**SUMMARY OF FEEDBACK FROM DIVERSE PLACEMENT EDUCTAORS (ON-SITE AND OT) ON HAVING 2 STUDENTS - 2019**

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| **RESPONSES** | **OT EDUCATORS** | **ON-SITE PRACTICE EDUCATORS** |
| **SENT** | **20** | **21** |
| **RECEIVED** | **6** | **6** |
| **PERCENTAGE OF RECEIVED RESPONSES** | **30%** | **28.6%** |

 **Perceived advantages and/or benefits**

1. **To your organisation :**
	1. *This is a creative approach to work. Students have been very able to adapt to the context. More work can be done with service-users.*
	2. *Students added to the range of what we could offer as a service and fitted in with the staff team from day one. They were professional, boundaried and friendly at all times.*
	3. *May be able to promote the organisation as a place with high standards, that values the contribution of occupational therapy, and of professional development, which may encourage it to be seen as a good place for OTs to work.*
	4. *The potential for more OTs being employed in the field and so, a real value added around employability.*
2. **To yourself as an educator:**
	1. *Increased number of students, opportunity to offer students more autonomy and could increase work pace and capacity.*
	2. *Use of student supervision role as a means of developing staff.*
	3. *Enables the gathering of good evidence of continuing professional development and support with re-registration with HCPC. Provides opportunities for reflection and to supervise others when I otherwise would not have the opportunity to do so in my current role. Challenges me to approach tasks and challenges from different perspectives; and adapt to differing learning styles. Having two students enables different perspectives to the same challenges and require adaptability as a practitioner to encourage successful placement experience.*
3. **To the students:**
	1. *I think it works really well for them, having each other to bounce ideas off and they will often support each other*
	2. *Enables peer support whilst on placement with opportunities to discuss ideas, service development, clinical practice with peer. Difficulties may be able to be overcome through peer challenge and reflection without need to ask for additional support from supervisor.*
	3. *A peer within the same setting enables them to have someone to ask the ‘stupid’ questions without fear of judgement from other OT’s/professionals on site. Joint supervision enables them to see how supervision may be approached by other students and encourage different/better use of it as a result. Immediate pastoral support between each other so that fears, worries, frustrations and negative experiences can be supported by the other to an extent by someone who may be in a similar position and therefore empathise to a greater extent. This can enable sharing of ways to overcome these challenges so that they may come to supervisor ready to discuss these in a better frame of mind, and with a potential solution to overcome it that has been self-identified.*

**2.      Perceived barriers and/or challenges**

1. **To your organisation:**
2. *Lack of space to accommodate students especially when you do not have a base/office and work agile.*
3. *Lack of IT equipment available for students to use now moving towards electronic care records.*
4. *Additional time commitment to supervision discussions and associated note taking/report writing results in some additional time away from business as usual work.*
5. ***To yourself as an educator:***
6. *The supervisory commitment (including associated paperwork) is greater in terms of time commitment e.g. two assessment reports to reflect on and write during the placement.*
7. *challenges in supporting both students when one is meeting all of the competencies, and the other may be a failing or borderline failing student as some of the support available (in terms of peer support) may not be as beneficial or appropriate, and so additional supervisory support is likely to be required.*
8. *It must be clear from the outset that students are required to demonstrate how they are meeting competencies individually, rather than jointly*. *Supporting students to meet their individual learning outcomes can involve additional support, particularly if their learning outcomes differ.*
9. **To the students:**
10. *Students must be able to work well together. There can be challenges if learning styles do not appear to complement one another. Similarly, extrovert personalities placed with more introverted personalities can result in one student at risk of domineering the approach taken by the students, particularly if louder or more persuasive. Despite that, it could in itself be a positive learning experience if able to work through it and overcome the challenges.*
11. *Students may feel the need to ‘carry’ each other, therefore individual learning needs may be hidden. Students must come prepared to supervision sessions to an even greater extent to be able to demonstrate how they are meeting the competencies individually and differentiating their work from the other student.*

***3.      Any suggestions to help mitigate or overcome barriers/challenges?***

1. Explore if a service can increase number of students in each locality but each with their own educator.
2. Looking at the compatibility /skill set of the students being placed together.
3. Students are encouraged to look at separate areas of work and then sharing the work they have done
4. Supervisor needs to encourage co-production of the students’ approach and feel like equal partners in identifying and justifying the theoretical underpinning of the approach taken, particularly if one is quieter/shyer.
5. Joint supervision can be a great opportunity to air concerns or discuss challenges, including in relation to working together. An opportunity to provide honest feedback to each other in a safe space, moderated by the supervisor can foster positive joint working together. Questions to encourage constructive feedback can be useful such as ‘what would you say your fellow students biggest strength is?’, ‘what have you learnt from them that you think you would put into your own practice?’, ‘what have you been able to teach them that they may not have previously been aware about’?
6. Joint supervision can also mitigate some of the issues with regards to time commitment provided that students are happy to do so. This can be transient during the course of the placement, where nearer the beginning and end of the placement, it may be more appropriate to have individual supervision or devote more time to individual supervision discussions rather than wholly joint supervision – this can be led by what the students feel is their favoured approach.

**OTHER COMMENTS:**

1. All manageable with some pre- planning.
2. The ability for a practitioner to have two students at the same time is helped by skill and experience.

Questions answered by diverse placement educators: 2019

Compiled by A.Yong, 2019.