

Allied Health Professions



Mackay Placement Book

**Using work based practice placements as
a learning and development tool**

October 2011

Acknowledgements

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Project Leads

Rhoda Mackay
AHP Practice Education Lead
Western Isles Hospital
Macaulay Road, Stornoway
Isle of Lewis
HS1 2AF
rhoda.mackay@nhs.net

Jenny Miller
AHP Practice Education Programme Lead
NHS Education for Scotland
3rd Floor, 2 Central Quay
89 Hydepark Street
Glasgow G3 8BW
jenny.miller@nes.scot.nhs.uk

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Introduction

The health care agenda in Scotland has undergone enormous change within the past few years and this will influence future AHP support worker roles. The increasing demands on the entire AHP workforce, as a result of the change in priorities and policies for the delivery of future healthcare, necessitate role and skill development of the AHP workforce. This includes the need for support workers to undertake and develop extended roles to release capacity for professional staff to undertake other duties.

To help meet this challenge a number of learning initiatives are available to develop support worker skills and competencies. These include:

- Higher Education courses e.g. Higher National Certificate(HNC)
- Vocational educational pathways e.g. Scottish Vocational Qualification (SVQs)
- In-house practice based learning initiatives

To further enhance the availability of learning opportunities for support workers, NHS Education for Scotland (NES) through the AHP Practice based Education Facilitation Programme have conducted a small pilot to explore the benefits and practicalities of providing workbased practice placements for support workers. The results have highlighted that placements were highly rated as a learning and development tool by support workers, managers and placement coordinators/supervisors. The support workers achieved most of their learning objectives and could demonstrate, three months after the placement, the benefit to their own learning and development and to the quality of their service delivery. The placement coordinators/supervisors also spoke about the learning that they and their staff had achieved as a result of the placement and how this could potentially benefit their future practice.

Because of the positive impact of this type of workbased learning NES have decided to promote the use of placements as an effective learning and development tool. This booklet has been developed to provide a framework for support workers, (but also applicable for other learners), managers and placement supervisors to help organise placements.

What is a placement?

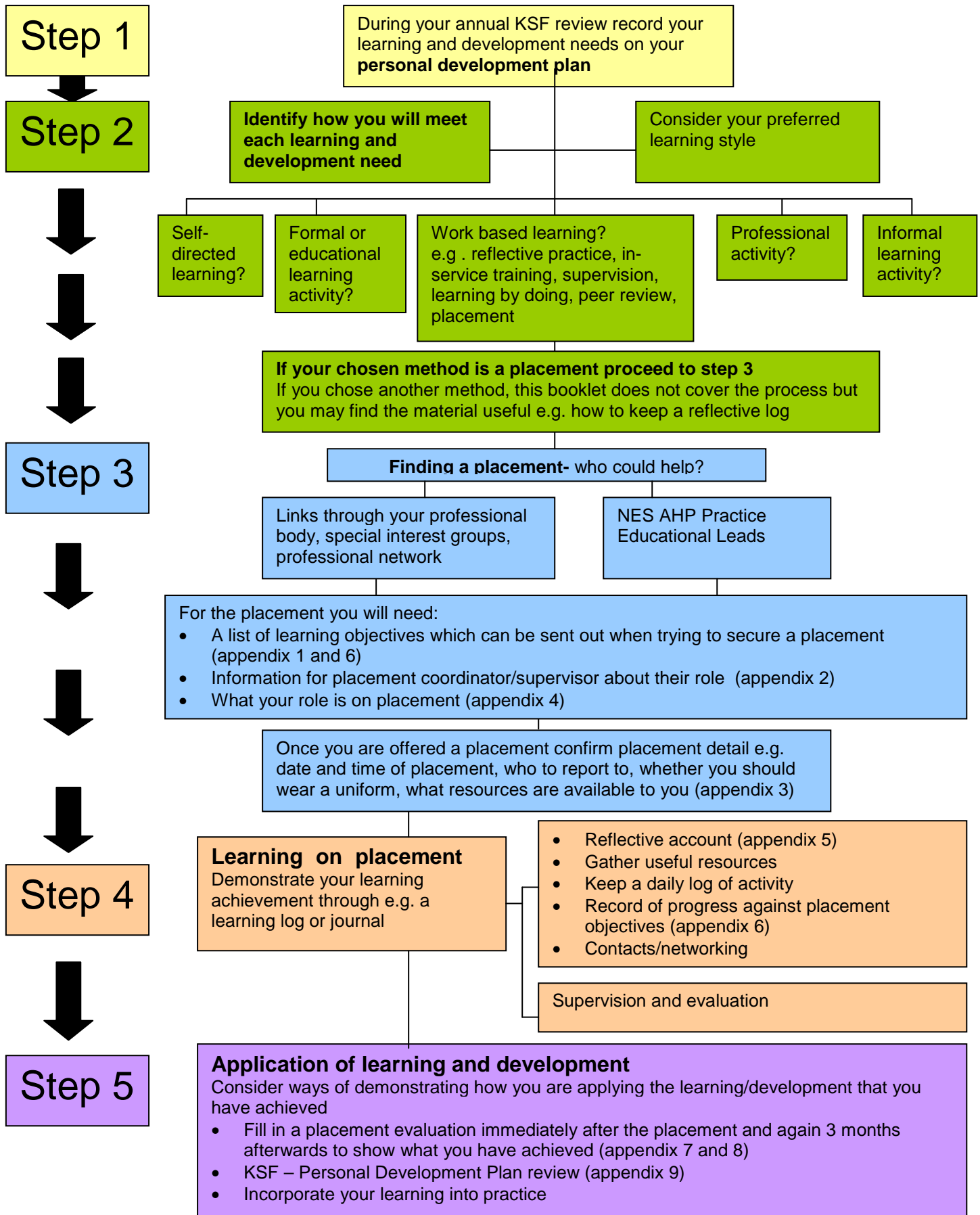
The following indicators have been used to provide clarity about the term “placement”.

In this context a placement:

- Is a period of clinical or practical experience
- Addresses specific learning objectives
- Is not part of an approved programme (which would have to meet HPC standards for practice placements)
- Is a tool which can be used to meet objectives which are recorded in the support workers Knowledge and Skills Framework (KSF) personal development plan (PDP)
- Is not assessed but its effectiveness should be evaluated as part of the KSF PDP review process
- Can take place within the learners/support workers own profession, other profession, own health board, in another health board area, with another agency or with service users
- Could complement an existing role or be used where a new or extended role is being established.
- Can be used to complement courses currently being undertaken by a support worker/learner or can be used on its own to address a specific learning need.

Support worker framework for organising placements

Please see following pages for detail



Please note that additional frameworks for managers, placement coordinators and supervisors are available:
Appendix 11 - Manager Framework for Organising Placements
Appendix 12 - Placement Co-ordinators and supervisors framework for hosting placements.

Step 1

Identify need for learning or development

The first step is to identify the learning that is needed by you to fulfil your current job or to develop your role. This should be agreed with your manager and recorded in your personal development plan (PDP) as part of your Knowledge and Skills Framework (KSF) annual review.

Further information on the KSF can be obtained on the following websites:-

<http://www.e-ksfnw.org>

<http://www.knowledge.scot.nhs.uk/ahpcpd.aspx>

Step 2

Identify how your learning or development need(s) can be met

Learning and development needs can be met in a number of ways. For example, they could be met through the following activities:

- **Work based learning** e.g. reflective practice, in-service training, supervision, peer review, learning by doing, placement
- **Formal or educational learning activity** e.g. by completing a SVQ or HNC course
- **Professional activity** e.g. membership of a professional body
- **Self directed learning** e.g. using the internet or reading a journal
- **Informal learning activity** e.g. voluntary work

The Health Professions Council (HPC) website has a comprehensive list of activities that you could consider to meet your specific needs

<http://www.hpc-uk.org/registrants/cpd/activities/>

Consider your own learning style

When considering the best way for you to address your learning and development needs you may also wish to consider your own learning style. Different people learn best in different ways and choosing an activity that allows you to learn in your preferred style will lead to a better outcome for yourself

<http://www.hcswtoolkit.nes.scot.nhs.uk/learning--development/identifying-learning/learning-styles>

The placement process on the following pages is an example of how to proceed if you decide that going on placement is the best way for you to address your learning and development needs.

Step 3

Finding a Placement

Now that you have identified your learning and development needs, and decided that a placement is the best way of addressing these, the next step is to find a placement to suit your needs.

Who can help you look for a placement? The following are two examples of routes you could try:-

- **Professional body, special interest group or professional network links**
A foot care assistant (FCA), wanted to develop her skills and knowledge in working with people with diabetes. She decided that a placement shadowing support workers who are currently providing services for people with diabetes would be a useful way for her to develop. Her manager sent an email around the podiatrist's professional network outlining the FCAs learning and development objectives, asking about the possibility of a placement within other services. She received a positive response to her email and the FCA was able to shadow support workers in another health board area as well as attending their in-service training for diabetic foot care assistants. She has brought her new knowledge and skills back into her workplace and now provides a service to people with diabetes in her own area.
- **Through the AHP Practice Education Lead (PEL) network.** (Each health board has an AHP PEL. Information about who your health board AHP PEL is can be found on the **NHS Education for Scotland website:-**
<http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professionals/practice-education/practice-education-lead-contacts.aspx>

An occupational therapy (OT) support worker wanted a placement that would give her insight into how rehabilitation in the community is provided in a centre dedicated to this specialism. To locate a placement, she worked with her local health board AHP PEL who sent a request with an outline of the support workers learning and development objectives to an AHP PEL in another health board area. She in turn, was able to identify a potential placement provider and secure the placement. The support worker worked alongside other support workers who provided a dedicated rehabilitation service in the community. On her return she was able to apply her learning and expand the activities she provides locally; this has enhanced service provision for her clients.

In addition the OT support worker had just completed an SVQ level 3 and was about to embark on an HNC in OT Support (distance learning). This placement provided her with an opportunity to experience a different work environment, enriching her understanding of healthcare provision and the role of the OT support worker.

What information do placement providers need?

To help a potential placement provider decide whether or not they can meet your learning and development objectives, they need to have a clear understanding of what those objectives are. You should therefore forward your placement objectives to potential placement hosts.

Objectives should be:-

- **Specific**
- **Measureable**
- **Achievable**
- **Realistic**
- **Time bound**

An example of an information sheet that you would fill in for potential placement providers is included in Appendix 1.

A potential placement provider also needs to have clarity about what is expected of them in this role and what they should expect from you. Again, an example of what is expected of the placement coordinator and supervisor is provided in Appendix 2

Once a placement provider has decided that they can offer you a placement, you have to reach an agreement about placement requirements, for example dates for when the placement will take place, pattern of placement hours, whether you need to wear a uniform and what resources are available for you. An example of an agreement schedule is included in Appendix 3

There also needs to be clarity about what is expected of you in your role. Again, an example of what is expected of a support worker who undertakes a placement is provided in Appendix 4

Step 4

Learning on placement

What information should I collect on placement?

When you are on placement it is important that you gather and record information that demonstrates the learning that you have achieved. The form this takes should be agreed with your manager beforehand and could, for example, be a journal or a log-book

Ideally a journal / log book should include the following (this list is not exclusive or exhaustive and you and your manager may wish to amend it to suit your circumstances):-

- **Reflective account(s)**

Reflection is a powerful tool that is used in learning and development. A reflective log records what you saw and did and also records, for example, how you can use this information and what other information you need to achieve to fulfil your objectives. There are many examples of reflective logs and one example is included in Appendix 5 but other information on reflection and models of reflection can be accessed through the following websites:-

AHP CPD resource

<http://www.knowledge.scot.nhs.uk/ahpcpd.aspx>

Flying Start

<http://www.flyingstart.scot.nhs.uk/>

Speech and Language Therapy resource

http://www.rcslt.org/members/RCSLT_CPD_Toolkit_Chapter_3_Reflective_writing.pdf

Healthcare Support Workers Toolkit

<http://www.hcswtoolkit.nes.scot.nhs.uk/resources/learning-and-development>

Businessballs

http://www.businessballs.com/freematerialsinword/reflective_diary_templates_sdmac.doc

- **Resources**

You may wish to gather resources e.g. leaflets or forms or take photos when you are on placement so that they can help you remember afterwards Always ensure that you have permission from your placement supervisor or coordinator before you take any photos and before you take copies of their resources.

- **Daily Log of Activity**

You may wish to keep a daily record of activities, experiences and events and expand it to include observations and reflections about aspects of the placement (other than your original objectives) that are contributing further to your skills and knowledge.

- **Ongoing recording of progress with specific placement objectives**

You should record progress each day against your specific objectives and ask your supervisor to sign against each objective as it is achieved. A sample is included in appendix 6. You should also compile a plan for the next day(s) around specific areas that you need to address; it is preferable to do this with your supervisor so that you get agreement about your placement programme.

- **Networking**

You may wish to collect contact details of people you meet so that you can share information with them in future.

Supervision and evaluation arrangements

Ideally, the placement coordinator should discuss supervision, support and placement evaluation arrangements with you before or at the start of the placement. Your own manager or the AHP PEL will also be able to provide support and guidance.

Step 5

Evaluation and application of learning and development

After the placement you will be evaluating your learning and applying the knowledge that you gained to develop yourself or your service, depending on your original objectives. The placement is a valuable learning experience but it is only part of the process - you will also consolidate your knowledge and personal development when you apply that learning in your work environment and reflect on the experience.

Depending on what you and your manager decided at the outset you can record your evaluation of the placement through the completion of an evaluation form (example given in Appendix 7 and Appendix 8), through the KSF PDP evaluation process (Appendix 9) or through the use of a reflective log as discussed previously.

Your manager may also wish to reflect on how effective the placement has been for them and their service, an example of an evaluation sheet is given in Appendix 10

Quality Standards for Practice Placements

Information about quality standards for practice placements can be accessed at:- <http://www.nes.scot.nhs.uk/media/7005/qspplleaflet.pdf>. These standards currently apply to “structured placement learning in NHS Scotland that is accessed by nurses, midwives and AHPs and supported through an education programme.” However although this type of placement does not fall into this category it is worth considering them as they provide the basis for a quality learning environment - e.g. 1.1, 1.5, 1.6

Quotes on Placement Experiences

The Mackay placements have had a positive impact on both development of the support worker and the services that they have returned to.

Support worker

I now have a greater understanding of services available. I know where links are likely to be made for the patients I am treating.

Support worker

Through my placement experience I feel that I am more confident

Manager

Patients get better value/ quality of care and are signposted to more appropriate services at the right time for them

Manger

Our support worker is more confident on wards, undertaking reviews of patients' notes, gathering information from nursing staff etc. The new filing system (set up by the support worker after placement) is also of benefit.

Supervisor

It made me reflect on the things we do as a service. The support worker was also there to provide constructive criticisms or praise if she felt things were good or could be improved

Support worker

The placement has allowed me to develop a clear vision of the services that Alzheimer Scotland (provide)...
The carer told me that although she had been aware of Alzheimer Scotland she had lacked the volition to contact the services and was extremely stressed from caring for her partner. The carer accepted my offer to contact them on her behalf.

Manager

The support worker has demonstrated a sound quality of development from this placement in the fact the support worker feel it has enhanced their learning and awareness of essential external agencies and services available to our client group. They have already introduced this into their practice and service delivery.

Support worker

During the placement I gained valuable experience working with the team out in the community. Afterwards I used what I had learned during this time to take pre-discharged stroke patients out to their own homes as part of their on-going treatment plan.

Supervisor

It is one thing describing a persons role; it is so much more beneficial to see the person undertaking their role

Appendix 1

Example of a form that can be sent to potential placement providers to give background information about the learner and their learning and/or development need

Mackay Workbased Practice Placements

Candidate – background information and learning objectives

Name
Employer
Address
Telephone no
Email
Job title
AFC banding
Background/current role

Overarching learning/development aim

Desired outcome (at end of placement and/or after applying learning in workplace)

List of areas (s)he would like to develop or learn about when (s)he is on placement

Manager details
Name
Title
Address
Telephone number
Email

Mackay Workbased Practice Placements

Role of placement coordinator/supervisor hosting placement

The placement provider is asked to identify a contact person(s) who will act as:-

- a placement coordinator
- a placement supervisor

The role of the placement coordinator is to agree the placement and to ensure that all necessary workforce requirements are met to facilitate hosting a placement. This will include providing honorary employee status for the visiting support worker, if required. The role of the placement supervisor is day to day support for the learner on placement.

Placement co-ordinator:

Before the placement application is sent, the learner will have identified with their manager, their overall learning objectives through their KSF Personal Development Plan as well as the desired outcome from attending a workbased practice placement. A copy of this information will be sent to the proposed placement coordinator to ensure that the placement will meet the learner's needs and to provide clarity about their expectations from the placement. The coordinator may need to discuss/negotiate with the learner about which objectives can be met if there is insufficient time or resources available to meet them all.

When it is decided that the placement is going to go ahead, agreement is reached between the placement coordinator and the support worker about the timing of the placement. Information about the placement will be sent to the learner (appendix 3). Placement length is negotiable and should be flexible to accommodate both placement provider and learner needs. The placements within the support worker pilot were 5 days in total.

The coordinator will also discuss arrangements with the learner about supervision, evaluation and support whilst on placement. The placement is not assessed.

Placement supervisor:

The placement supervisor will be given information on the learning objectives as well as their desired outcome from attending a placement. They will be expected to help the learner access the necessary resources or opportunities to gain the experience that will help them meet their learning needs. They are not expected to contribute to formal assessment but can contribute to the placement evaluation by countersigning the objectives form and the time sheet.

What's in it for us?

It is expected that the placement coordinator and supervisor will also gain from the experience of providing a placement both through the sharing of information from the visiting learner and also through the contribution this makes to their own KSF PDP. The role of placement coordinator or supervisor could be undertaken by the same person and can be undertaken by a support worker. This can provide development opportunities for those involved...

Appendix 3

Example of a form that summarises placement information for the support worker

Mackay Workbased Practice Placements

Information for the learner about the placement

Please complete the following information to ensure that the learner has the necessary information about where the placement is going to take place, when they should report and who will be coordinating and supervising their placement.

Name of learner undertaking placement	
Address	
E mail address	
Telephone no	
NHS Health Board/organisation hosting placement	
Name of placement coordinator	
E mail address	
Telephone no	
Name of placement supervisor	
E mail address	
Telephone no	
Address of placement site	

Web site address (if applicable)	
Date placement is to start (time of starting may need to be discussed with learner to accommodate work schedule and travelling time to placement)	
Details of who to report to and when (include address if different from above)	
Detail of days and hours learner should attend the placement	Monday Tuesday Wednesday Thursday Friday
Please indicate what the requirements are regarding dress/uniform	
What are the staff facilities that will be available for the learner e.g. canteen/ changing area	
Supervision, support arrangements	
Evaluation arrangements	
Any other relevant information	
Signed	
Date	

Mackay Workbased Practice Placements

Role of the Learner while on placement

Before the placement application is sent, you will have identified your overall learning objectives through your KSF Personal Development Plan with your manager as well your desired outcome from attending a placement. A copy of this information will be sent to the proposed placement coordinator to ensure that the placement will meet your needs and to provide clarity about your expectations from the placement. The placement coordinator may need to discuss/negotiate with you about which objectives can be met on placement if there is insufficient time or resources available to meet them all.

Your role

- You adhere to relevant NHS and professional regulations/standards
- Take responsibility for your own learning and development through identifying your learning needs and objectives. Use the resources available on placement to meet those needs and maximise your learning experience
- Ensure that all the arrangements made to facilitate the placement are appropriate for your requirements.
- Work collaboratively with the placement coordinator, supervisor, staff and patients/clients at the host site
- Actively participate in relevant aspects of the work being undertaken whilst you are on placement
- Contribute your own knowledge, experiences and skills whilst on placement so that it enhances the learning and development of the staff that are providing the placement.
- Complete the following
 - Daily journal of your placement experiences with reflective accounts and plans of how you are going to meet your objectives on placement
 - The objectives sheet recording whether or not you have managed to achieve your objectives. You can get your supervisor to sign it, and add comments if desired
 - Ask supervisor to sign time sheet
 - Complete evaluation form at the end of the placement

Evaluation

At the end of the placement you will need to show the impact the placement has had on you. It is therefore suggested that you keep a log book/reflective account of what you learn whilst you are on placement as well as other evidence e.g. copies of resources that have been helpful, certificates etc

The placement aims to meet your learning or development objectives and should contribute to the quality of your practice and service delivery and/or benefit the service user and/or your own learning and development At the end of the placement, in collaboration with your manager, you will be required to reflect on how you will progress your learning so that you will meet your overarching development objective.

Appendix 5
Template based on Gibbs's Reflective Model

This reflection provides evidence of my placement experience on (date)

<p>Description: describe event(s) that you participated in as part of your placement?</p>
<p>Feelings: what were you thinking and feeling about the experience?</p>
<p>Evaluation: what was good and bad about the experience?</p>
<p>Analysis: what sense can you make of what you learnt? What were the key elements that were involved that made a difference; e.g. resources, timing, experience of staff. What was different from what you normally do?</p>
<p>Conclusion: Sum up the key things learned through the reflective process; what you learnt and what else do you need to do to meet your placement objectives. You can identify specific skills that need developing, or how you will link your learning/experience to your work.</p>
<p>Action plan: e.g. list what you need, when you will do it, what resources you need, who to involve to progress your learning objective.</p>

Appendix 6

Example of a form used during a placement to record progress with objectives

Fill in before placement: Please list the areas you wish to develop or learn about when you are on placement	Fill in during placement: Have you been managed to achieve this – indicate how it was achieved. (record detail to support this in reflective diary)	Fill in at end of placement: Supervisor signature and comments on what has been achieved or not achieved

Appendix 7

Mackay placement evaluation of experience

The following evaluation could be used as a reflective tool to define what has been gained/not gained as a result of going on a placement.

Mackay Workbased Practice Placements

Placement Evaluation 1 – after placement

Outcome

Before going on placement you were advised that at the end of the placement you would be asked to show what impact the placement has had on your learning and development. Please complete the following form, and bring this with you along with any supporting evidence, resources or documentation (e.g. reflective account) to your PDP review

- a. Reflect on each learning objectives and describe whether or not the placement has met your requirements.

	Learning objectives	How has the placement met/not met your requirements?
1		
2		
3		
4		
5		
6		

b. Do you expect the placement to impact on the quality of your practice and service delivery? Please give examples of what you hope to achieve, if applicable.

c. Do you expect the placement to benefit the service user/patient? Please give examples of what you hope to achieve, if applicable.

d. Do you expect the placement to contribute to your own role development? Please give examples of what you hope to achieve, if applicable.

e. On the following scale, how useful did you find the placement as a tool for learning

0 1 2 3 4 5 6 7 8 9 10
Not useful very useful

Comment

f. Reflecting on the process involved in planning and undertaking the placement, can you comment on what went well and what could be improved.

g. Any other comments

Appendix 8

Mackay placement 3 months post evaluation

The following evaluation could be used as a reflective tool to define what has been gained or not gained as a result of going on a placement.

Mackay Workbased Practice Placements

Placement Evaluation 2 – three months after placement

Outcome

- 1. Reflecting on your overarching learning or development need (as detailed on your application form) describe how the placement has contributed towards you achieving your goals or, if you have not been able to achieve them, describe why this was. :-**

- 2. Describe how the placement has impacted on the quality of your practice and service delivery. Please give example(s) of what you have achieved to date and/or hope to achieve in the future**

- 3. Describe how the placement has benefited the service user/patient? Please give example(s) of what you have achieved to date and/or hope to achieve in the future**

- 4. Describe how the placement has contributed towards your own development and learning needs. Please give example(s) of what you have achieved to date and/or hope to achieve in the future and describe how it has supported your KSF PDP process**

Appendix 9 Using the KSF framework to evaluate your learning

KSF Evaluation

The following information is needed when recording and evaluating a learning or development activity for KSF

- Relevant KSF dimensions
- Learning and development activity
- Hours and dates
- Has the learning activity been a) completed and b) effective?
- How will you apply this learning to your work?
- Who else could you share this learning with?

More information available on evaluation through KSF:-

- e-ksf (<https://www.e-ksf.org/Home.aspx>)
- or in the following document:-
- (http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4105482.pdf)

Appendix 10
Manager evaluation

The following evaluation could be used as a reflective tool to define what has been gained/not gained as a result of releasing a member of staff for a placement.

Mackay Workbased Practice Placements

Manager evaluation of supporting learner to undertake placement

Please answer yes/no to the following questions and reflect on why the placement worked or did not work in each instance, what lessons can be learned and what could have been done differently to enhance the outcome

- 1. Has this placement contributed to the quality of the learners development**

- 2. Has this placement contributed to the quality of their practice**

- 3. Has this placement contributed to your service delivery**

- 4. Does this placement benefit the service user**

- 5. Would you consider sending another support worker/learner on placement if the opportunity arose?**

- 6. On the following scale, how useful do you think a practice placement is as a tool for learning**

0 1 2 3 4 5 6 7 8 9 10
Not useful very useful

Appendix 11

Manager framework for organising placements

Whilst all of this booklet may be of interest to you, the following are suggested key areas which may be the most relevant for you to consider:-

Step 1

Annual KSF PDP review

Step 2

In partnership with staff member identify how they will meet each learning and development

Step 3

- Support learner to find a placement
- Support learner to define their learning objectives using SMART
- Identify a mutually convenient time for learner to go on placement and agree on the amount of time available for placement

Step 4

Consider how you may wish the learner to gather evidence on placement so that they are clear about what they need to do. e.g. learning log

Step 5

- Evaluate the value of the placement for the learner's development as well as to your service.
- (appendix 10 is an example of an evaluation sheet that you could complete as a manager)
- Consider how the knowledge gained can be incorporated into practice

Appendix 12

Placement coordinators and supervisors framework for hosting placements

Whilst all of this booklet may be of interest to you, the following are suggested key areas which may be the most relevant for you to consider

Step 3

- You should get a list of the learners learning objectives for a placement before you agree to hosting the placement. This will help you decide if their learning needs can be met in your department (appendix 1 and appendix 6)
- You will be given information about your expected role (appendix 2) and the learners role on placement (appendix 4)
- Along with the learner, their manager and your staff identify a mutually convenient time for the learner to go on placement and the structure and length of the placement
- Give the learner information about placement requirements (appendix 3)

Step 4

- Discuss their learning objectives and how they could be met at the start of the placement
- Liaise with others who will be involved in the placement
- Consider how you can support the learner to gather information/evidence on placement
- Consider and agree the supervision and evaluation needed on placement
- Consider how you can provide a quality placement. Information about quality standards for practice placements can be accessed at:-
http://www.nes.scot.nhs.uk/media/7005/gsppl_leaflet.pdf. These standards currently apply to "structured placement learning in NHS Scotland that is accessed by nurses, midwives and AHPs and supported through an education programme." However although this type of placement does not fall into this category it is worth considering them as they provide the basis for a quality learning environment - e.g. 1.1, 1.5, 1.6

NHS Education for Scotland

Thistle House
91 Haymarket Terrace
Edinburgh
EH12 5HD

Tel: 0131 313 8000
www.nes.scot.nhs.uk