

# The Implementation of Practice-Based Learning Across The 4 Pillars of Practice at Sheffield Hallam University.

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Sheffield Hallam AHP  
Department:

**8 AHP professions**

**Over 1000 students  
enrolled each year**

Practice-based education  
traditionally focussed on the  
**clinical pillar.**

Recent national strategies  
advocate practice-based  
learning to include:  
***all 4 pillars of practice.***

New role established in 2021  
with CPEP funding:

**AHP Practice Learning Lead**

**Aim:** To implement practice-  
based learning (PBL) within  
the pillars of research,  
education and leadership  
across ***all*** AHP pre-  
registration programmes.

**Objective:** Create an  
**inclusive, consistent, and  
sustainable model for PBL at  
scale.**

# Method and Approach to Implementation



- ▶ **Project developed collaboratively** with AHP Department staff, multiple partner organisations and with students on leadership placements.
- ▶ **Models of PBL across research, education & leadership** were collaboratively developed.
- ▶ **Resources created** for both students and practice educators to aid implementation.
- ▶ **Key stakeholders identified and invited to become early adopters** of PBL in research, education and leadership and advocates for change within their own organisations.
- ▶ **A conference was organised** to share the PBL strategy & examples of innovative practice across the 4 pillars, attended by over 120 PBL leads and educators from partner organisations.
- ▶ **Webinars & regular student presentations** to showcase impact

# Results

- ▶ **Successful implementation** in Physiotherapy, Occupational Therapy, Operating Department Practice, Diagnostic Radiography
- ▶ **169** students since March 2021; a total of **862 extra weeks** (numbers correct as of June 2023)
- ▶ Students, graduates, practice partners and employers see the added value and relevance of skills gained, to their future **clinical practice** and **employability**.
- ▶ Projects undertaken by students have **positively impacted services** locally, regionally, & nationally.
- ▶ Occupational Therapy students were involved in the plenary lecture at the 2023 RCOT conference for their work in scoping OT in Primary Care in Sheffield.
- ▶ Several student-led clinical projects have been accepted for the 2023 CSP conference.

*"I have seen the student's exponential development in confidence and communication skills which will enhance their practice and enable them to become highly adaptable to a range of situations across health and social care provision"*

*"The education placement gave me key skills to be a good clinician"*

*"All the skills I developed on this leadership placement will help me to develop as I move towards future practice"*

*"This research placement has really made me realise that I enjoy research!"*

# Challenges & Solutions



**Culture change:** needed to implement PBL across the 4 pillars in *all* professions and for it to be accepted as the norm.

- Collaboration with all stakeholders is key.
- Advocates within organisations as champions

**Competency-based professions:** more difficult to implement

- Student & graduate voice to share impact on *clinical* & professional skills.
- Advocates from professions

**Assessment paperwork:** does not reflect 4 pillars.

- Change in assessment paperwork required
- Discussions re: language of current paperwork & relevance

**AHP educator beliefs:** students benefit more from *clinical* PBL, not aware of the benefits for students & the service.

- Sharing of practice & impact
- Evaluation & evidence is key

**Students:** often sceptical

- Sharing of experience of previous students
- Evidence re: national agendas & education standards

**Anxiety of educators:** AHP's in leadership, research & education positions may not have had students on placement for many years

- Educator guidance, website resources
- Drop-ins
- Discussions with other educators



# Any Questions?

**CAHPO Awards 2023 | Creative Provision of Placements Award Shortlist**  
Awarded by the Council of Deans of Health

**NHS West London NHS Trust Allied Health Professions**  
**AHP Education Team, West London NHS Trust**  
Due to a lack of OT PP1 offers, a rotation placement allowed eight students to gain experience across either our mental and physical health teams. Student feedback was very positive.

**UEA University of East Anglia SCHOOL OF HEALTH SCIENCES**  
**Lisa Taylor, Professor of Employability and Learning Innovation, School of Health Sciences, University of East Anglia – creator of the Peer Enhanced e-Placement (PEEP)**  
The Peer Enhanced e-Placement (PEEP) offers a positively evaluated, quality and sustainable placement model. Over 80 placement teams completed a PEEP acquisition experience workshop, resulting in (so far) PEEPs completed by over 1800 students, across multiple AHPs.

**Sheffield Hallam University Knowledge Applied**  
**Department of AHP and Practice-Based Learning Partners, Sheffield Hallam University**  
The AHP Department at Sheffield Hallam University developed a collaborative, sustainable, inclusive, practice-based learning model across the 4 pillars of practice and simulation, creating 899 extra placement weeks since 2021.

**NHS Hampshire Hospitals NHS Foundation Trust**  
**Dr Emma Parsons, Irantzu Arregui-Fresneda, University of Winchester; Sarah Fowler, Jane Davies, Helen Hitchings, Hampshire Hospitals Foundation Trust**  
The implementation of a volunteer "Meal Time Assistant" placement within a dietetics degree, representing innovation in co-design of placement delivery between NHS AHP's and the University of Winchester.

*'The innovative practice-based learning work of SHU has continued to develop and change the face of placements. Particularly impactful is the focus on ensuring curricula are adapted to include the four pillars of practice including simulated placements across multiple AHP professions. Placements need to be sustainable, and, in my opinion, this is one of the most important steps towards that goal. Although there is excellent work being developed across all HEIs, I'm not aware of any other education provider who has achieved all these elements to date.'*

**David Marsden** (National Senior AHP Workforce Improvement Lead at NHS England, previously HEE Placement Expansion Lead).

*'The interprofessional work that the team at Sheffield Hallam are doing to embed placements across the four pillars of practice and simulation, so it becomes part of the 'norm' is undoubtedly preparing their students for the future as professional practice evolves, which in turn can inspire future careers and shape how and where we work.'*

**Reena Patel** (Assistant Director Workforce and Education, Chartered Society of Physiotherapy)

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