



In collaboration with



AHP principles of practice-based learning:

working together to develop our future workforce

19 October 2023



Welcome

- The story so far
- Introducing our collaboration
- Our updated and co-badged principles
- Embedding the principles in your work
- Opportunity for questions
- #AHPsWorkingTogether



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Who's joined us today?

- Which profession(s) are you representing today?
- Which leg of the stool do you represent?

Join at [menti.com](https://www.menti.com) use code 5628 8457

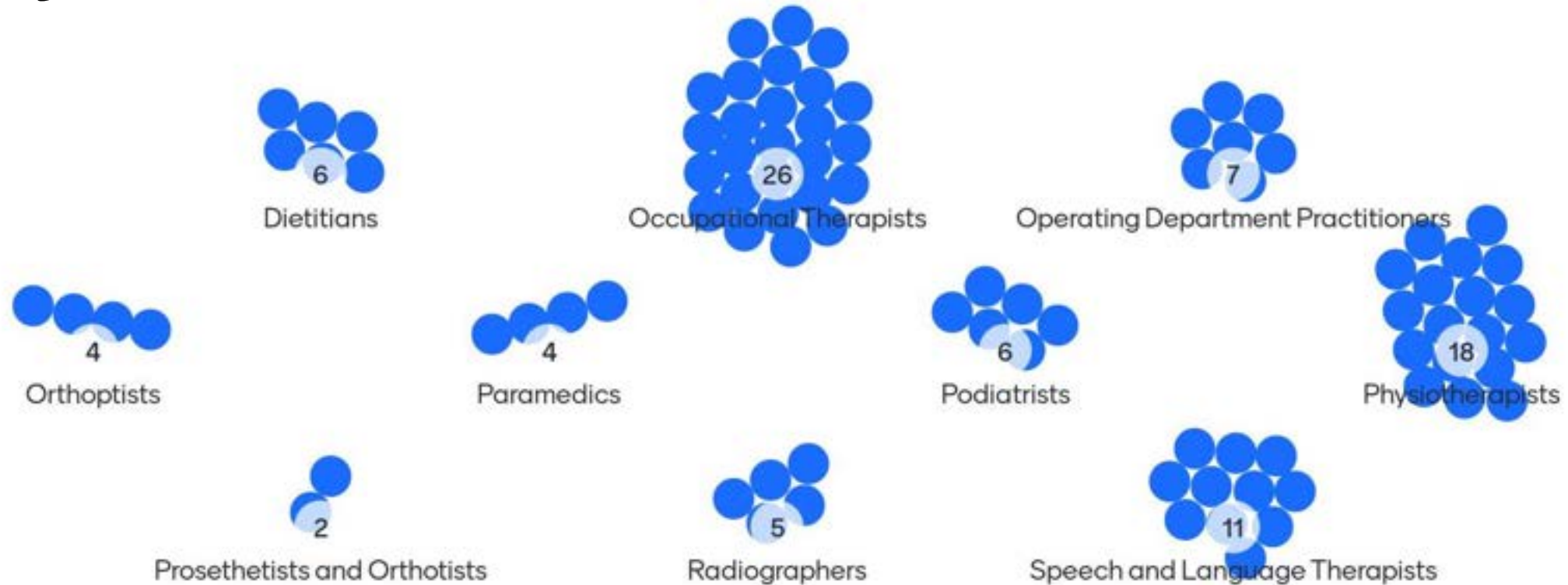
<https://www.menti.com/alqw1h6taaw7>



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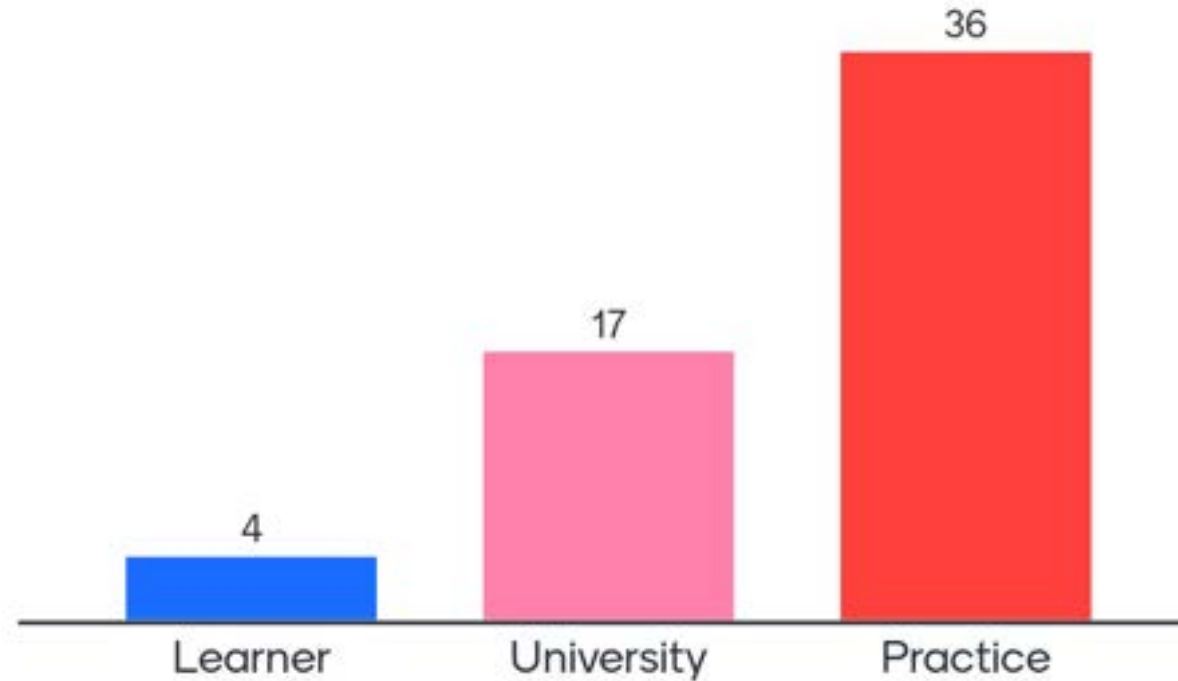
Which profession(s) are you representing today?



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Which leg of the stool do you represent?



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From one conversation...

Catalyst

Challenging the status quo

Framework

Break down the enormity

AHPs working together

Making it easier for us all



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AHP principles of practice-based learning: *working together to develop our future workforce*



Practice-based learning opportunities are co-produced



Practice-based learning takes place across all areas, pillars and levels of practice



Practice-based learning environments must be inclusive and welcoming to all



Practice-based learning uses flexible, appropriate and supportive models of supervision and delivery



Practice-based learning is designed with a whole team approach



All those involved in practice education are valued, respected and recognised within their roles



Practice-based learning is evaluated; capturing data to drive improvement and demonstrate impact

Introducing our collaboration



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BIOS | BRITISH AND IRISH
ORTHOPTIC SOCIETY

Michael Harmsworth

Advanced Orthoptist

Craig Murray

Chair

www.orthoptics.org.uk

Orthoptics is a small profession
and so collaboration with other
professions gives us a bigger
voice

We can share good practice

We can learn from others



Peter Iliff

Chair

<https://www.bapo.com/>

BAPO welcomes collaboration with colleagues from other professions and would like to thank those who have initiated and delivered this collaborative project.

BAPO recognises that Practice Based Learning creates challenges for both educators and learners.

Through these PBL principles, this framework will support educators and learners to deliver and experience the broader learning experiences. These experiences will contribute to launching successful and rewarding healthcare careers in Prosthetics and Orthotics.



Menna Wyn-Wright

Education Manager

<https://www.bda.uk.com/practice-and-education/education/dietetic-education-training/placements.html>

These common set of practice-based learning principles, applicable to all allied health professionals, encapsulate the key components required for practice educators and education providers.

For us, they will allow our dietetic learners to receive high quality PBL across a range of diverse settings, offering them a really positive experience.

These principles reflect the ethos of the BDA Curriculum Framework and are echoed by the BDA Accreditation Process.



Mike Donnellon

Chair, Education and
Standards Committee

www.codp.org.uk

Huge thanks to the CSP and RCOT.

The College of Operating Department Practitioners (CODP) are delighted to be joining nine other Professional Bodies collaboratively working to support the growth and quality of practice-based learning in pre-registration education.

The seven principles work well alongside the CODP Standards for Supporting Pre-Registration Operating Department Practitioner Education in Practice Placements (2021).



Kirsty Lowery-Richardson

Head of Education

Chris Moat and Matt Catterill

Curriculum Task and Finish Group chairs

collegeofparamedics.co.uk

- Huge thanks to the CSP and RCOT for initiating this work.
- The College of Paramedics are delighted to be joining the other 9 professional bodies working collaboratively on this piece to drive improved quality of practice-based education in pre-registration learning.
- PBL is a pivotal part of paramedic practise development and we are pleased to integrate these principals into our latest curriculum review for Paramedics.
- The principle collaborative structure allows for shared and consistent language to be used across the PBL environment experienced by paramedics learners; we view this as an essential mechanism to enhance the experience of PBL by all involved.



ROYAL COLLEGE
of PODIATRY

Dr Benjamin Bullen

Head of Education and
Professional Development

www.rcpod.org.uk

The Royal College of Podiatry has been delighted to collaborate with our AHP colleagues to support a unified approach to the principles of practice-based learning.

This is a common framework, and it challenges educators to look differently at practice-based learning and places the learner front and centre. It asks education providers of PBL activity to look deeper and more broadly at what activity could be offered.



Senior Project Manager in Accreditation and Education



A collaborative approach to inter-professional working is hugely important in practice, and engagement with shared principles for practice placements evidences this commitment from the earliest opportunity.



Kathryn Williamson

Professional Officer Education &
Accreditation

Dr Amy Robertson

Professional Officer Education &
Accreditation



[Home | CoR \(collegeofradiographers.ac.uk\)](https://collegeofradiographers.ac.uk)



@scormembers

Ensuring placement quality through these principles will enable a community of practice approach where the culture of learning is nurtured. Through our programme approval, these new principles will shape the learning environment by focusing on what matters to students.

The principles will support practice educators in radiography to deliver quality practice placements and when seeking recognition through the CoR Practice Educator Accreditation Scheme (PEAS).

AHP principles of practice-based learning: *working together to develop our future workforce*



Practice-based learning opportunities are co-produced



Practice-based learning takes place across all areas, pillars and levels of practice



Practice-based learning environments must be inclusive and welcoming to all



Practice-based learning uses flexible, appropriate and supportive models of supervision and delivery



Practice-based learning is designed with a whole team approach



All those involved in practice education are valued, respected and recognised within their roles



Practice-based learning is evaluated; capturing data to drive improvement and demonstrate impact

Integrating the principles

- What are you currently doing to demonstrate this principle?
 - *Is it effective? How do you know?*
- What else can you do?
 - *Who can you work with to support this?*
- How will you measure impact?
 - *Considering the three legs of the stool, how will each measure impact and develop together?*



Capture your reflections and actions via this link: https://socofphysio.qualtrics.com/jfe/form/SV_eg64BvyPXxvNFcy?Q_CHL=qr



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Principle 1

Practice-based learning opportunities are co-produced



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Principle 1

- We all seek to develop our future workforce
- To do this, we must work together
- The future workforce can be represented as a three-legged stool. Each separate, each essential. Without all three stool legs the common goal cannot be achieved
- No principle can be successfully achieved by working alone



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Principle 2

Practice-based learning takes place across all areas, pillars and levels of practice



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Principle 2

- No matter where you work, how long have you been practicing or whether you are in a patient facing role, you can be part of practice-based learning
- UK health and social care is changing. Where we work and how we practice is changing too
- The breadth of career possibilities available could inspire and shape our future workforce



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Principle 3

**Practice-based
learning
environments must
be inclusive and
welcoming to all**



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Principle 3

- It is vital we make sure the experiences of those marginalised due to their protected characteristics, identity, difference and the communities they belong to is positive, equitable, inclusive and ensuring they feel they belong
- To do this we need to identify, challenge and remove any structural barriers to achieving equity of opportunities and experience for everyone
- We are not all experts, and we will make mistakes
- This is the responsibility of all of us



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Principle 4

Practice-based learning uses flexible, appropriate and supportive models of supervision and delivery



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Principle 4

- There is no such thing as a traditional placement
- We should think flexibly in terms of how learners are supervised and how placements are delivered
- Consideration should also be made to integrate different ways of working to reflect modern practice
- We must support each other, think flexibly and be open to embrace the benefits that different placement models can bring



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Principle 5

Practice-based learning is designed with a whole team approach



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Principle 5

- We need to recognise and utilise the wealth of knowledge and skills within our teams
- There is a role for everyone!
- We all have a professional responsibility to provide regular practice-based learning opportunities
- A team approach needs to be contemporary, innovative, diverse and across the pillars of practice



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Principle 6

All those involved in practice education are valued, respected and recognised within their roles



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Principle 6

- Without a breadth of quality placement opportunity there will be no future workforce
- Valuing, recognising and respecting the important of all those involved is a shared responsibility
- It is important that we work together to support each other and ensure everyone can identify the ways in which they feel valued, respected and recognised



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Principle 7

Practice-based learning is evaluated; capturing data to drive improvement and demonstrate impact



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Principle 7

- Data tells you what you need to know about the value and impact that your placements have
- It can enable different approaches to be tested and support change
- Think about what matters to: practice teams, learners, organisations and universities
- Use data effectively to learn and grow together



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Embedding the principles in your work



“As a department all our current provision across the professions have signed up which is just brilliant.

To have a shared set of principles demonstrating our collective values and vision is a seminal moment and opportunity for us!”

Jill Kent

Interim Head of Department
Allied Health Professions Department, Teesside University



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Our call to action

How will you embed the principles in your work to support:

- your development,
- the work of your team/organisation and
- our future AHPs?



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Thank you for your time and support!

Tell us how you are using the principles
#AHPsWorkingTogether

What questions do you have?



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