

Welcome to the Pre-Registration AHP Student Practice Learning Programme Webinar

10th December 2020

Webinar Registration - 12.30-12.35pm
Start of Webinar Presentation - 12.35pm

Developing people
for health and
healthcare

www.hee.nhs.uk



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National HEE Programme Manager

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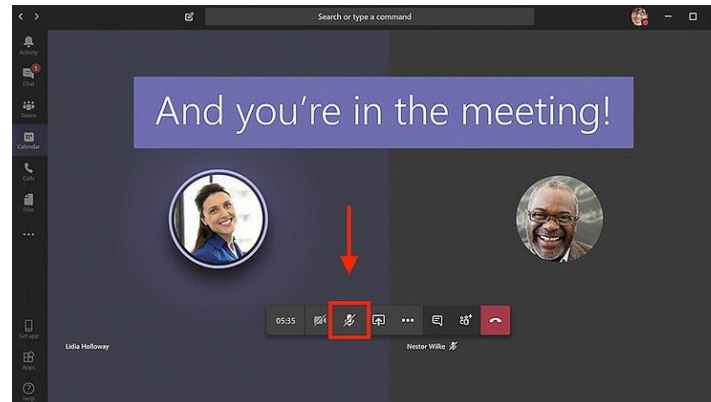
Today's Plan

- [Housekeeping, Purpose of Webinar & Resources \(Samantha Nolan\)](#) 12.35-12.40
- [Introduction \(David Marsden\)](#) 12.40-12.45
- [Leadership Practice Learning \(Gareth Cornell & Sandra Speller\)](#) 12.45-13.00
- [Professional Body Practice Learning \(Tamsin Baird\)](#) 13.00-13.15
- [Public Health Practice Learning \(Rachael Mason & Leah Holloway\)](#) 13.15-13.30

- Break 13.30-13.35

- [Research Practice Learning \(Marilyn Bradbury & Claire Craig\)](#) 13.35-13.50
- [Teacher Practice Learning \(Helen Batty\)](#) 13.50-14.05
- [Panel Questions & Answers \(Ruth Allarton\)](#) 14.05-14.25
- [Thanks and Close \(Samantha Nolan\)](#) 14.25-14.30

Housekeeping



**Please switch your
cameras off.**

**This
Webinar will
be recorded
for future
reference**

Purpose of the webinar

- The NHS Long term plan highlights that the NHS workforce and health and social care system is struggling to cope to meet demands of the population and the COVID19 pandemic has compounded this issue.
- Webinar is an opportunity to share some fantastic innovation and creative developments by some amazing individuals to address placement capacity and driving expansion



HEE Placement Expansion and Learning Resources

AHP Learning Practice Learning Exchange

We encourage you to use this platform to:

- Access the most up to date national policy and guidance from arms-length bodies, professional bodies and regulators
- Share best practice or innovation around expanding placement capacity and improving quality
- Seek support if you have placement capacity or quality challenges
- Share information on placements e.g. resources, funding

<https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/placement-expansion-innovation>

David Marsden

**North East and Yorkshire AHP
Regional Lead & Pre-registration
AHP Student Practice Learning
Programme Director**

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Pre-registration AHP Student Practice Learning Programme

David Marsden, North East and Yorkshire AHP Regional Lead & Pre-registration AHP Student Practice Learning Programme Director



What are we trying to achieve?

Pre-Registration AHP Student Practice Learning Programme



Health Education England

Aim: to ensure there is adequate AHP practice learning capacity and quality to meet recovery/growth needs

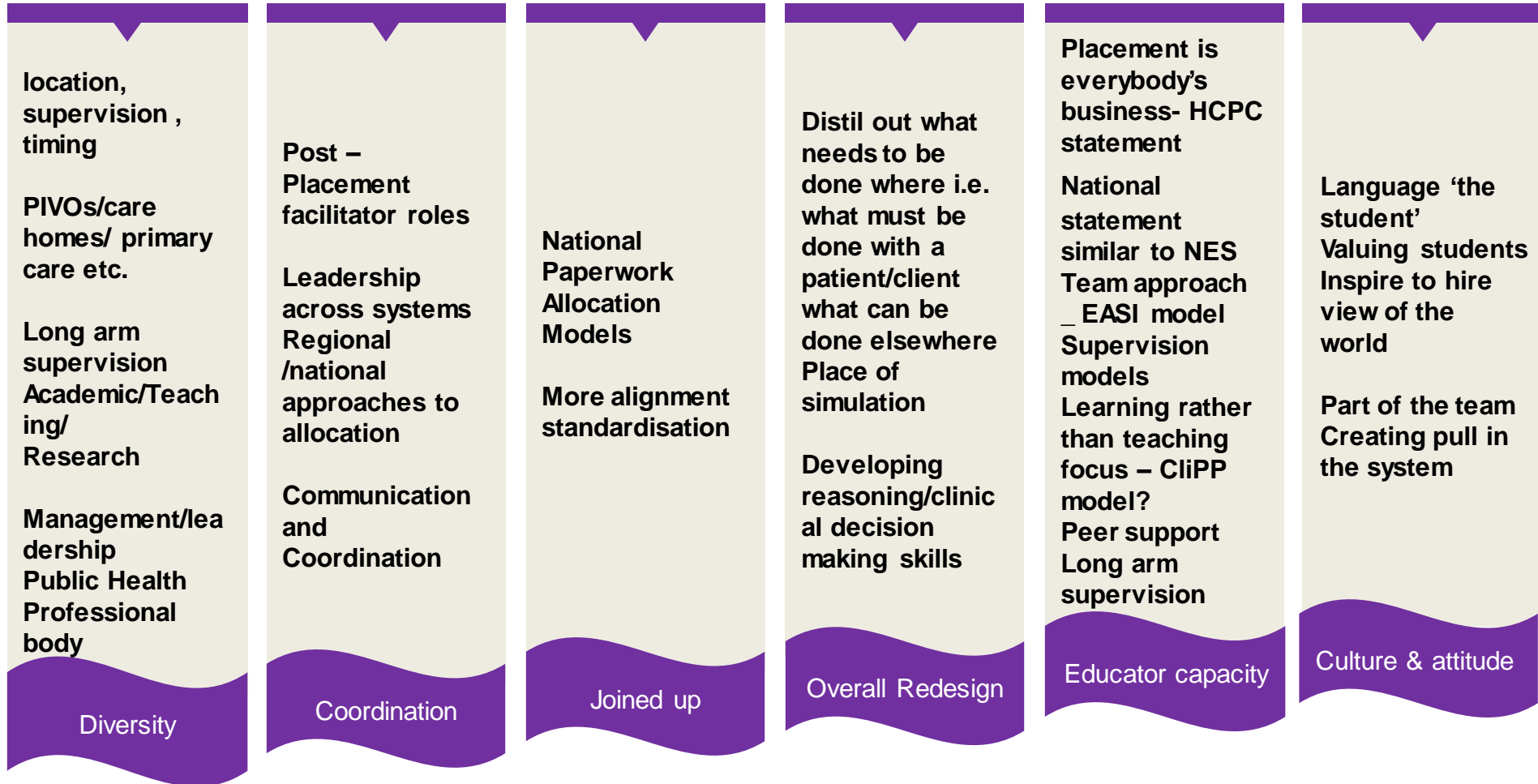
AHP Pre-Registration AHP Student Practice Learning Programme 2020/21

Objectives

- Increase placements by 1500 as required by the NHS Long Term plan. A wider range of placements settings across the health and social the care system. Settings expanded to include private, community care, and primary care, voluntary and third sectors
- To evaluate the use of AHP Clinical Placements Expansion Programme (CPEP) funding and return on investment
- Provide a suite of resources to support expansion via innovation and spread of best practice
- To provide a sustainable approach to sharing best practice and innovation
- To clarify, communicate and support changes to (if required) regulatory/professional body and policy to support expansion

6 Themes Taken from Crowd

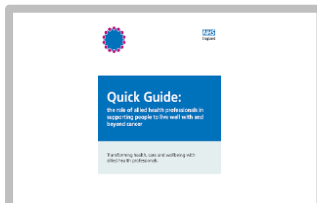
National AHP Pre Registration Student Practice Learning Programme



Pre-Registration AHP Student Practice Learning Programme Workstreams



Delivery of 1500 expansion of AHP practice learning via Clinical Placements Expansion Programme (CPEP)



Enabling accelerated expansion of AHP practice learning opportunities



Delivery of national AHP practice learning expansion projects



Development of approaches to share the learning/expertise from AHP CPEP investment



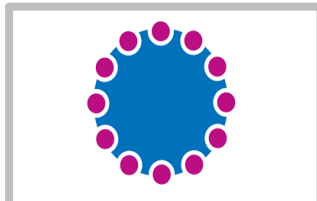
Shaping a positive AHP practice learning culture



Thematic analysis of AHP CPEP bids



Evaluation of AHP student and educator practice learning via simulation



Evaluation of AHP student and educator practice learning via TECS



Evaluation of AHP CPEP outcomes

Why AHP Non-clinical Practice Learning and why now?



Leadership Placements



Health Education England

Sandra Speller
Professional Head of
Therapies

**Sussex Community NHS
Foundation Trust**

Email sandra.speller@nhs.net

Gareth Cornell
AHP Faculty Lead

**South Yorkshire & Bassetlaw
Integrated Care System
Sheffield Hallam University**

Email gareth.cornell@nhs.net



Leadership Placements

Sandra Speller

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Curiosity...



Two Stories

Example 1

- Two 3rd year BSc Physiotherapy students
- 2:1 model
- 2 days clinical / 3 days leadership
- Remote working (3 days)

Leadership Focus

- Project work
- Remote working
- Exploring leadership in action

Example 2

- One Pre-Reg MSc Physiotherapy student
- 1:1 model
- 5 days leadership
- Remote working

Leadership Focus

- Leadership foundations
- Building quality improvement expertise
- Understanding of how health & care systems work

Example 1

- Set clear learning objectives in conjunction with HEI
- Work closely with HEI on student selection
- Develop project ideas – aligned with Trust work plan and AHP Workforce strategy
- Develop reading list and resources to support learning, draft student timetables and induction pack
- Pre-placement Q&A session with students
- Sort IT
- Joint and individual inductions

Example 2

- Rapid resource curation
- Time to design
- Access for success
- Shared workspace
- Selectivity in partnership
- Pre-induction and induction
- Evaluate before as well as after
- Learning paths and placement curricula
- IQL activities
- Off-the-shelf ideas for QI/change action
- Allies and learning network

Supervisory Model

Example 1

- 2:1 model with additional clinical supervisors
- Weekly project review sessions built in – both individual and joint
- Student led leadership learning – encouraged to follow their interests
- Supportive development / coaching sessions exploring “self” - individual
- “Open door” to supervisor – via phone or Teams

Example 2

- Philosophy of inquiry-based learning
- Structured coaching conversations around structured taught programmes
- Adaptive space
- Co-design in action

Learning from doing

Student led...

Developed...

- project outlines fully into plans
- resources and gathered patient, family & staff feedback & presented findings at Trust wide senior steering group
- ...and ran clinical educator training session for unregistered staff
- video & poster resources for students on the NHS Long Term Plan and ICS structures
- Interviewed senior Physio leaders at national, ICS and Trust level & produced articles that have been widely disseminated

Creating together...

Developed...

- learning paths / placement curricula
- inquiry-based Learning activities
- adapted assessment framework
- off-the-shelf QI ideas
- a leadership survey exploring access to leadership development opportunities for 'early years' physiotherapists
- a summative report
- Reviewed the Edward Jenner Programme and recommendations for optimising for students

Example 1

- Expect the unexpected
- Don't set limits / boundaries – the students will surpass!
- Lessons learnt on all sides
- Coaching style support essential to enable exploration of themselves as leaders – had underestimated impact
- Projects relating to clinical area of work helps embed learning
- Share experiences and inspire others

Example 2

- Cautious optimism
- New ways for new things
- Delayed impact
- Two-way learning opportunity
- Collateral change needed
- Potential for scale
- Ensure 'change' activities have value
- Be comfortable feeling uncomfortable
- Recognise your own learning
- Things might change with the weather

Blending with clinical practice

Example 1

- Model liked by students
- Allayed student concerns re “clinical hours”
- Allowed opportunities to practice and reflect on their leadership skills
- Opportunity to observe different leadership styles in action – and their impact on staff and patients
- Projects aligned to clinical area helpful to embed learning

Example 2



Hints & Tips

Example 1

- Go for it!
- Pre-placement chat was very helpful in allaying student fears and answering questions
- Work with HEI on student selection
- Set clear objectives for project work and be realistic
- Be flexible and adaptable and “go with the flow” to enable the students to explore what has sparked their interest
- 2:1 model worked well – peer support & diversity of thought on project work

Example 2

- Be adaptable
- Layer up
- Plan learning paths and activities for along the walk
- Be clear on what learning each opportunity could provide
- Harness the power of social learning where possible
- Utilise structured training programmes/resources (they are free!)
- Joint enterprise

Summary

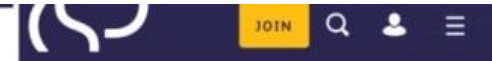
“I learnt to develop an awareness of myself and of the impact of ‘me’ on others. Throughout the placement I had opportunities to discover ways to work effectively with different personalities and how to merge mine and others skills to produce more creative and well rounded products”

Diverse student placement finds that 'anybody can be a leader'

Angie Hulst, a third year physiotherapy at University of Brighton and Grace Ogunlola, another final year student, completed a leadership placement with Sussex Community NHS Trust over a six-week period.



Third-year physiotherapy student, Angie Hulst, learned how everyone can become an effective leader.



Taking the opportunity to do a non-clinical placement

Grace Ogunlola and Angie Hulst, final year physiotherapy students at the University of Brighton undertook a new type of six-week leadership placement at Sussex Community NHS Trust.



University of Brighton final year physiotherapy student Grace Ogunlola

Grace explains: 'We both spent three days working on the leadership side of our placements: on projects and sitting in on trust meetings and then spent two days working clinically with a falls and fracture prevention and community rehab team.'

My personal tutor is part of the placement team at our university and circulated an

Summary – Part 1

“It has challenged my thinking towards leadership, I'm not naturally a confident, bold person but I left feeling empowered that I can help to make a change and inspire individuals”

“Best placement ever!”



Summary – Part 2

“I better understand the impact of different leadership skills, attitudes and behaviours and how they can influence change.”

“I have a better understanding of the wider infrastructure of the NHS, and the role of different organisations in integrated care.”

“It has challenged my abilities to analyse complex problems and implement solutions for quality improvement in healthcare.”



Project Based Placement Experiences at the CSP

Tamsin Baird

**Professional Adviser
Practice & Development**

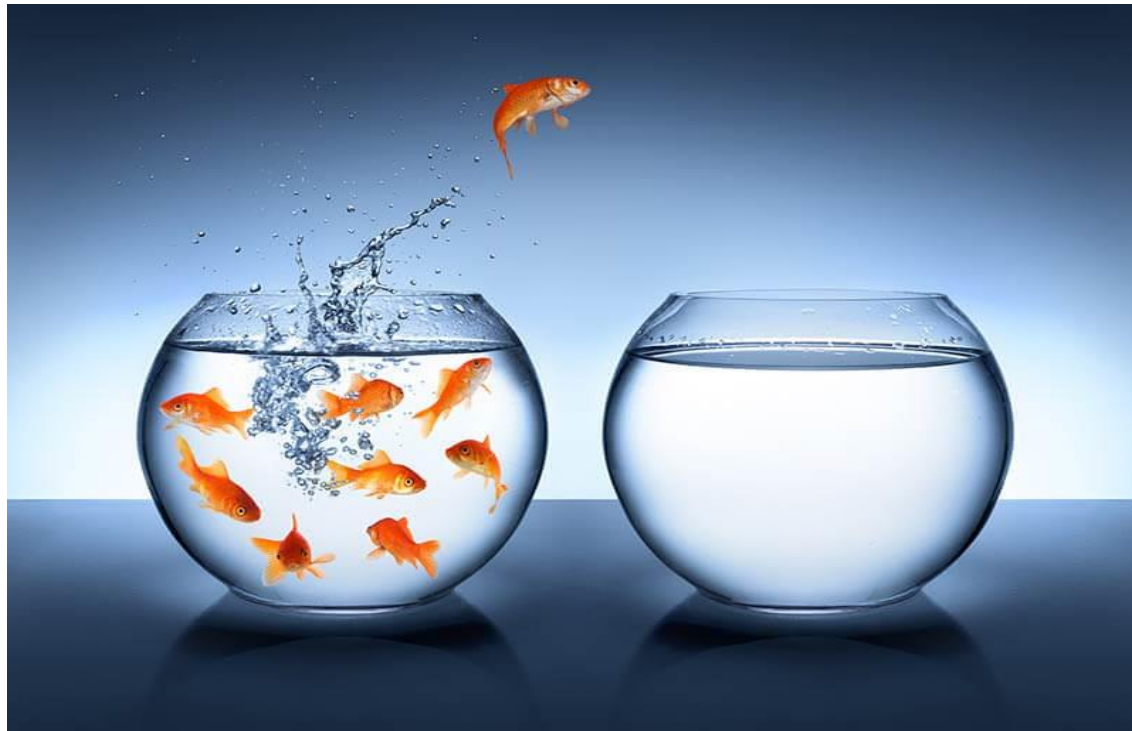
**Chartered Society of
Physiotherapy**



Email bairdt@csp.org.uk

Twitter: @BairdTamsin

Learning Opportunities?



Learning Opportunities?

- **Project work**
 - Practice Placements
 - Common Placement Assessment Form
 - Digital Physiotherapy
 - Research
 - FCP
 - Community Rehab
- **Shadowing**
 - Different directorates
 - Registered and non-registered staff
- **Development of leadership skills**
- **Learning from each other**
 - Diversity of students
 - Between CSP and students

Can non-patient facing placements meet practice learning objectives?

YES!

Personal Development

- Independent Learning ✓
- Application of Learning ✓
- Seeking, Reflecting on and Responding to Feedback ✓
- Organisation and Prioritisation ✓

Communication and Interpersonal Skills

- Communication ✓
- Recording Information ✓
- Working with Others ✓
- Individuals, Communities and Populations ✓

Decision Making and Implementation

- Evidence Based Practice ✓
- Gathering and Analysing Information ✓
- Problem Solving, Prioritising and Planning ✓
- Putting Plans into Practice ✓

Placement Learning

- Remote Project Based Placement
- 4 students from 4 different Universities
- 4:1 and 2:1 model
- Whole team involved
- Peer Learning
- Time split between
 - Project 1
 - Project 2
 - Shadowing Opportunities



Project Based
Placement



Valued student
perspective to our
work



Shadowing
opportunities – cross
directorate



Remote supervision



Peer Learning
opportunities



4:1 and 2:1 models



Involve the whole
team



Learn together

Student Projects



Student Project

Project Title: The Common Placement Assessment Form - A student perspective

Project Objective:

Evaluate the content and format of the Common Placement Assessment Form from a student perspective and create a resource to support its use in the final week of your placement.

We will 'allocate' you a sum of money to spend on creating the resource so we would like to see both reasoned choices but also some creativity in there too!



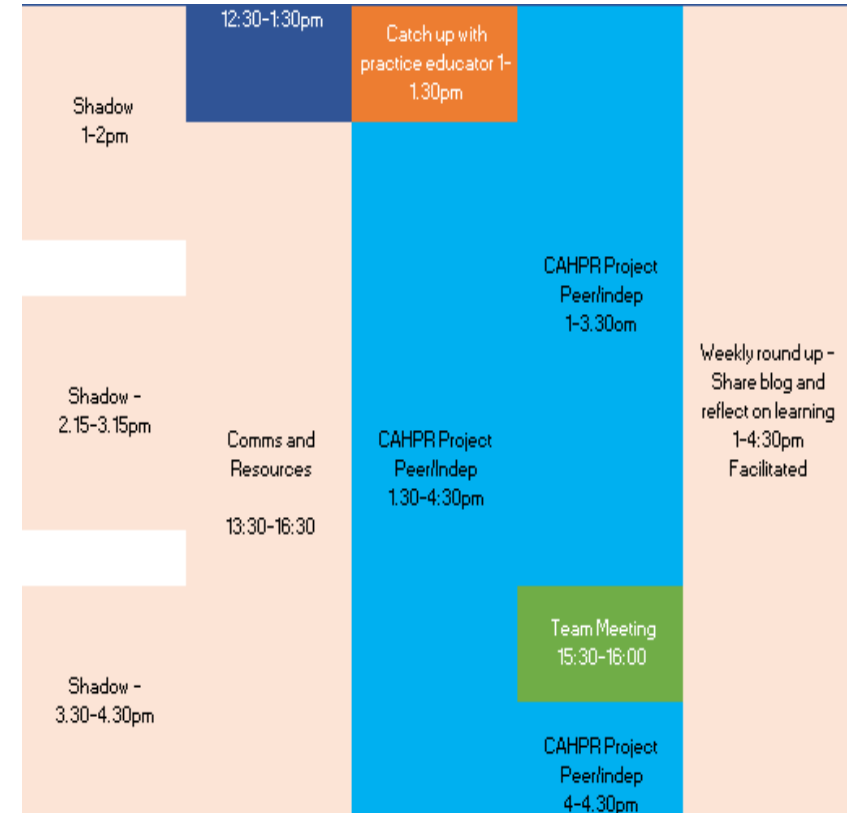
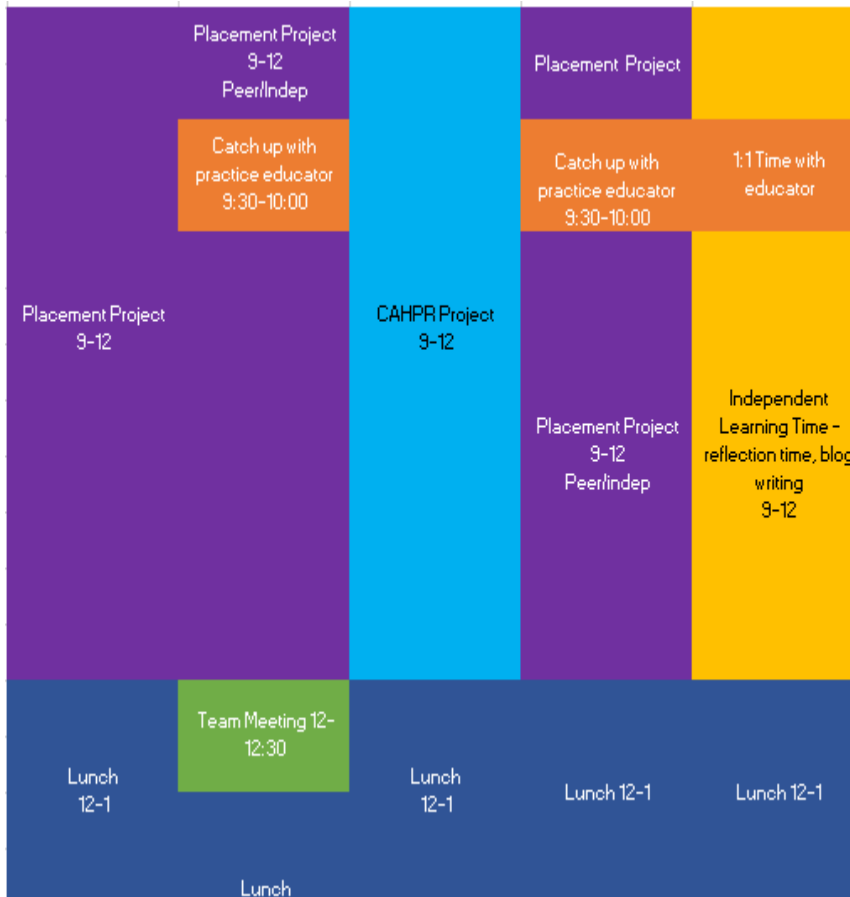
Student Project

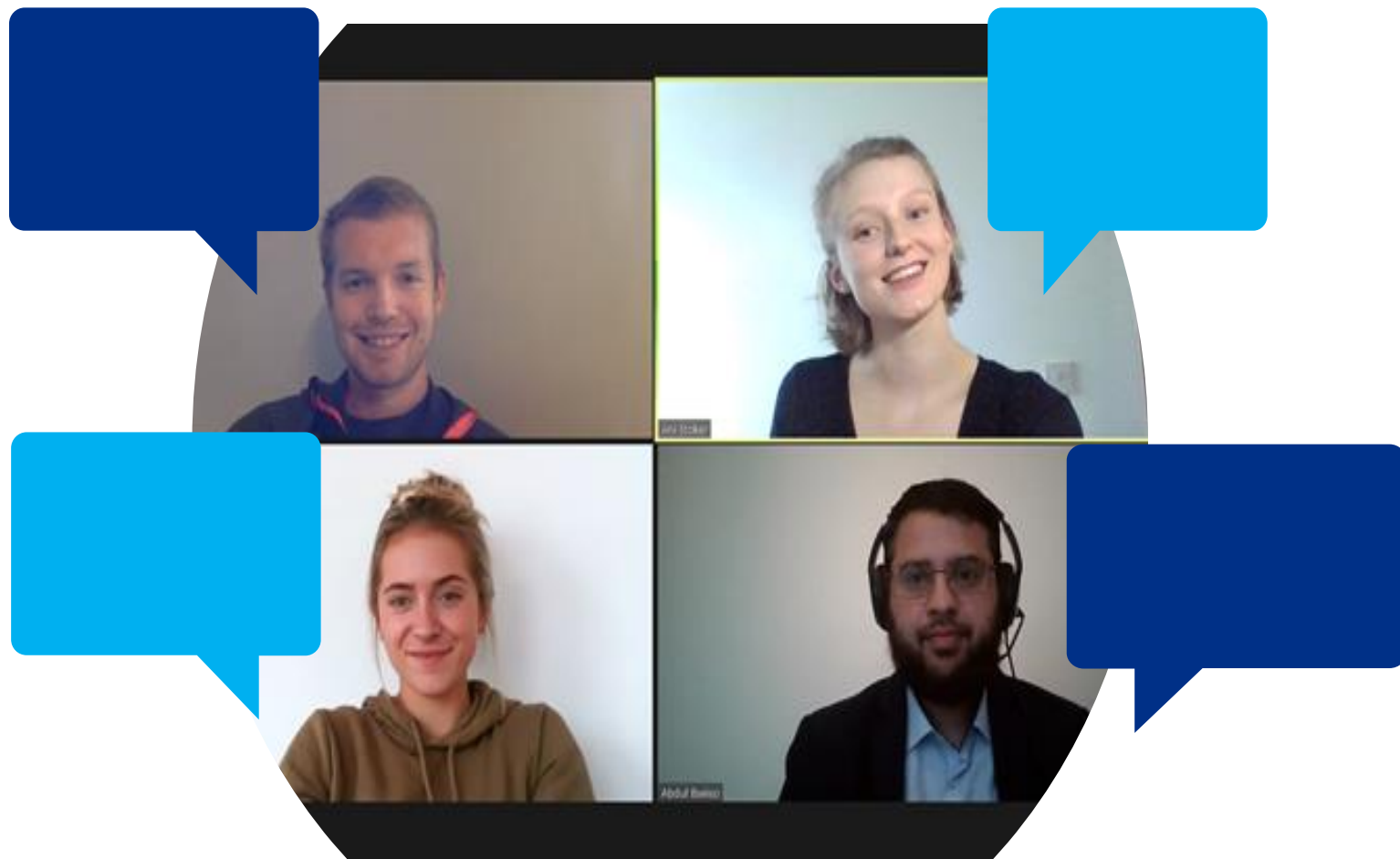
Project Title: What makes a great placement? A student perspective

Project Objective:

Create a resource to be used by CSP members detailing what matters to students on placement and, from a students' perspective, what makes a placement great. This will be presented during the final week of your placement.

We will 'allocate' you a sum of money to spend on creating the resource – it won't be a bottomless pot so we would like to see both reasoned choices but also some creativity in there too!





What the students taught us.....

1. Allow yourself to learn (and make mistakes) as you go

"If we teach today's students
as we taught yesterday's, we
rob them of tomorrow."

- John Dewey

2. Create a sense of belonging within your team



3. Empower the learner – don't give them all the answers



Virtual reality >



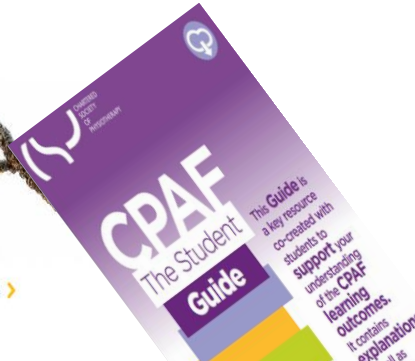
Telehealth >



Systems interoperability >



Genomics >



Virtual learning >



CSP/ORCHA app library >




Digital of delivery c



CHARTERED SOCIETY OF PHYSIOTHERAPY

Personal Development
1 Independent Learning




What is a SWOC analysis?

A great way to start your placement is to have prepared a SWOC analysis ahead of meeting your educator. This is a simple but quick tool to help you to have a discussion with your educator about what you feel you do well, recognise areas for development and identify any learning opportunities to support you.

Eg. Work well within a team, critical thinker

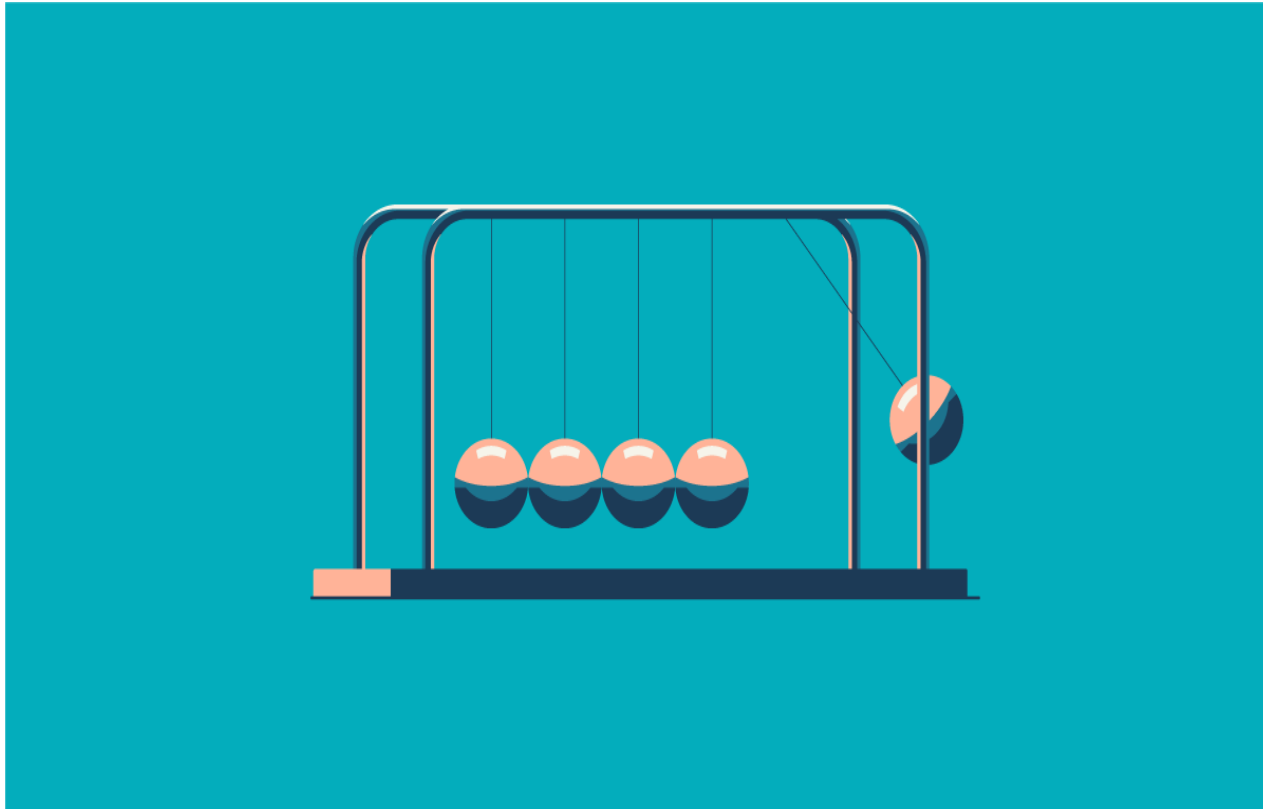
Strengths - What do you think you do well? Sell yourself! This may include transferable skills from previous experiences and personal qualities.



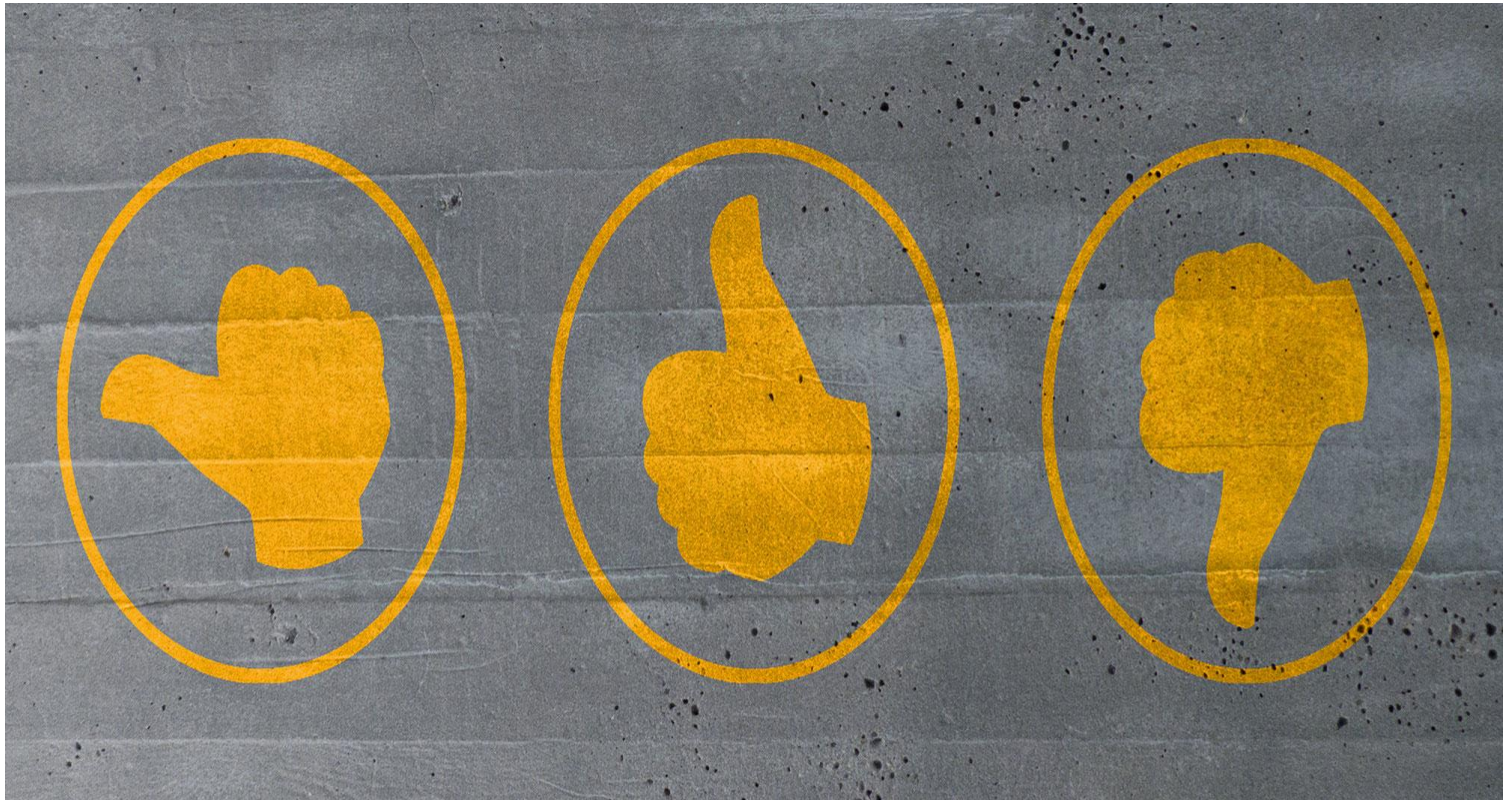
4. Embrace the differences between us all



5. Pause for thoughts



6. Evaluate as you go



The students' reflections

“ The placement turned my weaknesses into strengths, helped me be more creative and innovative, boosted my confidence levels and improved my communication, leadership and teamwork skills to superior level ”

I would definitely now say that I'm better prepared for the working world.

I'm so grateful that I was given that opportunity and it's shown me an aspect of physiotherapy that I would never have gained through a clinical placement.

Following my placement at the CSP I went straight into a clinical placement. Communication strategies are definitely something that I have used going forward; ensuring that information and the language I am using to convey a message is very specific to my target group, particularly when speaking to different members of the MDT. Developing leadership skills has also been very useful, giving me the confidence to lead discussions, actively organise meetings and take more control during patient interactions.

Public Health Placements



Health Education England

Rachael Mason

Lecturer

University of Lincoln

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Leah Holloway

Occupational Therapy Student

University of Lincoln

Email 17687061@students.lincoln.ac.uk



Public Health Expansion Project

- Funded by Health Education England
- In collaboration with Public Health England, Royal Society for Public Health and the University of Lincoln
- Two projects with the aim to increase public health placements for AHPs
- Advisory Group

Project One

- RSPH
- Barriers to accessing and providing placements in a public health setting
- Focus groups
- Digital aid to assist finding and matching placements

Project Two

- University of Lincoln
- Learning domains for public health – matching to Standards of Proficiency and Public Health Skills and Knowledge Framework
- National toolkit

Leah Holloway – OT student

- Why I had a placement with Public Health England
 - Part of curriculum – role emerging placement
 - Length of placement
 - Module – applied health improvement
- How I was supervised
 - Long arm supervision

Leah Holloway – OT student

- What I was doing
 - Sustainability project – equipment subgroup
 - Paramedic mental health – WRAP
 - AHP week – student takeover

- What skills I learnt
 - Confidence in leadership
 - Communication and networking
 - Understanding the roles of other AHPs
 - Understand the role of OT in strategy and policy

Tips

- Good supervision is key
- Have an open mind

My blog:

<https://leahhollowayroleemerging.wordpress.com/blog/>



Research Adventures for Students

Marilyn Bradbury

**HEE/NIHR Clinical Doctoral
Research Fellow**

**Medical Directorate
Research and Innovation
Birmingham Community
Healthcare NHS Foundation
Trust**

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Claire Craig

**Professor of Design & Health
and Co-Director of Lab4Living**

Sheffield Hallam University

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Research Adventures for Students

Marilyn Bradbury – HEE/NIHR Clinical Doctoral Research Fellow (CDRF)



Birmingham
Community Healthcare
NHS Foundation Trust



@Marilynpaedsahp



UNIVERSITY OF
BIRMINGHAM

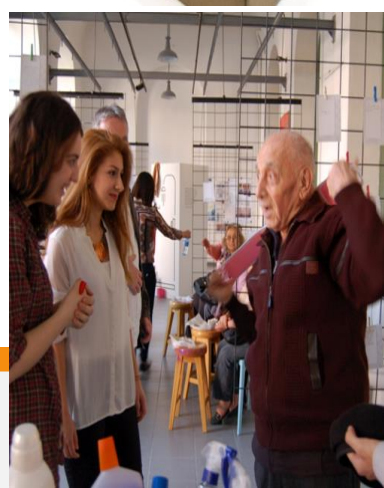
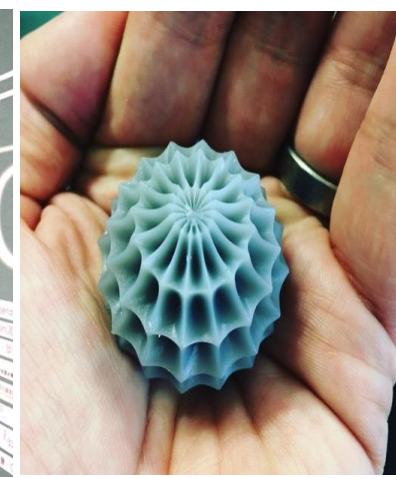
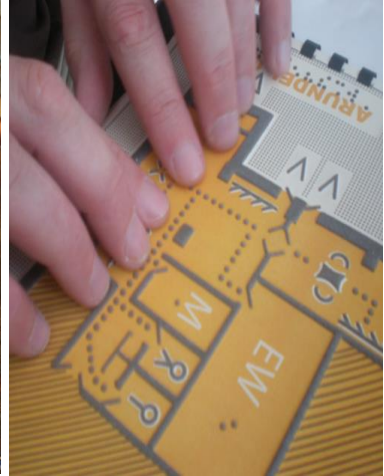


Research Adventures for students Professor Claire Craig, Lab4Living



Sheffield
Hallam
University





Lab4Living



Research Adventures for Students - Preparing Students

This time....packing for the adventure was.....

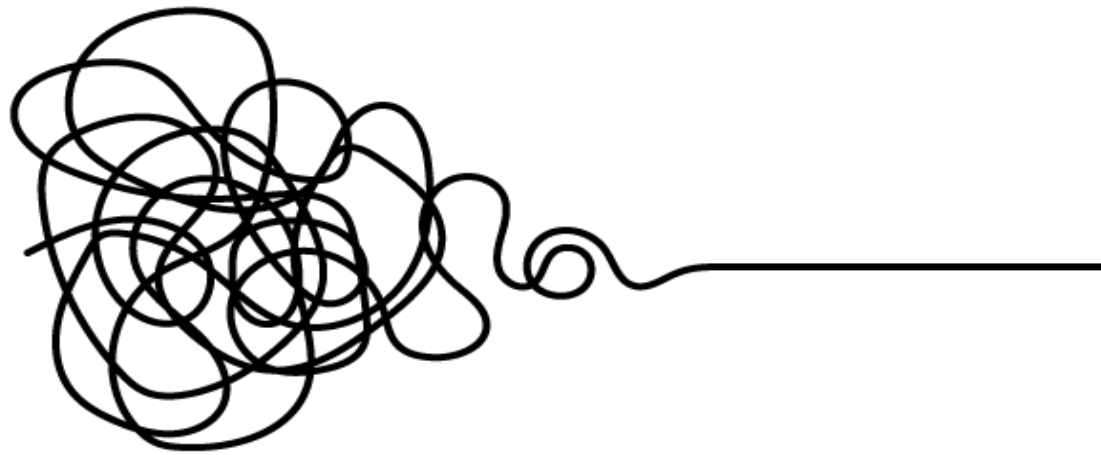


Next time will be more...



“I will admit it was a slow start, no ones fault I just think there was a period of confusion into how we could be involved in the research followed be a period where nothing could be sent out.”

Have good preparatory structures in place...however



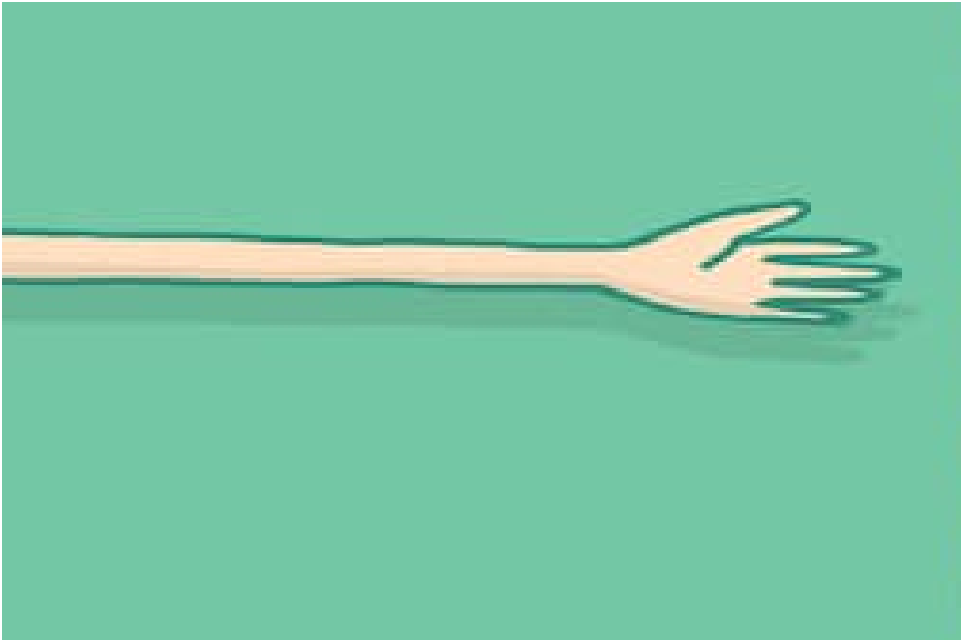
Research Adventures for Students – Methods of Supervision



“I found the weekly video meeting useful as a catch up to new developments with the study and found it great to work together as a “mini team” over video to practice creating advertising content”

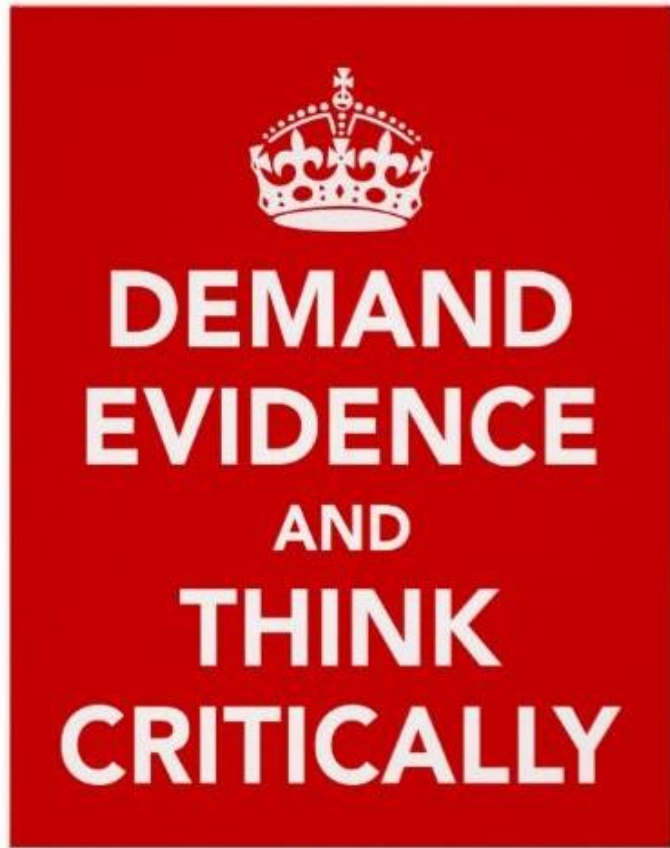
“It would have been nice to meet up as a group and have some face to face contact time”

Supervision



- On-site supervision provided by another member of the team
- Long-arm supervisor

Research Adventures for Students – Learning from Doing



“It has given me insight into how studies are run within the NHS environment. It has been great to be able to see our efforts make a positive impact.”

“I have seen being in research is maybe not as straightforward as one would expect with the ethical processes, publication criteria and recruitment strategies.”

“I have gained exposure to the great efforts needed to ensure suitable recruitment is achieved....having done a masters by research, I was able to see how NHS and clinical research differs. The need to be flexible, innovative and resilient were characteristics that came through and are skills that will be very useful in my future career if I ever decide to go back into research, and maybe pursue a PhD one day!”

Research Adventures for Students – Learning from Doing



**DEMAND
EVIDENCE
AND
THINK
CRITICALLY**

“I have absolutely loved my projects undertaken with Lab4Living. They have provided me with a variety of opportunities including presenting and working with Alzheimer’s Scotland. I have reflected on my abilities and this placement has provided me with a new way of thinking about making a change and impact. I have the skills to undertake a scope of a service in the future to understand the role of OT and the value it can bring.”

“The support in person and virtually was second to none! They gave me the chance to grow and develop and I cannot thank them enough.”



Lab 4 Living

Research Adventures for Students – Mixing or not mixing with clinical

Mixing with clinical



- Gave students and educators confidence to meet students needs.
- Helps with capacity for academic and clinical educator
- Research objectives emailed to clinical supervisor
- Emailed feedback for halfway and final assessments
- Building experience prior to offering full time research placements to AHPS from different professions
- Students struggled with making time for research work as clinically busy.

Research Adventures for Students

– Perspectives of Practice Educator, Academic, Student

Academic

- Enthusiastic to share my passion!
- Enjoyed opportunity to teach.
- Helped with essential work to progress the study.
- More non-clinical time for research was needed – structured time planning / communication with clinical educators around tasks set and time needed

Practice Educator

- The clinical educators were supportive and positive about the students undertaking this mixed placement.
- Virtual communication by email / phone worked.

Students

- “I was really excited to be involved in the project as I feel it has potential to help people in the future....I wish the placement was longer to further help in the project, as it now feels like its starting to pick up pace”
- “It has been an eye opening experience into the world of research”

Reflections over 13 years...



- Acted as a first step/springboard for students on a research career trajectory. Students have gone on to undertake PhDs, NIHR fellowships, students have returned to us to volunteer and 2 students (from design) are now staff who work with us as Early Career Researchers
- Transformed understanding of research and intersectoral working
- Past students have maintained links for mutually beneficial relationships and integration of research into practice
- Benefitted our research as a team, asking critical questions and making us better researchers

Research Adventures for Students

– Hints and tips / lesson learned

- Specify a day to do research work – flexible approach wasn't successful.
- More rapid follow up after setting tasks. Reduces delays in getting started.
- Mixed model (clinical and research) works well to gain experience and confidence.
- Schedule a face to face meeting in planning.
- Existing strong AHP presence in research in our NHS Trust was helpful. Community research frequently not medically lead.



Helen Batty

**AHP Academic Delivery
Manager**

Sheffield Hallam University

Gerry Scott

**BSc Physiotherapy Course
Leader**

Sheffield Hallam University


Students: Wilson Su, Imogen Beresford, Lucy Forrest



Teaching Practice Learning

- The background to the placement
- Mapping the learning outcomes
- The format
- Transferable skills
- The student perspective
- The educator perspective
- Future plans

The Background

- Initial conversations after Twitter post shared by @RuthAllarton re: Coventry University OT
- Why had we not thought of this before?
- Team reservations: workload / time
- November 7 BSc & 2 MSc students – no placements available
- All systems go!
- Student choice  Teaching & Learning placement **OR** deferral of placement

Mapping The Learning Outcomes

- **Apply clinical reasoning through the process of service user assessment, problem identification and treatment planning and deliver safe and effective physiotherapy intervention with a range of service users.**
- **Treatment and interventions = teaching / educational**
- **Assess the situation and environment**
- **Identify problems and potential intervention strategies**
- **Verbalise knowledge appropriately = clinical reasoning**

Placement Format



Musculoskeletal
focus

5:1 model



Neurology focus

2:1 model



Inter-professional
focus

2:1 model

Teaching & prep
x2 days / week

Project
x2 days / week

Online learning:
underpinning
knowledge x1 day
/ week

Teaching

Face to face

Online

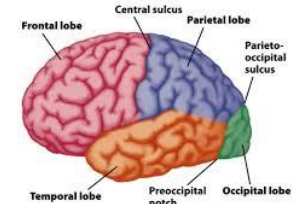
Student
support

Teaching
preparation

Lesson
plans

Project Work

- **MSK** – anatomy resources
- **Neurology** – neuro-anatomy resources
- **Interprofessional** – The value of interprofessional learning
The marking & moderation process



Online Learning Package - Knowledge

- What makes a good facilitator
- Adult learning theories
- Learning styles
- Assessment
- Feedback
- Lesson planning
- Inclusive practice
- Reflection



Online Learning Package - Tasks

- Individual
- Group
- Micro-teach
- Discussion boards
- Critical analysis of research papers
- Mind maps – learning theories
- Lesson plans
- Teaching session
- Reflective screencast

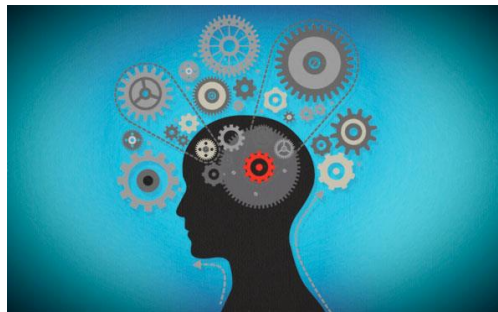


Transferable Skills to Practice

- Communication
- Teaching skills
- Facilitation
- Adaptability
- Flexibility
- Time management
- Support
- Reflexivity
- Technology enhanced learning
- Project planning
- Leadership
- Organisation
- Inclusivity
- Motivation
- Teamwork
- Multi-tasking
- Creativity
- Emotional intelligence
- Critical thinking
- Confidence

The Students Initial Thoughts

- Disappointed – not clinical
- Apprehensive
- Felt we would lack the clinical skills and knowledge others would be gaining in clinical practice
- Excited to be trying something new



What Did We Learn?

- Teaching / Facilitation
- Knowledge
- Communication skills
- Time management
- Project management
- Concise writing
- Technology skills
- Interprofessional working
- Team work



How do these relate
to our future
practice?

Reflections – how do we feel now?

- Surprised
- We've found it rewarding
- Motivated
- We have learnt skills transferable to both clinical practice and future learning
- We feel more confident going forward into future placements / careers
- Greater appreciation for a teachers role
- Would we recommend this placement to others?

YES

Educators – what did we learn?

- Anything is possible!
- HEI's need to be role models
- Its needs to be a team effort
- Including students in the team is paramount
- Students will thrive in any setting and recognise the benefits for their future practice
- Changing culture is a challenge but achievable
- Being a placement educator is hugely rewarding
- The students were amazing!

Future Plans

- Evaluation project
- Staff evaluation
- Student evaluation
- Continue with the model
- Expansion within the College
- OT Placement after Christmas
- Split teaching / clinical



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Close

