

Education Seminars 2011 – Case Study 2

Practice Placements

Situation

A programme team being visited for the first time explains that due to budgetary re-allocation within the services they used to work with, they have to utilise a number of new placement options in the community and private sector. As part of the evidence to support these changes they provide clear and detailed evidence of how they will monitor these placements. This includes an annual audit from the placement provider and a detailed feedback sheet from the students. This will then be collated and disseminated to practice placements to make sure there is clear collaboration between the programme and the placement providers.

The practice placement educators at these new placements will often not be from the same profession as the aspiring students. The programme team have highlighted this as a significant way in which they are teaching their students to work interprofessionally and to work in a variety of settings, allowing them to work more flexibly and therefore will be more attractive to potential employers. However, as a result of the increased work load some practice placement educators have to be paid, by students, for each supervisory session and each assessment.

Questions

What risks do you think may be associated with the practice placements in this situation?

Do you think the application of HPC's standards of education and training (SETs) would minimise these risks? What, if any, further evidence do you think the HPC would require to be sure that the programme continues to meet the SETs?

If you were a practice placement educator in this situation, who charged for supervision and assessment, what additional support do you think you would need from the education provider to ensure that no complications arose from your relationship with your supervisees?