

The 2nd Edition of The Next Chapter...



NHS Education for Scotland

Allied Health Professions Education Strategy

2015–2020



Allied Health Professions
in Scotland



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Welcome

Welcome to the 2nd Edition of *The Next Chapter*. This document is the NHS Education for Scotland (NES) education strategy for Allied Health Professions (AHP) 2015 – 2020. It has been written following consultation with members of the AHP workforce, people who use AHP services and other stakeholders including all the members of our AHP advisory groups and think tanks.

We hope this document will help you to understand the priorities for the work that NES will be doing to support Allied Health Professionals (AHPs) over the next five years. This document is closely aligned to *A refreshed strategic framework for 2014-19*¹ (NES, 2014), reflecting the balance between NES's commitment to meeting specific professional groups requirements and the opportunities for greater interprofessional and integrated education and learning. This document also links to *Everyone Matters: 2020 Workforce Vision*² (NHS Scotland, 2013) supporting the allied health contribution to achieving the NHSScotland quality ambitions of safe, effective and person-centred care. You can find out more about these documents on the NES website³.

When we consulted on this strategy, we were asked to keep the language easy to understand and jargon free. We were also informed by the evidence base⁴. We will therefore make clear commitments using active language that begin “we will...” rather than “we may” or “it is expected that...”

This document is like a map setting out our plan. In the spring of each year we will publish a brief chapter with details about our workplan. In the summer of the following year we will report on how we have got on with our plans. This is how we will show the outcomes and the impact of the NES work to support AHPs.



As policies may change we will, of course, review the strategy to reflect these and any other major changes. We intend a review in 2017 at the halfway point of the strategy, involving our AHP advisory group, to check our themes and commitments remain contemporary and relevant.

There is a core NES AHP Team. Sometimes other people join us to work on specific projects. This can include people from other sectors and such as social care and third sector.

We would welcome your comments and suggestions on our work and especially would like to hear from you if you would like to become more involved in the work we do.

Kind Regards

Sonya Lam

Director of Allied Health Professions

NHS Education for Scotland

What is NHS Education for Scotland?

- NES is a national special health board
- NES works in partnership with stakeholders to provide education, training and workforce development for those who work in and with NHSScotland
- Allied Health Professions is one group of staff that NES supports

What is NES's vision?

Quality Education for a Healthier Scotland

What are the mission, approach to education and ways of working of NES?

As described in *A refreshed strategic framework for 2014-19*¹ (NES, 2014), it is the mission of NES to provide *“education that enables excellence in health and care for the people of Scotland”*.

NES aims to ensure that staff are supported through education. The values that we share in common with all NHSScotland organisations are:

- care and compassion
- dignity and respect
- openness, honesty and responsibility
- quality and teamwork

We demonstrate our values through our ways of working.

These are to always:

- aim for excellence in education
- be open, listen and learn
- take responsibility and lead by example
- respond quickly and confidently
- look ahead and be creative
- respect and value each other
- work in partnership to a clear common cause

In addition we promote equality and value diversity and ensure that these principles are central to all that we do. Our educational principles are set out in the *A refreshed strategic framework for 2014- 2019*¹.

Who are Allied Health Professionals?

AHP is an umbrella term for a range of professions and includes registered HCPC practitioners and support staff.

- Art Therapists
- Dance Movement Psychotherapists
- Diagnostic Radiographers
- Dietitians
- Dramatherapists
- Music Therapists
- Occupational Therapists
- Orthoptists
- Paramedics
- Podiatrists
- Physiotherapists
- Prosthetists and Orthotists
- Speech and Language Therapists
- Therapeutic Radiographers

This document is for?

- all AHP staff
- people who use AHP services: patients, service users, carers and anyone with an interest in the work of AHPs.
- the organisations we work with* e.g. NHS Boards, Scottish Qualifications Authority, schools, social care organisations, Scottish Social Service Council, professional bodies, Scotland's Colleges and Universities, and third sector organisations

*During the past few years NES has become active in the education of an increasingly wide range of staff both within the NHS and beyond through our support for public service reform and our work across health and social care.

Why is education important for AHPs?

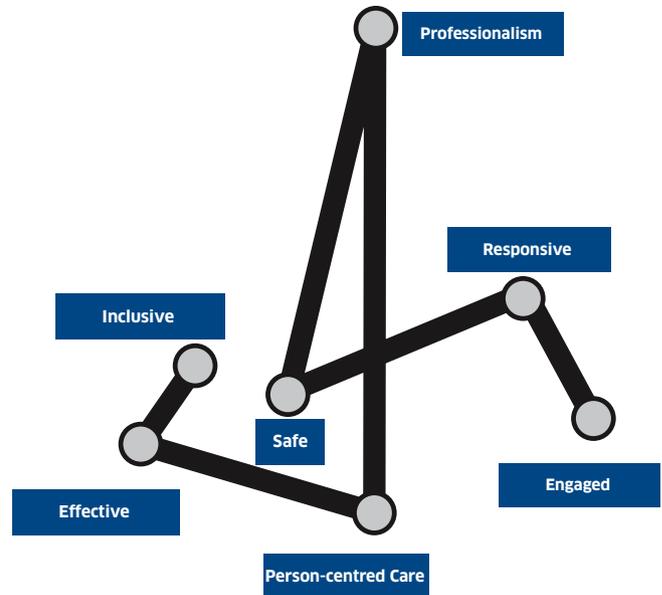
AHPs must meet minimum standards of continuing professional development to demonstrate they are keeping up to date and using their knowledge to benefit the people who use their services.

This is checked by the Health and Care Professions Council⁵ (HCPC). The HCPC is a regulator set up to protect the public. They do this by keeping a register of health and care professionals who meet their standards for training, professional skills, behaviour and health.

Recommendations that help make sure that AHPs play their full role in supporting people's health have been set out in the *AHP National Delivery Plan 2012- 2015* (NDP)⁶. AHPs have educational needs in relation to delivering on these recommendations. This is especially true for example in the need to support leadership skills and quality improvement. The education to support these changes in AHP practice will be relevant beyond the timeline of the NDP.

A key role for NES is to help AHPs make the link between Scottish Government policy and their practice. This not only means putting policy into practice but also helping AHPs showcase innovation and new ways of working that could influence new policies.

The Scottish Government have published the *Allied Health Professions Scotland Consensus Statement on Quality Service Values*⁷. These values are grouped under seven quality dimensions and include the rationale for each value and the perspective of what a service user can expect from the AHPs. The values are represented diagrammatically:



Picture 2: AHP Quality Service Values

Where did this NES AHP Education Strategy come from?

The 2nd Edition of *The Next Chapter* has been produced following a consultation event. AHPs and other members of all the AHP advisory sub-groups considered the NES AHP Education Strategy 2011-14. The advice from the consultation event was that most of the 2011-14 strategy was still relevant and could be brought up to date rather than a brand new strategy be developed.

The 2nd Edition of *The Next Chapter* is the result of collating all the comments and feedback given at a consultation event towards the end of 2013.

At the consultation event for this 2nd Edition, there was a strong message about NES putting the needs of people who use AHP services and their families/carers at the centre of what we do.

There are two aspects of NES's efforts in promoting a person centred approach.

1. NES contributing to creating a well educated and up to date AHP workforce with AHPs having learning opportunities to develop and maintain person centred knowledge, skills and values.

2. NES demonstrating person centred skills and values by putting people, and their family's, needs as the starting point for any education that NES develops. We will put people at the centre of all education activities-including informing, designing, delivering and evaluating- was a key part of the consultation message.

The picture below illustrates how putting people's needs at the centre of all we do both supports and informs AHP education and practice.



➡ Supports and informs

Picture 1: The needs of people are at the centre of AHP services and NES education

What are the themes of the NES AHP Education Strategy?

A refreshed strategic framework for 2014-19¹ (NES, 2014) describes the work NES will be doing over that five year period. There are five themes and each is illustrated with a symbol in the framework.

This document, the NES AHP Education Strategy, aims to explain in more detail what NES will be doing to support AHPs. The two strategies have strong links.

There are four themes in the NES AHP Education Strategy. The first three themes focus on the AHP workforce and the NES role in supporting AHPs to improve the services provided to the people of Scotland. The fourth theme has a more inward focus for NES. It shows the improvements that NES will make to the support that we provide to AHPs. Each theme has a number of commitments. There is overlap across themes with for example, person centredness, the importance of applying learning and utilising the evidence base threading throughout all themes.

Additional information is provided underneath each theme to set the context and to explain what they are about. The information is highlighted using the following symbol:



NES Strategic Themes

An excellent workforce

Consistent evidence-based excellence in education for improved health and care.

Improved quality

Education for improving quality to enhance patient safety and people's experience of services.

New models of care

Education for new models of care to support the 2020 Vision.

Enhanced educational infrastructure

Innovative educational support infrastructure covering people, technology and content.

An improved organisation

Enhancing the capacity and capability of our staff to give their best and achieve their potential.

AHP Strategic Themes

Theme
1



Supporting excellence in the AHP workforce responding to the changing needs of the people who use AHP services

Theme
1

Theme
2



Improving quality by putting people at the centre of everything we do

Theme
2

Theme
3



Whilst there is not a direct link to one of the AHP themes, a number of commitments given link directly to this theme, e.g. 1.2, 3.3 and 4.2

Theme
4



Supporting AHPs to use 'Educational Resources' in their work and apply their learning to put knowledge into action

Theme
3

Theme
5



Helping AHPs to make the most of all NHS Education for Scotland has to offer

Theme
4



Theme 1:

Supporting excellence in the AHP workforce responding to the changing needs of the people who use AHP services



- The AHP workforce includes all AHP staff i.e. managers, practitioners, support staff, researchers, educators and students.
- Primarily we will work with AHPs who work in the NHS. We will also support the broader range of AHPs who work with the NHS by collaborating and working in partnership with other organisations.
- New therapies, techniques and evidence for improved ways of providing health and social care regularly emerge. New Scottish Government policies need to be put into practice.
- The AHP workforce always needs to be learning and responding to these changes so that they can keep providing safe, effective and person centred care.
- Education and training helps AHPs to maintain, develop and extend their skills



Commitment 1.1

We will provide educational support for AHP staff at all levels of the career framework that makes the most of their skills.



- *The Career Framework for Health⁸* is like a map of the AHP workforce. Different members of the AHP workforce work at different levels of the Career Framework
- There are four pillars of practice: **leadership, research, facilitating learning and clinical**. These pillars are relevant to all career levels.



Commitment 1.2

We will promote learning for AHP staff, within and between health and other sectors (e.g. voluntary, social care, education and criminal justice) to support the integration of services.



- AHPs work together to support people's health and wellbeing. This includes AHPs who work in settings other than the NHS
- AHPs also work with people from outside the NHS, e.g. teachers, social workers, volunteers, carers and families



Commitment 1.3

We will enable access and use of learning and development opportunities by AHPs to support change, improvement and innovation.



- Successful learning should be put into practice and lead to change, improvements and innovation.
- Sometimes the environment in which AHPs work can have a positive impact on how they apply their learning. However, sometimes it can have a negative impact meaning that learning cannot be applied in practice. Innovation and improvement can be supported, e.g. through supervision, leadership and management of resources in the work place.



Commitment 1.4

We will provide opportunities that help AHPs to make the most of work-based learning.



- AHPs have many chances to learn whilst doing their job e.g. from patients, carers and colleagues.
- Work based learning opportunities include:
 - shadowing or project work
 - professional activity such as mentoring or involvement with a professional body
 - self-directed learning, such as reading or using the internet to keep up to date
 - experiences such as public service or voluntary work which can provide a good source of learning.



Theme 2:

Improving quality by putting people at the centre of everything we do



- People who use AHP services are active participants. They should always be at the centre of the services provided by AHPs and involved in the education of AHPs.

- NHSScotland quality ambitions are for safe, effective and person centred care. The policy to support person centred values is called *Everyone Matters*². It recognises the evidence that staff who are valued and treated well improve patient care and overall performance

- The implications from several NHS reviews such as the *Francis Report*⁹ in England and the *Professionalism in Healthcare Professionals Report*¹⁰ by the HCPC will inform and support learning opportunities that:
 - promote leadership at all career levels
 - help AHPs initiate difficult conversations
 - extend values based reflective skills and practice
 - develop influencing skills including lobbying, campaigning, and other ways of developing successful communication skills at a strategic level.



Commitment 2.1

We will support AHPs, whatever their role, to demonstrate NHSScotland values in their conduct and practice.



- NHSScotland values-based practice is directly connected to providing safe, effective and person-centred care.



Commitment 2.2

We will support AHPs to make their person centred skills even better by enabling them to learn with and from the people who use their services.



- This is about improving the quality of the person's experience
- *Everyone Matters* states that, in practice, we need to:
 - demonstrate our values in the way we work and treat each other
 - use our values to guide the decisions we take
 - identify and deal with behaviours that don't live up to our expectations
 - be responsible for the way we work and not just the work we do.



Commitment 2.3

We will work with service users and carers to further develop the inclusive communication skills of AHPs, for example, by using *Making Communication Even Better*¹¹



- Good communication skills are fundamental for all AHPs to be able to demonstrate the NHSScotland values
- AHPs need to communicate with many different people, in many different ways, in many different settings.
- Inclusive communication means making sure people are able to understand and express themselves whatever means of communication they use.
- Good communication is a patient safety issue too.



Theme 3:

Supporting AHPs to use educational resources in their work and apply their learning to put knowledge into action



An educational resource can be anything that aids learning. It can include people, technology and content, e.g. staff members in education roles, service users as educators, web sites, self assessments, frameworks setting education standards and sources of funding. NES resources help AHPs learn so that they can do things better.

- NES provides support for AHPs to access and use educational resources
- NES resources map to the Knowledge and Skills Framework and provide support for AHPs meeting their professional regulation standards for continuing professional development
- Many of the NES educational resources such as Flying Start NHS, Effective Practitioner and Making Communication Even Better¹¹ are also relevant to staff working in other agencies and sectors and can be accessed through the NES Website³.



Commitment 3.1

We will support AHPs across Scotland to share and access local and national workbased learning opportunities that are having an impact and could be spread to other areas.



- AHPs regularly produce their own educational resources to meet local needs.
- One added value of the national role of NES is to help reduce duplication. The 'once for Scotland' principle states that efficiency is achieved by doing something once and sharing across Scotland.



Commitment 3.2

We will support AHPs to use educational resources in their current and future work



- Long term support makes sure that educational resources have time to make a difference.



Commitment 3.3

We will produce a workforce and education report for each allied health profession to inform AHP workforce planning.



- NHS workforce planning is the responsibility of each territorial NHS Board.
- NES has a role in supporting workforce development.
- Workforce planning and workforce development are different but they have important connections.
- These reports will help both to inform workforce planning and to identify future educational needs for AHPs



Theme 4:

Helping AHPs to make the most of all NHS Education for Scotland has to offer



- The skills of the NES AHP team will be used more effectively for the benefit of AHPs across Scotland

- AHPs in Scotland can access and make use of lots of NES resources and not just resources that are specific to AHPs. For example, NES has teams that support practitioners working in Child Health, Dementia and the National Leadership Unit and many other areas.

- New technologies help provide learning opportunities and health and care interventions. AHPs need support to make the most of technology



Commitment 4.1

We will put in place a communication and listening strategy.



- Communication is a two way process
- We need to effectively communicate messages to AHPs and others
- We need to effectively listen to AHPs and others and make sure they can have their say about our work
- There are different ways to communicate including using new technologies



Commitment 4.2

We will encourage AHPs to further develop and apply their skills in using new and future technologies in learning and in practice.



- NES is developing a digital strategy to make the most of new technologies and the ways these technologies can help us learn and practice.
- NES resources are increasingly being provided in a range of different formats. This helps ensure that AHPs have easier access to these learning opportunities.



Commitment 4.3

We will make the most of all the skills and expertise within NES to promote excellence and innovation and support education to the highest standard for benefit of AHPs.



- Each member of the NES AHP Team has different knowledge and skills which can be used for the benefit of AHPs across Scotland
- In addition to the NES AHP Team's knowledge and skills to support education that meets the needs of the AHP workforce, expertise across other parts of NES are also of value to the AHP workforce
- It is important the NES AHP team work with other professions in NES for the benefit of people who rely on AHP services.



Commitment 4.4

We will demonstrate best practice by making sure all our educational resources are evidence based, properly reviewed and evaluated and the impact of learning on practice is measured and reported.



- Educational resources need to be backed up with evidence that shows they work.
- People who use AHP services and their families and carers are key to ensuring that education has impact and have an important role to play especially in the evaluation of NES resources

What next?

- The AHP Team are already working on all four themes.

- You can keep up to date with the work being done by looking at the NES AHP website and following NES on twitter **@NHS_Education**. Or, you can contact the AHP Team by emailing **AHP@nes.scot.nhs.uk**

- We have established NES advisory groups for each of the professions. These groups are about each profession having the chance to comment on the work that NES is doing. In addition these groups help us at NES keep up to date with important issues that are happening in each profession. If you would like to find out about getting involved in these groups please email **AHP@nes.scot.nhs.uk**

References

Below is a list of documents and resources that you might find useful.

1. A refreshed strategic framework for 2014 – 2019 (NES, 2014)
<http://www.nes.scot.nhs.uk/media/2559910/strategicframework2014-2019-web.pdf>
2. Everyone Matters: 2020 Workforce Vision (NHS Scotland, 2013)
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4. Curran, C. *A comparative analysis of agency and author persona in excerpts from two strategy documents for frontline healthcare staff by the same NHS Scotland organisation* (unpublished BSc Honours dissertation, Open University, 2012)
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<http://www.hcpc-uk.org/>
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7. Allied Health Professions Scotland Consensus Statement on Quality Service Values (AHP in Scotland, 2013)
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8. Career Framework for Health
(Skills for Health, 2010)

http://www.skillsforhealth.org.uk/images/stories/Resource-Library/PDF/Career_framework_key_elements.pdf

9. The Mid Staffordshire NHS Foundation Trust Public Inquiry

<http://www.midstaffpublicinquiry.com/>

10. Professionalism in Healthcare Professionals (HCPC, 2011)

<http://www.hpc-uk.org/assets/documents/10003771Professionalisminhealthcareprofessionals.pdf>

11. Making Communication Even Better (NES, 2013)

<http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/about-nes-ahp/resources-and-publications/making-communication-even-better.aspx>





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