

# Practice Placements: work-based learning for professional development

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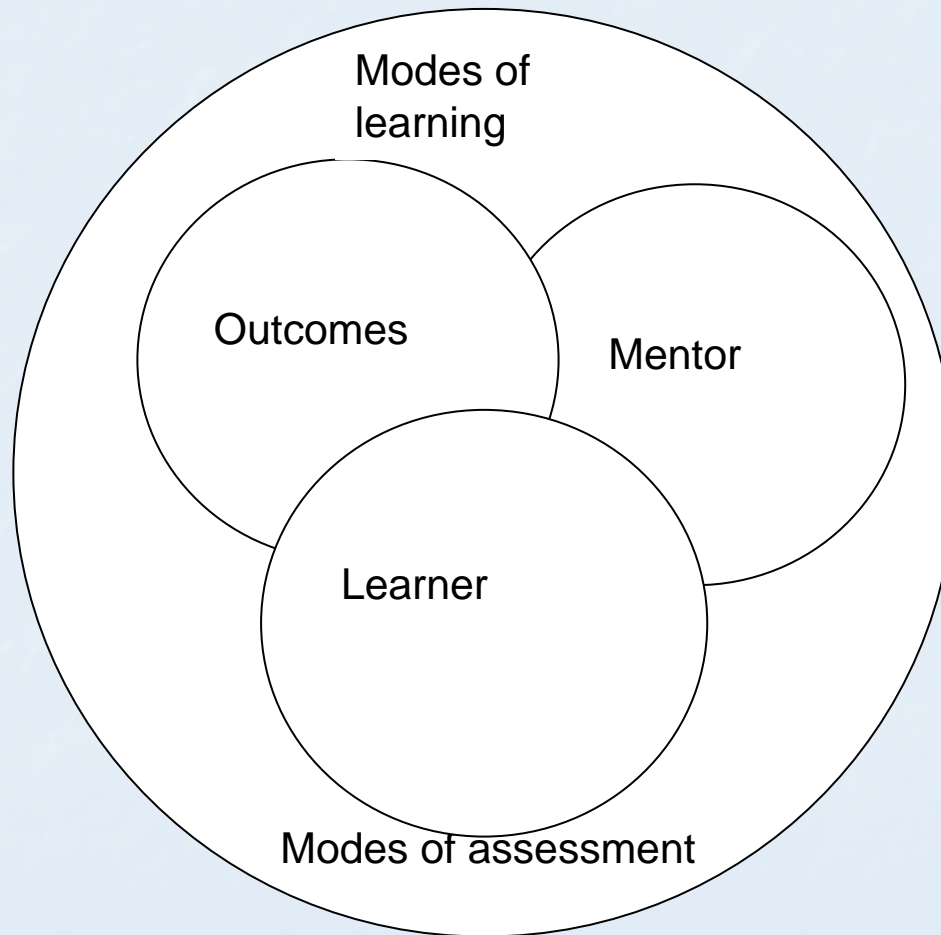
# Practice Placements

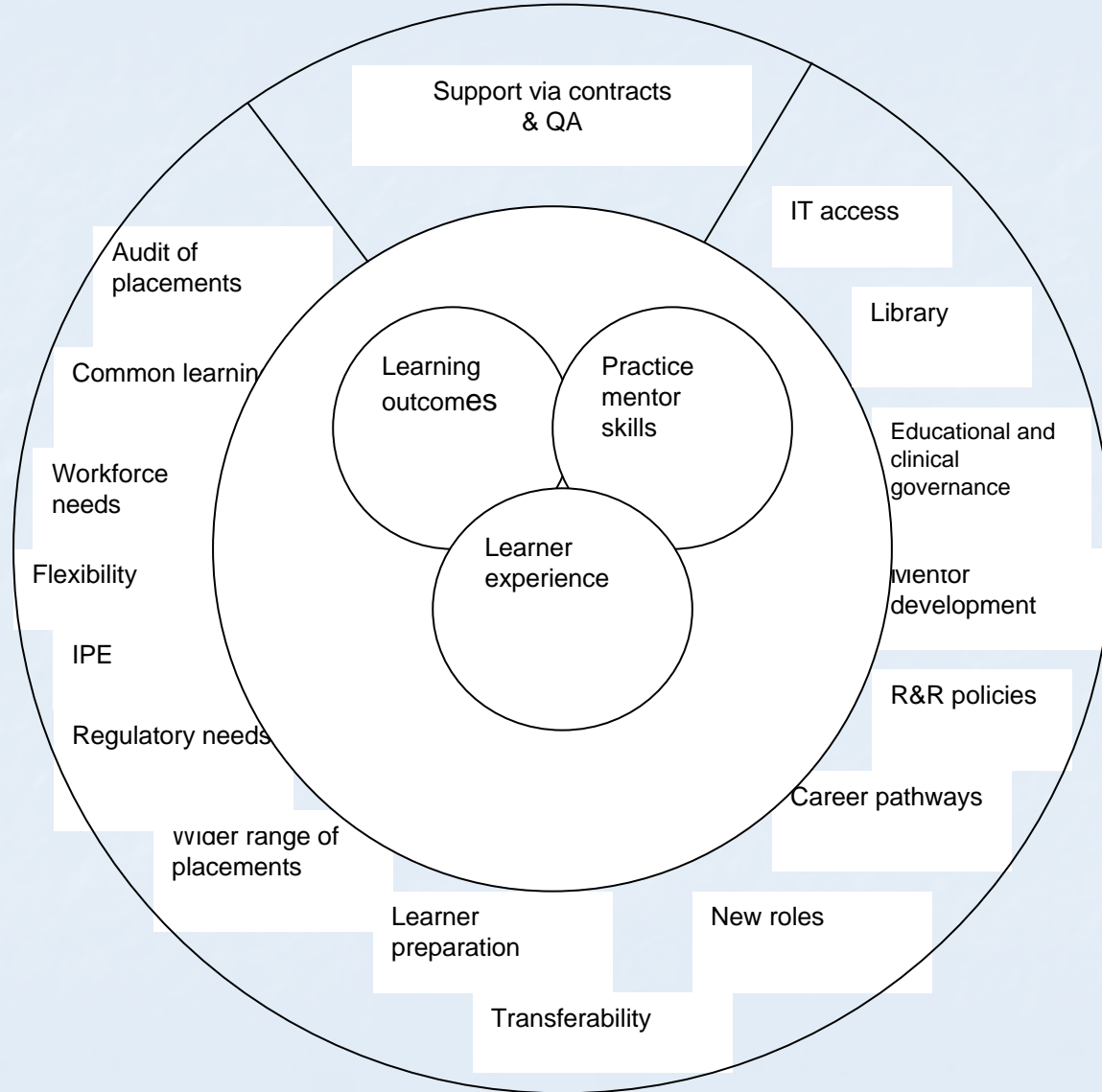
- Findings of review undertaken for NHSU
- Some theoretical aspects
- Implications for supervisor development

# Key Issues

- Increased numbers
- Range of programmes
- Funding
- Regulation
- QAA
- Placement supervision
- IPE agenda
- Linking learning outcomes to placements
- Learner expectations
- Clinical governance
- Transferability
- Confusion of roles

# Review Findings





# Some theoretical aspects

- Evolution of professional education
- Eraut's model
- Vicarious learning
- Zones of proximity
- Novice to expert
- Bordages diagnostic expertise

# Evolution of professional education

- Apprenticeship
- Scholastic
- Craft-knowledge
- Reflective practitioner
- What next? – judgement?, intuition?, capability?

# Eraut's model

- Propositional
- Process
- Personal



- Vicarious learning
- Zones of proximity

# Novice to Expert

- Novice
  - Advanced Beginner
  - Competent
  - Proficient
  - Expert
- Reduced
  - Dispersed
  - Elaborated
  - Compiled

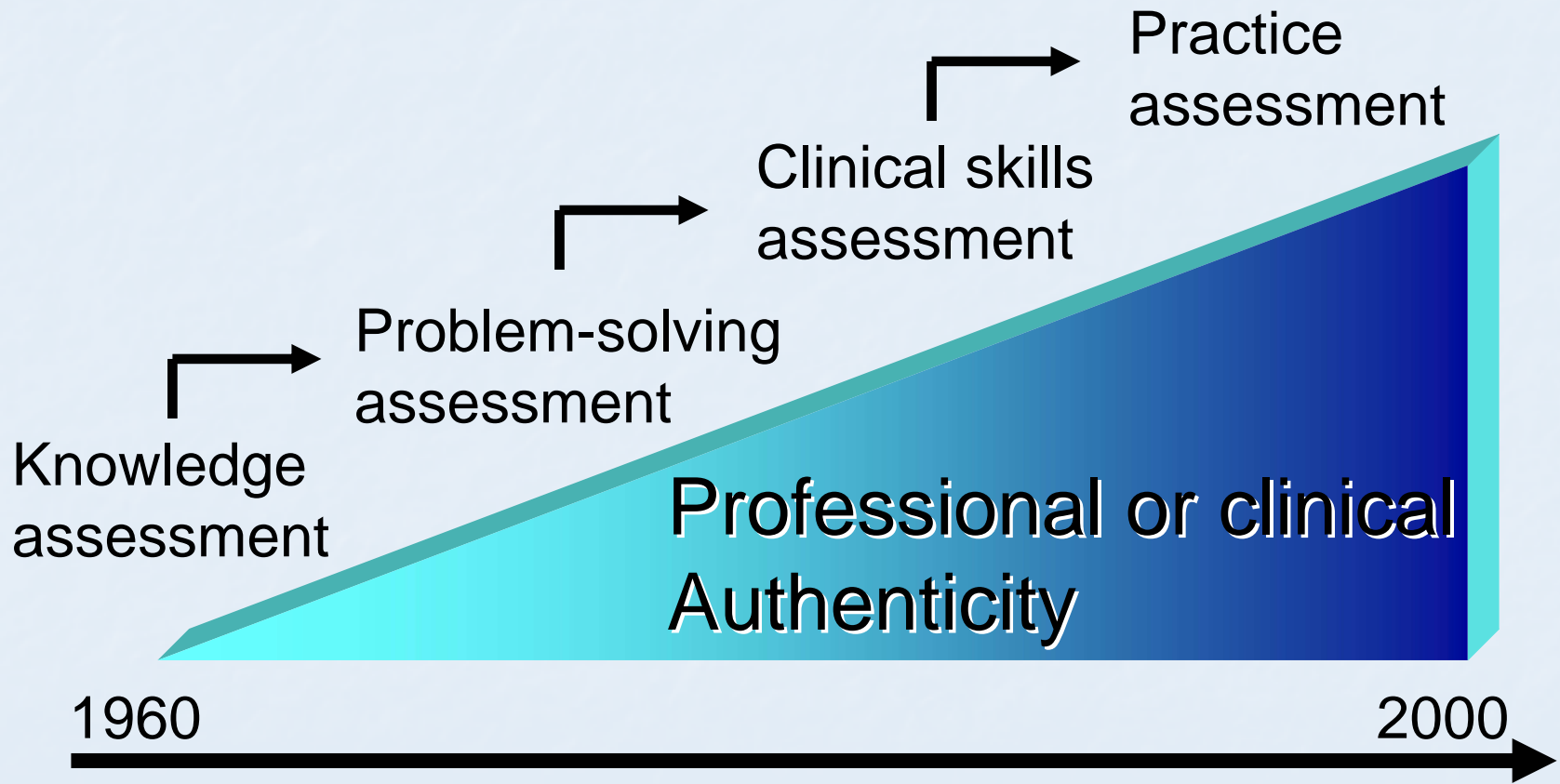
Benner

Bordages

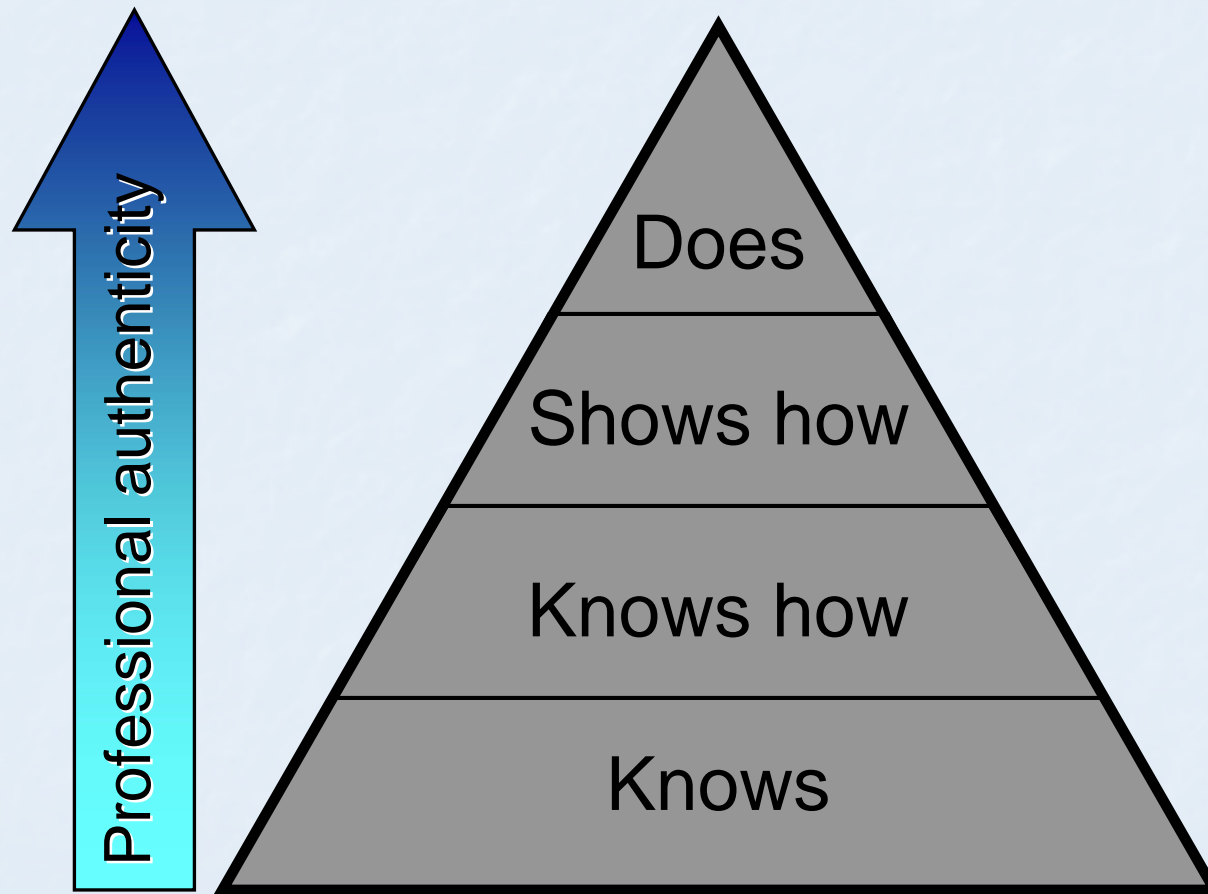
# *Implications for development of supervisors*

- Anticipated learning outcomes
- Means of assessment
- Level of development of learners
- Unpacking own expertise
- Recognising zones of proximity

# What is the hallmark of competence?

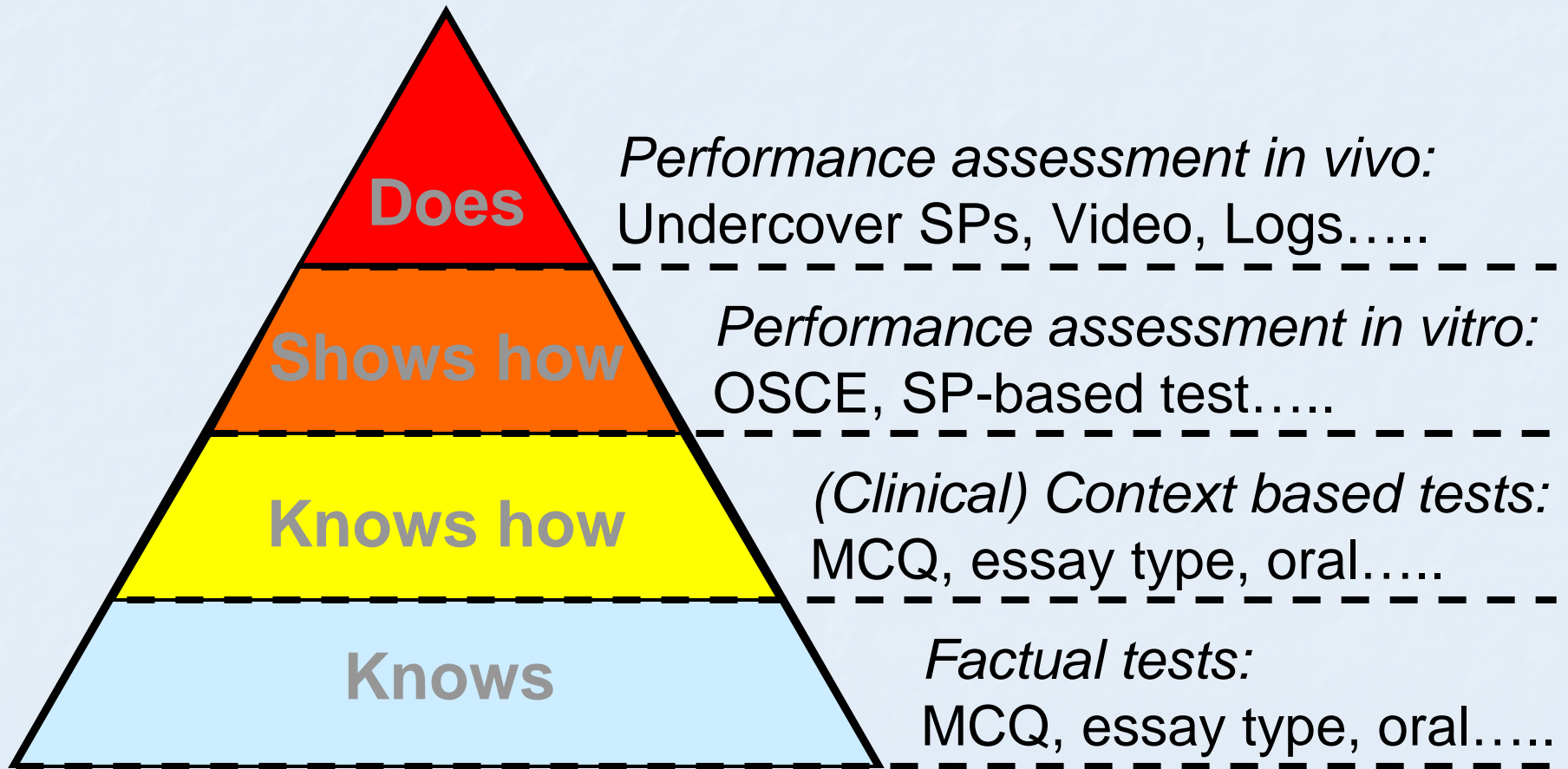


# A simple model of competence

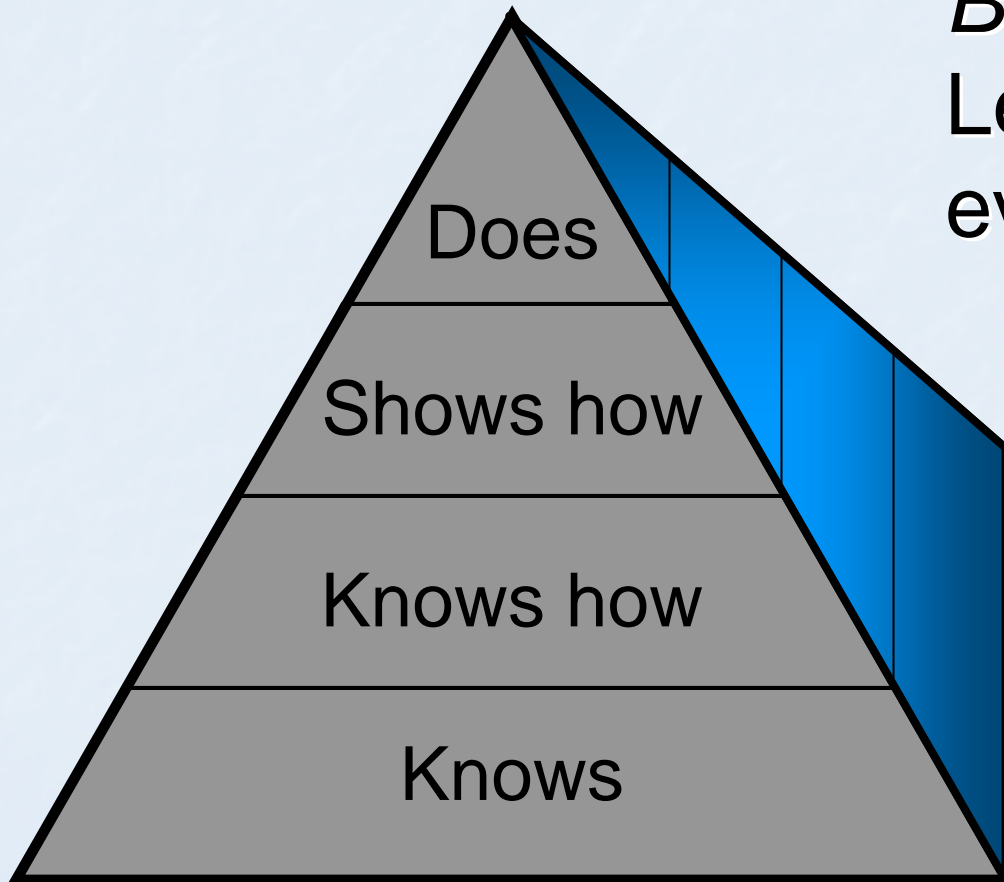


Miller GE. The assessment of clinical skills/competence/performance.  
Academic Medicine (Supplement) 1990; 65: S63-S7.

# A simple model of competence



# What's missing?



*Basic method:*  
Learning process  
evaluation

"Meta" skills