

AHP Clinical Education Improvement Fellowship



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This Fellowship programme will develop system-wide leadership to deliver innovation and improvement in practice education at scale for the AHPs. We know that to achieve a step change in how practice learning is supported for the AHPs, we need talented and motivated individuals, supported on the ground, with the credibility, time, and permission to influence in practice.

There is a comprehensive evidence-base to underpin the expansion of practice learning opportunities, and the quality of the practice learning environment, which needs implementing. In response to the COVID-19 pandemic, we have seen an explosion of creativity and innovation in practice learning which now needs scaling-up across systems and networks.

Providing bespoke development and support to a group of leaders taking on such a challenge will benefit both the work, the individual, organisations, and the wider healthcare system.

AHP Clinical Education Improvement Fellowship

- An opportunity to develop leadership through project and personal development
- Supporting the gap between knowledge and action, implementing improvement regionally that could be scaled up
- Academically supported
- Fully funded by HEE, and supported in partnership with The Florence Nightingale Foundation, Council of Deans, Canterbury Christ Church University
- 12 month secondment

AHP Clinical Education Improvement Fellows – South East

An Introduction to the Fellows



This project aims to create a sustainability framework to provide a set of overarching domains, supporting resources and a self- evaluation tool that may assist stakeholders to evaluate, plan, manage and sustain the provision of practice placement capacity for pre-registration allied health professionals (AHPs)



Dr Sarah Elliott

AHP Clinical Education Improvement Fellow

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- As part of the NHS Long Term Plan, the aim is to grow and develop the NHS workforce by scaling up the number of individuals in learning. As a result of this, and the backlog from the COVID- 19 pandemic there is an increased need to provide practice placements for pre-registration AHPs. Health Education England has recognised this and has funded a substantial financial investment in a Clinical Placement Expansion Programme (CPEP) which has included placement educator facilitators and funding for support technology. There has also been development in diverse placements such as leadership / research and due to a change in working practices through the pandemic remote and virtual placements have been conducted. Whilst many initiatives have been undertaken at a local level, there has been little attention paid to how this can be sustained once the CPEP funding ceases.
- This project will therefore aim to develop a sustainability framework incorporating best practice from the various innovations and initiatives already undertaken and will offer education providers and placement hosts a paradigm for managing practice placement capacity that is feasible and equitable.

Theory informed qualitative survey across multiple trusts within the BOB ICS seeking to understand perceptions around the role of the preceptor within preceptorship, and the views on current AHP preparedness for this role.

Preceptorship programmes support new graduates in making the challenging transition from student to new-graduate within the workplace. To date, much focus has been placed on the preceptee.....with lesser attention perhaps paid to those tasked with actually supporting them, and it is this role that this project seeks to explore and evaluate.....

Purpose: Learning organisations recognise that all healthcare staff are inherently both learners and educators, and it must therefore be considered how we are developing staff not only clinically, but also for example, as leaders and educators. Psychological safety is a necessary must to support learning and staff must understand the impact of their behaviours on this; and taking time to upskill in the softer skills should help optimise learning environments. Preceptors are well placed to support the early career learning of others, but are we doing enough to support our preceptors in their personal development and best preparing them in the support of our preceptees?

Methodology: Qualitative online survey underpinned by normative process theory (seeking research approval through IRAS) that will explore and evaluate perceptions of the preceptor role, the perceived preparedness of the preceptor for this role, identify what support / teaching is currently being provided, and consider whether acting as a preceptor is felt to impact on the personal development of the preceptor?

Clinical utility: The intention is that the finding will enable some clear recommendations to be made when considering the co-design of an education package for preceptors. This will consider both the educational material as well as the wider organisational factors identified. The collecting of some rich data from across the region will help identify the required actions for addressing, and core themes for greater exploration as part of a co-design process.

Longer-term: Having a programme run simultaneously with the wider preceptorship programme that specifically targets preceptors presents the opportunity for real time application, reflection and consolidation of any learning, with this therefore a potential opportunity to be considering the personal development of the preceptor as a leader and educator as well as their role within preceptorship.



Delivering high quality practice-based learning for smaller allied health professions in changing times

Sarah Foster RD
Clinical Education Improvement Fellow



- My 12-month project uses dietetics as an example of a smaller allied health profession to focus on how we ensure sustainable, high quality practice-based learning in changing and challenging times.
- I'll be exploring dietetic and other AHP students' practice-based learning, as it is evolving in these changing times, identifying key issues and themes, and then working with key stakeholders, in the south-east and nationally, to co-produce recommendations, aspects of which are likely to be transferable to other AHPs.
- The aim of these recommendations will be to ensure sustainable, high quality practice-based learning, which achieves essential learning outcomes and prepares students well for the future workplace.
- High quality clinical placements, preparing students well to join the workforce as newly qualified practitioners, ultimately improve patient care.

The 'PEBbLE' Project

Debbie Wilson, MACP
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Embedding standards for AHP leadership activity into practice based learning

Using a knowledge sharing collective mapping ontology; 6/12 project pilot cultivating a Community of Practice (CoP)

Harnessing both external (resource) and tacit (expert) knowledge capture and thematic coding will be used to

1. Underpin elements of core standards of leadership practice attainment expected to be demonstrated on leadership pre-registration placements
2. Training needs analysis of leaders as practice based educators (including resources requirement recommendations for best practice delivery)
3. Mapping regional leadership placement activity variability.

Theme	Key Process Areas
Organization Processes: implementation	Level 4: Quantitative Knowledge Management
Knowledge Processes: themes	Level 4: External Knowledge Integration
People Processes: knowledge creation	Level 4: Organization Communities of Practice, Expertise Management
Technology Processes: leverage	Level 4: External Knowledge Integration