A Survey to Review and Scope AHP Education Roles, Resource and Leadership in London NHS Trusts

Project Aim: To review and scope multi-professional AHP educational resource and leadership across London.

Objectives:

| Determine | Determine key HEE outputs that will benefit education leaders (with co-production) |
|-------------|---|
| | |
| Scope | Scope the training and education of those in AHP educational leadership roles, specifically current qualifications, career trajectory and completing a training needs analysis. |
| | |
| Investigate | Investigate where there are AHP educational posts across London (scope /remit / which professions they cover / banding) NHS Trusts |

Survey

An AHP Educator was defined as: "Working in a role with protected time for education coordination or strategy"

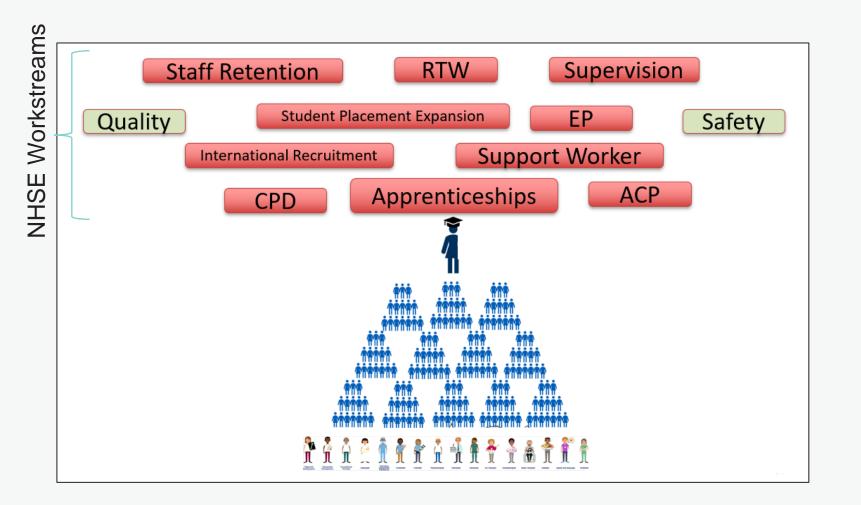
91 complete responses

(81% response rate)

Ellie Melkuhn NHSE WT&E London AHP Education Workforce Fellow NHS

England

AHP Clinical Education Workforce in London



1 educator : 195 AHP Staff

16/34 trusts with substantive education roles

65% roles part time (average 0.7 wte)

Covering 15 AHPs (and other professions)

Up to 20 separate workstreams

Barriers



Clinical Pressures No funding Poor engagement Education not seen as a priority Resistance from AHP Leads and Stakeholders High admin burden

Learning Needs



Project Management Pedagogy Coaching / Mentoring Leadership

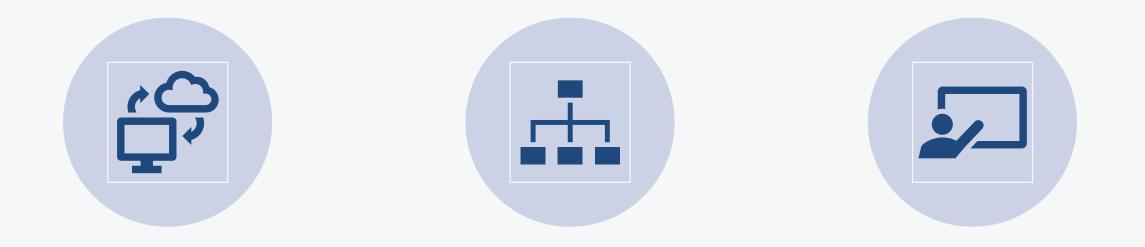
Digital Capability Quality Improvement Negotiation and Influencing Business cases / Budgeting

Key Messages

- The AHP education establishment is fragile
- Lack of substantive posts is a key issue
- Strategic planning around educator upskilling is needed.
- AHP Educator Framework does not currently reflect a career pathway for these professionals
- Educator roles need QI embedded from the outset
- NHSE needs individuals in pan-system roles to facilitate the workstreams



Outputs / Workstreams





CAPITAL AHP CLINICAL EDUCATION VISION EDUCATION WORKFORCE LEADER'S SEMINAR