

## BETTER LEARNING, BETTER CARE

# Creating an Interprofessional Education Working Group



## BACKGROUND

Cardiff and Vale University Health Board (CAVUHB) sees students from many health disciplines on placement at any time. There is currently no UHB-wide Interprofessional Education and Collaborative Practice (IPECP) strategy in place. IPECP opportunities appear to be largely of the organic type and localised in nature, or specific to a small number of professions (Barr, et al., 2024), and do not necessarily include opportunities for peer-to-peer learning. It was identified that a systemic approach (Barr et al., 2024) to IPECP (at organisational level) would be beneficial, to promote cooperative working and create a network of ideas and resources, and to develop and strengthen IPECP opportunities for students on placement.

## METHOD

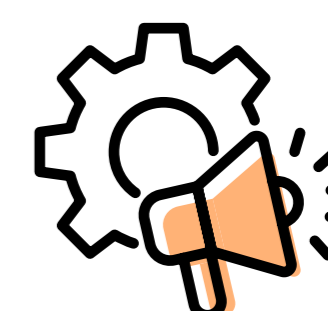
An IPECP working group was set up within the Therapies directorate in CAVUHB. The group has representatives from Speech and Language Therapy, Physiotherapy, Occupational Therapy, Podiatry and Dietetics. The group meets to share learning and resources in the field of IPECP; to help plan coordinated IPECP opportunities for students; and to advocate for good IPECP practice with senior UHB staff and across the UHB more widely.

## RESULTS

### IMPACT OF THE IPECP WORKING GROUP



**A GROWING  
COLLABORATIVE GROUP**



**SHARING LEARNING  
AND BEST PRACTICE**



**WIDER STUDENT  
ENGAGEMENT**



**IMPROVED  
COORDINATION  
AND DELIVERY**

The working group has brought together a range of professionals from a range of clinical backgrounds. It has been instrumental in sharing learning about IPECP with a wider audience and facilitating the dissemination of useful and relevant information to practice educators via group members. Through the group, it has been possible to reach a wider group of students to survey their views on IPECP. It has also led to increased coordination and input from a range of professionals in delivering peer-to-peer IPECP opportunities (as student IPECP peer support sessions).

## CONCLUSIONS

**The impact of the group is still emerging; however, initial findings show that it may play an influential role in how IPECP is coordinated and delivered in CAVUHB. Future directions for the group include:**

- Continuing to diversify membership across professional groups (including beyond the therapies directorate), sites/settings, and client groups (particularly paediatric representation)
- Monitoring the impact of more coordinated IPECP opportunities on student experience and learning
- Advocating at directorate/clinical board/executive level re the importance of IPECP for students and the future workforce, as well as the need for a UHB-wide strategy
- Promoting the working-group, associated activities and the field of IPECP as a source of leadership opportunities for staff, especially for those in more junior positions

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