Innovation and collaboration: supporting Allied Health Professions Return to Practice

Overview of Coventry University AHP Return to Practice Course 2022-2023

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Introduction

It is well recognised that there are significant challenges in AHP workforce supply, retention, and growth across all sectors of health and care. Returning Allied Health Professions are a vital element of the Health Education England (HEE) workforce plan and are essential in re-directing knowledge, skills and experience back into health and care sectors. There are often multi-faceted reasons that Health and Care Professionals leave the workforce including a lack of flexibility in the workplace, limited opportunity for professional development, discrimination, lack of value and professional autonomy; these therefore impact on the decision of Allied Health Professions to return to practice.

Requirements for Return to Practice

Any person whose HCPC registration lapses for more than two years will be required to undertake a period of updating and follow the HCPC guidance for returning to practice. Returnees self-manage the process with formal, private and or supervised practice. They are required to undertake a minimum period of updating depending on how long they have been away from practice either 30 or 60 days:

- To have adequate skills and knowledge to practice safely and effectively.
- The period of updating is a minimum requirement.
- 0-2 years - no requirement.
- 2-5 years - 30 days of updating.
- 5 years and over - 60 days of updating.
- The updating period has to be completed within the twelve months prior to applying to return to the HCPC Register.
- This needs to be a combination of:
    - Private study
    - Formal study
    - Supervised practice

Those seeking registration can choose how to allocation the period of updating across these activities however the HCPC specific that private study cannot account for more than half of the total number of days updating required.

As part of the national Health Education England AHP profession there is a focus on Return to Practice with a national target to return 250 former HCPC registrant back to the register enabling them to gain employment within Health and Care systems. The requirements for Return to Practice are set out by the Health and

Care Professions Councill (HCPC) and the returner is responsible for determining and organising their own period of updating against the professional standards. Traditionally Return to Practice has relied on returnees seeking clinical placement experiences, with a limited availability of formally designed programmes to support returnees through the period of updating and the pandemic heightened the value of returnees but compounded opportunities to access supervised placements and educational support. The last three years have seen rapid changes in how we deliver healthcare education and the development of innovative approaches to online delivery leading us to think more broadly about how to design a flexible, structured programme for Allied Health Professional seeking to re-register and return to practice.

Development of Return to Practice online supported route to re-registration

In 2022 Coventry University was successfully awarded a tender to create and deliver a blended course for Return to Practice, offering allied health professionals seeking to return to the HCPC register a tailored practice and education pathway that supports them to meet the regulatory requirements effectively alongside their personal commitments. The aims of the pilot project were to:

- Design and deliver personalised education pathways to meet the needs of individual returnees.
- Be led by a dedicated AHP-registered programme leader, supported by profession-specific clinical tutors from across all AHP professions (excluding biomedical science, as indicated in tender specification).
- Deliver the course online through a mobile-friendly online learning platform to ensure national accessibility.
- Be available to learners from all AHP professions from the first cohort entry point in May 2022.

Outline of the Allied Health Professions Return to Practice Course

Coventry University Return to Practice course has been developed across two Level 6 non-credit bearing modules that equate to 210 hours per module thereby meeting the Health and Care Professions Councils (HCPC) registrations requirements. Embedded in Coventry University provision our course enables

returnees to access the full repertoire support and learning experiences including learner support teams, mentors, and success coaches.

- Two online modules equating to 210 hours per module to meet HCPC Return to practice guidance.
- Aligned to the overarching themes of the HCPC Standards of Proficiency for AHPs.
- Based around the Four Pillars of clinical practice, leadership, research, and education.
- Fully Integrated interprofessional collaboration, peer led and mentor support.
- Fully integrated simulated learning including generic and bespoke Virtual Simulated Placement experiences and interactive resources.
- Agile delivery that fits around the returnee including online synchronous and asynchronous provision.
- Supported by a network of Return to practice mentors from clinical practice across England from different AHP backgrounds to support returnee journey.

Duration and hours of update determined by HCPC returnee requirements
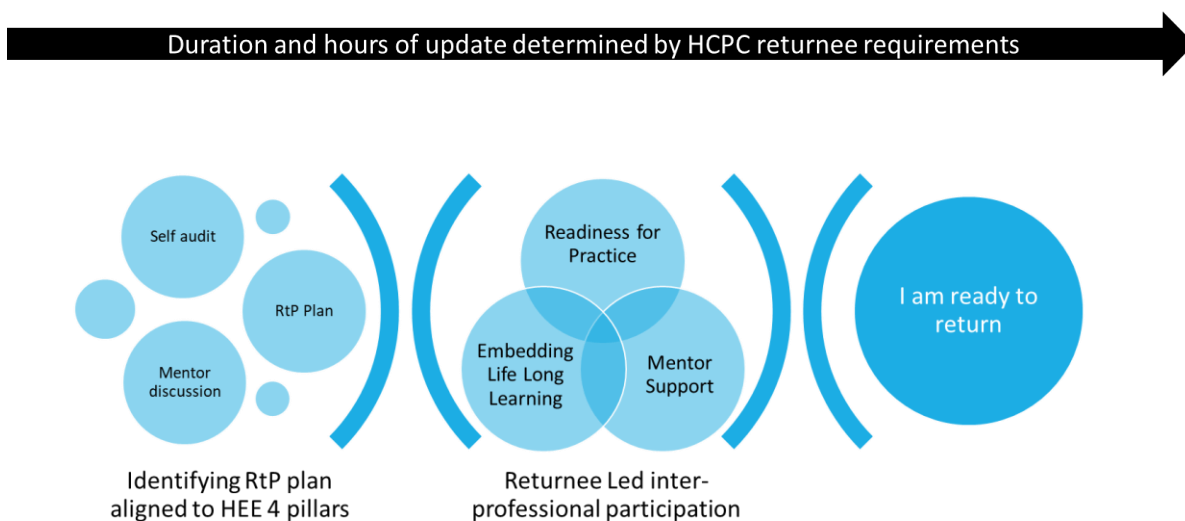
Figure 1 Outline of Coventry University Return to Practice Course.

Each module is aligned to the HEE four pillars of Clinical Practice, Leadership, Education and Research and mapped to the relevant HCPC Standards of Proficiency. Each module will provide returnees with an integrated approach of simulated, interprofessional collaborative learning within our immersive online learning platform, Aula. Each module includes dedicated simulated learning exploring the context of practice with the United Kingdom to enable all returnees to prepare for re-registration.

The Return to practice course is remotely accessed through Coventry University's Online Learning Platform; only requiring a WiFi enabled device and internet connection, enabling the returnee to tailor the experience to their needs, and access the programme content at times that are convenient for them. The online learning platform is formed of a wide professional community of practice and includes a variety of self-directed learning objects, specific simulation activities, virtual simulated placement, and specific mentor touchpoints to support returnee on their Return to Practice journey.

In addition, the online learning platform provides a directory of current Return to Practice resources nationally and signposts to the regional AHP Faculty links. This enables those returnees who wish to undertake supervised placement access direct contacts in their region.

Eligibility criteria

Working with the HEE National Allied Health Professions Return to Practice programme leads the following criteria outlined in table 1 were applied:

Eligible	Not eligible
All former HCPC registrants who live in England and plan to return to work in England once returned to the Health and Care Professions Council (HCPC) register.	Returnees looking to work outside England when they have returned to the register.
Those who have gained a UK HCPC approved programme more than 5 years ago and have never been registered and never practised.	Returnees that have any fitness/condition to practice issues cited against them by the HCPC.
Registrants who remained on the HCPC register for more than two years but have not practised and consider themselves to be out of practice.	The programme is unable to support Biomedical Scientists looking to undertake a period of updating to meet their Certificate of Competency.
Overseas qualified clinicians eligible for HCPC registration residing in England, including those with refugee status and 'right to reside'.	The course is unable to support training posts.

| International registrants need to gain HCPC re-registration or be required to undertake a period of adaptation before being supported by the programme. | Osteopathy and practising Clinical psychologists were excluded from the tender remit. |

Table 1 Criteria for accessing Coventry University Return to Practice course.

In consultation with HEE National Allied Health Professions Return to Practice programme leads Coventry University opened the course to self-funding applicants at the later stages of the project in response to a small number of Scottish and Welsh enquiries.

Module One: Readiness to practice for registration

The module is aligned to all four pillars with a particular focus on clinical practice and leadership enabling returnees to be confident in their professional reasoning, clinical decision-making, and leadership in preparation for registration. Returnees are supported to personalise their learning by accessing a range of experiences, including simulation-based opportunities and virtual simulated practice which will include generic and profession specific units alongside asynchronous lectures and synchronous sessions with module tutor and peers to include:

- 80 hours clinical simulation
- 10 hours cultural readiness for UK practice simulation
- 30 hours direct-learning
- 90 hours self-directed
- 10 hours of mentorship

- Returnees can personalise their learning accessing a range of experiences including simulation-based opportunities and virtual simulated practice which will include generic and profession specific units alongside asynchronous lectures and synchronous sessions with module tutor and peers.
- Returnees to complete of self-directed Learning Units with that place an emphasis on Clinical Practice and Leadership & Management. Based around evidence based professional reasoning, clinical decision-making, and leadership in preparation for returning to the workplace.
- Dedicated virtual simulated learning exploring the context of practice with the United Kingdom to enable all returnees to prepare for registration.
- All returnees have access to Coventry University online resources to supplement professional thinking and develop confidence in using evidence to inform thinking.

- Throughout the module returnee's will be able to take part in interprofessional peer support and discussion via the online learning platform
- Within the module Mentor touch points are schedules to guide application of professional thinking and practice building confidence in readiness to return to practice.
- Returnees apply their experience of the learning activities to their professional specific requirements via reflection packages embedded within an online portfolio and virtual simulated placement platform.
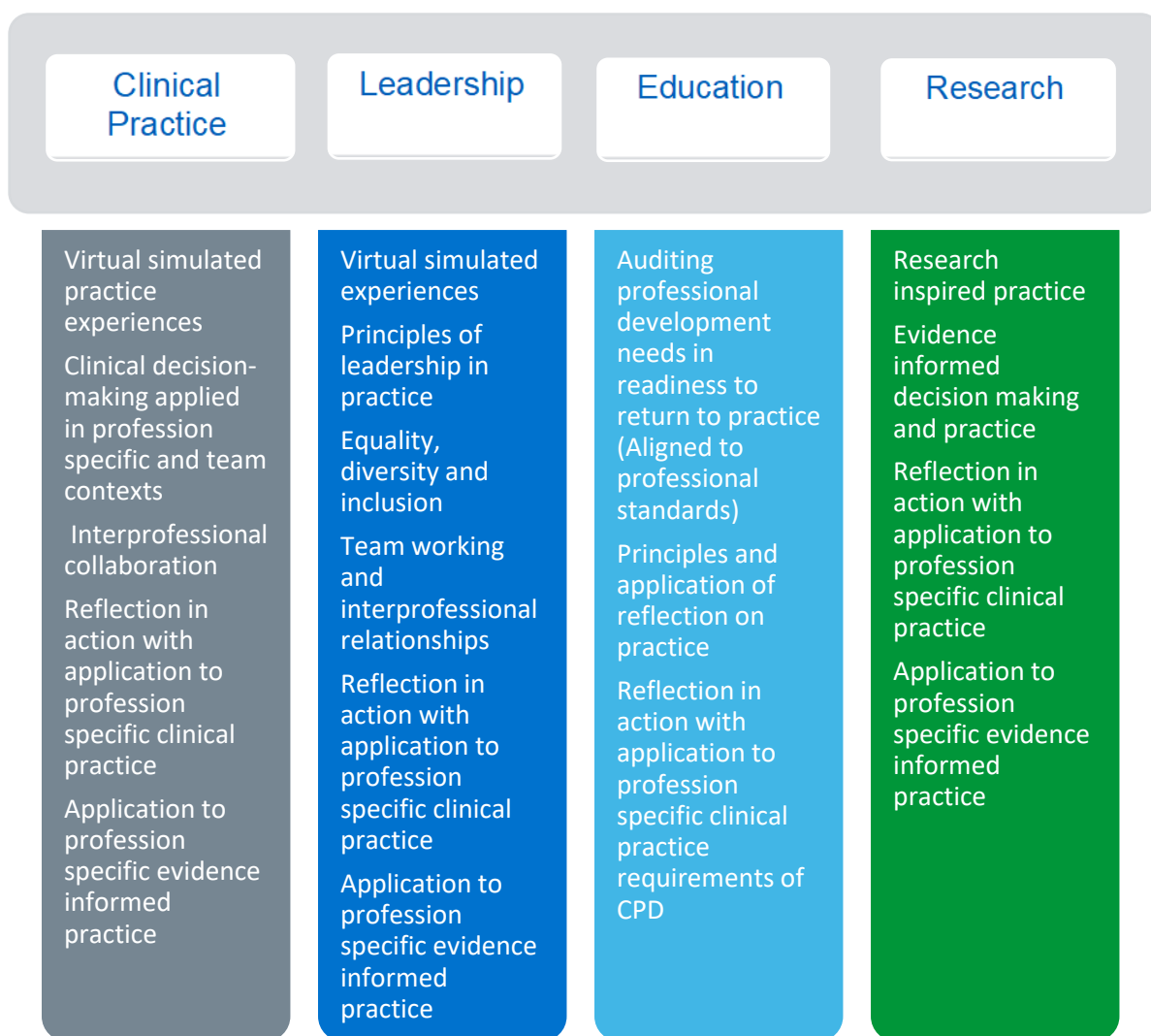
Clinical Practice	Leadership	Education	Research
Virtual simulated practice experiences	Virtual simulated experiences	Auditing professional development needs in readiness to return to practice (Aligned to professional standards)	Research inspired practice
Clinical decision-making applied in profession specific and team contexts	Principles of leadership in practice	Principles and application of reflection on practice	Evidence informed decision making and practice
Interprofessional collaboration	Equality, diversity and inclusion	Reflection in action with application to profession specific clinical practice requirements of CPD	Reflection in action with application to profession specific clinical practice
Reflection in action with application to profession specific clinical practice	Team working and interprofessional relationships		Application to profession specific evidence informed practice
Application to profession specific evidence informed practice	Reflection in action with application to profession specific clinical practice		
	Application to profession specific evidence informed practice		

Figure 2 Outline of module one: Readiness to practice for registration against pillars of practice.

Module Two: Embedding lifelong learning for registration

This module places the focus on continual development of self and others through engagement in evidence informed practice and quality informed mindsets. Building on readiness to practice with an emphasis on the pillars of education and research, returnees are supported to appraise their updating requirements and personalise their learning with the aim of enhancing critical appraisal and reflection skills to underpin confidence to register with:

- 20 hours clinical simulation
- 10 hours cultural readiness for UK practice simulation
- 50 hours direct-learning
- 130 hours self-directed learning
- 10 hours of mentorship

- Building on readiness to practice learning, taking this, and applying the principles to support lifelong learning. Returnees can opt to personalise their learning accessing a range of experiences including focused simulation-based opportunities which will include generic interprofessional learning opportunities alongside asynchronous lectures and synchronous sessions with module tutor and peers.
- Returnees to complete of self-directed Learning Units that place an emphasis on education and research Informed practice.
- The aim is to facilitate critical appraisal and reflection to underpin confidence in readiness to return to practice.
- Mentor touch point to guide application of professional thinking and practice and be a "critical friend" in provide support and challenge in building the confidence to re-register and look to return to employment.
- Returnees to apply their experience of the virtual simulated placement and structured module activities to their professional specific requirements via reflection packages embedded within an online portfolio.
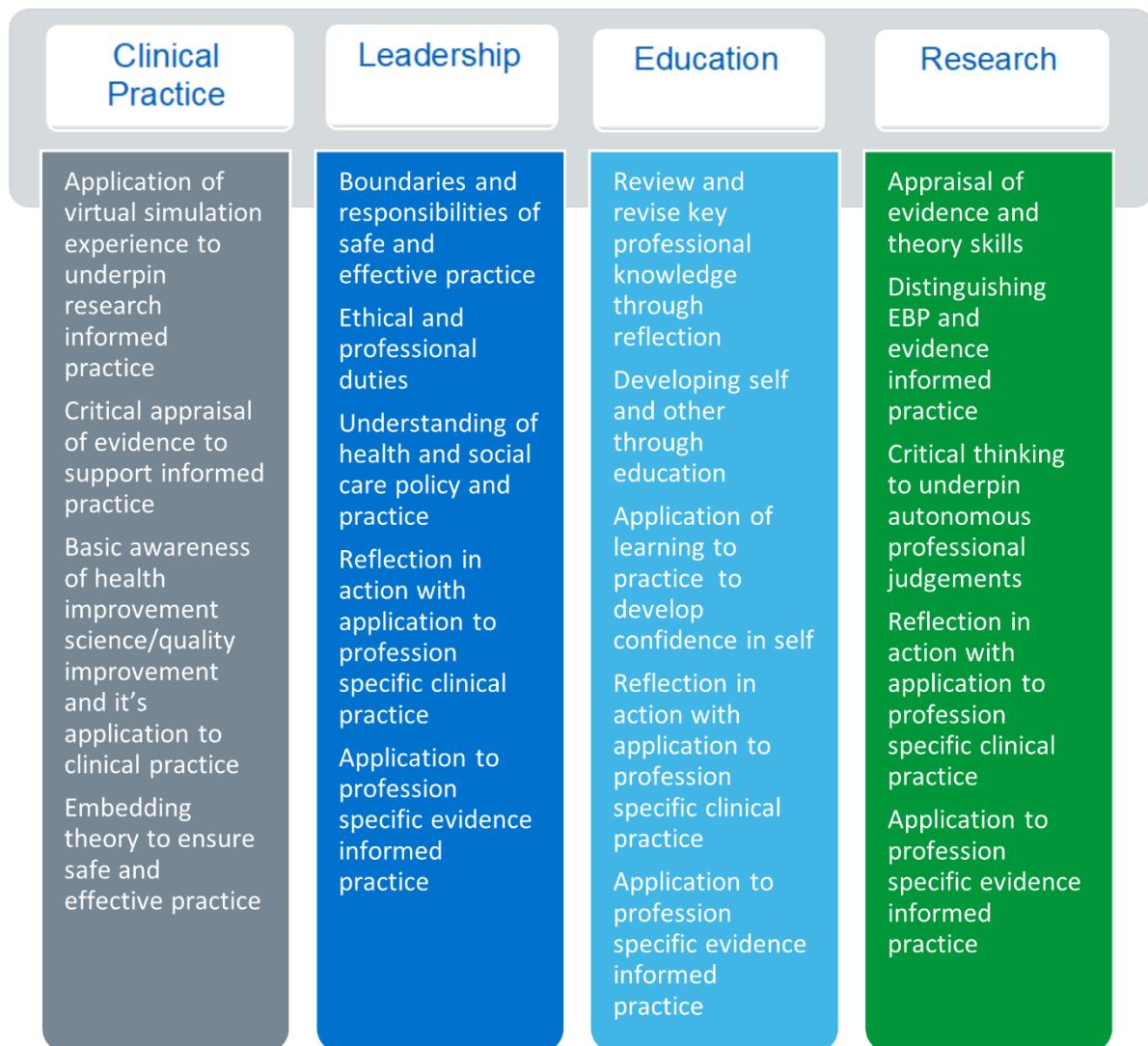
Clinical Practice	Leadership	Education	Research
Application of virtual simulation experience to underpin research informed practice	Boundaries and responsibilities of safe and effective practice	Review and revise key professional knowledge through reflection	Appraisal of evidence and theory skills
Critical appraisal of evidence to support informed practice	Ethical and professional duties	Developing self and other through education	Distinguishing EBP and evidence informed practice
Basic awareness of health improvement science/quality improvement and it's application to clinical practice	Understanding of health and social care policy and practice	Application of learning to practice to develop confidence in self	Critical thinking to underpin autonomous professional judgements
Embedding theory to ensure safe and effective practice	Reflection in action with application to profession specific clinical practice	Reflection in action with application to profession specific clinical practice	Reflection in action with application to profession specific clinical practice
	Application to profession specific evidence informed practice	Application to profession specific evidence informed practice	Application to profession specific evidence informed practice

Figure 3 Outline of module two: Embedding lifelong learning for registration against pillars of practice.

Valuing Returnee's experiences and personalised journey

The Coventry University course has taken a personalised approach to Return to Practice re- registration, whereby each returnee is supported to build a composite experience that meets their unique HCPC registration requirements. On entry to the Return to practice course each returnee completes a self-audit skills scan that is embedded in a personal e-portfolio and maps out their professional development across the four pillars of practice, recognising their assets to draw upon as well as

focusing on areas to develop within the course. By taking this approach the returnee, mentor and course director are able to work collaboratively to develop a personalised learning plan for the returnee against the four pillars of professional practice (clinical practice, leadership, education and research) and identify the number of days required to complete the re-registration/registration programme (in line with HCPC standard of return to registration). Thereafter, the portfolio is used by the returnee to continually review and explore their updating plan, supporting their reflective practice, documenting and evidencing their Return to practice journey as they ready themselves to re-register with the HCPC.

Mentorship and coaching

Mentoring is a form of development, which concentrates on building capability and is a vital component of Coventry University approach to Return to Practice. Mentoring is known to be particularly powerful during times of career transitions, change and for those who are isolated. Effective mentoring enables the returnee to re-affirm and have confidence in their own professional voice. A key commitment within the course is the provision of profession specific mentors for each returnee, this enables the returner to discuss their personalised learning plan, explore profession specific thinking and decision making in a sense making experience and support them in their journey toward re-registration.

In addition, Returnees can access Coventry University Success Coaches who work alongside learners to navigate studies across five pillars of success:

- Managing studies: the Success Coach works with the learner to manage their studies including planning, organisation, and digital skills so that they can stay on the path to success.
- Navigating Access to services: supporting and signposting to the wider university and specialist teams.
- Skills development: Assist returners to re-engage lifelong learning skills in areas such as resilience, well-being, confidence, and problem-solving, referring to specialist teams if required.
- Experience and employability: Supporting transition into the workplace.
- Peer mentoring: Connect with peer networks to support integration into the course and access peer-to-peer support.

Peer collaboration and support

Embedded within the online learning platform are Interactive learning tools used to foster interprofessional support and facilitate discussion across the returnees. Interprofessional collaboration enriches the Return to practice experience for returnees, who will benefit from the virtual networking opportunities provided through the platform, as well as opportunities for peer learning and the sharing of knowledge between individuals from different clinical professions and backgrounds replicating professional practice and further evidencing professional standards for re-registration.

Virtual Simulated Practice (VSP) experience

As part of the course development a focus has been placed on creating high quality virtual simulated placements to offer individual returnees valuable learning experiences that are difficult to obtain in real life. Returnees can address both behavioural and cognitive skills including knowledge-in-action, procedures, decision-making, and effective communication. Returnees can practise critical teamwork behaviours and coordinating in challenging situations. These provide an errorless learning environment to practice and hone their professional reasoning, clinical judgement, and practical consideration of delivering care across a range of sectors and settings.

The aims of the VSP are to provide returnees with the opportunity to explore a range of clinical cases and settings to develop:

- Clinical assessment and intervention planning skills.
- Interactive communication skills.
- Team-working through case-based scenarios from a range of diverse perspectives.
- Appreciation of evidence-informed considerations
- understand and consider multi-professional interactions, roles, and responsibilities.
- Apply and assimilated theory, research and policy to professional practice.
- Support digital literacy and fluency in preparing for practice.
- Role of leadership in practice.
- Approaches to supporting and developing others.

The course now includes 14 virtual simulated case studies from a range of clinical, professional and sector perspectives. Each include profession specific and multi-professional elements that are linked to the four pillars of practice and the returnee draws these together through critical thinking points, knowledge checks and reflective tasks.

Outcome and evaluation of the Return to Practice course

Coventry University Return to Practice course was launched in May 2022 and has had in total 100 returnees enrolled working toward re-registration. The course has fully met the commissioned places for Return to Practice. The following analysis will set out the demographic profiles of applicants and enrolled learners.

Returnee demographic profiles

Course Applicant data

The course was opened for applications at the end of May 2022. During the pilot period a total of 110 allied health professions have applied to complete the course. Below provides an overview of the range and number of professions. The highest proportion are Occupational Therapists (40%). There have been no applications from Music Therapists or Podiatrists during this period, all other professions are represented.

Profession	Female	Male	Total
Occupational Therapist	43	2	45
Physiotherapist	19	4	23
Paramedic	8	2	10
Dietitian	8	1	9
Diagnostic Radiographer	5	2	7
Therapeutic Radiographer	3	1	4

Operating Department Practitioner	3	1	4
Speech & Language Therapist	2	1	3
Orthoptist	2	0	2
Drama therapist	1	0	1
Art Therapist	1	0	1
Prosthetics & Orthotics	1	0	1
Total	**96**	**14**	**110**

Table 2 Overview of applications per Allied Health Profession and gender.

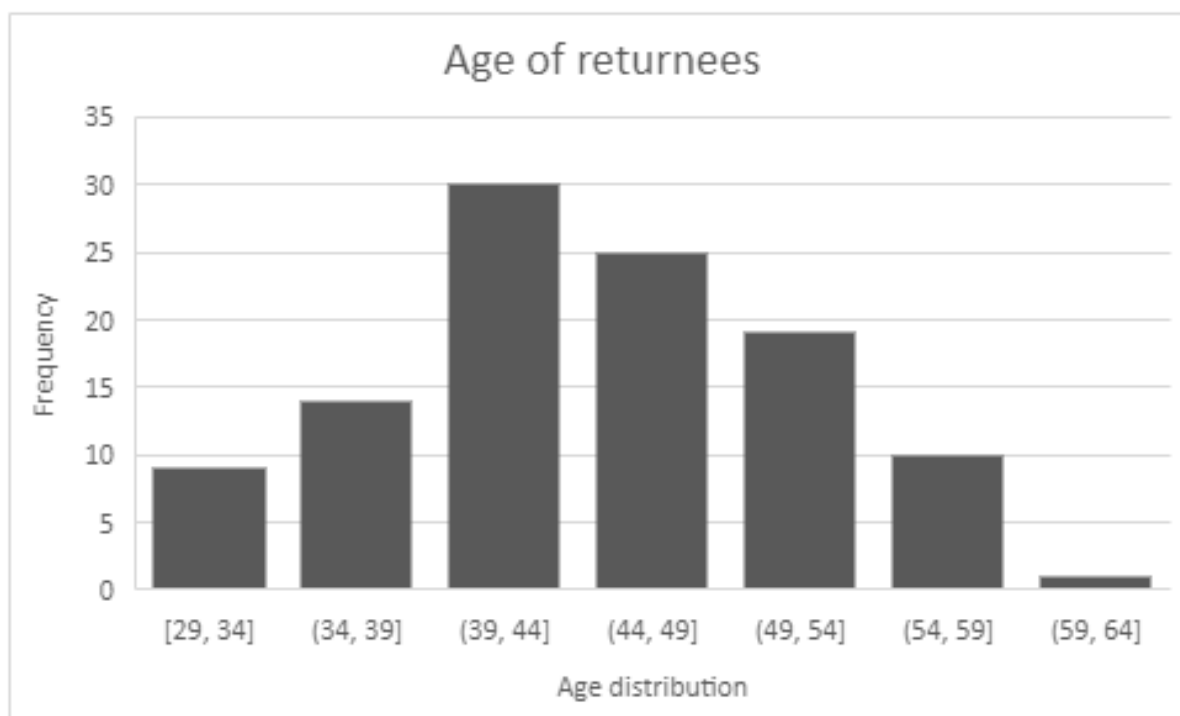There was an imbalance in the gender of applications with female accounting for 87% (96) and male 13 % (14).

Figure 4 Age profile of returnees.

The average age of the returnee is 45 years old with a range of 29-64 years (NB: 108/110 completed data set).
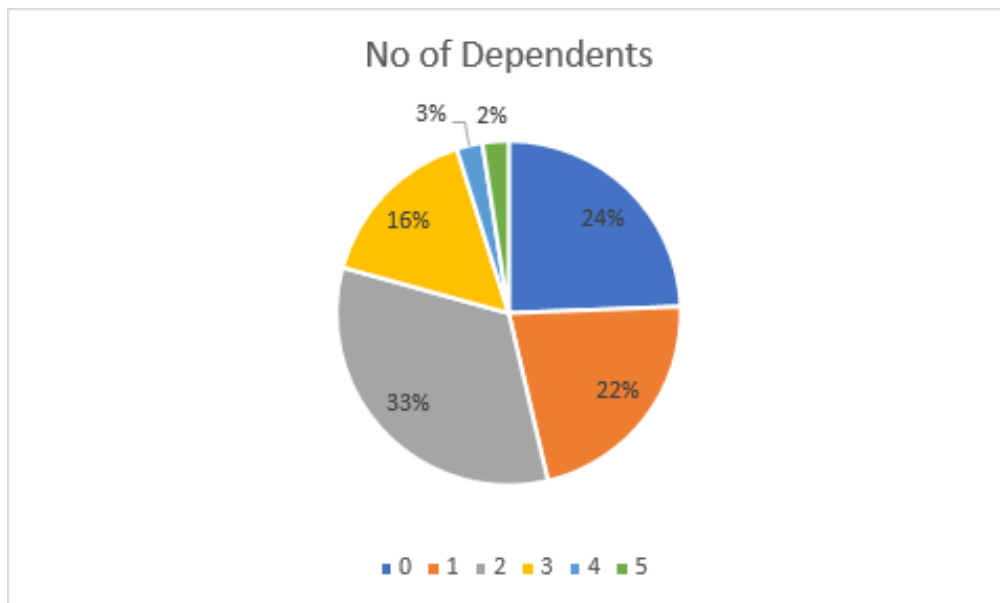
Figure 5 proportion of dependants across returnee profiles.

82/110 returnees provided data on the number of dependents. 76% of the returnees reported having dependents ranging between 1-5, with the majority reporting 1-2 dependents (55%).

Returnee nationality was recorded for 108/110 and an overview provided below
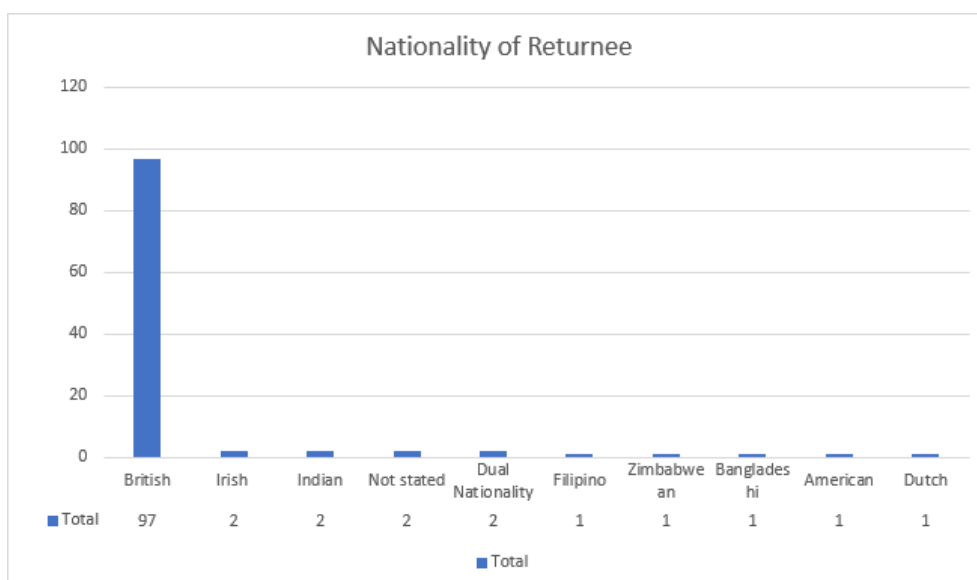Nationality   Sum of Total

Figure 6 an overview of nationality of the returnees.

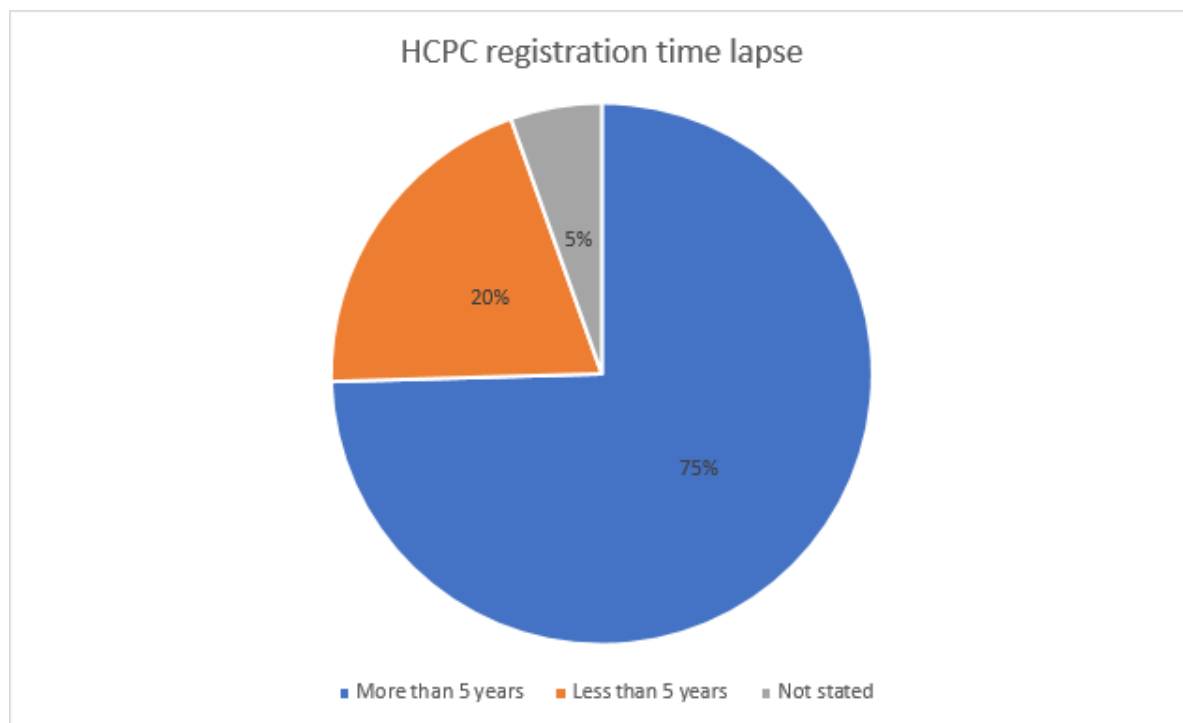89% of the total applicants identified as British with a range of other nationalities represented.

Figure 7 overview of HCPC registration lapse.

The majority of applicants (75%) had more than 5-year lapse in their HCPC registration.

Returners on course data

At the time of the report the course had met the commissioned 100 places, there were 10 returnees who did not progress to enrol on the course.

Profession	Female	Male	Applicants	Enrolled	Difference
Occupational Therapist	43	2	45	44	-1
Physiotherapist	19	4	23	19	-4
Paramedic	8	2	10	9	-1
Dietitian	8	1	9	7	-2
Diagnostic Radiographer	5	2	7	6	-1
Operating Department Practitioner	3	1	4	4	0
Therapeutic Radiographer	3	1	4	3	-1

Profession					
Speech & Language Therapist	2	1	3	3	0
Orthoptist	2	0	2	2	0
Drama therapist	1	0	1	1	0
Prosthetics & Orthotics	1	0	1	1	0
Art Therapist	1	0	1	1	0
Total	**96**	**14**	**110**	**100**	**-10**

Table 3 Enrolled on course overview of professions.

Gender	Applicant	Enrolled	Difference
Female	96	90	-6
Male	14	10	-4
Total	**110**	**110**	**-10**

Table 4 Gender of enrolled on course.

There were no differences to report between applicant and enrolled demographic profile data for the remaining aspects.

We have reviewed the course enrolment data and currently the average time on programme is 5 months. This will be subject to change as the returnee's progress through the programme as our returnee's report differing needs and personal factors that impact on their capacity to engage on the course.

Celebrating Success: Course completion and outcomes

During the pilot of the course we have 100 returnees enrolled and accessing the supported pathway.

- 7 AHPs have completed the course
- Period of completion between 5-7 months
- 5 AHPs have now successful returned to the HCPC register.
  - Dietician
  - Occupational Therapists (2)
  - Paramedic
  - Physiotherapist

4 of the registrants are now in employment within Health and Social Care

There are currently 93 returnees actively engaged in the AHP Return to Practice Course, with approximately 3 now on a waiting list to access the supported pathway.

We gained Returnee feedback on the course provision and a summary is provided. The areas addressed were focused on:

- Access to the course
- Module design and content
- Simulated experiences
- Use of online portfolio
- Mentorship
- Access to wider university support
- Future recommendation of the course

Access to the course

The AHP Return to Practice Course has been designed with open ended enrolment, therefore returnees are able to join the course when they choose, the agility and flexibility being key in supporting access. Returnees valued this approach as often reported making the decision to difficult to fit into other commitments and responsibilities, describing that finding the right time is key. Taking this approach breaks down some of the barriers that returnees experience on the journey to re-registration.

"I had been thinking about it off and on for about a year before making enquiries."

"Time, access and opportunity were my barriers, and these were all overcome with the RtP Course offered by Coventry University"

Module design and content

The agility of the course reflects the flexibility of social media platforms, enabling staggered discussions, specific professional discussion groups and a chat facility. The course is delivered entirely online and all returnees commented the value of this approach.

"Having online access is invaluable could not have completed module without it"

The course is asynchronous meaning it is flexible to fit around the needs of the returner.

"I have found being able to complete the course at my own pace very helpful. The resources are also very appropriate to update my knowledge and skills."

From the point of induction many types of media are used to support the individual, such as bite size recordings demonstrating how to integrate the modules and simulated placement. These have been essential as the returnees present with very different levels of digital technology experience and ability. Whilst the content enables them to become confident and competent registrants the use of multiple digital platforms means they are also developing digital proficiency ready to return to the workplace.

"The course really is fantastic for me— as someone who craves structure and firm direction. The educators and developers do an amazing job of addressing concerns and questions, as well as curating ideal content. I'd like to send everyone involved with the course a massive thank you for all of your hard work. You're amazing!"

Simulated experience

We asked for feedback on the quality and experiences of using the simulated learning experiences, of the 21 responses all had used the online case studies and simulated practice resources. The average satisfaction rating was 4 out of 5 stars.

"The virtual placement has high levels of realism, enough to excite me to really delve deep into the tasks".

The course team are continually evolving the virtual simulated experiences, including profession specific case studies, interviews with practicing clinicians and structured knowledge checks.

Portfolio development and life-long learning

A structured online portfolio was created to enable the returnees to integrate their learning and form part of their collation of evidence in readiness for preparing for re-registration with the HCPC. The returnees can access the online portfolio following completion of the course and support the importance of lifelong learning. The reflective tools and templates within the portfolio can be adapted by returnees to personalise their own return to practice journey. The mentors are also added to the portfolio and can work with the returnee to support reflective analysis and provide feedback on professional reasoning.

"It's really great. Especially as the last time I recorded my OT CPD it was on paper, so this was an amazing resource. I love the variety of templates and how you can upload evidence."

The returnees reported that the portfolio was useful, however some found it challenging using the variety of online resources due to digital confidence and exposure to new ways of interacting within clinical practice.

Profession specific mentorship

As part of the course delivery Coventry University has employed 50 Return to Practice Mentors, working in a range of professions and roles across health and care. Mentors are allocated to the same profession as the returnee and provide 1:1 specialist professional input and support. These meetings enable the returnee to discuss their learning, develop their professional voice, expertise in clinical reasoning and their confidence. As the returnee's study plan has been designed to be purposeful and meaningful, the returnees are highly motivated to engage in the structured module content and professional mentorship.

The mentors have been supported through the university, accessing mentorship and coaching development programme, have access to the university academic development portfolio and are core to the team. Mentors' drop-in sessions and a shared Teams space enabled ongoing collaboration across professions for the mentors and enhance the quality of the provision.

Accessing wider university support

The returnees were able to access a variety of wider university support systems whilst on the course. The returnees reported accessing the following:

- Success Coaches
- Online library
- Academic Librarians
- Disability Support Advisors
- Centre for Academic Practice Advisors
- Online Learning Platform

Recommendation of course

Of the 26 responses 96% would recommend the course to other AHP seeking to return to practice.

All the returnees have expressed the value of the support for Returning to Practice through the online course and it has enabled people to have the confidence in their professional voice again.

"I would just like to thank the team lead by Mary Burton for a life changing course. I am so excited to return to practice!

# Feedback from returnees and a mentor on the Course

As part of the course quality review process returnees were invited to provide feedback on the course, the feedback form is provided in appendix one. An overview of the feedback is provided.

Sharon Webster: Occupational Therapist

Prior to starting the course, the barriers I experienced were having the time to organise and juggle between full time work, family, and course work. I intend to use the work I completed on the AHP Return to Practice Course at Coventry University as evidence to apply to register again with HCPC. The course content was very informative for me as I have no idea about the basics, I needed to fulfil to return to the register. The case studies within the Coventry Virtual Simulation Placement helped a lot in my reflections enabling me to link this to the course module content. An online portfolio; PebblePad was made available to use to record the work. Within this I used the workbook within that which was specifically related to the AHP Return to Practice course. I plan to continue to use PebblePad for your CPD following my return to the HCPC register. I was personally matched with a Mentor of the same profession as myself and found this helpful. I would recommend this course to another AHP who is considering accessing a course for support to return to the HCPC register.
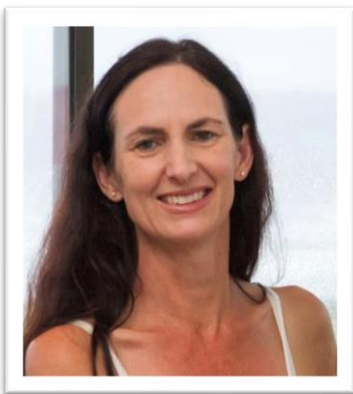
Kim Vonk: Dietitian

Time, access, and opportunity were my barriers, and these were all overcome with the Return to Practice Course offered by Coventry University. The Return to Practice Course team have been exceptional. Helpful, encouraging and the course work is very stimulating and interesting. So far, I am really enjoying it. It takes time to, but it is very satisfying to immerse oneself into the coursework. Having a mentor provided within the course is reassuring to speak with someone in the currently practicing in field. The team have invaluable expertise and service! Loving my Return to Practice Course experience so far.

Nicola Walls: Physiotherapist

Prior to starting the course, the barriers I experienced were time constraints/ family commitments/ other job commitments, I made the decision to cut down my other work commitments so I could focus on the course. The course provides a framework to work from and also support from a mentor. I like the idea that it's open so you can tailor it towards your own needs. The case studies within the Coventry Virtual Simulation Placement has a good variety of different patients that you can then use to direct your study how you wish. I like the monthly evening drop in sessions which I used for any questions regarding any general aspects. I would recommend this course to another AHP who is considering accessing a course for support to return to the HCPC register.

Sharing the journey to return to practice – supported through profession specific mentors
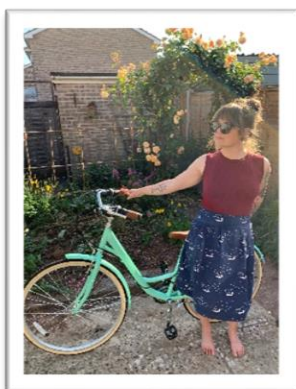
Sarah Barrow: Paramedic

I was working full time whilst I was doing the course as a bartender and have a husband and a dog and some other life responsibility things. And the course was tailored really well to get that done on my timeline, specifically in the beginning when asked to map out my own study guide based on the timeline that I hope to achieve it. The initial skills scan helped me identify from the four pillars of practice what I needed to focus on the most and to feel confident in getting my HCPC back. Having completed the course, returned to the HCPC register I have now got a job as a band 6 paramedic with my local PCN, the primary care network, and that's in anticipatory care, which is sort of a new pilot program. But I'm really excited about it. The course was amazing. In addition to the educational bits that were provided by the program, my Mentor was incredible, he was absolutely invaluable to all of that. it was a really mutually accommodating system. So, if I needed to get something done earlier, I could. If I needed to put it off for a few days, I could. And it was especially good not having to go into campus. It was simple to tailor to my daily needs and my occupational needs and things like

that. I was able to tailor the content to paramedic practice and really cement those ideas in my mind. It was really amazing to wrap it all together and make it super relevant as an occupational program as well as educational.

Oliver Sims: Paramedic Mentor

The experience was good and enjoyable. And I learned a lot from it as well from supporting Sarah through the course. Linking the theory that was covered within the modules using the four pillars on the website, we then had discussions and we set sort of bits of work to that she could get on with in the meantime and come back and have discussions about how that linked to a role as a paramedic and bringing it back down to the paramedic side of things as well. It also allowed me to do some revision on some certain subjects, keeping things up to date, which is good for my learning and able to support Sarah as well. I enjoyed it.

Collaboration and integration of Return to Practice Recommendations

The Return to Practice Course commissioned met the target of 50 enrolled returnees within four months, a further 50 places were commissioned and this target was also met. The course has completed the pilot phase successfully and demonstrate a sustainable model of supporting Return to Practice across England in collaboration with local system workforce needs. As a result of the completion of the pilot the course is no longer able to accept and enrol new returnees onto the course. At present we are holding a waiting list of returnees wishing to commence their journey on Return to Practice.

- Sustainable commissioned places for AHP Return to Practice Course
- Embed the Educator Framework to support AHP mentors for Return to Practice
- Continue to enhance the profession specific Virtual Simulated Practice
- Continue to work collaboratively with AHP Councils and Faculties to embed support for Return to Practice