**Employer Advisory Boards: Implementation plan**

**Faculty Health and Wellbeing Dept. Allied Health Professions Subject Area**

**1. Diagnostic Radiography, 2. Radiotherapy and Oncology, 3. Occupational Therapy, 4. Dietetics, 5. Physiotherapy, 6. Operating Department Practice, 7. Paramedic Practice**

***Course (S)*** These are the department pre registration courses

1. BSc Diagnostic Radiography; 2. BSc Physiotherapy; 3. MSc Physiotherapy (pre registration); 4. BSc Radiotherapy and Oncology; 5. BSc Occupational Therapy;

6. MSc Occupational Therapy (pre registration); 7. BSc Operating Department Practice; 8. BSc Paramedic Practice; 9. MSc Dietetics (pre- registration) i

Some post graduate courses for registered allied health professions also rely on good stakeholder engagement with employers.

There are also two degree apprenticeship courses in the department – BSc Occupational Therapy (DA) BSc Physiotherapy (DA)

**EAB Lead** Colette Fegan - Deputy Head of Department

**Please identify below which category your EAB is operating within for 2019-2020: 1, 2 or 3**

1. Starting from scratch (Need to start now) Yes | NO
2. Have EAB but weak HSE outcomes (It’s time to change) Yes | NO
3. Have an established EAB and good HSE (Need to review) **Yes** | NO

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| **Category** | https://media-public.canva.com/MADBydlVqEM/2/thumbnail_large.png**Starting from scratch**  **(Need to start now)** | https://media-public.canva.com/MADByeJr70A/2/thumbnail_large.png**Have EAB but weak HSE outcomes**  **(It’s time to change)** | **Have an established EAB and good HSE (Need to review)**https://media-public.canva.com/MADByRQmsGg/2/thumbnail_large.png |
| **Next steps** | - Need an employer board in next academic year  - Templates and training (June/July) to save you time – but NOT there to dictate  - Use timeline to work out what you need to do NOW  - Attend existing successful board to observe and learn  - Better to do one well in March 2020 than doing it badly in Sep  - Choose employer ‘friendly’ staff to lead/chair groups  - Keep it simple | - You need a plan  - Refocus current EAB on HSE or create a complementary one focussed on HSE  - Use templates, tips and training (June/July) to help you do this quickly and think differently  - Focus on group membership mix, actual employers and employment destinations of your students, agenda items linked to employment and employability | - Opportune time to reflect, refresh, review, critique  - Look at your membership mix, tenure, sector and diversity representation  - Can you leverage these boards more for brand advocacy, research, knowledge transfer, student recruitment or more?  - Are they lively, engaging and memorable?  - Tips and best practice ideas can help |

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| **Actions** - e.g. proposed date(s), membership, ambitions, impact, membership, application to wider activity, agenda items, Communications, etc. | **Timescale** | **Owner(s)** |
| 1. Review current infrastructure of stakeholder meetings within the Department and with the Director of Placement 2. Identify membership for all groups and review membership 3. Align agenda items to reflect wider HSE activity. 4. Propose key agenda items and meeting frequency aligning dates to maximise attendance to incorporate other curriculum agendas e.g. ICC input including placements   Our current status  There is currently an infrastructure for engagement with employers who support all Allied Health Profession students on placement.  The Faculties Director of Placements holds regular meetings with employers from a range of settings across the health and social care sector.  In addition each of the professional groups have access to a stakeholder group pertinent to that professional group who are also able to communicate both ways factors that impact on placement opportunities. This would include for example, placement capacity; placement models; updating of information key to student placements e.g. curriculum changes, feedback has informed curriculum design.  Dedicated academic staff lead on placement as part of this curriculum and this includes training for practice educators; placement allocation; support and management of placement assessment  All placement sites get support from the University in terms of preparing placement educators for student placement and their placement assessment. This is sometimes aligned with a recognised development programme sanctioned by PSRB e.g. APPLE course which all occupational therapists have to undertake before taking a student recognised by Royal College of Occupational Therapists. Mentoring opportunities are provided at SHU as part of the CPD offer and can be accessed by ODP’s and Paramedics.  In addition a Practice Educator conference runs each year for employers who provide placement opportunities for occupational therapists and physiotherapists.  Students all have placement preparation sessions before going on placement and this includes mandatory training (e.g. BLS, moving and handling) which is offered cross the health courses.  Whilst the individual professional stakeholder groups are important to recognise differences in placements there would be  some value to establish a group that is cross department however it is also important to ensure this is not replicating other groups where stakeholders are invited into the University for example to inform and feedback on curriculum design. Our employer contacts are working in very busy environments and so additional meetingd should be considered carefully as time away from their organisations can be a challenge and so mechanisms to maximise attendance e.g. aligning dates is important. | Semester 1 19/20 | Deputy Head of Department and Employability Lead |

To be completed and submitted to Esther Kent [E.L.Kent@shu.ac.uk](mailto:E.L.Kent@shu.ac.uk) for each department by 20th September 2019.