



## NTFS Project Leads

Dr Alison Ledger

Research Fellow

Leeds Institute of Medical Education

[A.Ledger@leeds.ac.uk](mailto:A.Ledger@leeds.ac.uk)

# Understanding and developing learning in clinical settings



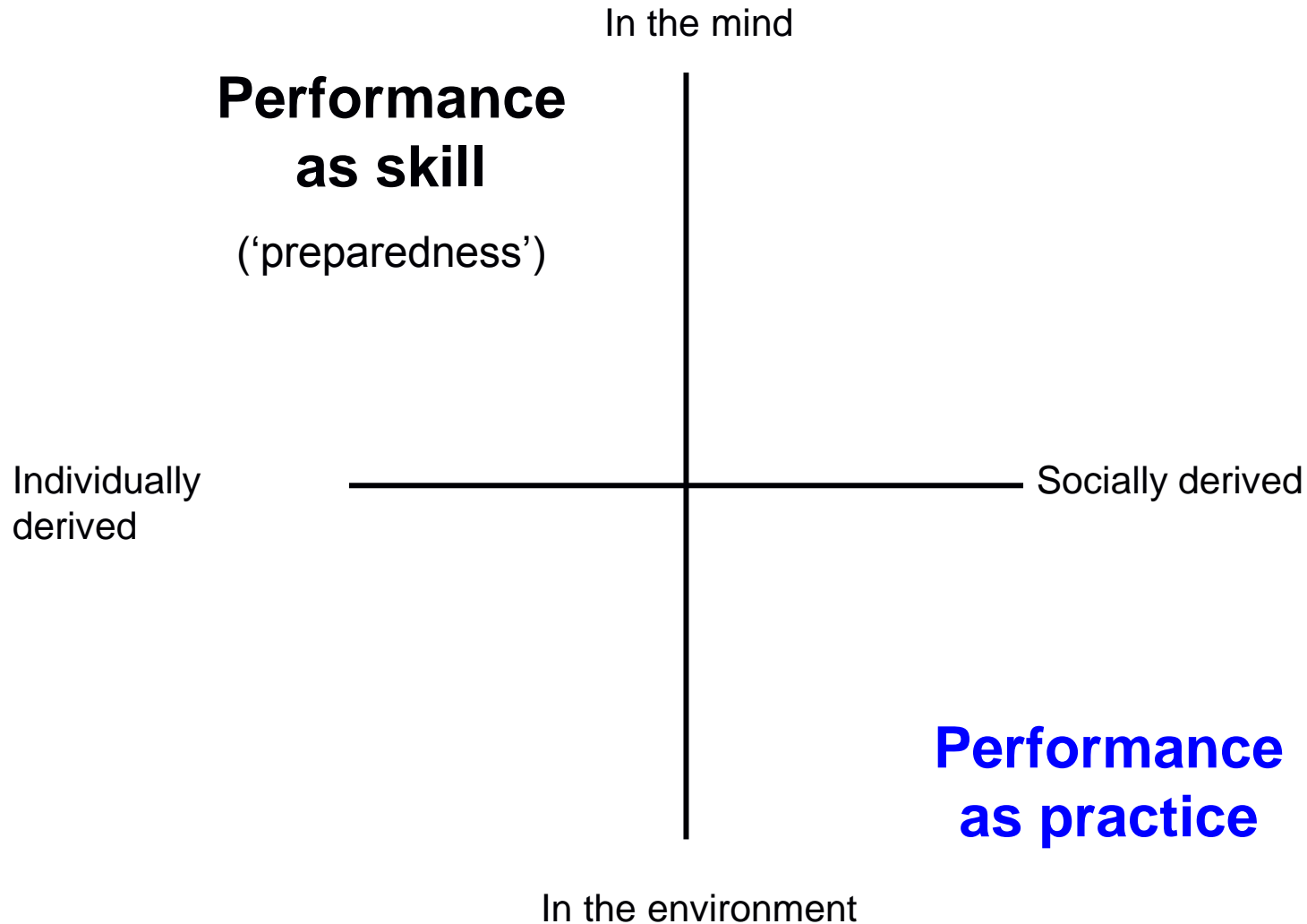
UNIVERSITY OF LEEDS

1. What do students say they are doing (and not doing) on clinical placement?
2. What is the clinical placement experience like for students?
3. Are there any differences in what students say they are doing and what staff members say that students are doing?
4. How can we help facilitate clinical placement learning?

# Underlying assumptions



UNIVERSITY OF LEEDS



Adopted from Alexander, 2007



Healthcare work and learning tends to be understood  
as skill (possessed or acquired)  
but we are arguing it is better understood  
as practice (doing or being)



	Individual Interviews	Online Survey	Resource Development Groups
Audiology	9 Y3 students 2 staff	14 Y3 students	16 Y3 students
Medicine	6 Y1 students 11 Y3 students 9 staff	73 Y3 students	7 Y3 students
Nursing (adult)	12 Y1 students 10 staff	33 Y1 students	9 Y1 students



- Interviews – case summaries & identification of key issues
- Survey – descriptive statistics
- Resource development groups – summaries of responses

# 4 key issues



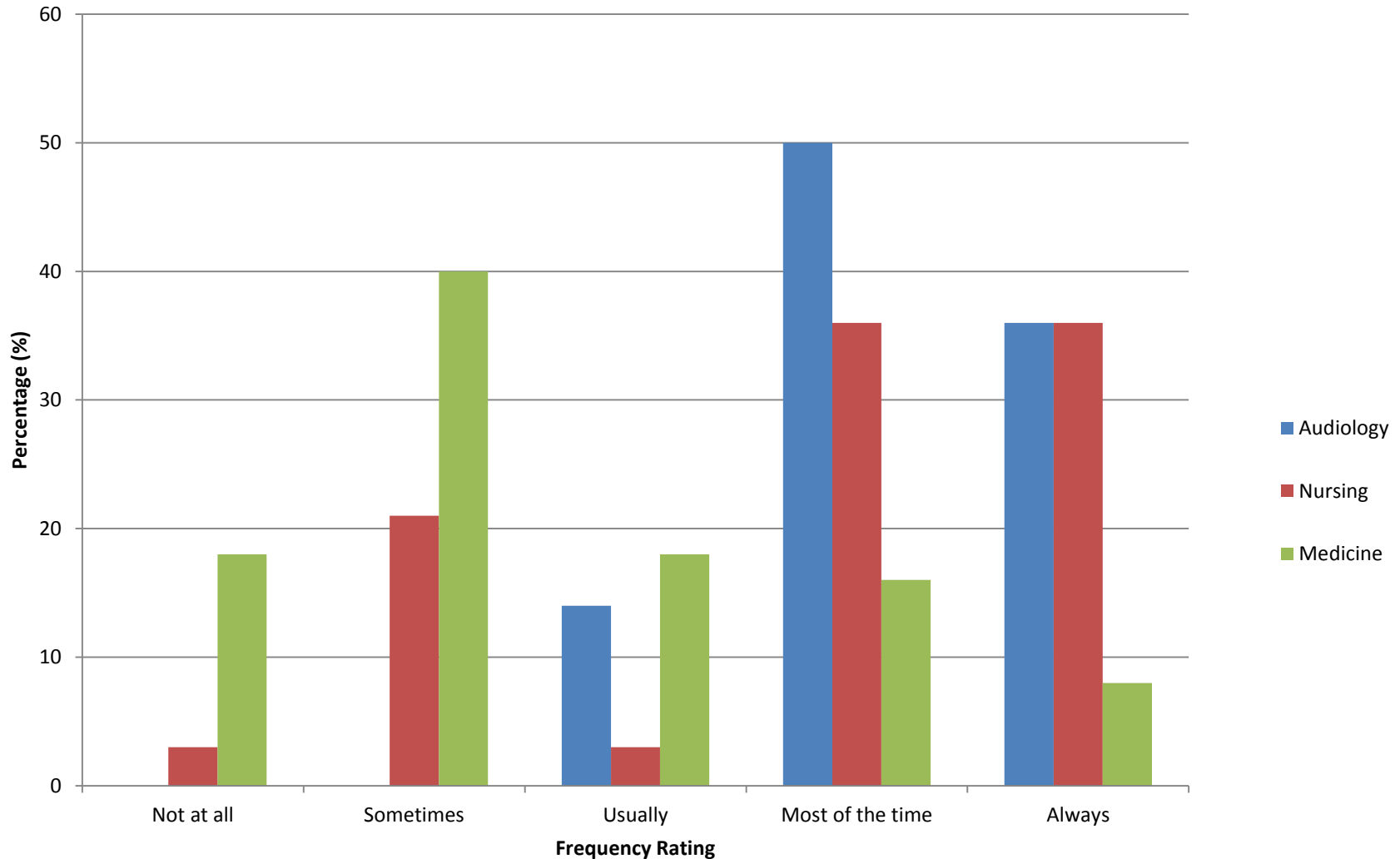
UNIVERSITY OF LEEDS

1. Learning how to learn
2. Involvement
3. Feeling part of the team
4. Time

# Given that you are a student, how much did you feel part of the clinical team?



UNIVERSITY OF LEEDS







## Audiology-specific aspects:

- Nature of audiology work
- Small profession
- Length of placements
- Degree of involvement
- Social inclusion
- Employment status

# Points for discussion



UNIVERSITY OF LEEDS

Are there ways in which students can become more involved in clinical work?

How can we help students to feel part of the team?

What is the optimum length for placements?