Lessons learned through feedback from stakeholders involved in a Professional Social Care Work placement model.
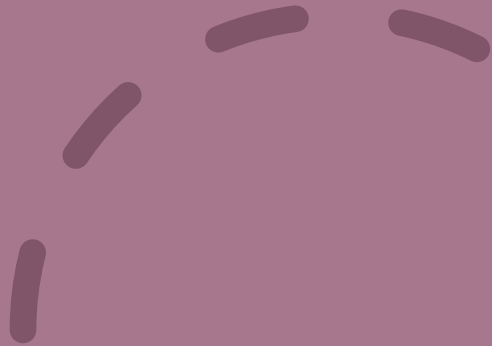
- Raymond Watson
- Assistant College Director
- Open Training College

- QQI Conference
- 17th October 2023

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Social Care Work

BA Social Care
Achieved CORU approval 2022

Had to change our model from work based to practice placement based in 2019

A key criterion for QQI and CORU is gathering feedback from key stakeholders

The feedback being part of overall quality review

Key stakeholders

People who use the service where the student is completing the placement

Practice Education Team

Agencies (through practice educators – people who work in the agency and supervise the student)

College (practice placement coordinator and supervisor)

Students

Feedback achieved through

Focus groups (people who uses the service, Practice Educators)

One-to-one meetings with Practice Educators

Student feedback through student representatives, end of year survey, feedback to faculty

Issues identified through the year

Ongoing consultation with industry reps

5 themes identified

- 1. Effectiveness of College Communication
- 2. Placement model
- 3. Assessment
- 4. Level of preparation of students and practice educators before placement
- 5. Role and contribution of the student to the placement agency

1. Effectiveness of College communication

- Emails, phone calls, in person meetings

- Appropriate, Clear and Timely

1. Effectiveness of College communication

- Too much paperwork

- A lot of documents to be read, completed and signed.

2. Placement model

Two placement models

A – Standard 25 weeks, 16 hours
B – Block 10 weeks, 40 hours

• Pros and Cons of A identified

• **Cons - A**

• Organisational flow
• Complete picture?

2. Placement model

- **Pros - A**

- Student got to know the service user better over 25 weeks

- Suited student work, life, study balance

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3. Assessment

Reviewed the tripartite meetings/portfolio/Assessment record book/inductions

Generally positive, clear responsibilities for all

But again, the amount of paperwork was an issue

4. Level of Preparation

Students and practice educators were well-prepared

Clear induction and responsibilities

One agency identified the need to place emphasis on the importance of professional communication.

Had been some issues around deadlines and the need to contact the PE within work hours.

5. Role and contribution of the student in the agency

People who used the service said it was great to have someone new

Increased their community outreach opportunities and family contact

Student became a part of the team

Feedback

- Gathered and presented to programme board

- Positives and negatives discussed and action plan put in place.

Documentation

How the College responded

- Based on feedback -
- All documentation reviewed including the practice placement handbook, assessment portfolio, forms.
- Duplication identified and removed.
- Forms reviewed and made more user-friendly e-forms where viable.
- Places in assessment portfolio that required a practice educator signature were reduced in number, still ensuring all relevant actions had been approved.

How the College responded

Placement Model

- Based on feedback -
- More detailed discussions with agencies about the placement models available
- Identify concerns of agencies and create a FAQ online resource

How the College responded

Professional Communication

- Based on feedback -
- Increase emphasis on the area in relevant modules
- Add an extra section on preplacement module
- Discuss possible supports for students from Practice Educators

Responsiveness

- **Active listening**
- **Person centred**
- **Flexible**
- **Timely**
- **Collaboration**
- **Continuous Improvement**
- **Evidence informed**