

HEE Professional Bodies AHP Workforce Reform Objectives 2021/22				Quarter
Area and lead(s)	Strategic aims	Delivery objectives	Main outputs/activities/KPI	
<b>General</b>				
<b>AHP 1: Finance/ Activity (All professional bodies)</b>	Demonstrate financial accountability and value for money	Provide an audit trail for the use of national funds	1.1 A financial <b>year-end report</b> that captures use of 2021/22 funds against this specification, articulating key areas of investment and examples of good practice and a sustainability plan. 1.2 Demonstration of clear and appropriate lines of reporting to the regional AHP lead, the national programme team and Deputy Chief AHP Officer.	22 April 2022
<b>AHP 2: AHP Modernisation and Reform (All professional bodies)</b>	Modernise and reform the education and training of the AHP professions in line with the NHS Long-term Plan	Work with the National AHP programme, HEE Education Funding Reform Programme, the profession and wider stakeholders to consider the knowledge, skills, and attributes of the 21 <sup>st</sup> Century professional	2.1 Evidence of wide-ranging consultation with members, non-members, and wider stakeholders as to the knowledge, skills, and attributes of the 21st century professional and seeing this embedded across all relevant agendas, including the pre-registration curricula, and those in activities 3 to 9 below.  2.2 Evidence of working in concert with HEE, the other AHP professional bodies and key stakeholders to modernise career frameworks (to optimise professional body and the professions engagement in advancing practice and clinical academic careers).  2.3 To build a uni-professional and multi professional narrative about the impact of the 21 <sup>st</sup> century AHP.	
<b>Covid Recovery and Future Workforce</b>				
<b>AHP 3: Placement Recovery and Expansion</b>	Drive innovation in pre-registration practice-based learning	Support HEIs to achieve full recovery of AHP placement hours and to prepare for, and support, on-going growth of professions	3.1 A review of current indicative hours of clinical placement within the curriculum and standards of practice and consider innovative opportunities to maximise the number of hours of clinical placement that can be delivered through simulation.	

<b>(All professional bodies)</b>			<p>3.2 A campaign that promotes an appetite for innovation amongst members and system stakeholders through targeted and sustained communications campaign.</p> <p>3.3 Evidence of working with membership to develop resources that support innovative thinking and support clinical educators, e.g., development of a common assessment tool.</p> <p>3.4 Deliver professional body contribution to HEE's AHP placement demand and capacity project (led by David Marsden).</p> <p>3.5 Actively work with membership to create a culture where Private Voluntary Institution (PVI) placements are promoted and recognised to be of equal value to more traditional settings e.g., private hospital theatres, St John Ambulance (building on national work).</p> <p>3.6 Work collegiately to drive improvements in equality, diversity and inclusion within pre-registration education and careers.</p>	
<b>AHP 4: Retention and Support for Students, the Newly Qualified Workforce and Early Careers</b>	<p>Support AHP service managers to ensure graduates have access to an NHS Band 5 job offer</p> <p>Promote the optimisation of practice-based learning and band 5 scope of practice to increase the capability and confidence of new graduate in the workforce</p>	<p>Support HEE's programme of work to increase system responsibility for new AHP graduates</p> <p>Support HEE's work to develop improved support for newly qualified AHPs, to maximise their contributions to the workforce</p> <p>Work with educators to share good practice to reduce AHP student attrition and improve retention</p>	<p>4.1 Evidence of work with managers networks and membership to support and promote the expectation that every AHP graduate should ideally have access to an NHS job offer.</p> <p>4.2 Evidence of the development of guidance and resources to enhance early careers support to the profession.</p> <p>4.3 Evidence of exemplars and case studies of early careers best practice published as part of suite of resources for the profession; paying particular attention to show the diversity of the workforce.</p> <p>4.4 Active engagement with stakeholders in the co-production of this work.</p>	

<b>AHP 5: Supporting AHP to Return to Practice (RtP)</b>	Maximise RtP to address key shortages and contribute to national priorities	Support communications to promote RtP to ensure optimisation of this supply route	5.1 Active engagement with national RtP team to optimise messaging. 5.2 Support a change in attitude to returning staff, promoting part-time working, flexible working, and facilitating access to support worker roles pending registration, including professional body webinar(s) for members and other stakeholders to drive this agenda. 5.3 Creation and promotion profession specific resources to support RtP.	
<b>AHP 5a: Return to the NHS/Portfolio Careers Campaign (excludes BIOS/BAPO/ Arts Therapies)</b>	Maximise NHS portfolio careers to address key shortages and contribute to national priorities	Encourage experienced AHPs to return to the NHS from private practice to support service	5.1 Leadership of a return to the NHS/Portfolio Careers campaign by working with managers networks to encourage their membership to promote return to the NHS (private practitioners to work on NHS contracts/portfolio working) to support short to mid-term shortfall with experienced staff.	
<b>AHP 6: AHP International Recruitment (excludes BIOS, College of ODP, BAPO, Arts Therapies)</b>	Actively support AHP international recruitment: international trained staff resident in the UK, refugee AHPs, international recruits from abroad	Create profession specific resources to support the education, scope of practice and pastoral care of international recruits	6.1 Development, publishing, and promotion of profession specific international recruitment resources (targeted at international trained staff resident in the UK, refugee AHPs, international recruits from abroad). These will be on-line packages for recruits and managers that provide comprehensive information and pastoral care. They will be developed with input from recruits, managers working with profession specific affinity groups and with the HEE national programme.	
<b>Bridging the gap</b>				
<b>AHP 7: Apprenticeships (Only BIOS, BAPO, College of</b>	Promote and maximise access routes via apprenticeship training for support	Educate membership regarding the opportunities afforded by apprenticeships and seek to overcome some of the perceived barriers.	7.1 Membership upskilled via innovative approaches to understand more about the opportunities presented by apprenticeships, i.e., through quick guides, Infographics, webinars etc. (Evidenced via a schedule of interaction/engagement events/tools).	

<b>Podiatry, SCoR (Therapeutic Radiography)</b>	workforce, pre-registration and advancing practice growth and widening participation			
<b>Deliver and grow</b>				
<b>AHP 8: AHP Support Workforce (Excludes Arts Therapies and the College of ODPs)</b>	Support the National AHP Support Workforce Programme to undertake support workforce mapping across the system	Establish a climate that facilitates a cultural shift and greater understanding of the opportunities presented by the AHP Support Workforce	8.1 An articulation to the managers groups and membership that: <ul style="list-style-type: none"> <li>• clearly sets out the scope of practice of the profession specific support workforce to maximise professional confidence in their skill set.</li> <li>• recognises the value of the role as part of wider skill mix and promotes its utilisation to improve retention of the AHP support workforce, reduce vacancies and improve the diversity of the support workforce.</li> </ul> 8.2 Education and training resources developed to maximise the role and scope of practice of the support worker as part of 8.1. 8.3 Evidence of building on the Allied Health Professional support workforce national project, take forward recommendations and developing the profession specific content for a toolkit to optimise support workforce and give the profession permission to embrace fully and provide confidence in building AHP support workers into skill mix decisions	
<b>AHP 9 Profession Specific Interventions</b>	Strategic projects relevant to each profession	There are a number of profession specific interventions that have been identified to support ongoing profession development	SLT specific deliverables relating to community paediatrics, primary care pilot sites, children and young people workforce, SLTs in mental health, learning disabilities and autism, and roles in advanced practice.	

