

Improving practice educator training to support the future workforce

Dr. Aled Williams, Holly Spencer, Michael Gara

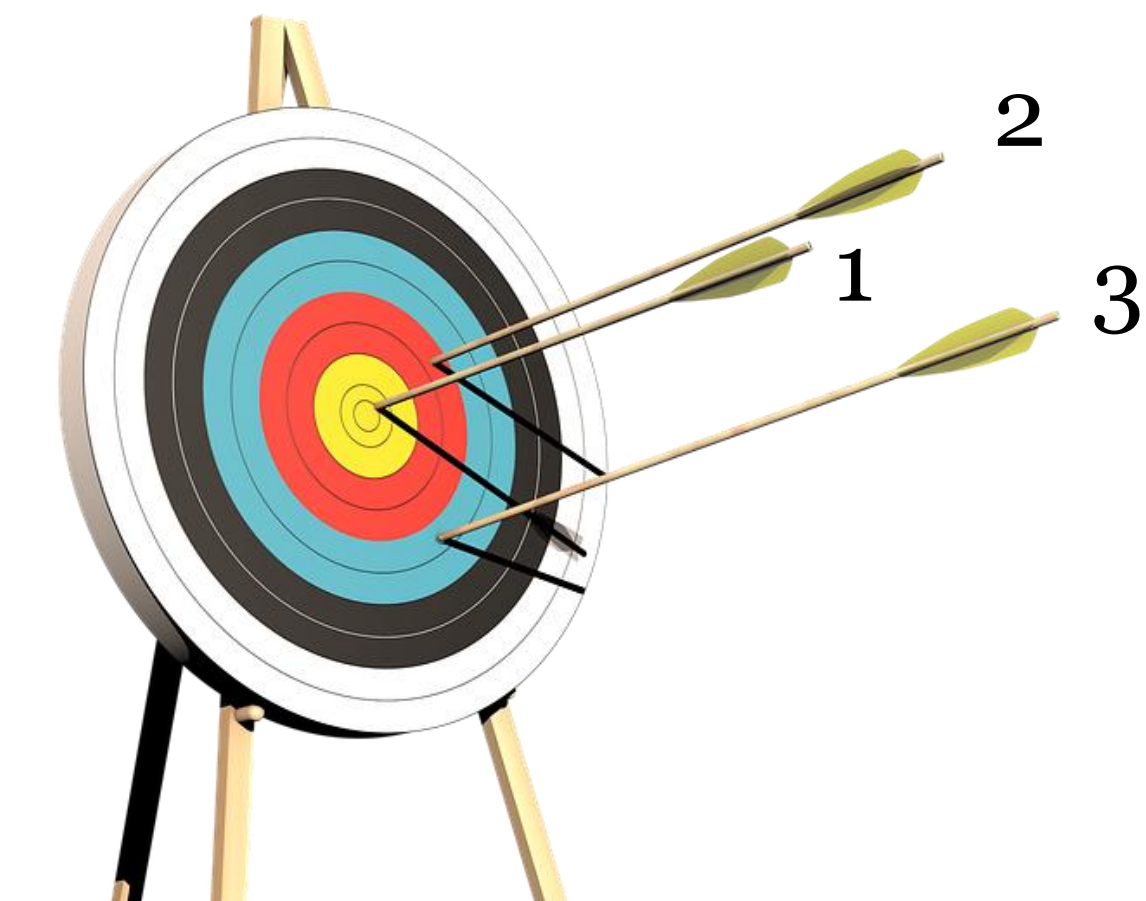
HCAREPhysioClinicalTeam@cardiff.ac.uk

School of Healthcare Sciences, College of Biomedical and Life Sciences, Cardiff University

How do we support physiotherapists to develop the future workforce?

This is an evaluation of a practice educator course re-design - a collaborative project between Higher Education Institutions to efficiently train Physiotherapists in practice-based education.

University of
South Wales
Prifysgol
De Cymru



Purpose:

1. The main aim of this quality improvement project was to improve the efficiency of practice educator training for 6 of the 7 Health Boards in Wales for the academic year 2024-2025. In the previous academic year 2023-24, 213 new/updating educators were trained across 10 courses run by Cardiff University, each using 2-3 members of staff, at a rate of 5.325 educators trained per 0.5 day of staff time.
2. The secondary aim was to avoid duplication of training by combining practice educator training with the University of South Wales.
3. The content aims were to prepare practice educators to deliver excellent practice-based supervision, training and assessment, including a relevant pre-moderation activity for assessment using the CPAF.

Methods:

Setting:

The project setting was an online practice educator course (PEC), delivered for physiotherapists from 6 of the 7 health boards in Wales plus independent providers, at a Higher Education Institution (HEI).



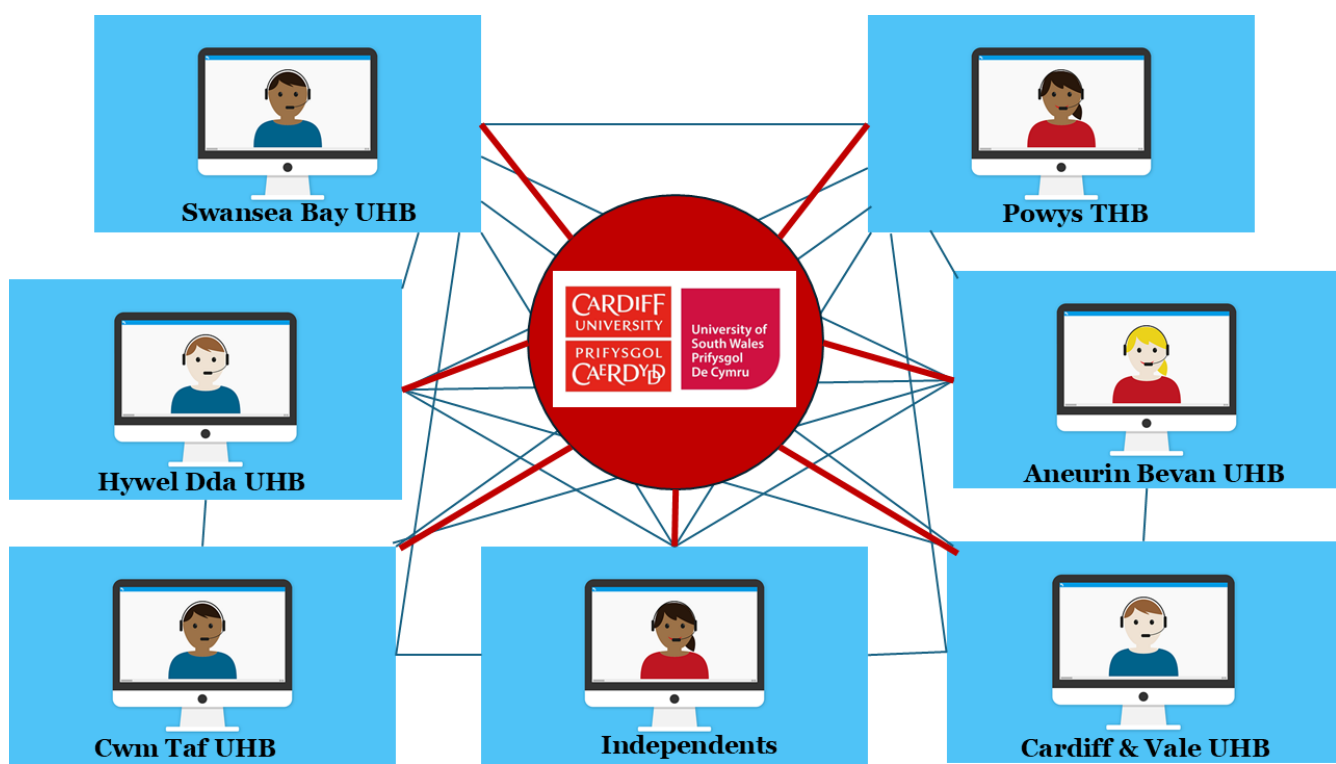
Approach:

A collaboration across HEIs (Cardiff University and University of South Wales) developed a flipped-classroom approach with a morning of asynchronous activity mirrored by afternoon synchronous discussion sessions facilitated by 2 academic members of staff.

Materials:

Materials used included:

- Online platform for asynchronous video
- Course workbook for task content
- Pre-course evaluation by participants of current status against course learning outcomes
- Assessment Task Pre-Moderation – assessment of student recording with CPAF scores submitted
- Synchronous content using quizzes to clarify understanding from asynchronous content and breakout room discussions to optimise interactivity
- Student Voice – video recordings of student feedback
- Course Evaluation – Mentimeter mirroring pre-course evaluation for comparative analysis

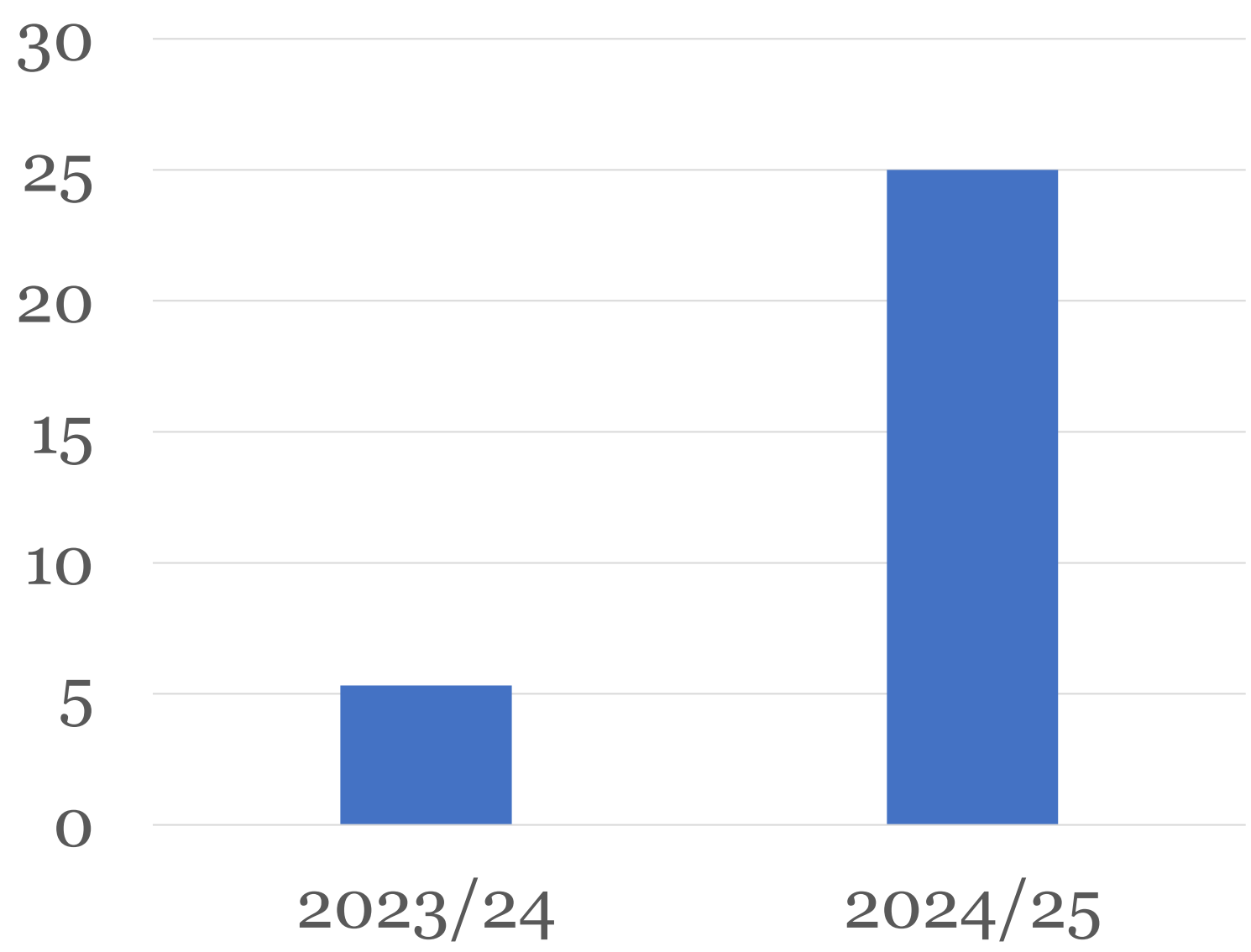


Results:

Increased Training Efficiency

150 educators were trained across 3 redesigned flipped-classroom courses, nearly five times the previous rate per academic staff time (see figure 1).

Figure 1: Educators trained per 0.5 days of academic staff time



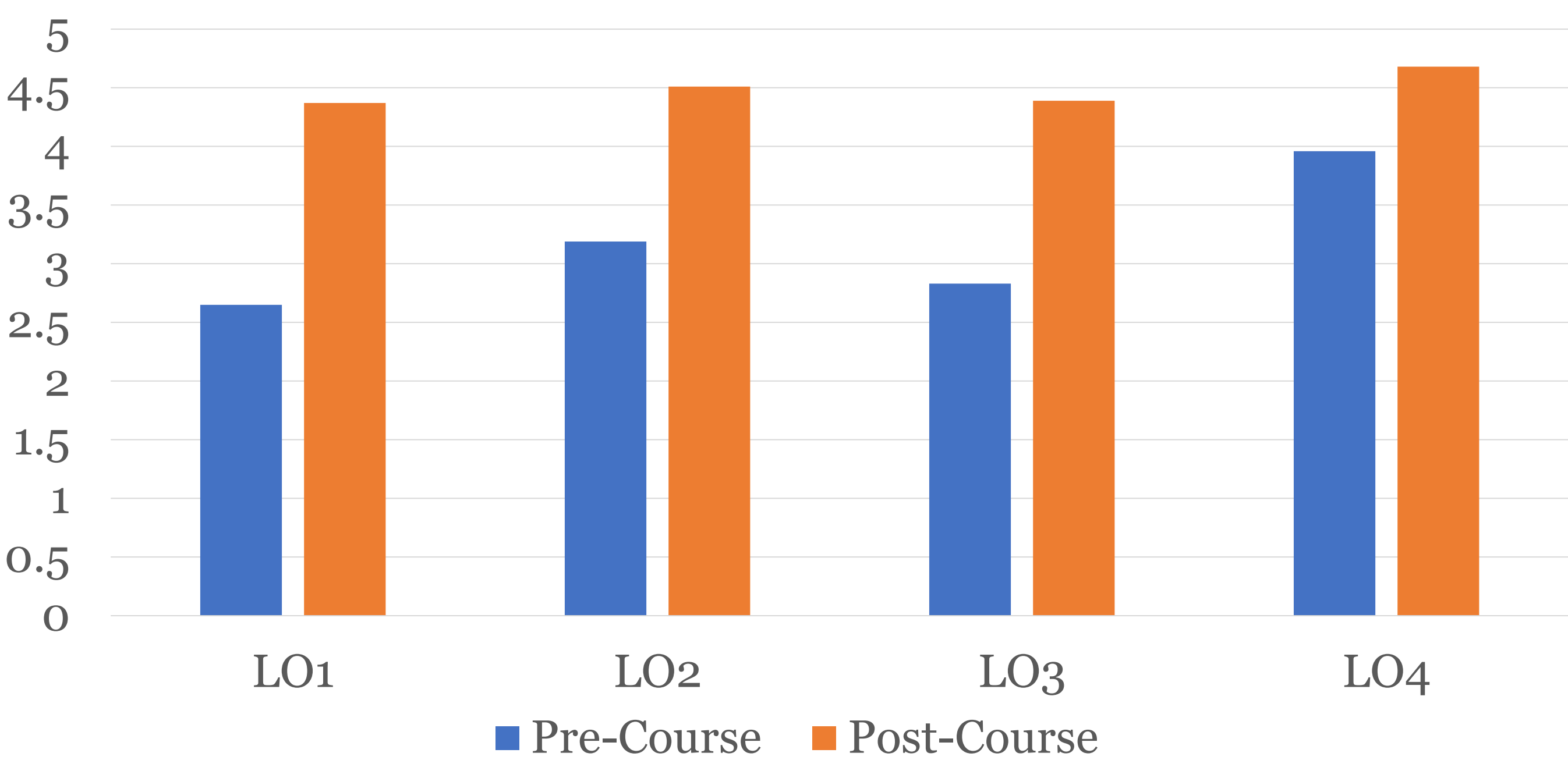
High Engagement and Completion

Completion rates for pre-course and post-course assessments, were 75.3% and 87.3% respectively, indicating strong participant involvement.

Improvements against Learning Outcomes

Educator confidence against the 4 Learning Outcomes (LOs) of the PEC were measured using a 5-point Likert scale (strongly disagree to strongly agree) against the following 4 statements. “I feel confident that I...
LO1: Understand the differences across programmes (Cardiff BSc/MSc/USW)
LO2: Can plan and adapt an effective Practice-Based Learning Block
LO3: Understand how the CPAF assessment should be applied
LO4: Can support a student in practice-based learning
Average Likert scale improvement was 1.33 points with all post-course scores above 4.35 out of 5 for all Learning Outcomes (see Figure 2).

Figure 2: Changes in educators’ confidence pre- and post-course



Positive Qualitative Feedback

Participants valued personal experience sharing, scenario-based discussions, and blended learning integration.

Conclusions:

- Greater efficiency of PEC delivery was clearly evidenced with 25 educators trained per half-day of staff time (compared with 5.325 on the old PEC).
- Comparison of pre- and post-course data suggests the efficiency of this PEC is not sacrificing relevant learning, with improvements and high post-course scoring, along with positive themes highlighted from qualitative feedback.
- Future work could focus on the requirements of update courses and further efficiency gains.

Table 1: PEC Outline Structure:

Asynchronous	Synchronous
Course programme outlines	Quiz
Reasonable adjustment presentation & task	Reasonable adjustment discussion
Assessment presentation & task	Quiz Assessment discussion
Learning styles presentation & task	Learning styles discussion
Placement Organisation task	Placement organisation discussion Placement scenario discussions
	Student Voice
	Course evaluation

Implications

This quality improvement demonstrates the positive impact that PEC redesign can have in creating a positive learning environment for educators while efficiently delivering education to equip clinicians in developing the future workforce.