

Delivering high quality practice-based learning for smaller allied health professions: Does size matter?

A Clinical Education
Improvement Project
2021-2022

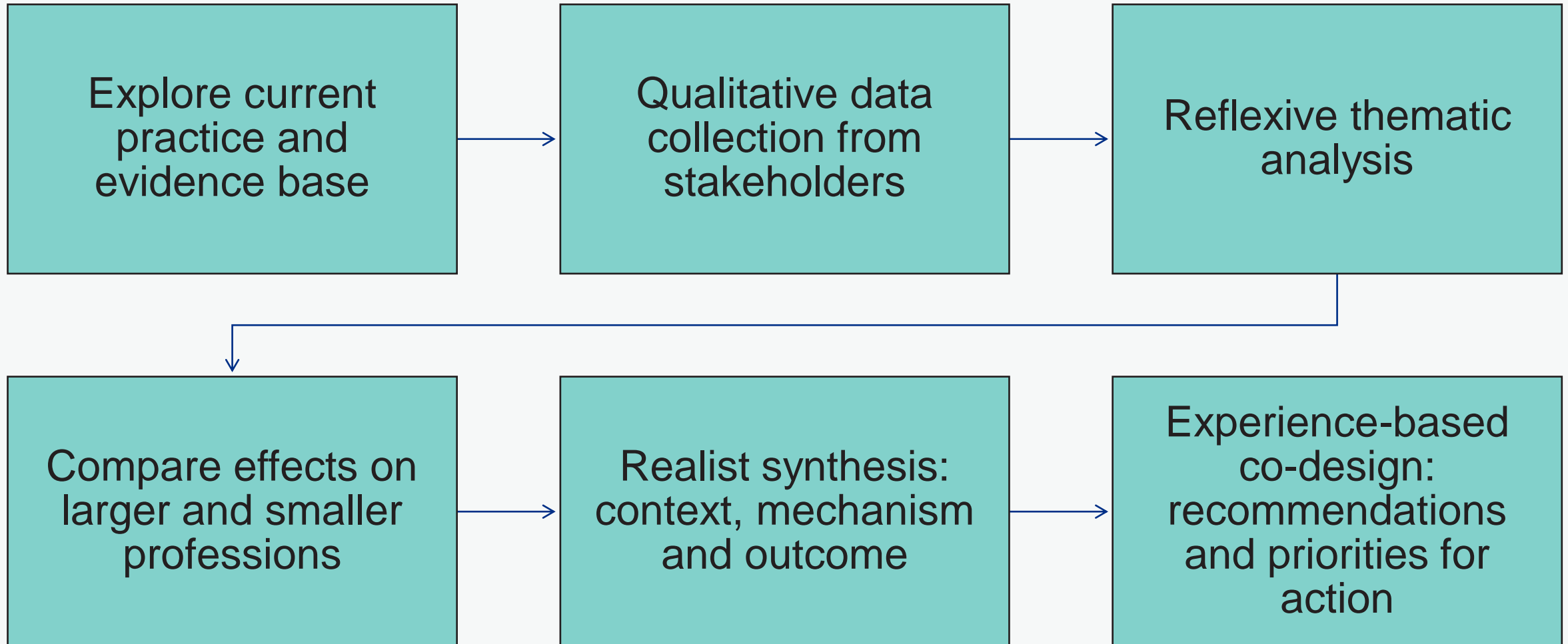
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Methodology





Key Messages from Stakeholders

“Quality is key.”

**“Increasing pressure on an already
pressurised system”**

**Smaller professions feel that they
“slip under the radar”**



Key Themes



Key Findings

Size does matter

Challenges for smaller teams
Challenges for smaller professions
Profession-specific issues can “slip under the radar”
Visibility and influence of smaller professions.
One size is unlikely to fit all.

Communication, collaboration and co-ordination are key

At a regional or national level for smaller professions, e.g. a national, profession-specific practice education forum, online educator training, a common assessment tool
Competition between HEIs only up to enrolment, then collaboration should be the norm.

Supporting practice educators

Support, training, time and recognition for practice education (in job plans!)
Consistent and adequate funding to incentivise and ensure quality. (This may mean changing how we spend both money and time, to enable smaller professions and teams to participate fully.)