

## Application of The Calderdale Framework in allied health pre-entry student placements

The Calderdale Framework (CF) was developed in the United Kingdom by [Effective Workforce Solutions](#) as a tool for implementing safe and effective workforce re-design within multi-disciplinary teams. It is a 7-step, team-based process incorporating a clear and systematic method for mapping and analysing clinical tasks and functions and implementing new ways of working which have a strong focus on patient-centred care, quality and safety.

This information sheet offers information to help individuals and services in their consideration of the use of the Calderdale Framework to support the clinical education of pre-entry students.

### The Calderdale Framework and clinical education

Although developed for use in clinical teams, Queensland clinical educators have identified the potential for The Calderdale Framework to support the development of clinical education models or approaches that meet both clinical care and student learning objectives. The Calderdale Framework has been used to assist placement planning by:

- mapping clinical tasks delivered by the team,
- supporting decisions on the clinical tasks to be allocated to students on clinical placement,
- creating local clinical task instructions (CTIs) that standardise performance of clinical tasks and ensure alignment to best practice,
- providing structured workplace-based training and competency assessment to facilitate student learning and the quality of student-delivered services,
- establishing governance processes to support quality and safety and create shared understanding and expectations of roles and responsibilities between clinicians and students, and
- establishing systems to embed and sustain the student task allocation model in the team.

### Pilot projects

Pilot projects utilising The Calderdale Framework to support development of allied health pre-entry student placement models include:

- Occupational therapy pre-entry student-led parent education groups.  
This pilot provided an additional education service to parents whose children were undergoing invasive medical procedures. The pilot project paired the student-led model developed using The Calderdale Framework with a traditional apprenticeship placement model.

- Task allocation to occupational therapy students in acute wards in a regional hospital. Students undertook learning experiences in the piloted model and traditional apprenticeship placement model. Following positive feedback, a second phase of this project is being undertaken with task allocation to pre-entry occupational therapy students in an orthopaedic ward setting.

Key learnings from pilot projects indicated:

- The Calderdale Framework supports quality and safety of student provided services,
- The Calderdale Framework provides tools which assist teams to determine which tasks can be allocated to students,
- the teaching methods in Calderdale Framework, using a '*taught, modelled, competent*' approach, provide a platform for student skill development and assessment of competency, and
- clinical task instructions (CTIs) facilitate risk management, quality and consistency of student - delivered tasks.

Pilot projects have demonstrated broad application of The Calderdale Framework in clinical education of pre-entry students.

## Future plans

The application of the Calderdale Framework in clinical education will continue to be reviewed through trials in Queensland Health services.

## More information

The Allied Health Professions' Office of Queensland supports a network of Calderdale Framework Facilitators in Queensland Hospital & Health Services, including those engaged in student projects. For information on the application of The Calderdale Framework to pre-entry student clinical education visit <http://www.health.qld.gov.au/ahwac/default.asp> or contact AHPOQ at [CalderdaleFramework@health.qld.gov.au](mailto:CalderdaleFramework@health.qld.gov.au).