

AHP PrBL Recovery



Physiotherapy 2023

AHP Practice-based Learning (PrBL) Recovery: Physiotherapy 2023

Situation / Background

Problem: Covid-19 resulted in ongoing organisational service disruption, reduced staff wellbeing and had a detrimental impact on placement delivery. Physiotherapy (Physio) placement provision in Scotland was insufficient to provide students with the required 1000hrs of PrBL for Health and Care Professions Council (HCPC) registration.

Aim statement: To support Practice Educators (PEs) to provide a broader range of Physio PrBL placement models and experiences, across healthcare and sectors in Scotland, by March 2023 to assist practice placement recovery.

Scope of Project and Objectives

The project scope was defined, and three key objectives identified: 1) To support PEs; 2) Promote different models of supervision; and 3) Reduce the placement hour deficit.

Stakeholders and Scoping Exercise

Following robust scoping, two project stakeholder groups were formed– one with Higher Education Institutes (HEIs) and one with representatives from NHS Territorial (geographical / regional) Boards. A webinar on PrBL with the Chartered Society of Physiotherapy (CSP) provided promotion and further scoping information and the national AHP PE survey also informed the project.

Task / Actions

The following five solutions were agreed and prioritised with stakeholders:

- Mapping of placement provision in NHS Board areas
- Supporting PEs to use alternate models of PrBL (Peer assisted Learning (PAL), Blended and a Team approach)
- Collating and centralising Physio specific PE resources
- Promotion of PrBL and strengthening the PE network

- Exploring non-NHS placement opportunities

Information about the project interventions is detailed below:

Placement Mapping: Guidance for a placement mapping process was developed to explain how services can calculate their own 'placement week' to 'whole time equivalent ratio'. NHS Greater Glasgow and Clyde (GGC) acute services shaped the method for this process, and teams from NHS Lothian, Lanarkshire, Dumfries and Galloway, Grampian and Highland have been supported at varying stages to review their placement provision.

PE Support: To provide practical support, three support sessions were delivered: A) Using Blended Models; B) A Team Approach to PrBL; and C) Starting and Returning to PE; recordings were made available on TURAS. A need for more interactive workshops was identified leading to a programme of six Physio PE workshops being developed. In total 15 physiotherapy specific sessions were delivered with 388 attendees across all sessions.

The Physio Practice Education Leads (PELs) assisted the delivery of the national AHP PAL training, providing four AHP PAL workshops and supporting two Physio PE leads within NHS Lanarkshire to complete the train the trainer programme.

Centralising Resources: Physio PELs actively contributed to development of the AHP PrBL Virtual Community, launched in November 2022. A list of Physio PrBL resources available from NHS Boards has been collated, ready to upload onto the virtual community once further developed, shared and housed on Microsoft Teams in the interim.

PrBL Promotion and Strengthening Practice Educator Networks: To share the project activity and engage more Physios in PrBL, monthly updates were published using Microsoft Sway and cascaded through stakeholders' networks. Seven Sways, with 1986 total views, were housed on the Turas project pages to reach a wider audience.

Promotional storytelling on Physio PrBL activity was shared using animations, released over social media, distributed through Board Physio networks, and saved on Turas as a resource, with 367 views. The Physio PrBL SBAR produced in 2018 at the national event; Growing Capacity for AHP Student PrBL in Scotland, informing the process for physio placement requests was updated in collaboration with stakeholders. It was agreed this would underpin placement requests for 2023-2024 and an animation promoting this

process was produced and circulated. Finally, information on all Board PrBL network groups has been collated to store on a centralised platform in the future to facilitate networking.

Non-NHS placement opportunities: Five organisations from independent and third sectors were recruited to review PrBL delivery, each had different needs requiring tailored support. The successful outcomes per organisation are detailed below:

- Police Treatment Centre – connected with Robert Gordon University for ongoing PrBL support
- The Ministry of Defence (MOD) Tri-Service Physio teams -trialled a blended model of placement delivery
- Edinburgh Scottish Rugby Union - connected with Edinburgh Napier University for PrBL support and committed to their first placement in August 2023
- Braid Health and Wellbeing Centre -supported by the Physio PELs to deliver one 6-week project PAL placement with long arm supervision for two students
- Scottish Ballet - Connected with Glasgow Caledonian University and Edinburgh Napier University to initiate PrBL planning

Impact

Engagement Impact: Our stakeholders consistently rated understanding of PrBL issues above 8.5/10 and importance of PrBL above 9/10 during collaboration meetings.

Support Sessions generated positive engagement feedback:

“Providing these learning opportunities has opened my mind, and the minds of colleagues to the various ways of hosting placements which in turn has opened conversation. That is a huge positive as student education in hospitals is something we are talking about again, primarily from these sessions being offered.” (Final evaluation respondee)

The final project evaluation (n=47) demonstrated ongoing engagement with 40% planning to be more involved in PrBL; 32% expressing a plan to using a blended model; 32% planning to use a team approach; and 45% considering using PAL.

Educational Impact: Polls after all sessions showed improved self-rated confidence in PrBL delivery. The final project evaluation (n=47) reflected this demonstrating 66% of respondents felt more confident in supporting PrBL, with 64% reporting better understanding of the different models of PrBL and 38% more confident in their use.

Performance Impact: 28% of respondents reported they were more involved in supporting PrBL in the end of project evaluation (n=47). Following attendance at a support session or workshop, 55% were using a Team approach to PrBL, 32% had tried a blended model of placement delivery and 34 % were using PAL.

Responses to the final evaluation questionnaire (n=47) were received from 12 of the 14 NHS Territorial Boards. Use of delivery models were reported by representatives from the Boards that responded as follows: Blended model 9/12; use of a Team approach 11/12 and PAL 7/12. Of the Boards where performance level impact was not shown from our evaluation, engagement level impact (planning to implement) was expressed towards blended models and a team approach for placements. All NHS Boards, except one, showed engagement level impact for using PAL. Performance impact was demonstrated within the MOD with Blended models, a team approach and PAL all being utilised.

Evaluation of those who had undertaken placement mapping highlighted that it identified ways to sustain and increase placement capacity. Respondents stated that it highlighted new PrBL opportunities, and they were subsequently trying new models of delivery.

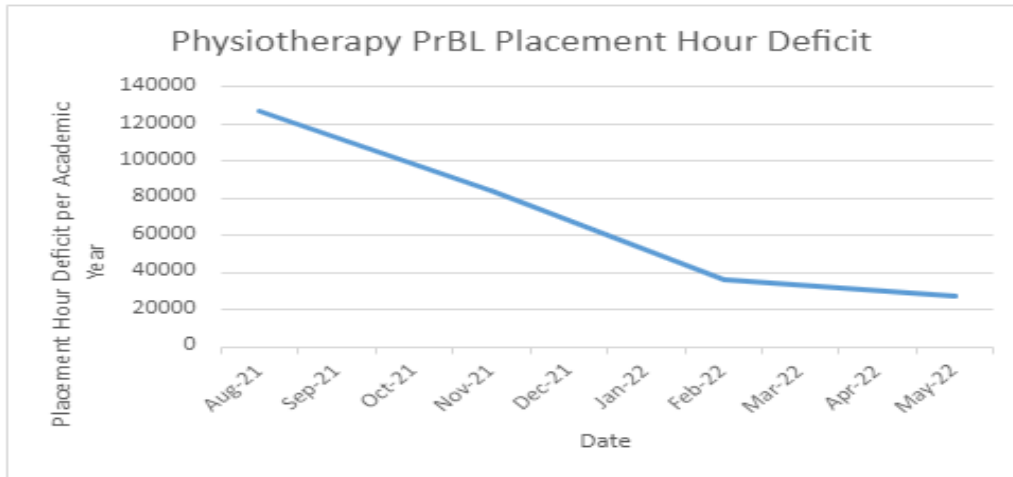


Figure 1: Physiotherapy PrBL Placement Hours Deficit

Service Impact: Snapshot data was shared by HEIs in a Red/Amber/Green (RAG) format to indicate placement hours deficits across Physio programmes in Scotland. Figure 1 shows the improving trend throughout the project.

No HEI providing Physio courses in Scotland reported graduation being directly affected by placement availability.

Project Objective Achievement

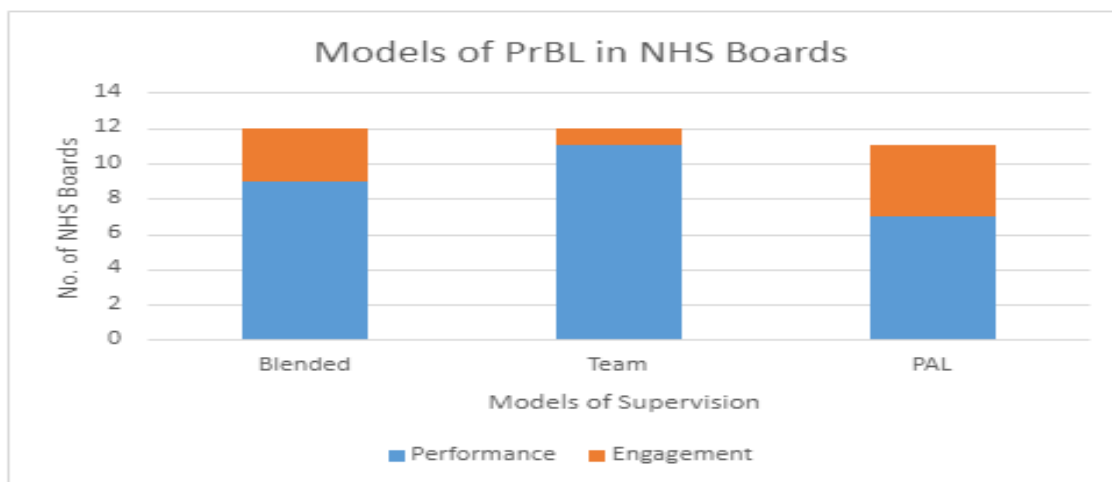


Figure 2: Models of PrBL in NHS Boards

From our final evaluation (n=47), 5 NHS Territorial Boards met the first objective, with representatives trying each of the three placement models. Of those that did not achieve performance impact, engagement impact was demonstrated.

Although the deficit in Physio PrBL provision across Scotland has significantly reduced, due to lack of robust data we cannot confirm that a deficit no longer exists. However, the

third objective of 100% of students eligible to graduate, graduating on time was achieved within this project's lifespan.

Learning

Physios view PrBL as valuable and important. They are increasing their knowledge, skills and willingness to try new models of PrBL. Networking opportunities and sharing stories are effective ways to support PEs and share learning. Stakeholders are keen to participate in a national collaboration/network group, but do not have capacity to lead on this.

Placement mapping can aid understanding of capacity within NHS Boards and identify ways to sustain and/or increase placement provision. In non-NHS sites, leadership is required to provide Physio PrBL opportunities when there is no employed Physio attached. Despite discussions to explore capacity, no NHS Physio PEs were identified during this project to support and deliver PrBL within these organisations.

Recommendations

Ensuring Physio PrBL network groups are established and sustained, with consideration of the role of NHS Board funded posts, will continue to drive the recovery of PrBL locally and nationally. The AHP PrBL virtual community could be a mechanism to support Physio networking and centralisation of resources, but is in its infancy, lacks uni-professional focus and requires growth to meet the needs of the Physio profession.

There should be further exploration of PrBL delivery in all areas, including specialist NHS Boards. Use of PAL should continue to be supported: using local PAL trainers; mentor/buddy system post PAL workshop attendance; and ensuring PAL features on the agenda within network groups/ virtual community. Improved understanding of the concept and use of long arm supervision in Physio could enable available placement opportunities in non-NHS organisations with no employed Physios to be established and sustained.

For more information on this project see the Learning toolbox:

<https://api.ltb.io/show/ABSOL>

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



NHS Education for Scotland
Westport 102
Westport
Edinburgh
EH3 9DN

www.nes.scot.nhs.uk