

SUPPORTING AHP STUDENTS IN NON-CLINICAL ROLES

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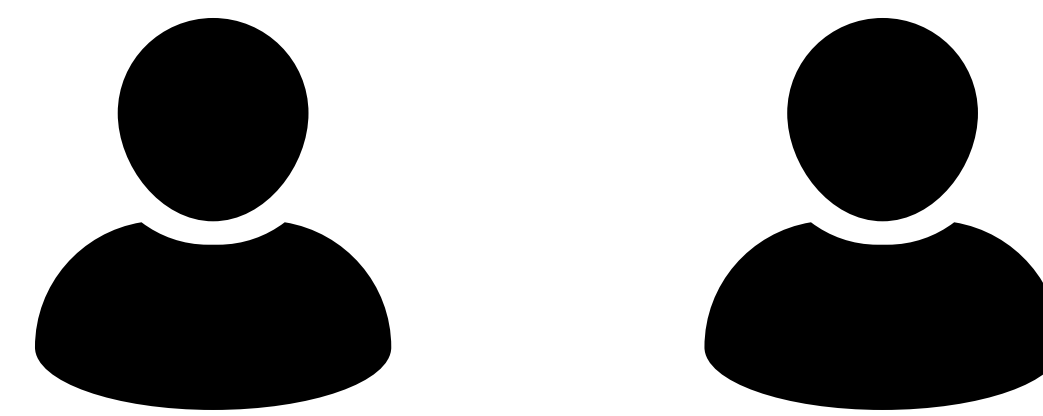
AIM

To explore different models of AHP student placements, allowing non-clinical staff working within the AHP Education team to be more involved in student supervision.

METHODS

2 different placement models were trialled, with 8 students supported in total. 4 projects were completed by the students using a peer-assisted learning (PAL) approach¹. Project themes included placement experience, student feedback, careers and recruitment.

PLACEMENT MODEL 1



2 students on placement in different clinical areas 4 days per week



PAL project work within AHP Education department one day per week

STUDENT FEEDBACK

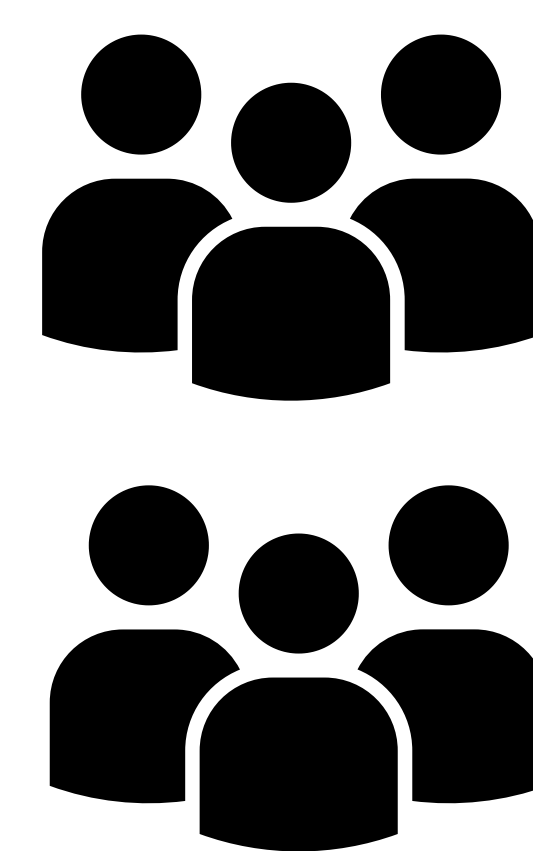
“Allowed me to switch off from the stressful clinical environment and focus elsewhere while still gaining really beneficial skills”

“We were able to get the hands-on experience while also allowing our digital, research and presenting skills develop”

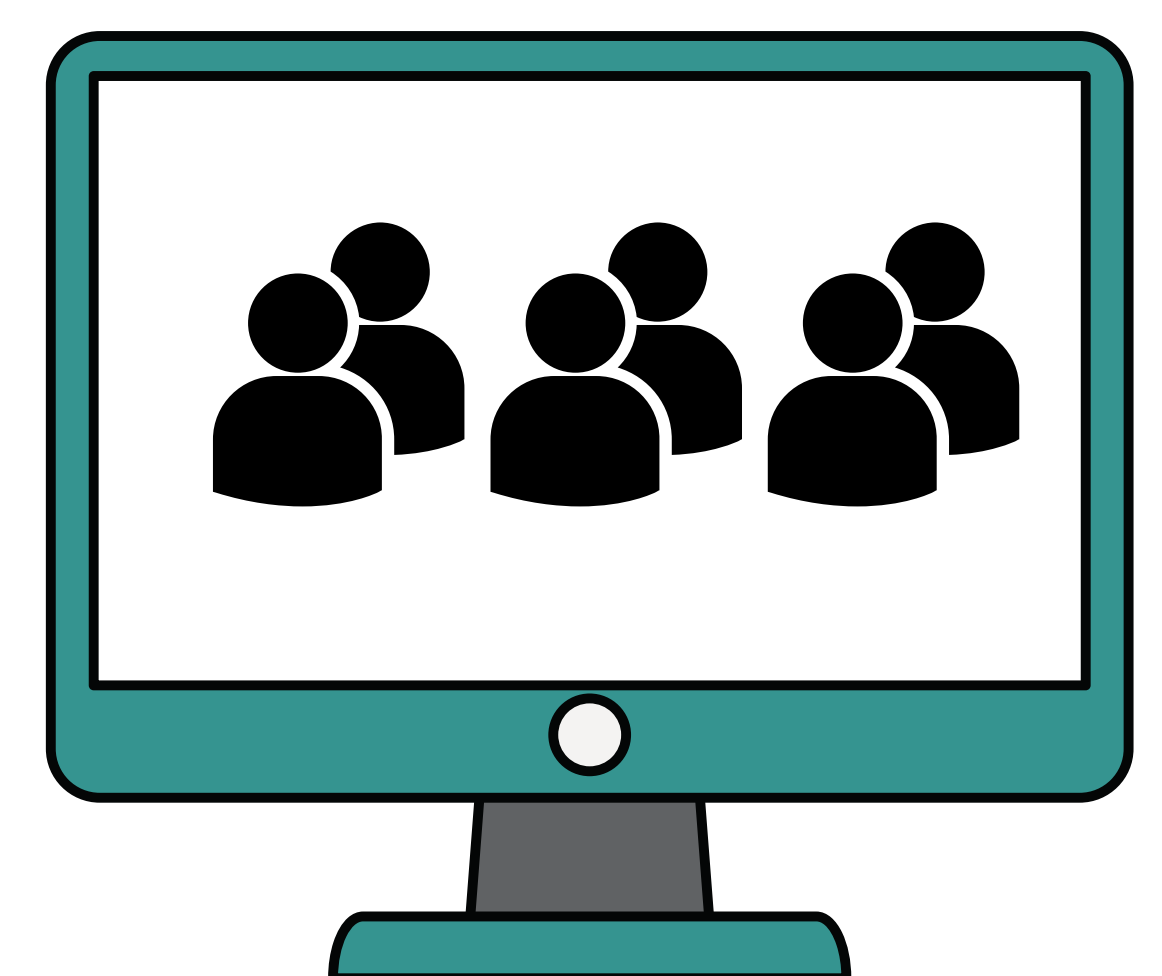
“I really enjoyed the peer aspect”

“This placement has allowed me to gain significantly more confidence”

PLACEMENT MODEL 2



6 students on PAL clinical placement 4 days per week



PAL project work supported remotely by AHP Education Team one day per week

RESULTS

The placements evaluated very well. The students reported increased confidence in data collection and analysis, research and presentation skills, while producing valuable resources for the local teams.

CONCLUSION

The trial of peer-assisted, project-based placements has given the AHP Education team greater insight into the benefits of this placement model. This will help to further support other teams to consider similar approaches to student placements in the future.

References

1- <https://learn.nes.nhs.scot/43715/allied-health-professions-ahp-learning-site/ahp-peer-assisted-learning-pal-placements>

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