

DISCLOSURE

No relevant financial
relationships exist

Embedding Peer Mentoring for AHPs into the curriculum for healthcare education and training.

Julie Stokes

Deputy Programme Lead and Senior Lecturer
Diagnostic Radiography Programme
De Montfort University, Leicester, UK

Other authors:

Edwin Abdurakman, Chris Alvey, Kay Cleaver, Anna Mear and Ali Tempest

Background:

The Allied Health Professions (AHP) Peer Mentoring Scheme has run successfully within our healthcare programmes, particularly in Speech and Language Therapy (SaLT), for over 10 years and has been adapted and expanded to meet the needs of the Diagnostic Radiography programme

The Reducing Pre-registration Attrition and Improving Retention (RePAIR) report (2018) discusses attrition within preregistration clinical education and the first 2 years post qualification.

Recommendation 5 states all Higher Education Institutions (HEIs) should review their approaches to a buddy scheme for healthcare students.

We wanted to build a community of support for our AHP students.

RePAIR Project



The next few slides will look at the following:

- Set Up and Structure
- Possible topics meetings
- Feedback sheets
- Further development
- Student feedback
- Impact

Initial Set up and structure for 2021-2022

Lecture for theory for year 3

- coaching and mentoring
- introduction to peer mentoring
- safeguarding
- confidentiality
- support and signposting

Workshop with year 1 and 3 to set up groups.

3 x sessions for years 1 and 3 students to arrange and meet.

Embed work into assessment in both years to support engagement.

When	Where	What	Pre work
Week 3	Timetabled DRAD3005 session Synchronous workshop	Participate in session to discuss mentoring role	Read information about DRAD 3005 Peer mentoring Participation
Week 3	Timetabled DRAD3005 session	Meet first years Zoom game/Ice breaker Communication Arrange groups	Plan next session for week 4 Email mentees so they have access to your email
Week 4	Timetabled DRAD3004 session	Meet with mentees	Student Centered plan
Weeks 5-10	Set up MS teams x 2 or face to face sessions. You need to set this up TT for 22/23 in week 5 and 7	1:1 1:2 1:3	Student Centered plan
Week 26	Turnitin	Hand in mentoring sheets as part of portfolio of evidence	

TOPICS FOR DISCUSSION

Discuss time management – including tips on how to manage time effectively and efficiently by discussing deadlines and schedules.

Explain some important University regulations for handing in work, deadlines, deferrals, extenuating circumstances etc.

Share some key learning from your 1st year placements and assignments; explain confidentiality and the importance of professional behaviors.

Explain the importance placed on reflective writing, and requirement to keep a reflective Log/journal throughout the programme.

Raise any issues about the programme/student life etc.

Advice on professional use of Facebook & social media discussing long term advantages and risks.

Feedback sheets
used

With thanks to Ali
Tempest

Appendix A:

Level 1 mentoring feedback

PART 1: 1st year student completes this section – handwritten and then scanned.

1st Year Student number:

I agree that I fully participated in 3 Mentor meetings on the following dates

Meeting 1: Date:

Meeting 2: Date:

Meeting 3: Date:

Please try to be specific and constructive and provide some feedback for your Mentor, try to imagine how it would feel to receive this feedback.

I really liked/appreciated the following from the mentor sessions?

- Personal approach,

I would like to suggest the following to improve the experience.

- Structure for meetings

What kind of mentee were you? Do you have any personal & professional development goals arising from this work?

Part 2: To be completed by 3rd year student

Briefly provide a summary of the key learning points from your mentoring experience. Use the Gibbs reflective cycle as a framework. Consider challenges, how you overcame them, what you learned from them and how it will inform your future professional practice.

Link learning to the relevant HCPC (Health Care Professions Council) sPs.

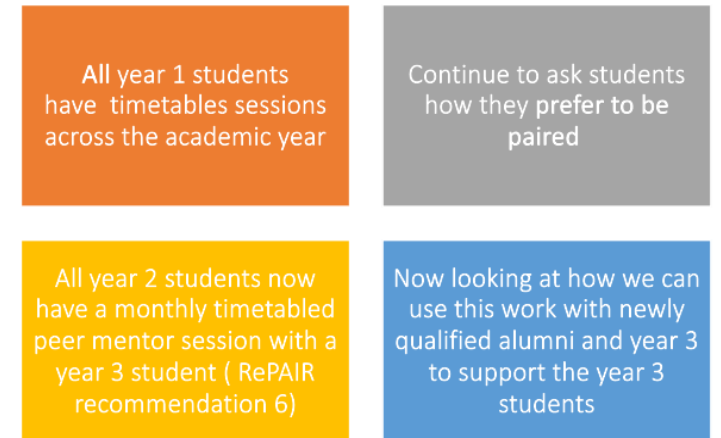
Links to LO2 in your portfolio assessment.

Changes for 2022/23



Further Development

Changes for 2023/24





"My peer mentor gave me an insight of how placement would be from the perspective of a student. This enabled me to feel more confident and assured on my first day of placement."

"My peer mentor experience has been really positive, and very helpful - having someone that's been through the entire three years with the same foundation as me has helped massively"

(2024 data)



Enjoyed the peer mentoring



Enjoyed that groups were set up randomly



Would recommend a structured peer mentor scheme to other students



Felt supported by their mentor



Felt they could ask their mentor questions they wouldn't ask the programme team



If they were struggling, that they could talk to their mentor



Felt more confident

Year 3 Student Feedback

100%

"Allows you to interact with people on your course."

"I did enjoy sharing my knowledge with my first year mentor."

"I initially felt a mix of excitement and nervousness. Whilst eager to share my knowledge, I also worried about meeting her expectations and making mistakes that could affect her experience negatively. However, as our sessions progressed, I grew more confident in guiding her."

(2024 data)



Enjoyed the peer mentoring



Enjoyed that groups were set up randomly



Felt adequately prepared to do this role



Felt confident to do this role



Felt that the support over the entire year worked well

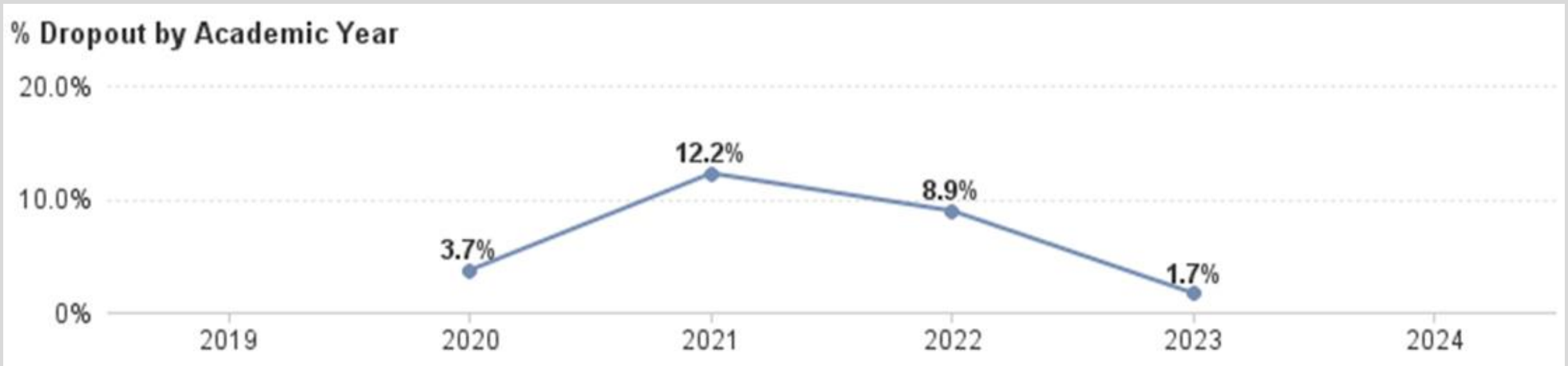


Knew where to signpost students for support if they were struggling

IMPACT ON RETENTION

Early outcomes indicate that there has been a reduction in the number of students leaving DRAD the programme since implementation.

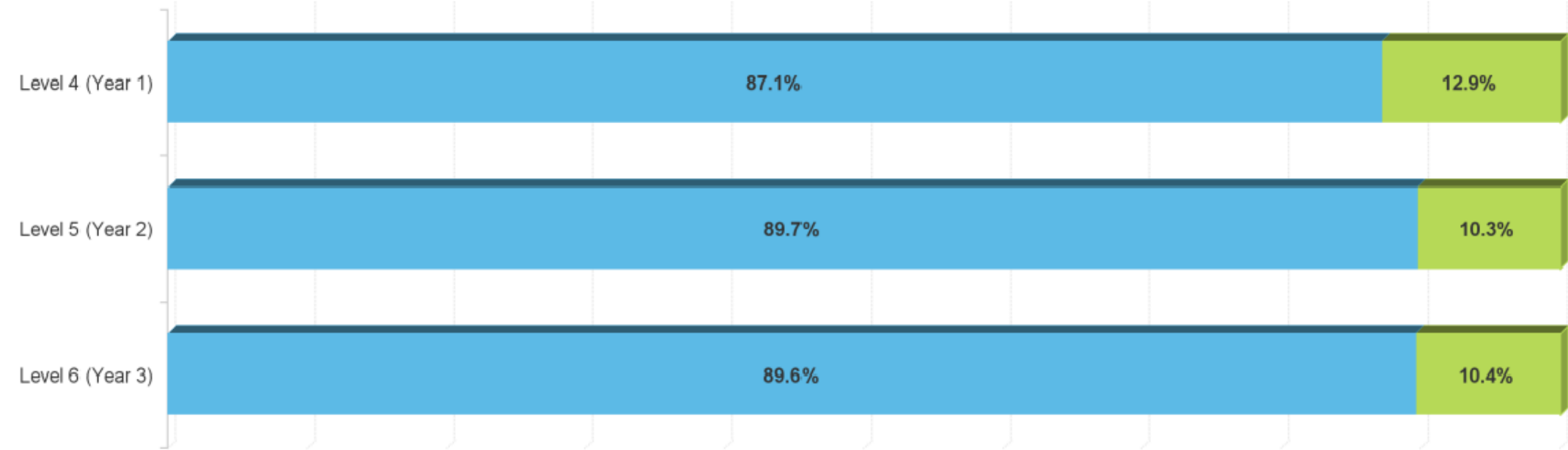
The data below includes student that have interrupted their studies



DMU Non-retention Statistic by level for Diagnostic Radiography 01/08/2019 to 21/10/2024

Results also showed that more student left DMU in year 1 so the need to continue this project.

Dropout Proportion (green) by Academic Level



DMU Non-retention Statistic by level for Diagnostic Radiography 01/08/2019 to 21/10/2024

Impact in the Wider Health Care Community



JANUARY 2023

Health Education England (HEE) 2023 - Allied Health Professions Buddy Scheme Resource Guide - example of best practice
"Beyond Buddying" January 2023



MAY 2024

NHS England Midlands Shared Excellence Event: Student Retention May 2024- Launch of NHS England Buddy Scheme Implementation Toolkit -DMU AHP Peer mentoring is example of best practice



NHS England Healthcare learner



NOVEMBER 2024

Society and College of Radiographers Achieving Excellence in Radiography Education and Research Conference
Short paper presentation



AHP Buddy Scheme



MAY 2023

London Peer-to-Peer Support Schemes in May 2023 - Where our students were also invited to share their experiences.



JUNE 2024

United Kingdom Imaging and Oncology Conference (UKIO) Liverpool June 2024- Short paper presentation at National Conference



Resources

Health Education England (2023) AHP Student Buddy Scheme. Available at <https://www.hee.nhs.uk/about/how-we-work/your-area/midlands/midlands-news/new-ahp-student-buddy-scheme-guide-now-available-0> Accessed on 26.09.2024

Health Education England. Reducing Pre-registration Attrition and Improving Retention (RePAIR) Report (2018) Available at <https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention> Accessed on 26.09.24

HCPC (2023) The standards of proficiency for radiographers. Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/radiographers/> Accessed on 26.09.24

NHS England (2024) Healthcare Learner Buddy Scheme- 10 Step Implementation Scheme. Available at <https://www.hee.nhs.uk/our-work/in-your-area/midlands/ahp-midlands/news-events/ahp-buddy-scheme-evidence-based-guide-2/implementation-plan> Accessed on 26.09.24

Tempest. A. (2021) Peer Mentoring Presentation and feedback sheets available upon request