

School of Allied and Public Health Professions
Faculty of Medicine, Health and Social Care



Allied Health Professionals
Practice Learning Handbook
1 day training course

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Canterbury Christ Church University Practice Learning Unit:

Use this link to access more information- [Information for Practitioners \(canterbury.ac.uk\)](http://canterbury.ac.uk/information-for-practitioners)

1. PRACTICE EDUCATION

The Purpose of Placement

To allow the acquisition of professional knowledge, skills and attitudes

To allow the theorising of practice and the practicing of theory

To allow professional identity formation

Practice education is a compulsory element of a course

Allows exposure to differing needs of various groups of individuals and the wide range of settings providing services to them

A planned and integrated approach ensures practical experience at appropriate times to reinforce and consolidate academic aspects of the programme

HCPC requirements for practice placements

- Standards of Education and Training (SETs) guidance is followed by all programmes
- Informs delivery of all academic and practice placement components
- Allows eligibility to register with HCPC
- Six SETs in total with SET 5 being specifically placement related (see appendix 12.1- HCPC SET 5)

Ref: Health and Care Professions Standards for Education and Training Guidance

Activity 1 for learners

Drawing on your experience (either as a student yourself or when supervising other students/junior colleagues) what are some of the benefits and challenging aspects of practice education.

Benefits	Challenging aspects

2. THE ROLE OF PRACTICE EDUCATOR



Facilitator

- Partnership working with student to identify learning needs and method of learning
- Provide learning opportunities to meeting learning outcomes
- Provide supportive environment – feeling valued, sense of belonging, access to resources
- Ensure student is engaged in learning process and is able to search for their own identity

Manager

- Identify resources and provide pre-placement information
- Plan sessions and visits
- Advise student on expectations and practicalities
- Facilitate access to IT systems and similar
- Ensure student receives a full induction
- Manage day to day aspects and student learning
- Plan and prepare for supervision sessions
- Complete university documentation as required
- Collaborate with other professionals to optimise learning

Mentor

- Use knowledge and skills to influence development of student
- Provide pastoral, personal support to student
- Support student by guiding their thinking and practice

Assessor

- Assess the knowledge and competencies of the student against the placement learning outcomes
- Be a gatekeeper of the profession
- Interpret university outcomes into achievable practical tasks
- Gather and record evidence to support assessment outcome

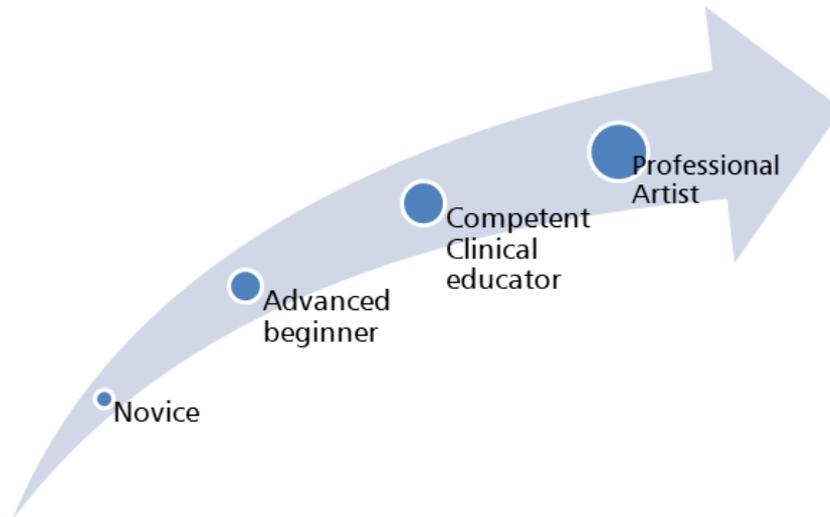
Evaluator/reflector

- Use University and internal evaluation tools
- Feedback, discussion and supervision
- Reflective tools and reflective models
- Peer learning
- Mentorship
- Critically analyse positive and negative learning experiences
- Develop skills, knowledge and ability to facilitate learning on future placements

Polglase & Treseder (2012)

3. STAGES OF PROFESSIONAL DEVELOPMENT

Do we simply become a competent placement educator? Unlikely! It is a process of growth and development. We develop from NOVICE to PROFESSIONAL ARTIST as shown in the diagram below.



<u>THE NOVICE</u>	Strategies to Manage
Relatively newly qualified 'Persuaded' to take a student Didn't feel ready but didn't say this Feared the student would know more than self Dreaded being watched Anxious about fitting everything in Rarely reflective BUT as a recent student possible feelings of empathy	Put on a calm front and act competently High levels of organisation Worked long hours Draw on own experiences as a student Use image of own, best PE as role, model Begin to seek colleague support

<u>THE ADVANCED BEGINNER</u>	Strategies to Manage
Working for about 3 years Two students in past year 'Passion for learning' and wanted to support students Needs to be liked and responsive to students' needs Likes to be 'in control' Highly reflective	Recognise need to change own style with students particularly when they are struggling Encourage students to place client care above their own needs Realisation not the one responsible for a student passing or failing the placement (joint responsibility)

Activity 2 for learners

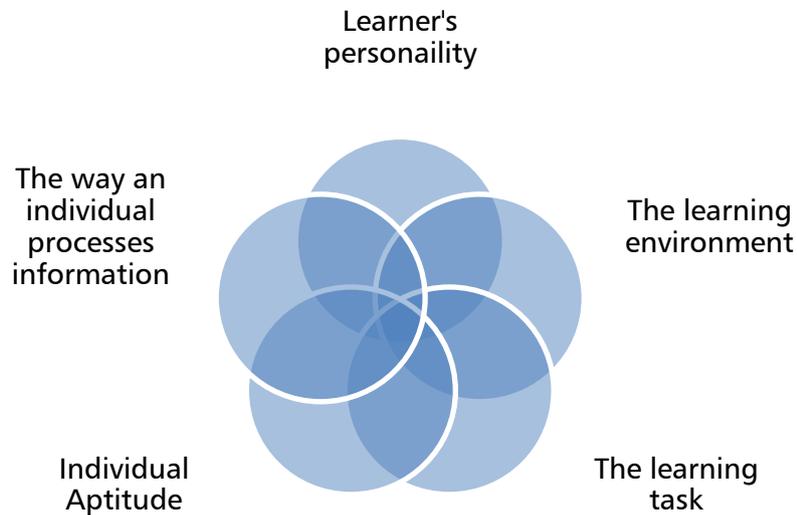
What do you consider your role as a practice educator will be and how will you continue to develop the skills to successfully deliver in the role?

Action	How will you achieve this?

Consider using recommended and further reading to help you develop your thinking and reflection in this area.

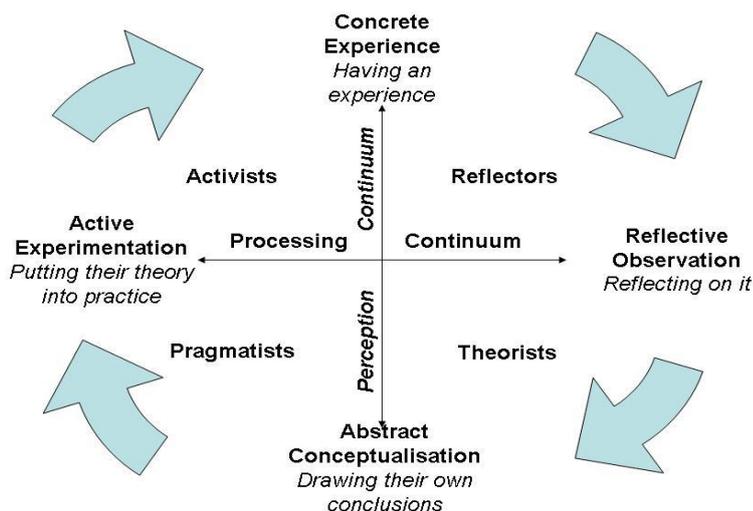
4. LEARNING STYLES

Several factors influence the way we learn, and they tend to interact, see examples below;



Kolb Learning Cycle

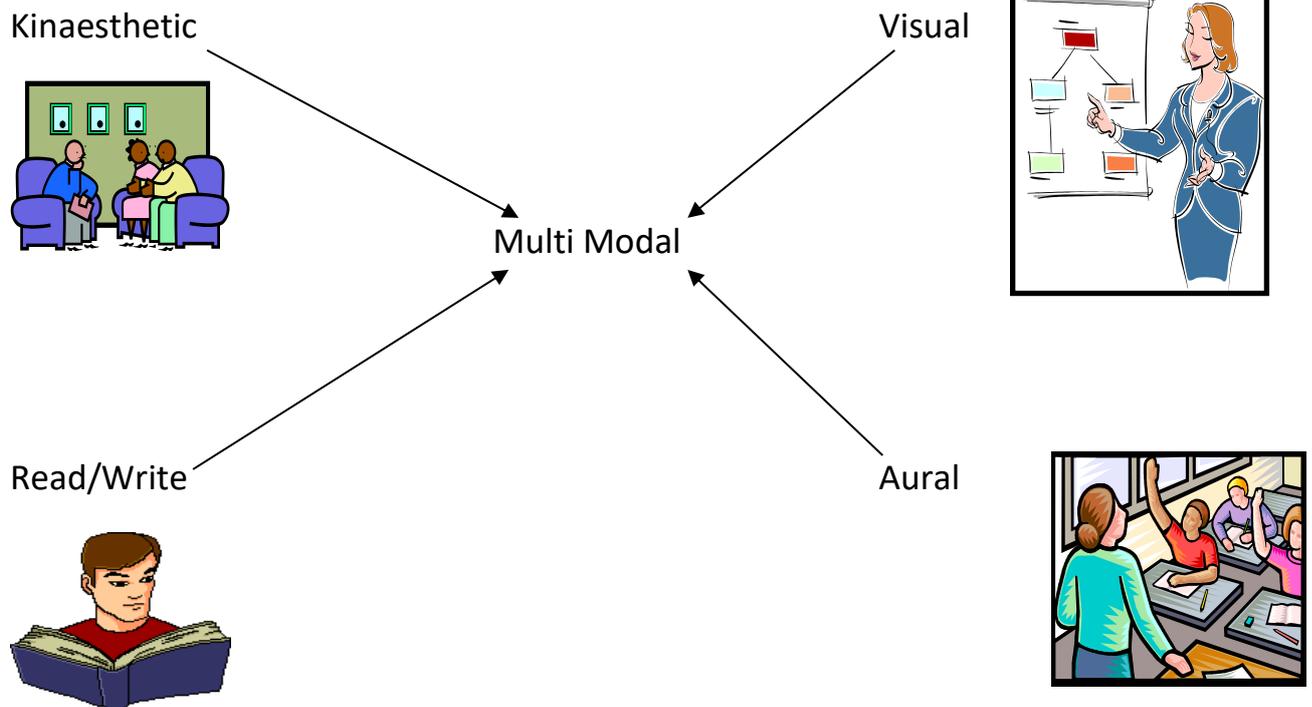
Kolb (1984) has conceptualised how we learn in what is now known as the Kolb experiential learning cycle. It also provides understanding of different learning styles as shown below. [Click the link for further explanation of Kolb learning cycle](#)



How could you adjust your teaching style to accommodate a variety of student learning styles during placement?

VARK- Learning preferences

As highlighted above, one of the things that influence our learning is learning preference or style. The VARK© inventory is one of the ways we can use to know our learning styles and we tend to encourage students to use the VARK© to enable them to know what works for them. It has four major categories as shown below.



Neo-millennial Learning Style

3 Key areas:

1. Fluency in multiple media, valuing each for the types of communication, activities, experiences, and expressions it empowers.
2. Learning based on collectively, seeking, sieving, and synthesizing experiences rather than individually locating and absorbing information from a single best source.
3. Active learning based on both real and simulated experiences that includes frequent opportunities for reflection."

They have fully developed sections on each of these which you are encouraged you to look at.

Dieterle, E., Dede, C., & Schrier, K. (2007)

Learning Styles- Honey & Mumford (1986)

Honey & Mumford (1986) define 4 different learning styles. No one is better than the other and they all include strengths and weaknesses.

ACTIVISTS involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

REFLECTORS like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

THEORISTS adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

PRAGMATISTS - Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They always respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'if it *works* its good'.

© Honey and Mumford 1986

Discover your own preferred learning style by taking this quiz.

[Honey & Mumford Learner Types \(1986\) - Quiz \(eln.co.uk\)](#)

It is important to note that:

- Learning style/preference changes with tasks
- Learning style /preference varies from subject to subject
- While a student may have a preferred learning style, they should also develop the others as well.

Students taught in a manner they prefer leads to a willingness to learn. They will be better engaged, motivated and learn more effectively. Being taught in a less preferred manner provides practice and feedback in ways of thinking and solving problems that they may not be comfortable with and makes learning difficult.

Individual Reflection

- Think of something you know you do well that you have learnt as an adult.
- How did you become good at it?
- What do you think supported your learning experience?
- What leads to a successful learning outcome for you?

Activity 3 for learners – See Teaching and learning styles activity- Appendix 12.2)

5. SUPERVISION

What is supervision?

Supervision is formally defined as a relationship between senior and junior member(s) of a profession that (a) is evaluative, (b) extends over time, (c) serves to enhance the skills of the junior person, (d) monitors the quality of the services offered by the junior person, and (e) acts as gate keeping to the profession (Bernard & Goodyear, 1992, 2004).

Direct Supervision: is provided when the Practice Educator is actually present, observing, working with and directing the student being supervised.

Indirect Supervision: is when the Practice Educator is not actually present with the student and so cannot not constantly directly observe practice. Although not present the Practice Educator is constantly contactable by the student, and there are agreed occasions when the Practice Educator will meet with the student and observe and assess their work.

Formal Supervision:

- ✓ Pre-arranged time and place (min 1 hour)
- ✓ Preparation for an agreement of an agenda
- ✓ Review of the weeks attainments in relation to learning objectives and competencies
- ✓ Identification of new learning opportunities
- ✓ Recording of significant discussion points and an agreed action plan on supervision log
- ✓ Informs formative and summative assessments

Informal Supervision:

- ✓ Spontaneous and immediate feedback
- ✓ Enables the student to reflect on intervention and evaluate
- ✓ Briefing and debriefing
- ✓ Developing theoretical and practical links
- ✓ Amount depends on level of training and length of time on placement
- ✓ Informs the formative assessment process

Feedback

Activity 4 for learners

What is feedback?

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Activity 5 for learners

What is the difference between constructive and non-constructive feedback?

Constructive Feedback is:	Non-constructive feedback is:

Constructive feedback Tips:

- Give criticism on performance in private
- Keep the feedback balanced
- Don't overstate the problem by using words such as "always", "never" or "worst"
- Pose questions that let the person do the work for you
- Stick to one subject, don't string together criticisms at one sitting
- Don't remind people of previous instances that were resolved.

Activity 6 for learners - See Appendix 12.3-Supervision activity.

6. PLACEMENT MODELS

- Apprenticeship 1:1
- Shared 1:2
- Peer 2:1
- Emerging experiences
- Leadership

What is a Peer Placement?

Two students participating together in a placement that would traditionally be allocated to one student. The students do NOT have to work side by side throughout the placement

Benefits of a Peer Placement:

- ✓ Peer placements double the capacity of placement provision.
- ✓ HEI's are beginning to request peer placements as a standard component of a students' practice experience.

Increasingly, health professionals are required to work as part of a team and a key mode of learning for those working in health-related professions, is through peer learning (McAllister, 1996).

Methods of working on a peer placement:

- ✓ One student works with a client whilst the other observes the Practice Educator.
- ✓ Both students work with a client or group and the Practice Educator observes.
- ✓ One student works with a client or group and the other videos, for reflection and discussion between themselves and/or the Practice Educator.
- ✓ Both students visit a setting and video for the Practice Educator.
- ✓ Each student sees a client and then discusses together before meeting with the Practice Educator.
- ✓ One student works with a client with the Practice Educator observing whilst the other prepares/reads the client's notes (Purse 2007).

Emerging experiences

A practice placement which occurs at a site where there is not an established therapy role. An employee at the placement setting who is not an occupational therapist or speech & language therapist who undertakes the day-to-day supervision of the student with but is supported by an academic from the student's higher education institution.

Leadership placements

A placement where students are given opportunity to have experience of taking a leadership role either be face to face or remote. Leadership has been recognised as an important graduate attribute of a healthcare worker. A leadership placement gives the student opportunity to develop several skills including strategic thinking, applying research or training skills. This can take the shape of tasking student to work on a particular project.

7. CREATING AN INCLUSIVE LEARNING ENVIRONMENT

Equity, Diversity & Inclusion

Key legislation & publications:

- The Equality Act 2010
- Special Educational Needs and Disability Act (SENDA) 2001
- Quality Assurance Agency (QAA) Code of Practice – Section 3 Students with Disabilities 1999
- A disabled persons guide to becoming a health professional (HCPC 2007)

Which characteristics are legally protected under the Equality Act (2010)?



Intersectionality: Individuals are likely to have more than one protected characteristic, resulting in multiple levels of disadvantage and risk of discrimination through overlapping systems. Intersectionality acknowledges the connection between different social categorisations. (Kimberlé Crenshaw)

There are additional social categorisations that are not 'protected' which impact on how individuals are perceived and treated.

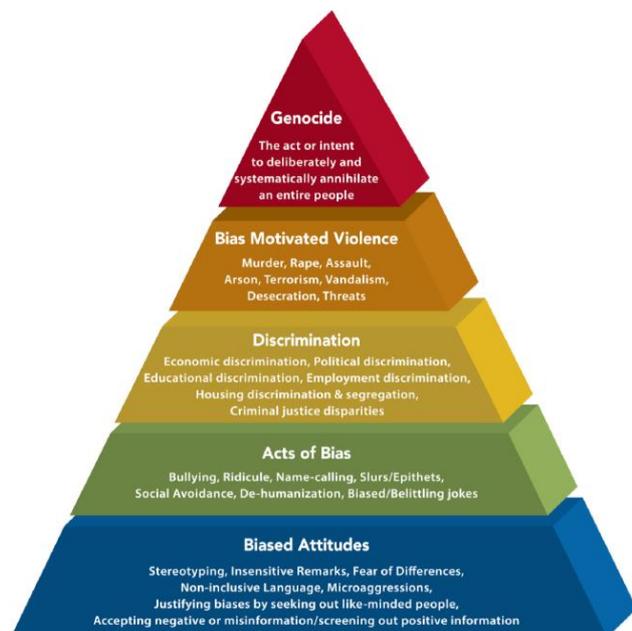
What is discrimination?

Discrimination = treating someone less favourably because of 'who they are'.

Discrimination occurs in many forms and on numerous levels. Some are plainly apparent, others are not.

Microaggressions = indirect, subtle or unintentional acts of discrimination against members of a marginalised group.

Acts of discrimination can impact physical and mental health, social opportunities and educational performance.



Disability

Definition of disability: The Equality Act (2010) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities. Disabilities may be visible or hidden.

Reasonable Adjustment

Education and training providers and other related services have a duty to make reasonable adjustments for disabled people, so they are not placed at a substantial disadvantage compared to non-disabled students. This might include adjustments to workplace environment and/or the provision of support strategies.

Roles and responsibilities

Student Responsibility

- Disclosure
- Resources
- Review

University Responsibility

- Disclosure
- Advice
- Support
- Disabled students' allowance

Students with a declared disability will be provided with a Placement Learning Support Plan (PLSP), drawn up by the University Student Disability Service, in consultation with the student and the Placement Lead. Students are responsible for sharing the contents of their plan with their Practice Educator as soon as possible, once placement allocation details have been confirmed.

Find out more: [Support for disabled students - Canterbury Christ Church University](#)

Placement Setting Responsibility

The Equality Act requires placement providers to make reasonable adjustments for disabled students parallel to those for employees. Following a student's disclosure of their disability a range of support should be offered in the practice setting which mirrors that which they receive in the University.

Activity 7 for learners

What reasonable adjustments are you aware of in your work setting? Is there potential to do more?

A large, empty rectangular box with a thin black border, intended for the learner to write their response to the question above.

Activity 8 for learners

See Appendix 12.4 - Creating an inclusive learning environment activity.

8. RAISING A CONCERN

There are various levels of support available for students and the recommended pathway depends on the nature of the issue of concern. Hopefully, most concerns can be resolved informally at the local level, between the student and Practice Educator, but more support is available if needed.

Student progress and welfare concerns

All students on placement will have an Academic Link Tutor assigned to support them through the period of their placement. This Academic Link Tutor is available to the student and the Practice Educator to discuss any arising concerns in relation to student progress on placement. The Academic Link worker will arrange to contact students and Practice Educator for a tripartite meeting during the placement to monitor progress, whether concerns have been raised or not and will escalate any concerns to the Placement Lead.

Student complaints

Anyone witnessing or suspecting that there is a risk of immediate harm should report their concerns to an appropriate person immediately. Each placement area will have a safeguarding policy and lead contact. The university should be contacted as soon as possible.

A complaint is where a student is complaining about how they have been personally treated whilst on a practice learning experience and are seeking resolution for themselves.

A concern regards practice and/or patient safety, where the safety and well-being of patients/ service users or others may be at risk. You are acting as a witness to what you have observed or to what has been reported to you, and are taking steps to draw attention to the situation.

Where a student raises a concern or complaint, the initial aim should be for an informal resolution between student, practice educator and Academic Link Tutor. If informal resolution is achieved it may still be beneficial to raise a concern to inform service development and continuous improvement. If informal resolution cannot be achieved and the matter needs to be escalated, the 'Alert Report' process should be used.

See Appendix 12.5 – *Flow Chart for raising and escalating complaints/concerns in practice environments*

Access further information here: [Process of raising complaints and concerns in placement](#)

9. SUPPORTING STUDENT MENTAL WELLBEING

Students on placement continue to receive support from their Personal Academic Tutor at the University, the allocated Academic Link Tutor. They can also access student wellbeing services delivered by the Disability and Mental Health Team who offer one to one support around a range of issues including, relationships, finances and housing.

Find out more: [Disability and Mental Health - Canterbury Christ Church University](#)

10. STUDENT VOICES

Student feedback is a valuable resource to inform continuous improvement in placement provision and wider operational practice. Any issues raised are best dealt with as soon as the issue arises to increase the likelihood of a positive outcome.

During placement

Students are encouraged to address issues in the first instance with their Practice Educator and will also be able to contact their allocated Academic Link Tutor.

There may be forums in the placement setting that the student could access to increase their sense of inclusion and belonging. These may be specially arranged for students on placement or existing staff networks.

Are you familiar with any forums and/or staff network groups in your organisation that could benefit your student/s?

Post Placement

- **The University** - Following placement, students are provided with an opportunity to 'debrief' and reflect on their placement experience as a group when they return to university. This feedback provides useful information to develop our placement learning provision and partnership working with placement providers
- **NETS- The National Education and Training Service** - [The National Education and Training Survey \(NETS\) | Health Education England \(hee.nhs.uk\)](#)
- **NSS – The National Student Survey** is managed by the Office of Students (OfS). The Office of Students is a public body within the Department of education that acts as the independent regulator of higher education in England. [Home - Office for Students](#)

11. REFERENCES & FURTHER READING

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12. APPENDICES

12.1 HCPC Standards of Education and Training (SET 5)

5.1 Practice placements must be integral to the programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved.
- the timings and the duration of any placement experience and associated records to be maintained.
- expectations of professional conduct
- the assessment procedures including the implications of, and any action to be taken in case of failure to progress; and
- communication and lines of responsibility

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

12.2 TEACHING & LEARNING ACTIVITY (Activity 3)

Scenario

1) Acute Hospital Ward

Your student is a strong reflector and has identified themselves as an aural learner. This is apparent in multidisciplinary team environments where your student is quiet and listens, but contributes very little. Informally, they communicate well with other team members. However, they are required to engage and actively participate in formal communication tasks and their learning style appears to be impacting on their performance in these tasks.

2) Client's Home

Your student is eager and keen to learn and has identified their strengths are as a kinaesthetic learner and they are more of an activist in style. You have talked through an assessment tool and the student appears to have understood what is required of them. However, it becomes apparent during the session that the student is struggling to complete the assessment.

3) Outpatient Department

Your student has identified their learning style as a theorist and their learning preference is read/write. They have read the key literature required for this stage of training, but they have expressed feeling that they have a lack of sufficient background knowledge. They have requested further reading and are anxious about engaging with patients.

4) Day Services

Your student's preference is as a pragmatist and visual learner. They have shown good presentation skills during a staff training session, engages well with clients, staff and carers and gathered the information regarding service users. However, they struggle to document information in the required written format for the setting.

Consider:-

- What would you do as the educator?
- What would you encourage the student to do?
- What would you do to adjust the learning environment?

12.3 Supervision activity (Activity 6)

In groups, consider the scenario you have been given. What supervisory skills/methods would you draw on to address the student's needs. Consider issues such as:-

- a. The environment
- b. Communication strategies
- c. Emotions and feelings (yours and the students)
- d. Documenting discussion
- e. Forward planning
- f. Review strategy

Scenario One

- a. You are working in a busy, fast paced clinical environment (e.g. ward, clinic, department). Your student has been with you for a few weeks and although you have had little time with them your observations of them and the feedback from your colleagues has been largely positive. There are no concerns about the student.

- b. At the start of placement today you are surprised when your student approaches you in the clinical area to say that they don't feel the placement is going well for them and that they feel they are getting things wrong. The student presents as being nervous and anxious when talking to you and in your conversation it becomes clear that they have a very different perspective of their abilities than you have observed.

Scenario Two

- a. Your student has presented as being very confident from day one of their placement and has shown sound clinical skills. They have however struggled to form professional relationships with colleagues and have on occasions 'rubbed people up the wrong way' causing some friction within the team but are able to build a very good rapport with patients.

- b. You have tried to informally address this on several occasions, but today feel it is important to discuss this with the student and begin a conversation in a communal room adjacent to the clinical area. Soon into this conversation the student starts to criticise you saying that you have barely seen them, are never there for support/advice and that you only have negative things to say to them when you do see each other.

Scenario Three

- a. Your student is approaching their formative assessment and you have had concerns about their clinical abilities and professional attitude.
- b. You have had some periods of absence from work and the student has been required to work under the direction of a range of different colleagues. You have had limited time to carry out any supervision with the student.
- c. After a patient intervention with you today your student is struggling to accept and understand the feedback that you are giving them and is angrily trying to offer you a different perspective on what has happened.

Scenario Four

- a. Your first year student is on their first placement and has been with you for a couple of weeks. They started University straight from school and it is their first time in a clinical environment.
- b. They have presented as being shy, but keen to learn. Whilst initially they have seemed to be making sense of what is going, it is now becoming clear that whilst they indicate they understand what you are saying to them and asking of them they actually don't understand.
- c. You decide that you need to address this with them and at the end of the team meeting suggest they stay behind to talk with you.

12.4 Creating an inclusive learning environment (Activity 8)

Student Case Study 1

Amdo is an international student from Nigeria who is currently studying in UK and has a hearing impairment. She has found that coming to university, from a school where there were smaller numbers of students and more access to teachers has been intimidating. At university she has found group work difficult, as she often finds it difficult to know who is speaking and her previous pedagogical approach does not encourage group work. She has found that not all the teaching rooms are equipped with a hearing loop system. Without this system in place, she has considerable difficulties hearing and must rely on lip-reading. Amdo has encountered difficulties with people who turn away when speaking making it impossible for her to lip-read. She also finds it difficult to write and follow a lecture at the same time. This has been overcome in the classroom with the assistance of a scribe to take notes or accessing presentations and lecture notes in advance. With the input of her personal academic tutor and other lecturers, she is gradually developing her group working skills but anxious about how her first placement will go.

- What would your approach be as Amdo's practice educator?
- What reasonable adjustments could be considered to supporting Amdo's equitable access to placement learning opportunities?
- How would you ensure that Amdo does not feel excluded or marginalised?

Student Case Study 2

Max, is a student with mental health difficulties, experiences generalised anxiety disorder and has experienced periods of depression in the past due to discrimination in respect of his sexual orientation. Max identifies as LGBTQ+ and his life experiences influenced his decision to study. Max would like to help others with the knowledge gained from his experiences. Max feels apprehensive and anxious when encountering new people and entering new situations as he is not sure how they will react if he were to disclose his sexual orientation. On the eve of a placement commencing, Max describes being unable to sleep, and therefore on his first day Max feels tired and this impacts on his ability to concentrate and take on board new information. The feelings of anxiety are also raised when being assessed. Max finds receiving critical feedback stressful and has experienced a panic attack following an assessed intervention session.

- How would you approach supporting Max to settle in the placement environment?
- What reasonable adjustments could be considered to support Max to have a positive placement experience?
- How would you support Max to manage his mental health and general wellbeing?

Student Case Study 3

Babatunde has just started his first year placement. Due to a diagnosis of Multiple Sclerosis he sometimes experiences episodes of fatigue, muscle and joint pain. The condition can also affect his thinking, learning and planning skills. In recent months Babatunde's handwriting has deteriorated and if he writes for any amount of time his joints become painful. This impacts on time taken to produce handwritten notes. Babatunde can also experience pain if he sits for a prolonged period at a computer in one position, so must pace computer use limiting periods of typing. At University Babatunde uses a Dictaphone to record lectures, after the lecture he then makes his own notes. A Placement Learning Support Plan recommends taking regular breaks for rest during the working day. In addition to writing and typing tasks Babatunde needs to pace repetitive upper limb tasks to ensure adequate rest. Babatunde's Practice Educator and team are friendly, but more than one person has asked him what they can call him 'for short' as his name is 'unusual and hard to pronounce.' Babatunde is aware that none of the other students have been asked to agree to a shortened name, even though their names are equally long, which makes him feel uncomfortable. Babatunde is passionate about his studies and his ambition to achieve a qualification to support people with a disability, but he is concerned that he may be seen as not fitting in or a burden on the team and will not have access to the same learning opportunities as his able-bodied student peers.

- How accessible and inclusive is your placement setting for Babatunde?
- What adjustments could you make to enable Babatunde to have equal access to the available learning opportunities during placement?
- What could you do as Babatunde's practice educator to reduce the risk of him feeling marginalised or excluded?

12.5 Flow Chart: Process for Raising and Escalating Complaints/ Concerns within Practice Environments

ACT IMMEDIATELY - IF YOU WITNESS OR SUSPECT THAT THERE IS A RISK OF IMMEDIATE HARM, REPORT YOUR CONCERNS TO AN APPROPRIATE PERSON IMMEDIATELY. EACH PLACEMENT AREA WILL HAVE A SAFEGUARDING POLICY AND LEAD CONTACT. INFORM CCCU AS SOON AS YOU CAN.

A concern or complaint is raised by student or staff member

A **complaint** is where a student is complaining about how they have personally been treated whilst on a practice learning experience and are seeking resolution for themselves.

A **concern** regards practice and/or patient safety, where the safety and well-being of patients/service users or others may be at risk. You are acting as a witness to what you have observed, or to risks that have been reported to you, and are taking steps to draw attention to the situation.

Stage 1: Aim for informal resolution

Student discusses/reflects upon their complaint/concern with their practice learning facilitator and their placement tutor from CCCU. Immediate escalation may not be necessary or helpful. If resolved at this level, it may still be useful to record the incident on an Alert Report (marking it as resolved) depending on the seriousness, possible impact on service users or likelihood to reoccur in the practice area. If unresolved, complete Section 1 & 2 of Alert Report (completed by student and staff member if possible). All Alert reports are sent to placementsquality@canterbury.ac.uk. On receipt, a case number is allocated.

Stage 2: If not resolved, escalate

Alert Report submitted to placementsquality@canterbury.ac.uk only. This report is submitted within 3 working days of initially raising the complaint/concerns. Faculty Director of Practice Learning, Senior Lecturer in Practice Learning and Practice Education Lead/PPF/senior manager within the practice placement area receives a copy to agree action and for monitoring standards of practice education.

Stage 3: Further investigation

If further action required, Practice Education Lead/PPF/senior manager at practice placement area will investigate the complaint/concerns. Placements Quality will send out the Alert Report form for Section 3 to be completed, which should be returned to placementsquality@canterbury.ac.uk. An initial response email is required within 5 working days (to show receipt and planned actions), with the completed Section 3 returned within 15 working days.

Stage 4 - Outcome of investigation

The outcome of the investigation, Section 4 of the Alert Report, is recorded by the Faculty Director of Practice Learning and forwarded to Senior Lecturer in Practice Learning and Programme Placement Lead. The outcome is then reported back to student by the initial staff member they approached who supported their writing of the Alert Report statement or by the Faculty Director of Practice Learning. Programme Placement Lead to inform necessary other staff within their team. There may be outcomes that the Practice Learning Unit or other HEIs need to follow up.

Stage 5 - External reporting and reviewing the process

- Quarterly reporting of all concerns by Faculty Director of Practice Learning
- Regular review of handling of process between organisation & university and agree any actions required