NHS
Health Education England

Evidence-based Handbook to Practice Placements for Allied Health Professionals

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Contents
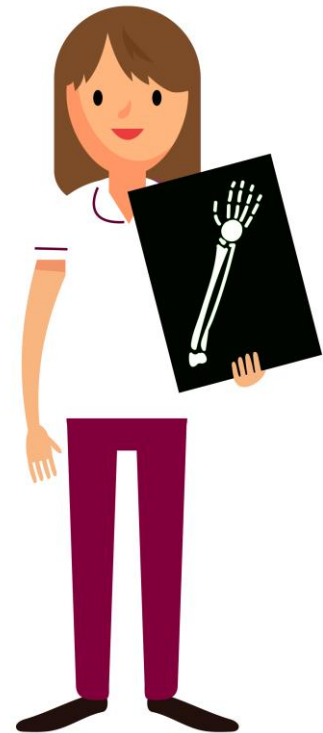
Summary

The evidence-based handbook to practice placements for all allied health professionals has been designed as a product of a wider project 'Demystifying Placements'. The aim of the project was to collate and evaluate the research evidence behind innovative placements and different models of supervision and produce an easy access guide for students, educators, and organisations to support their implementation into practice education.

Each placement or model of supervision has its own A4 page to capture the following details:

- Definition of the placement/model of supervision
- Benefits for Organisations, Educators and Students
- Considerations for Organisations, Educators and Students
- Resources and examples of use in practice
- Reference list

The placements and models covered by the guide are found in table 1.

Table 1. Summary of placement type and quick reference guides underneath each subheading.

Placement Type	Examples
Simulated Environments	1) Simulated Environments
Technology Enhanced Care Services (TECS)	1) TECS 2) Peer Enhanced E-Placement
New Learning Environments	1) Role emerging
Multi Student Models	1) Multi-student 2) Peer-assisted learning 3) Near peer
Practice-based learning in non-patient facing areas	1) Leadership 2) Research 3) Education

Simulated Environments

Definition

'Simulation is a technique that can replicate or enhance real experiences with guided experiences, that evoke or replicate substantial aspects of the real world in a fully interactive manner'. It may include virtual reality, augmented reality, or mixed reality.

(Gaba, 2004, p2; HEE, 2021)

Benefits for Organisations, Educators, Students

Educators

- Can relieve some pressure on demands for traditional clinical placements
- Reassured students are safe and have practiced their competencies in a safe environment

Students

- Prepared for practice placement
- Develop competency and practice in a safe environment
- Develop communication and understanding of patient centred care
- Improved confidence prior to going into placement
- Facilitates independent learning and increased confidence

(Gillian, Van Der Riet and Jeong; Imms et al., 2018; Grant et al., 2020; Mills et al., 2020)

Considerations for Organisations, Educators, Students

- Incorporate debriefing to students following simulation to ensure students can learn.
- Explain benefits to students of simulation prior to the placement and how it may assist them in practice. (Roberts and Cooper, 2019)

Resources/Examples of Use in Practice

- High Fidelity Simulation, CSP - www.csp.org.uk/frontline/article/high-fidelity
- Virtual Simulated Placements, Coventry University - www.coventry.ac.uk/news/2021/virtual-simulated-placements/
- HEE Virtual Simulated Placements - www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/placement-expansion-innovation/practice-learning-resources/practice-based-learning-case-study-0

References

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- Grant, T. (2019) 'Using Technology Enhanced Learning to Promote the Acquisition of Practical Skills in Occupational Therapy', *Journal of Occupational Therapy Education, 3 (2), DOI:* 10.26681/jote.2019.030212

- Gillian, P.C., Van Der Riet, P. and Jeong, S. (2016) 'Australian Nursing Students' Stories of End-of-Life Care Simulation', *Nursing and Health Sciences,* 18 (1), pp. 64-69.
- Imms, C., Froude, E., Chu, E., Sheppard, L., Darzins, S., Guinea, S., Gospodarevskaya, E., Carter, R., Symmons, M.A., Penman, M., Richmond, K., Hunt, S., Gribble, N., Ashby, S. and Mathieu, R (2018) 'Simulated versus Traditional Occupational Therapy Placements: A Randomised Controlled Trial', 65 (6), pp. 556-564.
- Mills, B., Hansen, S., Nang, C., McDonald, H., Lyons-Wall, P., Hunt, J. & O'Sullivan, T (2020) 'A pilot evaluation of simulation-based interprofessional education for occupational therapy, speech pathology and dietetic students: improvements in attitudes and confidence', *Journal of Interprofessional Care*, 34:4, 472-480, DOI: 10.1080/13561820.2019.1659759
- Roberts, F. and Cooper, K. (2019) 'Effectiveness of High Fidelity Simulation versus Low Fidelity Simulation on Practical/Clinical Skill Development in Pre-registration Physiotherapy Students: a Systematic Review, JBI Database of Systematic Reviews and Implementation Reports, 17 (6), pp. 1229-125

Technology Enhanced Care Services (TECS)

Definition

TECS placements are delivered through technology, enabling students to virtually attend placement. TECS refers to telehealth, telecare, telemedicine, and self-care which provides care that is accessible, cost effective and individualised.

(HEE, 2021)

Benefits for Organisations, Educators, Students

Educators

- Develop skills in telehealth and technology

Students

- Ability to develop clinical reasoning
- Encourage professionalisation within a telehealth environment
- Enhanced confidence with telehealth, a method of patient care likely to continue into the future.

(Twogood et al., 2020; Lyons et al., 2021; West et al., 2021)

Considerations for Organisations, Educators, Students

- When planning TECS placement a period of familiarisation with technology system is required for students and educators, also ensure a timetable is provided for routine.
- Provision must be made to ensure telehealth is accessible to all students and staff including those with hearing impairments
- Role modelling such as involving senior staff members can be used effectively to showcase the importance of telehealth promoting its importance across the whole team

(Twogood et al., 2020; Lyons et al., 2021; West et al., 2021)

Resources/Examples of Use in Practice

- RCOT – virtual placements www.rcot.co.uk/alternative-practice-placements
- Virtual Learning, CSP - www.csp.org.uk/professional-clinical/digital-physiotherapy/virtual-learning
- RCSLT, case study BCU - www.rcslt.org/wp-content/uploads/2021/02/BCU-Innovation-in-telehealth-placements.pdf
- Robert Gordon University, student blog, virtual placements - rgustudentblog.com/2020/12/04/our-virtual-physiotherapy-placement

References

- HEE (2021) AHP Technology Enabled Care Services (TECS) Practice Based Learning Guide, Available from: AHP Technology Enabled Care Services (TECS) Practice Based Learning Guide (hee.nhs.uk) (Accessed 7th December 2021)

- Lyons, R., Loftus, L., Rodden, M. Ward Lynch, S., Gaffney, S., and McAndrew, B. (2021).' Establishment of an innovative telehealth speech and language therapy placement as a rapid response to COVID-19: Sharing the Learning', *International Journal of Practice-based Learning in Health and Social Care*, *9* (2), pp. 11–20. DOI 10.18552/ijpblhsc.v9i2.738
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- West, R. (2021) 'Adapting to Online Placements', Available from: www.britishjournalofnursing.com/content/comment/adapting-to-online-placements (Accessed 7th December 2021
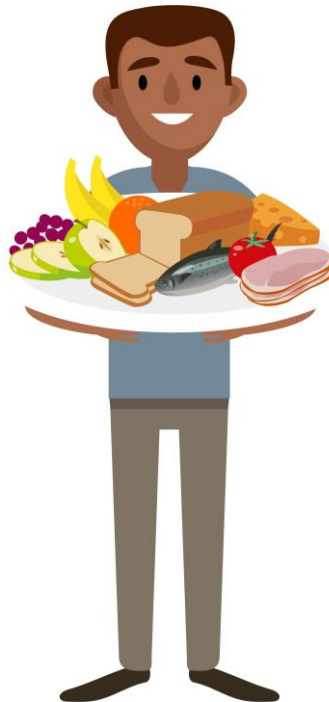
Peer Enhanced E-learning Placement (PEEP)

Definition

PEEP is an online placement involving case studies, simulation and peer facilitated group working. It involves peers from student's own profession and interprofessional peers.

(Taylor and Salmon., 2021).

Benefits for Organisations, Educators, Students

Educators

- Less pressure and demands on educator compared to traditional 1:1 model
- Involved in teaching of future AHPs using an innovative approach

Students

- Working collaboratively and providing peer feedback
- Problem solving skills
- Clinical reasoning (goal setting and prioritisation)
- Interpersonal skills

(Taylor, 2020; Taylor and Salmon., 2021)

Considerations for Organisations, Educators, Students

- HEIs and educators must be open to new ways of working and understand online pedagogy and its benefits for effective implementation
- Must consult with learning and standards of professional body to ensure it meets their requirements
- Organisation must collaborate with HEI to ensure case studies reflect clinical practice
- Ensure student support is available

(HEE., 2021; Taylor and Salmon., 20

Resources/Examples of Use in Practice

- PEEP - www.educationalchemists.com/placements.html#/
- PEEP Placement Innovation - www.youtube.com/watch?v=6nQn2y3eXNg
- HEE Occupational Therapy Case Study - www.hee.nhs.uk/our-work/allied-health-professions/occupational-therapy-virtual-practice-placement
- Adapting and Scaling PEEP - www.youtube.com/watch?v=uXaFM9CXTl8&t=8s
- University of Brighton Blog - blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/peep/

References

- HEE (2021) www.hee.nhs.uk/our-work/allied-health-professions/occupational-therapy-virtual-practice-placement
- Taylor, L. (2020) Peer Enhanced E-Placement (PEEP) – not all legitimate work related placements needs to be "face to face" Available from: blog.insidegovernment.co.uk/higher-education/peer-enhanced-e-placement [Accessed 2nd December 2021]
- Taylor, L., & Salmon, G. (2021). Enhancing Peer Learning through Online Placements for Health and Social Care Professions. *International Journal of Practice-Based Learning in Health and Social Care*, *9*(2), 1-10. https://doi.org/10.18552/ijpblhsc.v9i2.723

Role-Emerging Placement

Definition

A placement location where there is no established AHP role, however, could possibly develop into a certain AHP role in the future.

Kyte et al., 2018)

Benefits for Organisations, Educators, Students

- Role-emerging placements allow students to develop individuality and construct their identities to a degree that is not possible in traditional placements
- Students developed competency when delivering care which was not usually covered through the higher institution, it provided them with an experience to shine light on their roles as Occupational Therapists to service users which they would not usually reach and allowed them to reinforce their professional skills
- Working as independent student practitioners, which improved their confidence levels, and enhanced self-directedness
- When students justify clinical reasoning for the interventions they are preforming, they gain ownership of that practice which could not be developed under traditional established services

(Clarke et al., 2014) (Solomon et al., 2006) (Fieldhouse et al.,2009)

Considerations for Organisations, Educators, Students

- Students need a positive and open attitude to the organisation and around the placement being role-emerging, with the requirement of there being a period of induction for the student to understand their scope of practice.
- Starting the "groundwork" since occupational therapists are relatively new to the environment- a heavy emphasis was on education for service users and the organisation and the need to build rapport with patients

(Hong et al., 2020) (Solomon et al., 2006).

Resources/Examples of Use in Practice

- Worcester University-interesting placements
  https://therapyplacements.wp.worc.ac.uk/
- Public health in nursing
  https://journals.rcni.com/primary-health-care/evidence-and-practice/developing-and-evaluating-a-new-nursing-student-placement-in-public-health-teams-phc.2021.e1716/abs
- Thinking of placements differently- YouTube
  https://www.youtube.com/watch?v=VZK6yTC7ow4

References

- Clarke, C., de-Visser, R., Martin, M. and Sadlo, G., 2014. Role-emerging placements: a useful model for occupational therapy practice education? A review of the literature. *International Journal of Practice-based Learning in Health and Social Care*, *2*(2), pp.14-26.
- Fieldhouse, J. and Fedden, T., 2009. Exploring the learning process on a role-emerging practice placement: a qualitative study. *British Journal of Occupational Therapy*, *72*(7), pp.302-307.
- Hong, C.S., Ewing, L., Hibberd, J.M. and Ham, E., 2020. Reflections on role-emerging placements, *International Journal of Therapy and Rehabilitation*, 27 (7), 1759-1779.
- Kyte, R., Frank, H. and Thomas, Y., 2018. Physiotherapy Students' Experiences of Role Emerging Placements; a Qualitative Study. *International Journal of Practice-based Learning in Health and Social Care*, *6*(2), pp.1-13.
- Solomon, P. and Jung, B., 2006. An interprofessional role-emerging placement in HIV rehabilitation. International Journal of Therapy and Rehabilitation, 13(2), pp.59-65

Multi-Student Model

Definition

A change in ratio of students: clinical educator from the usual 1:1 traditional model to peer-assisted models of 2 to 3 students to 1 educator

(Martin et al., 2004).

Benefits for Organisations, Educators, Students

- Shown to help increase placement capacity, improve the learning experience of the students involved and improve departmental productivity within literature
- 2:1 model in Occupational Therapy has shown the improvements within peer learning, proactive behaviours, resourcefulness, and confidence
- Has been seen to be the most beneficial when students were matched together in pairs with similar abilities, however it was understood where students were less evenly matched, they learnt from each other's respective strengths
- Student's improved observation and feedback skills whilst also increasing efficiency in educators' involvement by decreasing repetition allowing more time for reflective practice
- 3:1 model has also been adopted within organisations and shown to provide social support and reassurance to students whilst also allowing peer problem-solving (Dawes et al., 2010) (Price et al., 2016) (Lynam et al., 2015) (Martin et al., 2004).

Considerations for Organisations, Educators, Students

- Students seem to prefer the 2:1 model at the beginning of the placement to improve confidence and collaborate in peer learning, however towards the end of the placement students preferred the 1:1
- model to allow them to demonstrate individual autonomy
- Reduced clinical exposure, the organisational barriers of managing 2 students and the supervision caseload (Martin et al., 2004). (Price et al., 2016).

Resources/Examples of Use in Practice

- University of Brighton Blog

https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/about-us/

- Alternative models

https://www.rcot.co.uk/alternative-practice-placements

References

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- Lynam, A.M., Corish, C. and Connolly, D., 2015. Development of a framework to facilitate a collaborative peer learning 2: 1 model of practice placement education. *Nutrition & Dietetics*, *72*(2), pp.170-175.
- Martin, M., Morris, J., Moore, A., Sadlo, G. and Crouch, V., 2004. Evaluating practice education models in occupational therapy: Comparing 1: 1, 2: 1 and 3: 1 placements. *British Journal of Occupational Therapy*, *67*(5), pp.192-200.
- Price, D. and Whiteside, M., 2016. Implementing the 2: 1 student placement model in occupational therapy: Strategies for practice. *Australian Occupational Therapy Journal*, *63*(2), pp.123-129.

Peer Assisted Learning

Definition

Peer assisted learning involves 2 or more students working with one educator simultaneously, students work together to facilitate learning.

(Beveridge and Pentland., 2020)

Benefits for Organisations, Educators, Students

Educators

- Able to schedule time away from students to focus on their own workload pressure and demands on educator compared to traditional 1:1 model
- Possible reduced time to deliver feedback

Students

- Reduced anxiety and access to peer support in an open learning environment
- Promotes proactivity, accounability, reflective practice and problem solving with less dependence on the educator
- Valuable teamworking experience
- Increased critical thinking and peers acting as role models

(Sevenhuysen et al., 2015; McPake, 2019; Markowski et al., 2021))

Considerations for Organisations, Educators, Students

- Consider resources available
- Requires strategies to deal with difficulties in the student pair
- Consider dedicated time to enable students to observe the educator, students value observing qualified staff as well as peer learning
- Incorporate flexibility into schedules and organise activity suitable to different learning styles

(Reidlinger et al., 2015; Markowski et al., 2021)

Resources/Examples of Use in Practice

- University of Brighton Occupational Therapy Students experiences of Peer Assisted Learning - https://soundcloud.com/user-128515981/students-experience?utm_source=clipboard&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fuser-128515981%252Fstudents-experience
- Peer Assisted Learning Model: Guidance for AHPs (NHS Scotland) - earn.nes.nhs.scot/43716/allied-health-professions-ahp-learning-site/ahp-peer-assisted-learning-pal-placements/peer-assisted-learning-model-guidance-for-allied-health-professionals

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- Markowski, M., Bower, H., Essex, R. and Yearley, C. (2021) 'Peer Learning and Collaborative Placement Models in Health Care: A Systematic Review and Qualitative Synthesis of the Literature', Journal of Clinical Nursing, 30 (11-12), pp. 1519-1541. DOI: https://doi.org/10.1111/jocn.15661

- McPake, M. (2019). Radiographers' and students' experiences of undergraduate radiotherapy practice placement in the United Kingdom. *Radiography*, **25**(3), 220– 226. https://doi.org/10.1016/j.radi.2019.01.008

- Reidlinger, D.P., Lawrence, J., Thomas, J.E. and Whelan, K. (2017) 'Peer-assisted learning and small-group teaching to improve practice placement quality and capacity in dietetics', Nutrition and Dietetics, 74 (4), pp. 349-356.

- Sevenhuysen, S., Farlie, M.K., Keating, J.L., Haines, T.P. and Molloy, E. (2015) 'Physiotherapy students and clinical educators perceive several ways in which incorporating peer-assisted learning could improve clinical placements: a qualitative study.' Journal of Physiotherapy, 61 (2), pp. 87-92. DOI: 10.1016/j.jphys.2015.02.015.

Near Peer

Definition

Near peer model involves more experienced students teaching less experienced students. The model involves a peer teacher, peer learner and educator to provide supervision for both students. (McKenna and Williams., 2017)

Benefits for Organisations, Educators, Students

Educators

- Less pressure and administration for educator
- More free time whilst students are involved in peer learning activities

Students

- Increased knowledge of patient centred care, and ethical and social factors
- Peer teacher – experience educating a peer and increased confidence in teaching, self-reflection skills, leadership skills
- Peer learner – reduced anxiety due to comfortable learning environment, improved knowledge, professionalisation

(McKenna and French., 2011; Williams, Wallis and McKenna., 2014; Grealish et al., 2019)

Considerations for Organisations, Educators, Students

- HEIs and educators must consider student pairings and have strategies in place to support students
- Educators should have strategies in place to resolve any difficulties within the pairing
- Ensure peer teachers have sufficient knowledge of teaching methods prior to the placement

(Brannagan et al., 2013; McKenna and Williams., 2017)

Resources/Examples of Use in Practice

- University of Brighton blogs on peer assisted learning - blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/emergency-contacts/
- Royal College of Occupational Therapists Webinar Near Peer Model - www.youtube.com/watch?v=OVHX1bx0cBE
- Royal College of Occupational Therapists Powerpoint Slideshow on Near Peer Model - www.rcot.co.uk/alternative-practice-placements

References

- Brannagan, K.B., Dellinger, A., Thomas, J., Mitchell, D., Lewis-Trabeaux, S. and Dupre, S. (2013) 'Impact of peer teaching on nursing students: perceptions of learning environment, self-efficacy, and knowledge', *Nurse Education Today*, 33 (11), pp. 1440-7. DOI: 10.1016/j.nedt.2012.11.018.
- Grealish, L., Armit, L., Shaw, J., Frommolt, V., Mitchell, C., Mitchell, M., van de Mortel, T., & Billett, S. (2019). 'Learning through structured peer discussion: An observational study'. *Nurse Education Today*, **82**(July), 99– 105. https://doi.org/10.1016/j.nedt.2019.08.015
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- McKenna, L. and Williams, B. (2017) 'The Hidden Curriculum in Near-Peer Learning: An Exploratory Qualitative Study', *Nurse Education Today*, 50, pp. 77-81.
- Williams, B., Wallis and McKenna, L. (2014) 'How is peer-teaching perceived by first year paramedic students? Results from three years', Journal of Nursing Education and Practice, 4 (11), pp. 8-15.

Leadership

Definition

A placement which allows students to engage in practice education which develops leadership skills and inspires students to become better leaders for the future of the NHS. These placements can be standalone or used as part of a hybrid model.

(John-Matthews et al., 2020)

Benefits for Organisations, Educators, Students

- Development of leadership skills prepares undergraduate students to face the complex challenges in today's health care environment and the uncertain future
- Contemporary theories of leadership prioritize self-awareness, ethics, morality, and social responsibility
- Improvement in students' ability to manage conflict and tolerance of others through negotiation
- Emphasis on leadership being integrated within their role rather than a skill which evolves later in your career
  (Collins, P., 2000; Ahlquist, J., 2017; Hendricks et al., 2010; Foli et al., 2014).

Considerations for Organisations, Educators, Students

- A need for research into how the development of leadership development in pre-registration AHP students transfer to those students as graduates
- Practice placements in leadership can waste time and effort if students do not focus on specific leadership behaviours
- The lack of theory around leadership in the curriculum for AHP's may make them at a disadvantage on a fully leadership placement
  (Curtis et al., 2011) (Collins, P., 2000) (Miles et al., 2019)

Resources/Examples of Use in Practice

University of Brighton placement blog:

- https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/about-us/

HEE- Maximising Leadership:

- https://www.hee.nhs.uk/sites/default/files/documents/Report%20-%20Maximising%20Leadership%20in%20Pre-Reg%20Curricula%20Research%202015_0.pdf

Student Leadership Toolkit by Kent and Medway Faculty:

- https://www.youtube.com/watch?v=gXI3N4WDEeI

HEE- There is no I in team:

- https://www.hee.nhs.uk/news-blogs-events/blogs/there-no-i-team

4 Pillars of Practice:

- https://www.careerframework.nes.scot.nhs.uk/

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- Curtis, E. A., Vries, J. D., & Sheerin, F. K (2011). Developing leadership in nursing: exploring core factors. British Journal of Nursing: 20 (5)
- Hendricks, J.M., Cope, V.C. and Harris, M., 2010. A leadership program in an undergraduate nursing course in Western Australia: Building leaders in our midst. *Nurse education today*, *30*(3), pp.252-257.
- Foli, K.J., Braswell, M., Kirkpatrick, J. and Lim, E., 2014. Development of leadership behaviors in undergraduate nursing students: A service-learning approach. *Nursing education perspectives*, *35*(2), pp.76-82.
- John-Matthews, J.S. and Hobbs, C., 2020. Helping to ensure an essential supply of Allied Health Professions (AHP).
- Miles, J.M. and Scott, E.S., 2019. A new leadership development model for nursing education. *Journal of Professional Nursing*, *35*(1), pp.5-11

Research

Definition

Placements offering learning opportunities within research activities relevant to students' area of practice, which may involve service improvement, audit, and clinical trials (Council of Deans, 2021).

Benefits for Organisations, Educators, Students

Organisations

- Improved service delivery
- Learning opportunities for research team

Educators/Researchers

- Contribute to future workforce
- Support for their own research project

Students

- Increased knowledge and confidence in research processes
- Project management skills
- Analytical skills
- Communication and presentation skills

(Dario and Simic, 2020, Zuchowski et al., 2020)

Considerations for Organisations, Educators, Students

- To promote sustainability, it requires long term relationships between universities and organisations
- Requires advanced planning
- Individually tailored support for students may be required depending on their research experience
- Must consider the need for research ethics
- Students may be apprehensive and unclear of expectations
- Educators should use the wider team to support delivery of the placement

(Dario and Simic, 2020; Zuchowski et al., 2020)

Resources/Examples of Use in Practice

- University of Brighton placement blog:
  https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/about-us/
- Wonke Blog Research Placements - wonkhe.com/blogs/research-placements-can-help-health-professionals-ground-their-practice-in-evidence/
- Clinical research placement within an Acute trust in Leicester - www.csp.org.uk/system/files/documents/2021-03/hy.pdf
- Research and Critical Care placement in Kent - www.csp.org.uk/system/files/documents/2021-04/gl.pdf
- Multiple Case studies Appendix 1 Council of Deans - www.councilofdeans.org.uk/wpcontent/uploads/2019/05/CODH.RIPR_.report_v3-002.pdf

References

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- Zuchowski, I., Heyeres, M. and Tsey, K (2020) 'Students in Research Placements as Part of Professional Degrees: A Systematic Review', Australian Social Work, 73 (1), pp. 48-63.

Education

Definition

Education placements refer to learning environments and placement design whereby AHP students can specifically develop the capabilities necessary to facilitate effective teaching & learning. (Batty & Cornell, 2022)

Benefits for Organisations, Educators, Students

Educators

- Reduced time requirements for student supervision
- Support with their module delivery and supporting development of students in education

Students

- Increased autonomy and independence
- Self-awareness and reflection skills
- Communication and presentation skills

(Batty, 2021)

Considerations for Organisations, Educators, Students

- Education placements to be integrated into normal placement pathway with staff and students understanding their value and learning opportunities provided
- Integrate students into staff team and wider departments as 'student lecturers'
- Include students in placement design to ensure placement is developed collaboratively increasing student satisfaction and promoting success.
- Communicate with students to discuss their expectations and trust students to be autonomous and empower them to make their own decisions

(Batty., 2021, JISC 2021)

Resources/Examples of Use in Practice

Helen Batty – Sheffield Hallam University, research poster from Physiotherapy UK conference in 2021 - https://twitter.com/hbattyphysio/status/1457106737576751113?s=20

References

- Batty, H. (2021) Physiotherapy UK Poster, Available from: https://twitter.com/hbattyphysio/status/1457106737576751113?s=20 [Accessed 2nd January 2022]
- JISC (2021) Jisc data analytics (2021) Students digital experience insights survey 2020/21; Findings from UK further education. Retrieved from https://repository.jisc.ac.uk/8317/1/DEI-P1-FE%20student-briefing-2021-FINAL.pdf

- Batty & Cornell (2022) Guide to Practice Based Learning for Allied Health Professional (AHP) Students in Education - building capabilities for teaching and learning **(**unpublished manuscript)