

Approach to change case studies

These case studies are examples of possible changes and how these might impact on the standards of education and training (SETs) and / or standards of proficiency (SOPs). These are examples only and other standards may be affected.

Case study - A

As a result of consistently poor feedback from students about their practice placements, an education provider has decided to alter the way students undertake their placement experience. The main area of criticism was that students felt they were expected to act as professionals as soon as they arrived and were often treated simply as 'another pair of hands' throughout their time on placement. This led to many students getting consistently low marks as they went out on placement after the first three weeks and were often unsure of what they should be doing. Further criticism was that the practice placement educators simply did not know what their role was in regards to the students.

Instead of two 'long blocks' of placement experience, lasting eight weeks each, the programme team have decided that students will now take four small 'blocks' lasting three weeks each interspersed with the academic sessions. These smaller blocks will allow students to 'rotate' more amongst the placements that the programme team have in their database. The programme team also feel that this format allows them to take on the pastoral role in the placement setting negating the need for practice placement educators to do this.

1. What is the risk associated with this case study?
2. Which SETs have been impacted?
3. What evidence would you want to see to support the change?

Possible associated risks	SETs which may be impacted	Possible evidence
It seems the changes were made on student feedback only. How does the programme team collaborate with practice placement providers?	3.3 5.10	Minutes of meetings
Do students have the information and training they need before going on placement?	5.11	Teaching materials Practice placement handbook
Do practice placement providers know what is expected of them in terms of the learning outcomes and assessment procedures?	5.8 5.11	Training materials Practice placement handbook
The length of placements has decreased. Does this support the delivery of the programme and achievement of the learning outcomes?	5.2	Rationale of how the SOPs continue to be met
What is meant by the programme team taking on a pastoral role?	3.12	Student handbook

Case study - B

As a result of a professional body encouraging greater service user and carer participation in pre-registration education and training programmes, an education provider allocated resource to its programme teams to facilitate this involvement. This has led to a number of innovations on the programmes, varying from inclusion in teaching and learning, to the completion of surveys to determine how this particular profession is viewed by users of their services.

Last year, on their three year programme Imran, a service user, was interviewed by a module leader in front of the group, as a one-off. Imran was asked about his experience and was able to provide a number of stories from the service user perspective. The students felt this was a highly valuable addition to the programme, so the programme team responded to the feedback by contacting a variety of different service user and carer organisations, requesting people willing to come and talk to the students about their experiences, on a voluntary basis. This year they ran a short series of talks which were delivered by service users and carers on their lived experience of the service from the profession. The speakers were briefed beforehand by the programme team, on the kind of topics that may be relevant and appropriate to the programme.

However, as this was outside of regular teaching, the sessions were not mandatory and this resulted in poor attendance. Some of the service users and carers are therefore unwilling to engage with the programme further.

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Questions which may be asked	SETs which may be impacted	Possible evidence
Is this involvement appropriate to the programme and is it sustainable?	3.3 3.17	Evidence which explains and justifies the involvement
Attendance wasn't mandatory. Were learning outcomes attached to the talks? If so, are they an appropriate way to deliver the learning outcomes?	4.1 / 6.1 4.8	Module descriptors Student handbook
The changes have been informed by the professional body.	4.2	Rationale for making changes
Poor attendance and unwillingness of service users and carers to continue engaging with the talks. Are service users and carers being effectively used?	3.8 3.15 3.17	Attendance policy Service user and carer support / training material
It is unclear how the surveys relate to the programme.	3.3	Results of surveys Minutes of meetings