# Practice Placement Supervisor Training - Supervisors

1. Welcome

2. Pre-Placement and Induction

| **1. Please rate how important you feel the Pre-Placement & Induction element is to the Practice Placement Supervisor training programme.**  |
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|  | **Response Percent** | **Response Total** |
| 1 | Not important for this to be covered in the programme |    | 0.00% | 0 |
| 2 | Merits some reference in the programme |    | 0.00% | 0 |
| 3 | Should be included in the programme |

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 | 37.50% | 6 |
| 4 | Should be given emphasis in the programme |

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 | 31.25% | 5 |
| 5 | Should be given particular emphasis |

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 | 31.25% | 5 |
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| **Analysis** | Minimum | 3 | Mean | 3.94 | Std. Deviation | 0.83 | Satisfaction Rate | 73.44 |
| Maximum | 5 | Variance | 0.68 | Std. Error | 0.21 |   |

 | answered | 16 |
| skipped | 0 |
| Use this box to add any comments about this element as a whole or any of the component parts. (5) |
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| 1 | [13/08/2020 11:55 AMID: 146470457](/survey/results/responses/id/781654?u=146470457) | It's useful to know what information the learner has already been given, to refer them back to this material for any relevant queries |
| 2 | [13/08/2020 16:26 PMID: 146490451](/survey/results/responses/id/781654?u=146490451) | pre-placement activity is essential to effective ""contracting"" between institution, student and supervisor. Supervisors should be clear and confident in what they should expect from institutions and what their ""rights"" are in the process. |
| 3 | [14/08/2020 09:53 AMID: 146513329](/survey/results/responses/id/781654?u=146513329) | Sometimes real life makes change inevitable, but having a clear plan at the outset, helps to focus the student and prepare them for possible change. |
| 4 | [17/08/2020 10:35 AMID: 146617466](/survey/results/responses/id/781654?u=146617466) | Clarification regarding all aspects of the placement should be discussed and clarified prior to the placement starting. If any issues were to arise then there is a document to refer to. |
| 5 | [02/09/2020 17:15 PMID: 147471650](/survey/results/responses/id/781654?u=147471650) | Contracting is missing, so students understand expectations of evening work, unsocial hours etc. |

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3. The Placement Process

| **2. Please rate how important you feel the Placement Process element is to the Practice Placement Supervisor training programme.**  |
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|  | **Response Percent** | **Response Total** |
| 1 | Not important for this to be covered in the programme |

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 | 6.25% | 1 |
| 2 | Merits some reference in the programme |    | 0.00% | 0 |
| 3 | Should be included in the programme |

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 | 12.50% | 2 |
| 4 | Should be given emphasis in the programme |

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 | 43.75% | 7 |
| 5 | Should be given particular emphasis |

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 | 37.50% | 6 |
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| **Analysis** | Minimum | 1 | Mean | 4.06 | Std. Deviation | 1.03 | Satisfaction Rate | 76.56 |
| Maximum | 5 | Variance | 1.06 | Std. Error | 0.26 |   |

 | answered | 16 |
| skipped | 0 |
| Use this box to add any comments about this element as a whole or any of the component parts. (3) |
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| 1 | [13/08/2020 16:26 PMID: 146490451](/survey/results/responses/id/781654?u=146490451) | important that people understand all of this. There should be an emphasis on the skills involved, as distinct from the information elements - which will change over time and are likely to vary between programmes and institutions. |
| 2 | [14/08/2020 09:53 AMID: 146513329](/survey/results/responses/id/781654?u=146513329) | I feel this is necessary as a tool - working in changing community health environs - a process of development very much required and enhances learning for student especially when things do not go to plan builds the reflective process |
| 3 | [17/08/2020 10:35 AMID: 146617466](/survey/results/responses/id/781654?u=146617466) | All of the components listed are key to the placement and should be focussed on, in the Supervisor Training. |

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4. Reflective Practice

| **3. Please rate how important you feel the Reflective Practice element is to the Practice Placement Supervisor training programme.**  |
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|  | **Response Percent** | **Response Total** |
| 1 | Not important for this to be covered in the programme |

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 | 6.25% | 1 |
| 2 | Merits some reference in the programme |    | 0.00% | 0 |
| 3 | Should be included in the programme |

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 | 6.25% | 1 |
| 4 | Should be given emphasis in the programme |

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 | 31.25% | 5 |
| 5 | Should be given particular emphasis |

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 | 56.25% | 9 |
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| **Analysis** | Minimum | 1 | Mean | 4.31 | Std. Deviation | 1.04 | Satisfaction Rate | 82.81 |
| Maximum | 5 | Variance | 1.09 | Std. Error | 0.26 |   |

 | answered | 16 |
| skipped | 0 |
| Use this box to add any comments about this element as a whole or any of the component parts. (4) |
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| 1 | [13/08/2020 16:26 PMID: 146490451](/survey/results/responses/id/781654?u=146490451) | perhaps the key element of the workplace learning, which will help link theory to practice and enable students to develop and hone the skills of learning on and in practice - which are core to learning at all stages in a professional career |
| 2 | [14/08/2020 09:53 AMID: 146513329](/survey/results/responses/id/781654?u=146513329) | Making time for reflection is so so important fro future development and student learning |
| 3 | [17/08/2020 10:35 AMID: 146617466](/survey/results/responses/id/781654?u=146617466) | Once again, this is a key factor (Reflective Practice) during the placement and on into working within the CLD field. |
| 4 | [02/09/2020 17:15 PMID: 147471650](/survey/results/responses/id/781654?u=147471650) | If this element isn't a priority then a placement should not be offered. |

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5. Assessing Student Practice

| **4. Please rate how important you feel the Assessing Student Practice element is to the Practice Placement Supervisor training programme.**  |
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|  | **Response Percent** | **Response Total** |
| 1 | Not important for this to be covered in the programme |

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 | 6.25% | 1 |
| 2 | Merits some reference in the programme |    | 0.00% | 0 |
| 3 | Should be included in the programme |

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 | 12.50% | 2 |
| 4 | Should be given emphasis in the programme |

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 | 25.00% | 4 |
| 5 | Should be given particular emphasis |

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 | 56.25% | 9 |
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| **Analysis** | Minimum | 1 | Mean | 4.25 | Std. Deviation | 1.09 | Satisfaction Rate | 81.25 |
| Maximum | 5 | Variance | 1.19 | Std. Error | 0.27 |   |

 | answered | 16 |
| skipped | 0 |
| Use this box to add any comments about this element as a whole or any of the component parts. (4) |
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| 1 | [13/08/2020 11:55 AMID: 146470457](/survey/results/responses/id/781654?u=146470457) | The supervisor becomes the learner's key contact for this during placement and should have a clear understanding of the overall outcomes and requirements to provide best support to the learner and/or direct placement activities to enable this. |
| 2 | [13/08/2020 16:26 PMID: 146490451](/survey/results/responses/id/781654?u=146490451) | 40% of learning is in the field and the primary assessment responsibility lies with the practice supervisor. The development of assessment skills and approaches appropriate at different levels of professional learning programmes is critical if assessment is to be robust and lead to the development of competent practitioners. This is not a traditional area of strength; the field has to be well prepared to play its part in ensuring professional standards and assessment is at the heart of that. People need to understand assessment as an essential component of learning and not just a point of completion and progression. |
| 3 | [14/08/2020 09:53 AMID: 146513329](/survey/results/responses/id/781654?u=146513329) | There is value in both formal and informal feedback for growth of student and supervisor learning. With emphasis on conversations about what could be done better to increase and focus better outcomes, motivations, etc.  |
| 4 | [02/09/2020 17:15 PMID: 147471650](/survey/results/responses/id/781654?u=147471650) | Working through this element prepares students for the reality of practice and modelling feedback. |

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6. Additional Comments

| **5. Please let us know if we have missed anything you think would be helpful to include in the Placement Supervisor Training Programme.**  |
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|  | **Response Percent** | **Response Total** |
| 1 | Open-Ended Question | 100.00% | 9 |
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| 1 | [13/08/2020 11:55 AMID: 146470457](/survey/results/responses/id/781654?u=146470457) | What steps to take if placement student is not meeting expectations? |
| 2 | [13/08/2020 16:26 PMID: 146490451](/survey/results/responses/id/781654?u=146490451) | The key thing for me is to focus on helping supervisors to develop the skills and competences involved in supporting a student on a professional learning programme. This includes understanding their roles as ""practice educator"" and ""assessor"". The specific details of any specific programme and its bureaucratic procedures are not important - supervisors need the competences that underpin the role across all programmes. The specifics of any programme are the induction responsibility of the agency ""commissioning"" the placement. |
| 3 | [13/08/2020 21:15 PMID: 146503055](/survey/results/responses/id/781654?u=146503055) | It might be included in another section, but including how to support difficult, failing or otherwise problematic students would be beneficial. How to have coaching conversations, managing conflict, resolution focused working etc. It comes up more than you’d like!  |
| 4 | [14/08/2020 09:53 AMID: 146513329](/survey/results/responses/id/781654?u=146513329) | This may well be included, I feel a simple checklist can be used to track progress of placement outcomes, month 1, 2, 3 for example.  |
| 5 | [17/08/2020 10:13 AMID: 146615782](/survey/results/responses/id/781654?u=146615782) | A firmer agreement on the role and responsibility of the student supervisor from the institution. Have found recently(in some cases and with some institutions) that often this slides with missed support session, missed paperwork, missed deadline. This made the student feel undervalued and the placement institution used. Needs to be a emphasis on the partner relationship, roles and responsibilities with institution, student and placement supervisor. A more positive understanding between all will benefit everyone. |
| 6 | [17/08/2020 10:35 AMID: 146617466](/survey/results/responses/id/781654?u=146617466) | If/when, a supervisor should experience any issues/difficulties in supporting the student during the placement. |
| 7 | [18/08/2020 13:31 PMID: 146687202](/survey/results/responses/id/781654?u=146687202) | it might be a good idea to have a mid point meeting for supervisors, a la standardization meetings with SVQ assessors.Would be good to know you are all expecting the same standard of work. |
| 8 | [24/08/2020 10:23 AMID: 146986527](/survey/results/responses/id/781654?u=146986527) | One of the issues experienced in the past as a supervisor has been the knowledge that the student was not meeting the competences. When raised with the university either placed the student with another placement provider or found work arounds - as opposed to accepting the evidence provided and removing the person from the programme. |
| 9 | [02/09/2020 17:15 PMID: 147471650](/survey/results/responses/id/781654?u=147471650) | Standards of report writing; assessments/ evidencing etcExploring core engagement toolsOngoing risk assessments, indoor and outdoorExploring evaluation toolsWork life balance:realistic expectations |

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|   | answered | 9 |
| skipped | 7 |