

Executive Summary

This is a summary of all the accepted bids under this programme. (Please note, it is not a progress report).

It can be supplemented by an oral report on proceedings at a seminar on the projects held in Bolton on 18 April 2002.

University of Brighton and Crawley College

The development and piloting of a scheme for inter-professional learning in the clinical environment

This study will develop a programme of inter-professional learning in the clinical environment using examples of good practice from around the world as a basis.

Individual clinical environments, whether in a large Trust, a GP practice, or in the community may have students from several different professions studying in isolation from each other. Indeed there are often students from different HEI's in the same area, yet working in isolation. We aim to set in place a programme of clinical studies that will bring together these groups and fire them with enthusiasm for inter-professional work.

Initially we will undertake background work identifying existing inter-professional learning models and evaluating their potential. An implementation plan for inter-professional clinical learning will be developed and a pilot study will be run and evaluated. After this a programme of shared learning in the practice setting will be established. We envisage that the programme of practice based shared learning will be designed in such a way that any student studying one of the health care disciplines, including medicine, will be able to join with the programme and will benefit from it. We anticipate that the diversity of practice placement settings will require a diversity in style of learning and our study will identify which model of learning in the clinical environment is most appropriate for each specific placement.

Christchurch Canterbury University College

Modernising pre-registration education for the allied health professions:
Physiotherapy, Occupational Therapy, Radiography (Diagnostic and/or Therapeutic)
and Chiropody/Podiatry

The key strengths of the bid made by Canterbury Christ Church University College, in partnership with the (then) Kent Education Consortium, the University of Kent and Kent Social Services Department are:

- Its partnership approach, linking higher education with health and social care providers, and crossing the spectrum of primary, community and acute care settings.
- An underpinning of several years of experience in developing a shared learning pre-registration curriculum for adult and child nurses, midwives, occupational therapists and radiographers; together with a year's experience of delivering this curriculum. Additionally, over a decade of delivering inter-professional shared learning at postgraduate level which has supported considerable development of professional roles.

The modernisation programme aims to deliver:

- Real practice based inter-professional learning that both mirrors current service provision and anticipates new patterns of service delivery;
- Capability in practice based staff in health and social care so that they are able to support inter-professional groups of learners and facilitate inter-professional learning in practice settings.

In doing this, our aim is to ensure that new practitioners understand the total patient or client care pathway; can work in care teams that value shared skills and individual professional skills, and the contribution of these to patient or client care and service delivery; and are able to become highly skilled practitioners who can deliver services in new ways to meet the needs and requirements of patients and clients.

University of Coventry

The School of Health and Social Sciences at Coventry University is committed to modernising the initial education and training of allied health professions in partnership with NHS Trusts and Social Services. We plan to further the aims of the modernising agenda in three key areas as follows:-

- The introduction of a school Liaison Officer to further develop work in widening participation by enhancing links with schools, especially those with a high proportion of students from ethnic minorities and from social classes 4 and 5 identifying the most effective recruitment strategies.
- The appointment of a stepping on/stepping off officer for a period of 3 years to work with prospective students and training personnel in Trusts, to identify how non-professionally qualified staff can make best use of their current qualifications, experiences and learning to gain entry to health and social care courses. In addition, to work with Trusts to negotiate suitable employment opportunities for the stepping off students and vacation work for current students.
- To appoint an inter-professional facilitator to undertake a scoping exercise to identify and evaluate mechanisms to enable inter-professional practice learning opportunities for students on placement. This will include the introduction of e-learning case studies, a 'tool-kit' for promoting inter-professional learning and the creation of minimum criteria (related to inter-professional practice) that all students must meet whilst on placement.

University of Huddersfield

The key elements of our AHP developments are:

- A new Community Access Course designed to bring people from ethnic minority and socially disadvantaged backgrounds into AHP, nursing and midwifery education.
- Flexible full and part-time provision in physiotherapy and podiatry with elements of multi-disciplinary learning
- The development of a vocational training route for non-professionally qualified staff working in technical grades in the NHS with a particular focus on rehabilitation
- Shortened routes to professional registration in physiotherapy and podiatry for existing graduates
- Potential for APLA/APEL onto professional courses for non state registerable podiatrists/ physiotherapists

The intended outcomes/strengths of these developments are:

- * Widening the entry gate into a range of professions
- * Creation of multi-disciplinary learning opportunities
- * Flexible course provision
- * Vocational training opportunities

University of Northumbria at Newcastle

The Northumbria University project will refocus Occupational Therapy and Physiotherapy pre-registration education by making changes to the curricula, the learning environments and the practice-service context of the courses. A new framework of courses will be developed which will be more flexible and practice-centred with a greater proportion of placements located within the Northern England Workforce Development catchment area. The Framework will seek to widen access by providing students with more entry and exit points and increased choice of study modes. Key features of the project will be the development of systems for achieving closer involvement of users and carers in curriculum planning and development, increased opportunities for inter-professional learning with other health and social care professionals, and development of different models of learning, teaching supervision and assessment of students within clinical learning zones.

The bid is based on the strong tri-partite partnership between the local Health and Social Service providers (Occupational Therapy and Physiotherapy), the Northern England Workforce Development Confederation and the Faculty of Health, Social Work and Education. The bid builds on the advances made within the Faculty as a result of 'Making a Difference' in Nursing and Midwifery education. It aims to draw together Occupational Therapy and Physiotherapy with Nursing, Midwifery, Social Work education and will provide undergraduate education that reflect service needs and the demands arising from the NHS plans.

Peninsula Collaboration

The Peninsula Collaboration for the Modernisation of Allied Health Professionals' Education is a unique partnership between the following:

- University of Exeter
- University of Plymouth
- Institute of Health Studies, University of Plymouth
- Plymouth School of Podiatry
- Somerset, Devon & Cornwall Workforce Development Confederation
- St Loye's School of Health Studies, Exeter
- The College of St. Mark & St. John, Plymouth

Commencing in 2005, there will be a common foundation programme for Allied Health Professions and Nursing and Midwifery. There will also be some shared learning options with the Peninsula Medical School. This will be achieved by an incremental approach, beginning in 2002 with the implementation of a common foundation programme at two locations of Exeter and Plymouth for occupational therapy, podiatry and speech and language therapy. By 2005, these sites will be extended to include Barnstaple, Bodmin, Torbay, Wells and Yeovil. By providing the multiple site distributed learning opportunities described in the proposal, geographical and conceptual barriers to programme recruitment within the South West Region will be overcome and there will be a unified and 'joined-up' approach to healthcare education within the peninsula.

The content and delivery of the programmes will reflect the overall aims set by the NHS for the development of its workforce. The focus of the curricula will be client and practice centred. Client pathways to intervention and treatment will be overtly used as inter-professional themes. National Service Frameworks and priorities will be reflected explicitly in the curricula.

Practice experience will play a major role in all programmes. Learning from practice will be linked with theoretical concepts in a variety of ways across all disciplines and professions. There will be an inter-professional approach to practice placement supervision and students will be supervised by the most appropriate member of the inter-professional team and not necessarily by a member of their own profession.

In the fullness of time, there will be a wide range of options for students to study at the local of their choice and to utilise innovative technologies, teaching methods and distributed learning strategies. There will be 'step-on' and 'step-off' points within the curricula to enable more flexibility within the programmes. There will be a unified recruitment strategy, focused on widening access to, and participation in, healthcare education programmes.

University of Salford

The University of Salford working in partnership with the Lancashire and South Cumbria Workforce Development Confederation and other stakeholders, will provide a course for the allied health professions of Physiotherapy, Radiography, Occupational Therapy and Podiatry with three levels of academic qualification and worker:

- **Year 1 – Generic Health Care Worker (Certificate in Higher Education)**
- **Year 2 – Profession specific Assistant Practitioner (Foundation Degree)**
- **Year 3 – Qualified Practitioner in a specific profession (Honours Degree)**

Department of Health themes from documents such as Meeting the Challenge, Health Service for all Talents, Investment and Reform for NHS staff and The NHS Plan will be developed within the programme including:

- **Wider and flexible access initiatives, with the Accreditation of Prior (Experiential) Learning for students without traditional qualifications.**
- **Strong Partnership with all stakeholders, from programme development to delivery.**
- **Academic and practice based inter-professional education achieved through flexible programme delivery e.g Problem Based Learning, case studies, generic lectures and directed study.**
- **A clear focus on practical experience, with the use of a range of supervision models and initiatives to increase the numbers of inter-professional practice placements.**

St Martin's College

Department of Occupational Therapy Studies and Radiography and Imaging Sciences

The joint development between Radiography and Occupational Therapy takes a longitudinal perspective of AHP education. It begins with mentored educational opportunities for year 0 students and support workers. It proceeds to a pre-registration programme which can be assessed on a full or part time basis, with step on/off points allowing negotiable flexible time scales within the professionally approved time period. The route also allows different qualificatory exit points of Certificate or Diploma of Higher Education or a profession specific Bachelor of Science Honours degree. It then proceeds to post graduate/ post registration opportunities, again organised to allow flexible access and egress points, including CPD Studies, Master's degrees and doctoral studies.

The programme also makes strongly woven links between college based education and clinical based education which are organised by education managers who facilitate across working between the two areas. The plan is to implement these programmes in Carlisle and Lancaster. The structure will also accommodate developments in other disciplines when required.

Sheffield Hallam University

'Integrated Practice Curricula'

The School of Health and Social Care (HSC) has over the past 10 years successfully pioneered and developed inter-professional shared theory learning in the classroom. In addition to the AHP, HSC encompasses programmes in nursing and social work and all of these professions are included in the project. The project plans to build on HSC's current shared learning and further inter-professional learning at the critical interface between theory and practice, using a patient/client centred practice based education model. This project will help to bridge the learning gap between practice settings and HE.

Academic staff will work closely with placement staff to support seamless learning between classroom and practice, including the training of mentors, assessors and facilitators. The project will be underpinned by IT supported links between practice and academic learning. Inter-professional working will be introduced to students as they enter their professional courses through action learning sets. Learning will be facilitated by inter-professional teams of academic and placement staff. Inclusive and culturally sensitive thinking, working and inter-personal and inter-professional communication will be fundamental to the model. The project will be piloted in certain practice settings.

University of Southampton and the University of Portsmouth

The aim of this bid is to achieve the objectives laid out in 'A Health Service for all talents: Developing the NHS workforce', namely to promote teamwork across professional and organisational boundaries, to modernise education and training to ensure that all staff are equipped with the skills they need to work in a complex and changing NHS, to develop pathways that allow more flexible careers for staff of all professions, and to expand the workforce for future demands.

This will be achieved through the New Generation Project, which involves collaboration between the Universities of Southampton and Portsmouth, working in partnership with the Hampshire, Isle of Wight Workforce Development Confederation. The intention is to develop an inter-professional Common Learning Programme, integrated and delivered as part of 10 professional programmes (medicine, midwifery, nursing, occupational therapy, pharmacy, physiotherapy, podiatry, diagnostic radiography, therapeutic radiography, and social work).

South Bank University and King's College

A bid was presented by South Bank University, Division of Professions Allied to Medicine and King's College, London, Division of Physiotherapy, to develop a model of education for Allied Health Professions and widened access and multiple stepping on, stepping off points, leading to state registration in either Physiotherapy, Occupational Therapy, Diagnostic Radiography and Therapeutic Radiography. This innovative model will encompass relevant aspects of the QAA qualifications framework specification, and address the Modern NHS and Meeting the Challenge agendas.

The proposal is that in developing a modern model of education and training for Allied Health Professions we will develop, evaluate and initiate where appropriate:

- The potential role for a foundation degree
- New and existing models of widened access and their application in new circumstances eg. in Physiotherapy Education
- The use of APEL in other professions such as nursing, and its application in new circumstances eg. the Allied Health Course listed above
- Identify and close up the gaps in educational provision to facilitate a coherent educational pathway for students from a variety of backgrounds (both within and outside the health sector) wishing to enter the Allied Health professions

The models developed will be based in and tested for multi-professional applicability.

University of Teeside

Our proposals are very much around developing common learning themes throughout the three professional groups, namely Physiotherapy, Occupational Therapy and Diagnostic Radiography. We will be clearly indicating where the core elements of these three programmes are taught and how the students can learn from each other using problem solving learning and evidence based enquiry. The assessments methods will therefore comprise of combined project work, case presentations and indeed care studies. Our learning and teaching strategies will be underpinned through the mission of our School, which is promoting evidence based practice.

Our multi professional approach will be complimented by identifying practice placements which could possibly be assessed by other professionals. We have already developed a common audit tool for all our practice areas, which is currently being implemented. The latter ensures that we are using a common standard approach in the auditing of our learning environments. We intend, in due course, to implement a teaching strategy in practice, which will be supported by all professional groups, thus resulting in sessions being taught by either a Physiotherapist, Nurse etc, with the learning set comprising of students from all disciplines.

We have a good track record of working in collaboration with NHS Trusts, former Consortia and now the Workforce Development Confederation. The implementation of Meeting the Challenge will be implemented using the same processes to that of Making a Difference, namely co-ordinated through a Steering Group identified by the Confederation. The latter ensures that the programmes we approve are indeed meeting the requirements of the Modernisation Agenda.

York St. John College of the University of Leeds

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The experience of developing and managing our current programmes for occupational therapy and physiotherapy students, together with our extensive Continuing Professional Development (CPD) programmes, provide the baseline for the bid. We aim to maximise the learning opportunities for those interested and involved in health and social care through the development of different modes and levels of access, flexible routes and awards, plus the widening and strengthening of the shared learning agenda. The emphasis will be on the individual with opportunity to map their educational and vocational direction and progress. Our plans will encompass the

academic, personal and professional development of the practitioner who will be required and able to work within the challenging future health and social care context. Our aim is to implement this agenda in the academic year commencing September 2002.

The School of Professional Health Studies is targeting the following initiatives:

- Widening Access – including mature entry
- A Modern Apprenticeship Scheme
- Certificate and Diploma in Higher Education
- Accelerated Programmes
- Supported learning in Placements including
 - Development of Practice supervision for students
 - Enhanced education opportunities for Clinicians as Practice Teachers
 - Use of Web-based resources to link Academic and Practice situations