Education and Training Committee 4 December 2007

Reports from Education and Training Committee representatives at external meetings

Executive summary and recommendations

Introduction

The Committee has agreed that representatives of the Committee should formally report back from meetings at which they have represented the Committee by completing a standard form outlining the meeting attended and the key decisions taken.

Feedback forms, which are attached, have been received from the following members:

(1)   Christine Farrell
(2)   Carol Lloyd
(3)   Alan Mount

Decision
The Committee is requested to note the document. No decision is required.

Background information
Minute 5.6.1 of the Education and Training Committee meeting 23 June 2004.

Resource implications
None.

Financial implications
None.

Background papers
None.

Appendices
Copies of feedback forms.

Date of paper

23 November 2007

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-11-19	a	ETC	PPR	Executive summary reports from external meetings Education and Training Committee 4 December 2007	Final DD: None	Public RD: None

FEEDBACK SHEET TO BE COMPLETED AFTER THE MEETING

Name of Council Member	Christine Farrell
Title of Conference/Meeting	Authenticity to Action
Date of Conference	6-9 November 2007
Approximate number of people at the conference/meeting	200

This was a vibrant conference. Its aim was to bring together users, carers and academic staff involved in the education and training of health and social care professionals. It was a continuation of the conference two years ago which asked the question, 'Where's the patient voice in health professional education?' This event was more about progress and networks engaged in developments in the UK than internationally. A number of key points were evident.

1. Progress in involving users and carers in health professional education has grown exponentially in the past two years. In part, this is due to the fact that that organisations like the QAA, the Chief Nursing Officer, Social work organisations, and the Skills for Health quality frameworks, have given impetus through their guidance, to the active involvement of users and carers in curricula and teaching. But it is also due to the contemporary view that the involvement of users is essential to the effective delivery of services and to the education of health professionals.

2. Unusually, the numbers of users, carers and academics were present in about equal proportions. There were few large plenary sessions with the focus on small group workshops with users and carers actively involved. The initiatives presented were stimulating and innovative. Some of the best I witnessed included:

- regular 'open meetings' for all staff, students and users/carers of people with learning difficulties at St. Georges hospital and Kingston University. This network has been in existence for five years:
- a network for citizen participation at Brunel university where users/carers are involved in course planning and execution.
- Leeds University where users/carers are involved in planning the skills for health quality framework.
- Hull University where users/carers are acting as advocates to students on the social work courses.
- Surrey University where users/carers are involved in clinical psychology training.

  3. Most universities where our health professionals are educated were represented at the conference. There were four people, including a user, from Eileen's (Thornton) department at Liverpool University.

Key Decisions Taken
A number of e networks have been established in the recent past for the purpose of sharing and disseminating good practice in user/carer involvement in health professional education. This conference provided an excellent opportunity to network and to learn from others.

FEEDBACK SHEET TO BE COMPLETED AFTER THE MEETING

Name of Council Member	Carol Lloyd
Title of Conference/Meeting	Recognising Quality in Practice Education: current practice and future opportunities
Date of Conference	Wednesday 31 October 2007
Approximate number of people at the conference/meeting	70

Issues of Relevance to HPC

Presentations on the formation of ACE; APPLE; PEAS etc. plus future developments of accreditation of Placement Educators within Allied Health Professions. Within these schemes, although very similar, still differences – even with terminology – Placement Educators, Clinical Educators etc. Discussed working together to develop a common scheme – possibly under auspices of Health Sciences and Practice, part of The Higher Education Academy (HEA). Nursing & Midwifery scheme presented. Number of considerable differences – terminology; levels; specific training required.

Discussion of problems at present within AHP – Time: Recognition: Isolation. Would like recognition of Placement Education Accreditation by annotation of the register. Query – 'protection of the public'? Very different schemes.
Very useful learning outcomes from the AHP scheme. Could be a basis for guidance on effective training for placement educators.

Presentation from Project on 'Making Practice Based Learning Work'. Excellent work done and resources to support Practice Placement Educators have been commissioned and collected. These are free and available on www.practicebasedlearning.org.
The online documents include;
Learning & Teaching in Practice; Supporting Learning & Teaching in Practice
Assessment in Practice; Interprofessional Learning in Practice
Reflection on & in Practice; Diversity in Practice
Funding has now finished, but WEB being supported and updated for next 2 years by Health Sciences and Practice.

Also National Association of Educators in Practice – was mainly nursing and midwifery can be accessed on www.naep.uk.org.

Conference focussed on NHS & AHP's therefore more difficult to generalise for HPC.

Key Decisions Taken

Clear wish to develop a common framework for accreditation for AHPs. If kept generic this could be excellent for supporting standards in placement education. However, there was a general consensus that there was a lack of support and difficulty in funding; time; and recognition for practitioners.

The generic learning outcomes for Practice Placement education could be a very useful foundation for guidance on standards expected of Placement Educators.

Information on access to resources to support Placement Educators need to be disseminated.

FEEDBACK SHEET TO BE COMPLETED AFTER THE MEETING

Name of Council Member	Alan Mount
Title of Conference/Meeting	National Study Day – Continuing Professional development
Date of Conference	13th September 2007
Approximate number of people at the conference/meeting	45

Issues of Relevance to HPC

In light of the requirement for ODP's to produce evidence of their CPD from October 2008, I was asked to deliver a second presentation on meeting the HPC Standards of CPD. The presentation included the following areas:
- **what is CPD**
- **overview of each standard**
- **what is require and what it means for registrants**
- **how the current CPD is achieved or not by the profession**
- **portfolio –vs- profile**
- **the audit process**

Following the presentation there were a number of questions raised by the attendees. These were regarding the method of how CPD profiles are going to be audited and who by? Who are the auditors (which professions will be involved? ODP representatives how many).

All of these issues were raised at the Afpp National Study Day held in Manchester back in July, where I had delivered the presentation previously.

I gave out copies of the short guidance document/leaflet as well as copies of the ODP sample profiles from the Web site.

Key Decisions Taken