



# Keele

UNIVERSITY

EST 1949

# **The development of an authentic hybrid learning environment for 1st year undergraduate Radiography students to benefit their mental health and well-being**

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# Why the need for a hybrid placement design

## What is a Hybrid placement?

Shared placement between clinical placements and academic days.

## Why the need?

- COVID-19 pandemic /room capacity
- Increase students identifying as neurodiverse
- Increase demands on mental health support for students whilst undertaking placements
- Supportive environments
- Lockdown - impact on social skills



# The design

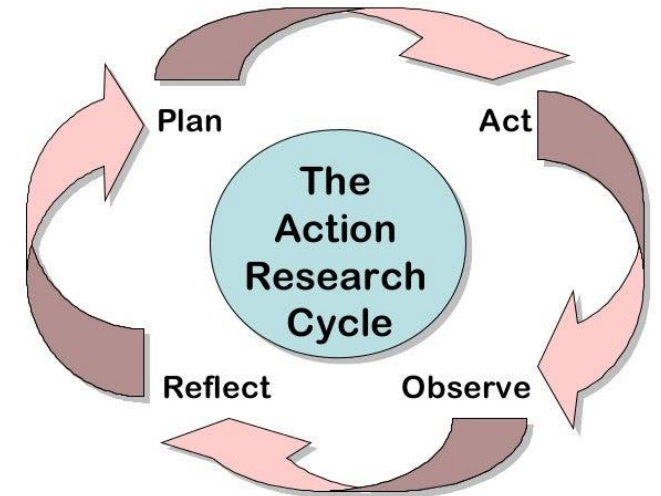
- 30 hours clinical placement /7.5 hours at Keele
- Core themes to meet placement ILO's covered each week
- Time for reflection and peer support on their “placement week”
- Debriefs
- Time to address learning gaps addressed by clinical partners



# Key findings- Action Research

Questionnaire and focus groups

- Study across 3 cohorts
- Quieter and less stressful environments
- Safe space to make mistakes
- Regular academic support
- Reduced isolation



Collaborators with students

# Benefits for Students

- Importance of **peer support** *“Helped with integration between other students and peer support when dealing with difficult situations that had occurred over the week on clinical”*
- **Reduced isolation** *“Hybrid clinical placements reduced isolation”*
- **Reflective practice** - *Enforces resilience as it adds opportunities to reflect and debrief with someone who is separate from the scenario – “time to cool down”* *“Aids in becoming a natural ‘reflective practitioner’”*
- Sense of community



# Benefits for HEI's

- **Reduced attrition due to mental health issues** (8% previously , 0% and 2% the years this design ran)
- **Reduced failures for clinical placement** (5% previously , 0% the years this design ran)
- Tripartite support
- Closer working with clinical bases
- Placement tariff

# Benefits for PE's

- Tripartite support
- Closer working with HEI's
- Training issues rectified in the university days
- Increase capacity
- Less bottle necking of students in areas such as U/S



# Barriers

## Students-

*“Lack of clinical time”*

*“Hard to develop close relationships with staff in departments due to minimal time there”*

*“Success is dependent on engagement”*

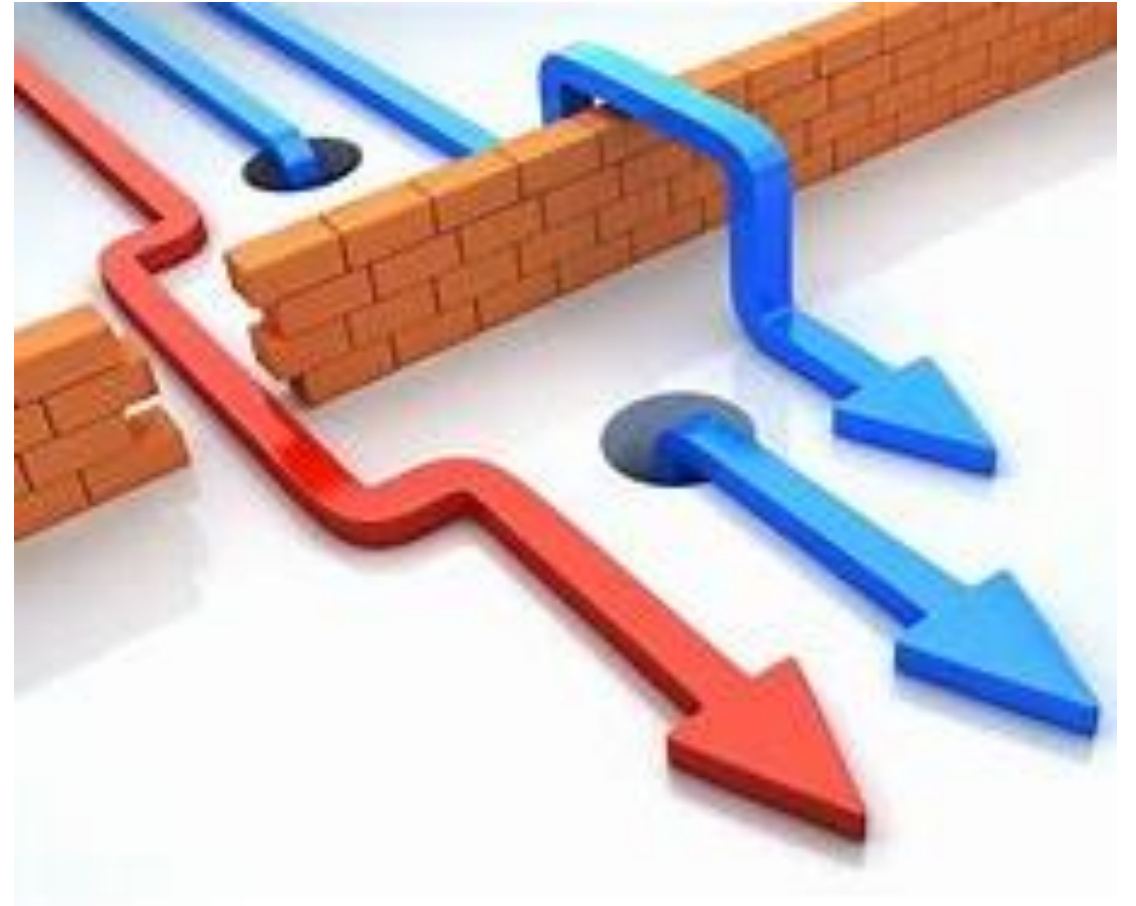
## PE's -

Less time to complete clinical competencies

## HEI's -

Staff intensive

Simulation facilities



# Lessons learnt and next steps

- If there is travel/accommodation required for their clinical placement make the academic day the start or end of the week
- More time for facilitated peer reflection
- Easily mapped to the Safe Learning environment Charter (NHSe)

This model only involved hybrid placements in 1<sup>st</sup> year –

- Students highlighted they wanted to “*implement it (hybrid model) across 3 cohorts*”
- *Reduce amount of time in shared placement over the years (weekly in 1<sup>st</sup> year, two times per block in 2<sup>nd</sup> year, once or twice a year in 3<sup>rd</sup> year)*”

The infographic features the NHS England logo and the Safe Learning Environment Charter logo at the top. A central teal box highlights the theme 'Time and space for learning' with a sub-point: 'Learners are given time to reflect on and process learning experiences. They receive regular verbal and written feedback which provides opportunities for development and assessment to occur'. Below this, a yellow wavy line connects four circular icons representing different stakeholders: 'Together, education and placement providers should:', 'Practice supervisors / assessors should:', 'Placement providers should:', and 'Learners should:'. Each icon is accompanied by a list of bullet points. At the bottom left is a QR code and the URL 'www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter'.

**Safe Learning Environment Charter** NHS England

**Time and space for learning**  
Learners are given time to reflect on and process learning experiences. They receive regular verbal and written feedback which provides opportunities for development and assessment to occur

**Together, education and placement providers should:**

- Allocate protected time for placement documentation.
- Maximise learning with innovative teaching opportunities.
- Provide learners with IT access to complete digital placement documentation.

**Practice supervisors / assessors should:**

- Adapt teaching and levels of support to individualise learning.
- Give constructive feedback to assist learning & develop proficiency.
- Provide feedback to support the assessment and determine the learner's achievement and progression.

**Placement providers should:**

- Provide dedicated areas for learners to practice their skills.
- Ensure learners have access to clinical placement educational facilities including library services.
- Ensure learners have access to digital systems required for episodes of care.

**Learners should:**

- Be proactive in seeking out learning opportunities.
- Participate in shared learning.
- Ask for feedback and value its importance for the development of clinical proficiencies.

www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter

[NHS England » Safe learning environment charter: time and space for learning](https://www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter)



# Thank you

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