

Education and Training Committee –17 November 2011

Reports from Council representatives at external meetings

Executive Summary and Recommendations

Introduction

The attached feedback form has been received from Gerald Armstrong Bednall.

Decision

The Committee is requested to note the document.

Background information

None

Resource implications

None

Financial implications

The cost for attendance at conferences/meetings has been incorporated into the Council annual budget.

Background papers

None

Appendices

Copies of feedback forms

Date of paper

2 November 2011

Name of E & T Member	Gerald Armstrong-Bednall
Title of event	Consultation meeting on the changing context of clinical placements for undergraduate healthcare students
Location	King's Fund, Cavendish Square London W1G 0AN
Date of event	Friday 14th October
Approximate attendance at event	20
<p>Attendees NHS Trusts [3]; Nursing and Midwifery Council [1]; General Medical Council [2]; British Academy of Audiology [2]; Higher Education Academy [1]; Health Professions Council [1]; Universities [11] [Southampton, Sussex, Leeds, Newcastle]</p> <p>Issues of Relevance to HPC This is a research project [200K] funded by The Higher Education Academy – Teaching Fellowship, joint collaborators University of Leeds and University of Southampton.</p> <p>Aim of project [summary]:</p> <ol style="list-style-type: none"> 1. To engage with healthcare students through the transition from classroom to workplace learning focusing on the student experience of initial clinical placements of audiology, medicine and nursing students. 2. To create a website and publish 'resources' for students and staff undertaking clinical placements. 3. To make recommendations to HEIs, Clinical placements centres and stakeholders about improving the student's placements experience. <p>Research questions: In this era of major change:</p> <ul style="list-style-type: none"> • How are clinical placements changing? • What is being lost or gained from the educational encounter? • How can we enable students to cope? • Is workplace learning under threat - in some, but maybe not all professions? • What can we learn from practices in the different professions? • With a clinical environment that is increasingly challenging to the needs of learners, is the sustainability of the NHS under threat? <p>Project duration 2 years - July 2010 to July 2012</p> <ul style="list-style-type: none"> • Start date Southampton Nov 2010; Leeds Jan 2011; Extension will be applied for. <p>Current position</p> <ul style="list-style-type: none"> • Focus groups to review research questions and scope of project have been organised • Develop interview protocols [audio recorded] • Data collection from students begun • Clinical staff interviews initiated • Meet Professional Bodies, Higher Education and key stakeholders [Today meeting] <p>Afternoon meeting Two short presentations</p> <ol style="list-style-type: none"> 1. Update on progress to date [see above] 2. Purpose of meeting and key questions to be addressed. [following] 	

There is pressure to identify quality indicators for clinical placements, the researchers saw the meeting as an opportunity to inform this debate, gathering suggestions and recommendations of how the project might advise universities and their students to deal with the current challenges and help students to adjust to the changing context.

The team reported some early findings from their research; today they wanted to explore how policy changes and budget cuts were affecting hospitals and primary care settings as well as universities.

Participations were split into the three specialties and asked to address four questions and feedback to whole group.

- How are clinical placements changing?
- What is being lost or gained from the educational encounter?
- How can we enable students to cope?
- Is workplace learning under threat?

Summary of feedback

There appeared to differences between Audiology and Nursing/ Medical students placements.

- Considerable resources and co-ordination is required is placement centre, often going without funding.
- Students need more support at the beginning of the each placement, even if they had previous attended a placements and were moving on to another placement.
- This raised issues of different experience, skills, knowledge base of student and placement centre.
- Students benefit from experienced Mentor.
- Audiology students received a salary on placement, nursing/medical students did not.
 - This may influence the reported student feeling of 'being part of department' due being on a 12 month NHS contract.
 - Work ethics quickly adopted
N.B. This may be 'tested' against SALT students who do not receive a salary.
- Nursing/Medical placements much more formal
- All placements a tripartite ownership

External factors which may affect future Placements

- Modernisation of Scientific Careers
- Service Pressures
- NHS changes
- Changing needs of work-force
- Changing patient management
- Financial pressures
- The role of the Independent sector

Key Decisions / Outcome

The project team are at a very early stage of their research; the project does not appear to be looking at role of assessing or measuring clinical competencies, however their final report may raise issues about the work-based student experience. The Education and Training Committee may wish to consider the final report and whether it impacts on any of its SET's. Publication is expected latter part of 2012 [no date set].