does not have to go direct to the service or ward delivering the placement, it is expected – as a total funding stream – be used to proportionately support all eligible learners.
- HEE will be seeking evidence of this and that the Trust can demonstrate transparency internally as to how all eligible professional groups benefit from the investment

Increasing Placement Capacity

Helen Lycett
Associate Director for Allied Health Professions



Overview.....

Past

- Our journey towards improving the quantity and quality of student placements

Present

- AHP Education Lead role - the impact

Future

- Next steps....



 **PLNT WHSPR** 🌱
@atkelli_ 

how it started vs how it's going



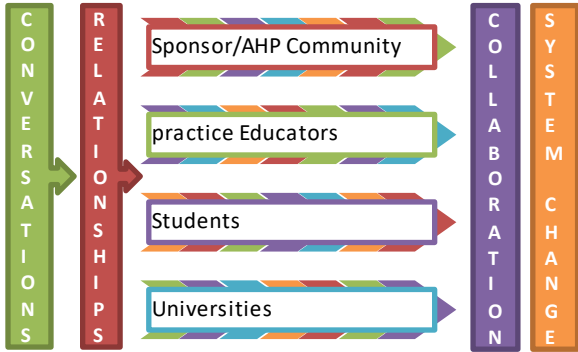
2:12 PM · Oct 6, 2020 

 166.1K  688  Share this Tweet

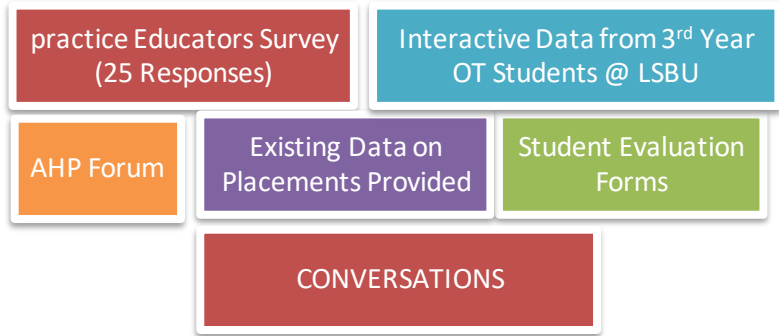


Improving the quantity and quality of Occupational Therapy student placements within WLT

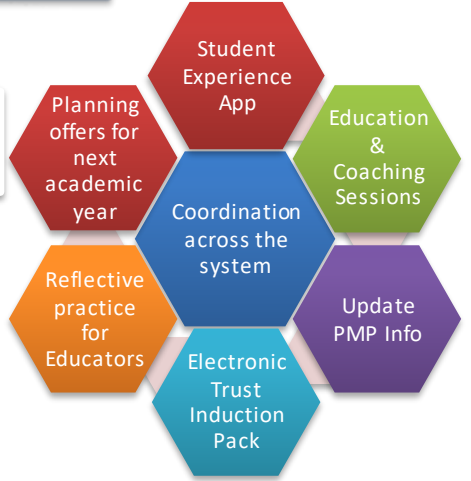
Engagement with Stakeholders



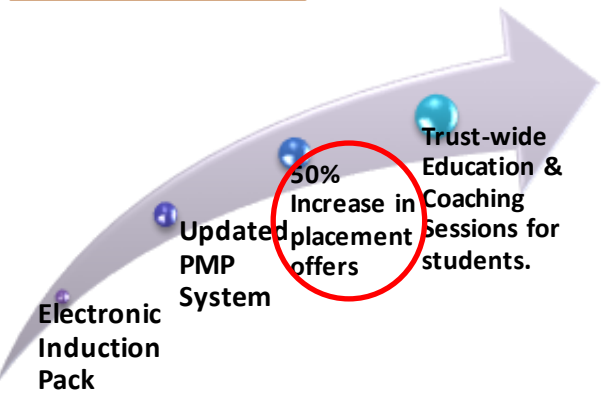
Collecting Data



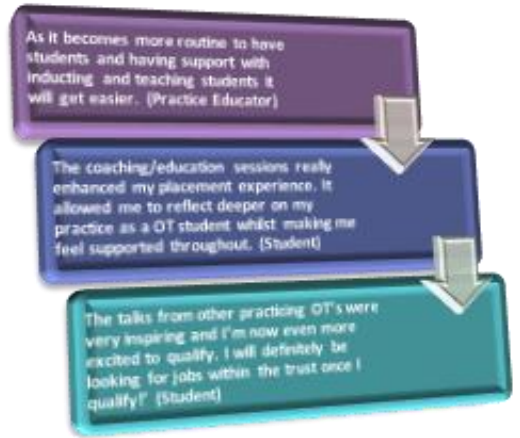
Change Ideas



Outcomes



My Learning



AHP education lead...

Started as 2 days a week, now full time using CPEP funds.

- ❖ Overview of PMP
- ❖ Send placement request and encourage staff to take students - including bespoke support offers
- ❖ Support innovation with different placement models
- ❖ Keep database of educators within the trust
- ❖ Capture data quarterly who's taking students and where
- ❖ Quarterly Practice Educators Meeting
- ❖ Admin duties associated with taking students
- ❖ Organise Student teaching programme
- ❖ Quarterly newsletter



The business case

- ❖ Demonstrated impact using data
- ❖ Recruitment and retention
- ❖ Improving diversity – particularly amongst senior AHP team
- ❖ Added value of having resource to focus on preceptorship, apprenticeships, job planning, CPD programme, ACP development
- ❖ Secured funding for an additional post for 12 months



And now...

Year	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	July	Aug
19/20	1	1	8	2	3	6	9	5	0	3	11	9
20/21	4	5	3	5	10	13	6	12	24			



AHP Education Lead became full time



Additional AHP Education lead started



Future Developments

- ❖ Debrief sessions following each placement cohort quarterly
- ❖ Dietitian students
- ❖ Educator resource kit
 - ❖ Reflection templates
 - ❖ Learning style questionnaires
 - ❖ examples of set objectives for each placement area and year
- ❖ Q project, across NW London developing resources for practice educators



Key learning....

- ❖ Gain an understanding of what the barriers are to facilitating more clinical placements within your organisation
- ❖ Work with practice educators to identify the support mechanisms that would enable them to take more clinical placements
- ❖ Dedicated resource to supporting the development of clinical placements is key
- ❖ Measure the impact – data is key!
- ❖ This is everyone's business because this is about our future workforce – no clinical placements no workforce!



Helen Lycett

Associate Director for Allied Health Professions

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 @helenlycett

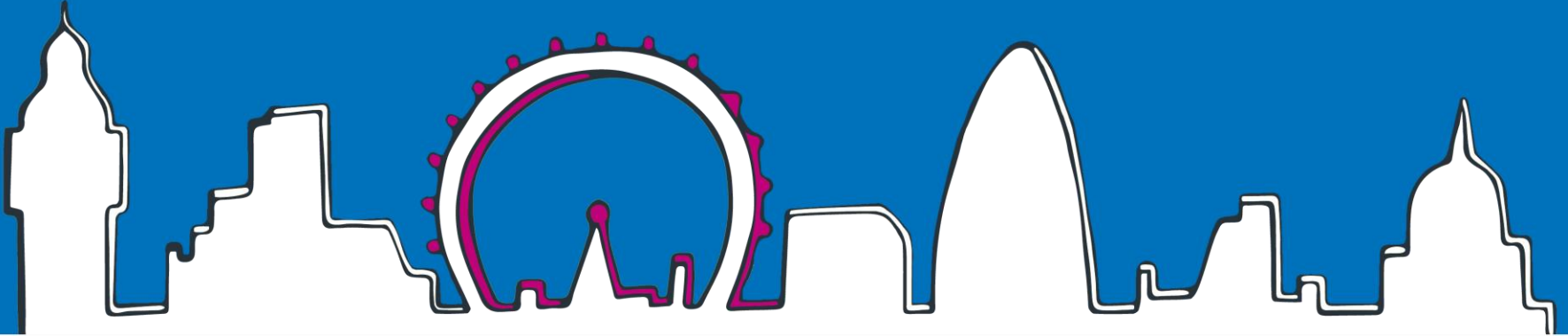


Promoting hope & wellbeing **together**



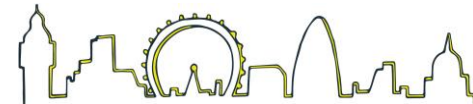
Fair Share Model: Next Steps

Laura Leadsford & Chloe Keith-Jopp

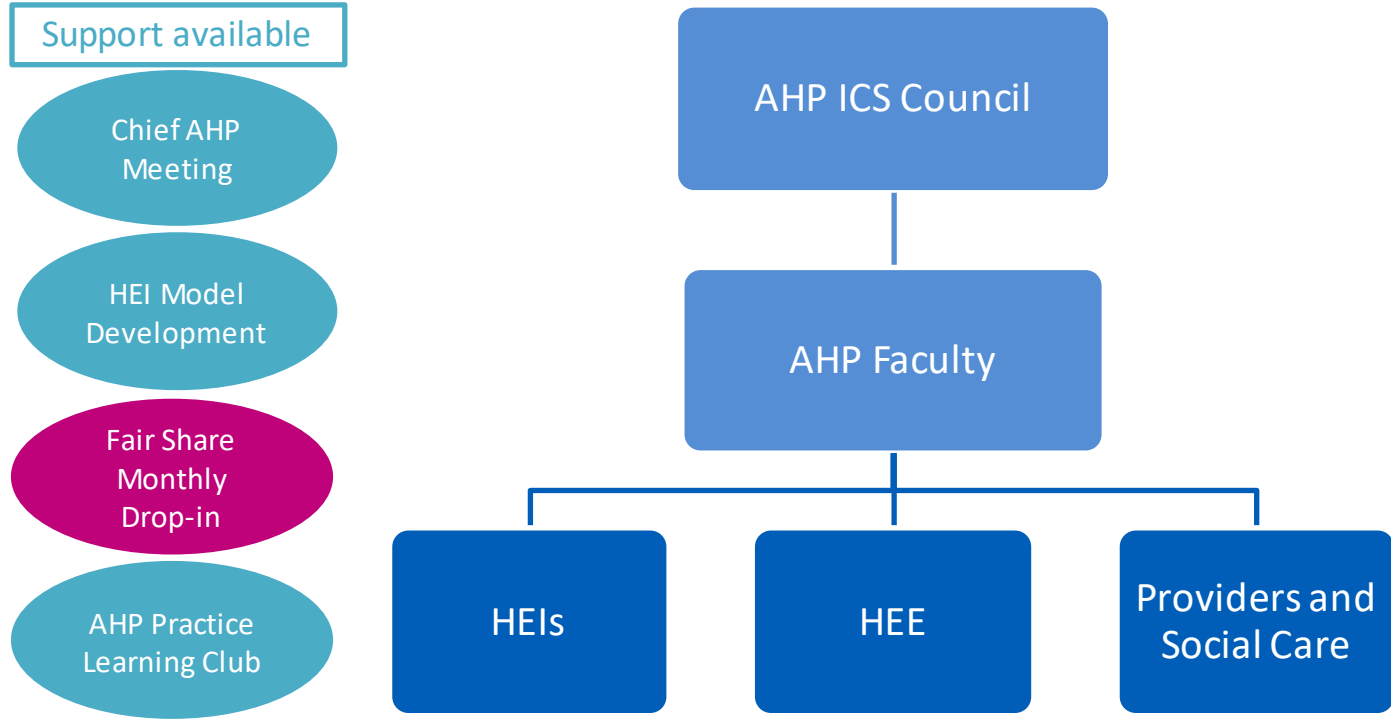


Fair Share Model: Principles & Accountability

- Agree to collaborate and communicate with Trusts, HEIs and HEE to support the fair share model
- Agree to sharing best practice, ideas, resources and innovations to support practice learning
- Agree to share and provide placement activity data to bench mark and provide updates through the AHP faculties



Flowchart of governance



Fair Share Model: Benefits

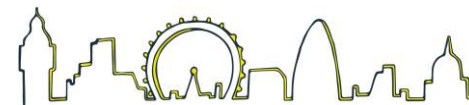
- Creating and embedding a positive learning environment
- Involving everyone in practice learning
- Forward planning for the year
- Reduced time spent organising practice learning
- Improved relationships between Trusts, HEIs and HEE
- CPD and development opportunity



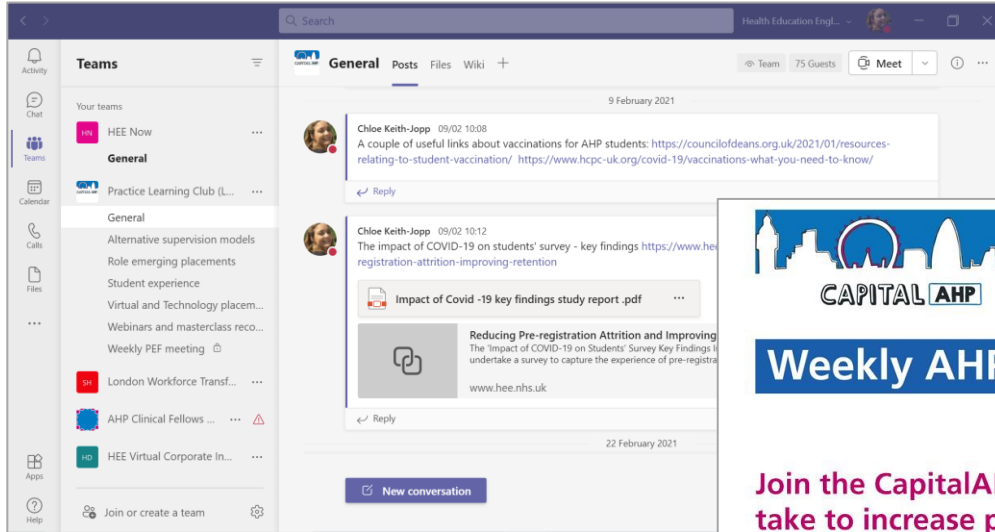
Data available

	2018-2019				2019-2020			
	Sum of Hours	Weeks	Qualified Workforce (band 5-8)	Weeks per qualified workforce	Sum of Hours	Weeks	Qualified Workforce (band 5-8)	Weeks per qualified workforce
Trust and Profession								
Your organisation								
Occupational Therapy	1800	48	45	1.1	375	10	55	0.2
Physiotherapy	17722.5	472.6	107	4.4	11002.5	293.4	110	2.7
Speech and Language Therapy	1350	36	15	2.4	142.5	3.8	17	0.2

2020-2021 (until 14/02/2021)				Fair Share				
Sum of Hours	Weeks	Qualified Workforce (band 5-8)	Weeks per qualified workforce	Sum of Hours	Weeks	Qualified workforce (band 5-8)	Weeks per qualified workforce	NMET Tariff
470	12.53333	54	0.23	14175	378	54	7	35721
1015.5	27.08	109	0.25	28612.5	763	109	7	72103.5
616	16.42667	19	0.86	4987.5	133	19	7	12568.5



AHP Practice Learning Club



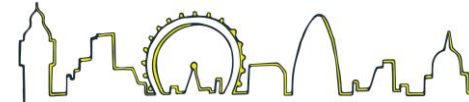
NHS
Health Education England

Weekly AHP Practice Learning Masterclasses

Thursdays at 1-2pm

Join the CapitalAHP team to find out more about steps you can take to increase practice learning for our AHP students.

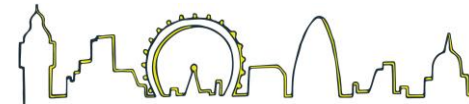
Topics include: steps to get started with placement expansion, changing culture, supervision models, sharing learning cross-site and a 'good enough' placement.



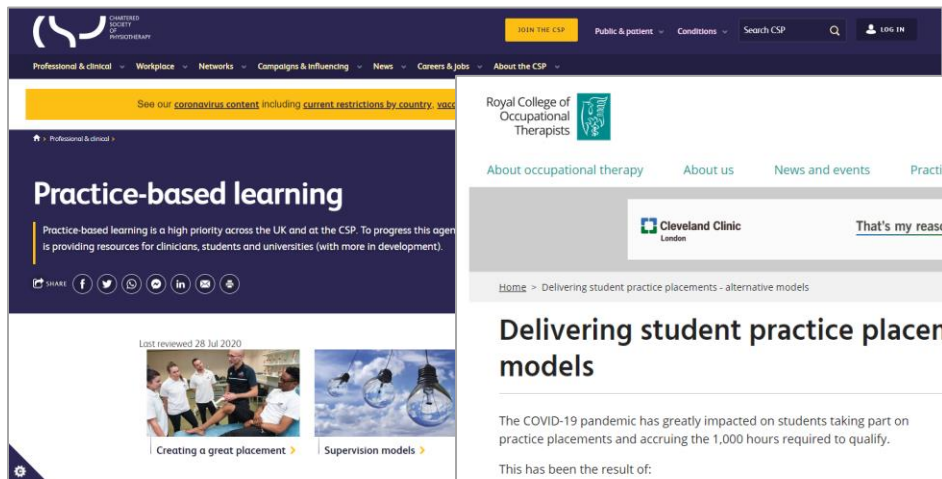
CapitalAHP website

The image shows two overlapping browser windows from the NHS website. The top window displays the main navigation menu with options like 'Our work', 'Online learning', 'Health careers', 'News, blogs and events', 'About', and 'Covid-19'. The bottom window shows a breadcrumb trail: 'Home > Our work > CapitalAHP > CapitalAHP Fair Share Model for Practice Placements June 2021'. The main heading on this page is 'CapitalAHP Fair Share Model for Practice Placements June 2021'. Below the heading, a paragraph states: 'This Fair Share model for Allied Health Professions (AHP) practice placements has been developed in collaboration with Health Education England (HEE) (London region) the London and South East Placement Partnership (LSEAPP) and the Placement provider representatives through the Chief AHP network during 2020-2021.'

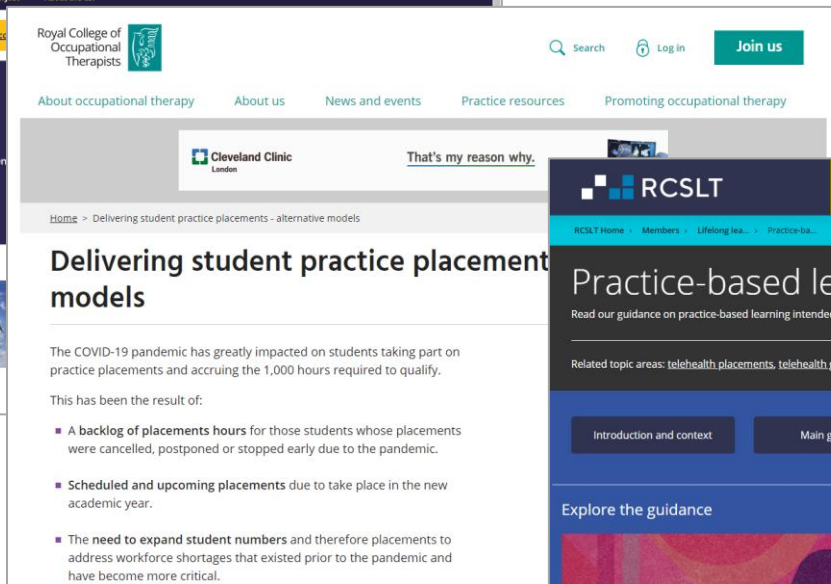
<https://www.hee.nhs.uk/our-work/capitalahp>



Professional Bodies websites



The screenshot shows the CSP website with a dark blue header. The main content area features a large article titled "Practice-based learning" with a sub-headline: "Practice-based learning is a high priority across the UK and at the CSP. To progress this agenda, the CSP is providing resources for clinicians, students and universities (with more in development)." Below the article, there are two smaller images: one showing a group of people in a clinical setting and another showing lightbulbs, with captions "Creating a great placement" and "Supervision models" respectively. The article is dated "Last reviewed 28 Jul 2020".

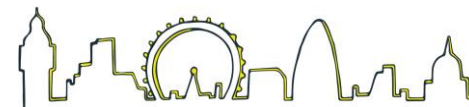


The screenshot shows the RCOT website with a white header and a green logo. The main content area features an article titled "Delivering student practice placement models" with a sub-headline: "That's my reason why." Below the article, there is a paragraph: "The COVID-19 pandemic has greatly impacted on students taking part on practice placements and accruing the 1,000 hours required to qualify. This has been the result of:" followed by a list of three bullet points:

- A backlog of placements hours for those students whose placements were cancelled, postponed or stopped early due to the pandemic.
- Scheduled and upcoming placements due to take place in the new academic year.
- The need to expand student numbers and therefore placements to address workforce shortages that existed prior to the pandemic and have become more critical.



The screenshot shows the RCSLT website with a dark blue header and a yellow navigation bar. The main content area features a large article titled "Practice-based learning guidance" with a sub-headline: "Read our guidance on practice-based learning intended for all speech and language therapists (SLTs) and higher education institutions (HEIs)." Below the article, there are four buttons: "Introduction and context", "Main guidance", "Resources", and "Placements campaign". The article is dated "Last reviewed 28 Jul 2020".



Practice Learning in London

£1.2 million from HEE

Leadership

QI placements

'Pandemic
Placements'

Research
placements

5:1
supervision
models

Action
Learning Sets

Blended
models

Long arm
supervision

Role emerging
placements

TECs
placements

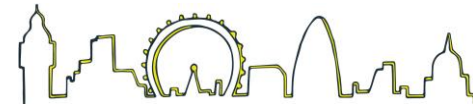
23 Practice Education Facilitators Recruited



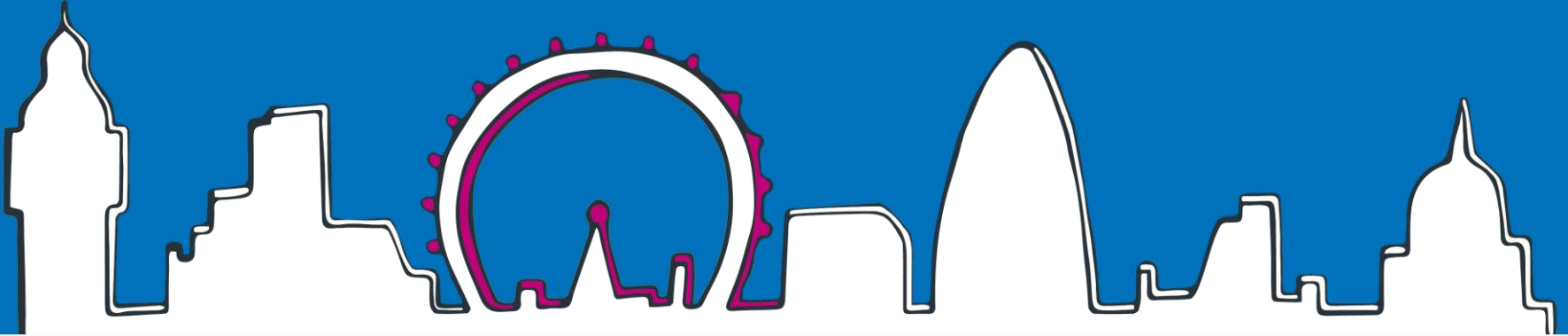
Future Fair Share updates

- Future event to review and support
- AHP Faculty meetings
- Monthly drop-in sessions

Any additional support required?



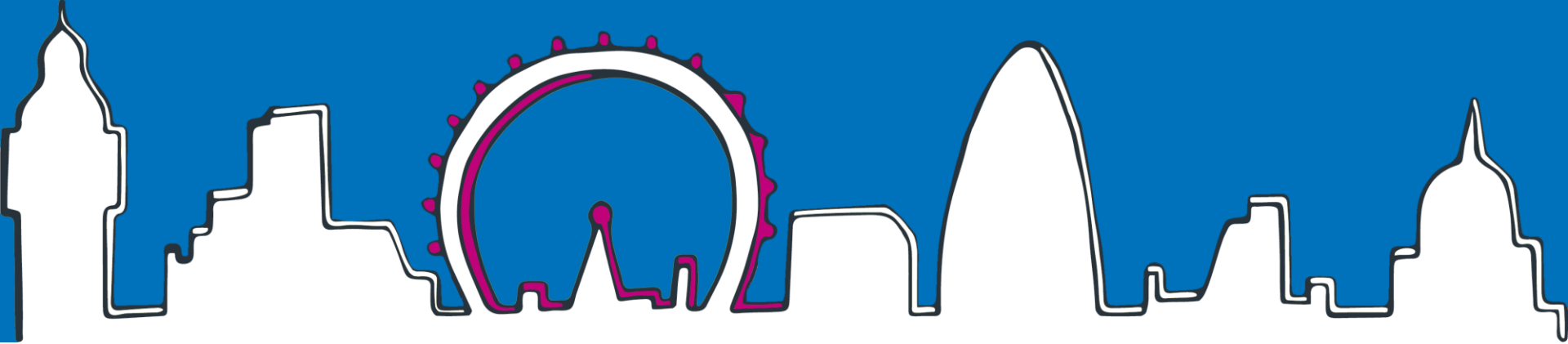
Fair Share Model: Q&A



Quick Poll

How confident do you feel about implementing the fair share model?





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