Dear colleagues

The Leeds MBChB ‘Expectations of Student Practice Guide’ for use on clinical placements

Many thanks for your support and delivery of clinical placements across the Leeds MBChB course. We are delighted that the ongoing development of placements (often led by clinical supervisors) continues to deliver high quality, authentic learning and teaching recognised by staff, students and the GMC.

Our students currently work with multi-disciplinary teams (MDTs) in a wide range of clinical settings, helping deliver safe, patient-centred care as part of their training. Students already wear coloured badges to denote their year of study and adhere to a strict professional code, focusing on respect, dignity, attendance and behaviour in and out of the clinical workplace. However, we recognise that it can often be difficult to know what students at different stages of training should (and shouldn’t) do on placement, leading to problems with appropriate engagement with patient care and challenges for supervision.

Introducing the ‘Expectations of Student Practice Guide’
An ‘Expectations of Student Practice Guide’ has been developed to outline the knowledge, clinical skills and behaviours expected of our students by year of study, linked to their coloured badges.

The Guide comprises two elements:

- a ‘Summary for staff in clinical areas’ gives a brief overview of the expected activity and level of supervision linked to the coloured badges

This summary is designed to help students, staff and patients understand the minimum levels of activity expected whilst on placement, and the degree of supervision required by professional staff. This poster outlines a summary of these levels and key areas for face-to-face supervision.

- “Student Expectations Guide” gives more detail for placement supervisors with a programme of detailed skills and pre-placement induction and safe practice training (including hand hygiene, asepsis and IT governance).

A group of 15 activities underpin this Guide, spanning core clinical skills (including practical procedures), prescribing and patient safety. This avoids long lists of individual competencies (which can often be impracticable in busy day-to-day clinical practice), and reflects that we never do a competence in isolation, so we have made sure these activities are authentic. By making the activities open to all students, we make sure they get learning opportunities out of every patient encounter. The Expectations Guide will help all clinical staff and students be clear about ‘what’ is expected of students during each of the five undergraduate years. The Guide is based around a simple entrustability scale, moving through an “observe-supervise-initiate-peer teach-type scale” as student experience and ability grows.
Where we need your help

- ‘Summary for staff in clinical areas’ - we would like you to display in as many clinical and teaching areas as possible, including via media (desktop screensavers and plasma screens).

- ‘Student Expectations Guide’ - lists the 15 clinical activities and entrustability scale/expectations by year of study. This will be made available to students and we would like you to ensure a copy of this letter and the more detailed ‘Summary for staff in clinical areas’ is sent to all clinical placement supervisors. This requires no immediate action by them and should affirm their existing high quality levels of teaching and supervision (a number of them have contributed to the creation of this Guide). As the Guide rolls out, students will increasingly use it to link with their workplace-based assessment (which will be delivered via mobile device as present).

We will be evaluating the launch of the ‘Expectations of Student Practice Guide’ over the next few academic years, both in terms of impact on placements (through supervisor and student use), in-course/workplace assessment achievement and linkage with our high stakes, end of year OSCEs.

We welcome constructive feedback to help the Guide develop and be more user-friendly – which can be emailed via seg@leeds.ac.uk

Yours

Professor Richard Fuller

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