



QUALITY RECOMMENDATIONS FOR THE SUPERVISION OF STUDENTS



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INTRODUCTION

In social and health care education, a significant part of the development of proficiency, competence and working life skills is realised as on-the-job learning (upper secondary education) or clinical placements that promote professional skills (universities of applied sciences). The aim of on-the-job learning or a placement promoting professional skills, is to familiarise students with the central work assignments related to their vocational studies, as and enable them to apply knowledge and skills in the working life context. In this document, the concept of 'placement' is used to describe both on-the-job learning of upper secondary education as well as clinical placements promoting professional skills of universities of applied sciences.

Educational institutions are responsible for ensuring, that those graduating with a degree in a regulated health care profession, have the capabilities required by the standards set for patient safety and social and health care services. In turn, the social and health care organisations where the placements are realised, must make sure that every placement period provides sufficient and appropriate learning experiences which develop the student's proficiency, competence and working life skills, and that the supervision meets the requirements set for learning.

The quality recommendations for the supervision of students were originally prepared 2010 in the regional cooperation network for student supervision of the Hospital District of Northern Savo. The National development network for student supervision (ValOpe) was responsible for updating the present version of the document (2017). The network is comprised of experts in student supervision involved in the working life.

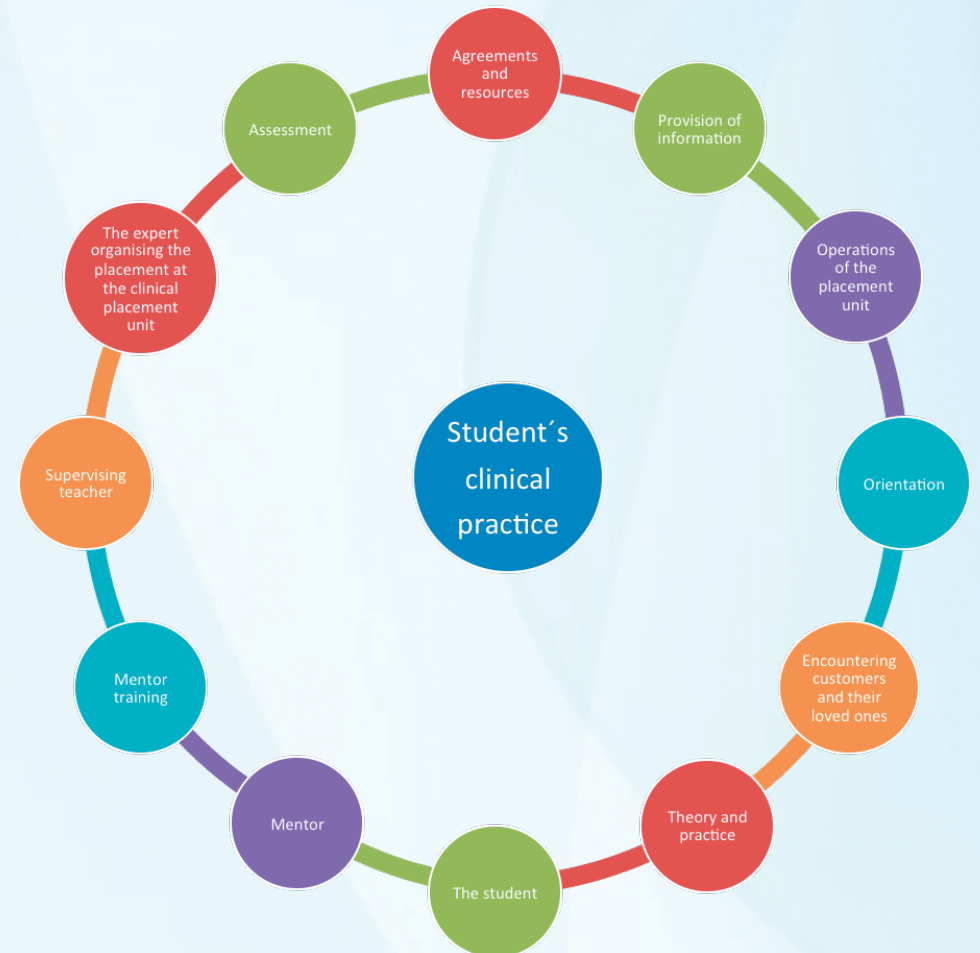
The aim of these quality recommendations is to guarantee a safe and high-quality clinical placement in a health care organisation for students. In addition, the quality recommendations will be used in an effort to develop consistent and evidence-based practices for student supervision. The quality recommendations include themes for a framework for the supervision of students (Figure 1) and related quality pledges and criteria.

In the future, social and health care organisations should pay increasing attention to meet the quality recommendations for the supervision of students and assessing them systematically.

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1. AGREEMENTS AND RESOURCES

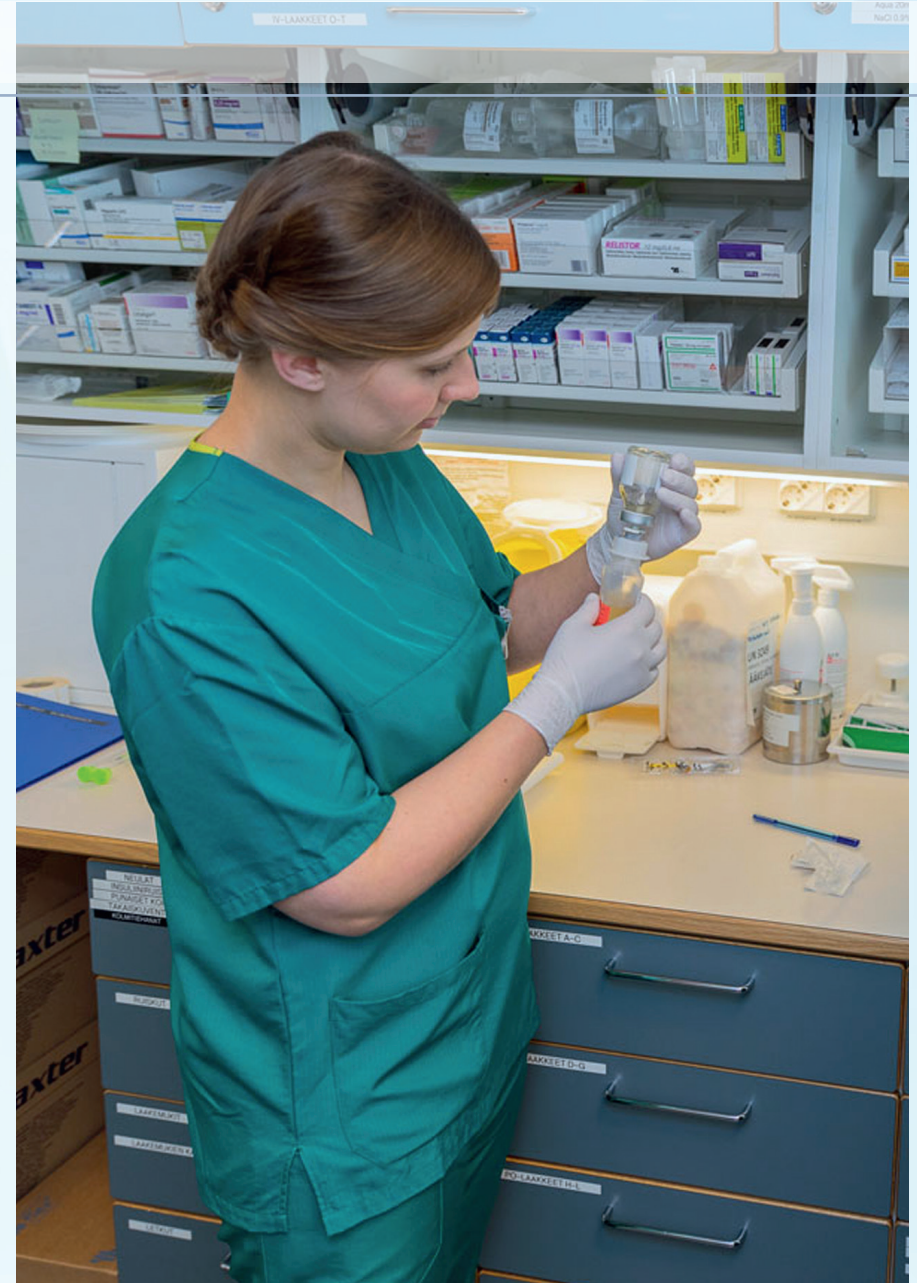
CRITERIA:

- the placement organisation and educational institution have valid agreements on the organisation of the placement and on-the-job learning, and their staff are aware of these documents
- the educational institutions and clinical placement units regularly plan and revise the number of students determined for the placement unit
 - in relation to the operations and mentor resources available at the unit
 - the suitability of the placement periods in view of the education, topic of study and the student's learning objectives
- the clinical placement organisation ensures that
 - the placement periods are realised in accordance with occupational safety guidelines and regulations
 - learning materials and tools are available at the placement unit, and students have an opportunity to acquire information there
 - a person at the placement organisation has been appointed to oversee the supervision of students
 - each work unit has appointed a student mentor, with enough resources for the task
 - student's mentors are appointed in the work units
 - there are enough proficient mentors at the placement unit
 - supervisors assure the mentor's work time resources have been allocated to student supervision and assessment discussions
 - staff have an opportunity to participate in training
- the educational institution ensures that
 - enough working time has been reserved for the supervising teacher, so that he or she can make sure that the student's learning process is appropriately supported
 - the supervising teacher has enough time to support the mentors
 - there is enough continuing training on student supervision available



Quality pledge:

The agreement and resources binding the education and placement organisation safeguard a high-quality learning environment for the student.



2. PROVISION OF INFORMATION

CRITERIA:

- information is shared in a goal-oriented and timely manner using versatile channels of information
- the placement unit is provided with information about the student already before the beginning of the placement period (two weeks prior to the placement at the latest)
- the placement unit contacts the student before the beginning of the placement
- the clinical placement unit provides current, updated and easily available learning materials either on paper or electronically
- in order to develop the learning environment, cooperation meetings are regularly organised with the relevant operators
- the staff are informed about topical matters related to the supervision of students and clinical placements, such as the student's curriculum, objectives for the placement and evaluation practices
- information is provided about the feedback given by students, and the feedback is processed at the education and placement organisation as agreed



Quality pledge:

Information is provided to ensure, that the students' mentors and supervising teachers as well as management are committed to the supervision and supporting the learning of the student.

3. OPERATIONS OF THE PLACEMENT UNIT

CRITERIA:

- the atmosphere at the placement unit is positive towards the student
- students are actively included in the everyday multiprofessional team operations at the placement unit
- the staff are aware of the students' learning and mentoring processes and know the roles of different employees
- the members of the multiprofessional team participate in supervising the student and developing this process
- the clinical placement unit follows and realises the values and ethical principles of social and health care
- the operation of staff is collegial
- the strategy and values of the organisation guide the activities. Every employee, client and student is aware of them
- a customer-oriented approach can be seen in the activities
- the operations are evidence-based and justified
- learning environments and teaching methods are used in the supervision of students in a versatile and innovative way
- the placement unit will immediately interfere with problems or injustice that may come up

Quality pledge:

The employees of the clinical placement unit act as professional role models for the student, taking into account the values and ethical principles of social and health care as well as the laws, regulations and guidelines directing the operations.

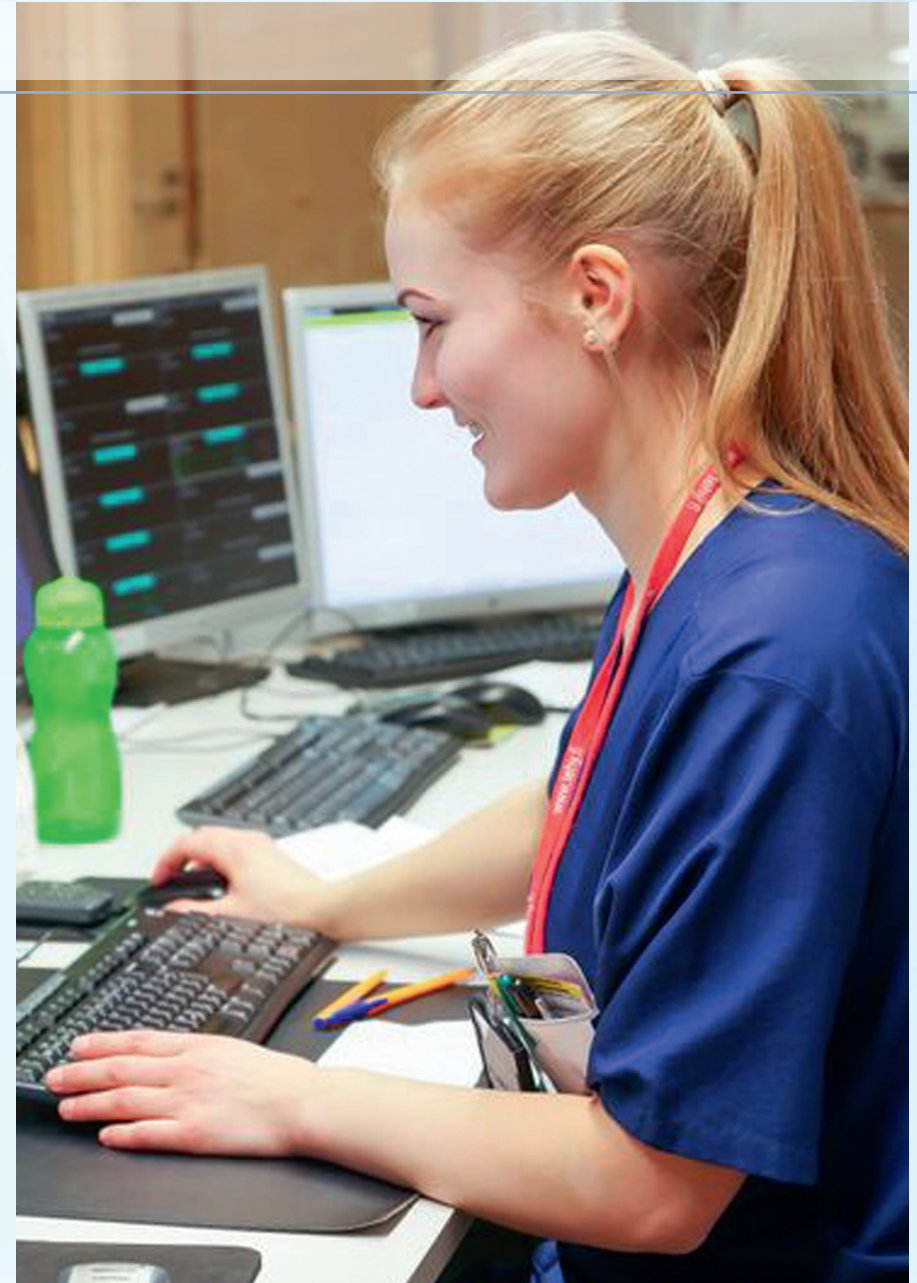
4. ORIENTATION

CRITERIA:

- the student takes active responsibility for the orientation
- the working unit is aware of prospective students
- students arrive and are familiarised with the unit according to plan
- the employees participating in the orientation have prepared for their task, and enough time has been given for them to welcome the students
- the student gets familiar with the preliminary materials she or he is provided with before the placement
- the student plans the orientation together with his or her mentor
- the student systematically familiarises himself or herself with the clinical placement unit and its practices during the first days of the placement
- the student familiarises himself or herself with safety instructions and medical treatment plan at the beginning of the placement
- the orientation is supported by updated orientation materials
- the orientation includes going over the most important issues related to the customers' treatment processes and chains as well as the ground rules of working life
- when a student practices working in a mental health care or substance abuse work unit, he or she is aware of the importance of the supervision of work and makes related arrangements together with his or her mentor

Quality pledge:

The orientation is a consistent process that everyone involved knows well. The orientation lays a safe and sound foundation for the development of the student's proficiency.



5. ENCOUNTERING CUSTOMERS AND THEIR LOVED ONES

CRITERIA:

The student

- greets customers and treats them with respect when encountering them in any facility of the clinical placement organisation
- introduces himself or herself
- asks customers for a permission to participate in the treatment situations
- respects everyone's individuality and privacy and takes multicultural aspects into account
- provides guidance to customers in matters related to health, illness, functional ability and well-being according to the competence he or she has achieved
- provides information about any shortcomings or problems he or she observes
- promotes patient safety and quality of care by acting responsibly and with awareness of his or her level of competence
- acts in line with legislation, regulations as well as ethical values and principles when encountering customers
- the student's language skills are good enough for him or her to communicate with customers



Quality pledge:

The student acts humanely in encountering customers and their loved ones.

6. THEORY AND PRACTICE

CRITERIA:

- the student's placement periods and the clinical placement environments are appropriate in terms of the objectives
- versatile learning situations and teaching methods are exploited during the placement
- the learning environment is calm
- student's individual learning needs, learning style and the stage of studies is observed during the placement
- students are supported to use evidence-based information in their operations and their previous knowledge and to reflect on their learning
- students are guided to seek information from trusted sources and to understand its relevance
- the student has the opportunity to acquire evidence-based information during the placement



Quality pledge:

The student is able to apply evidence-based theoretical information and previously acquired knowledge during the clinical placement.

7. THE STUDENT

CRITERIA:

The student

- has familiarised himself or herself with the operations of the placement organisation and unit before the beginning of the clinical practice
- has studied basic information and skills on the area of expertise required at the placement unit
- has completed the studies required by the placement according to the curriculum
- has participated in orientation related to the placement
- has prepared a description of his or her competence at the start of the placement and related objectives that can be specified together with the mentor during the placement period
- is active and shows initiative in studying and takes responsibility in achieving his or her learning objectives
- is aware of his or her competence, recognising strengths and development areas
- must interfere with shortcomings he or she notices in patient care, the working community or supervision of students
- is entitled to request that an early intervention model be applied
- actively requests feedback from the mentor and also practises skills in giving feedback to the mentor as well as other members of the working community
- is capable of receiving feedback on his or her operations and learning
- is aware of the ground rules of working life and follows them (incl. professional secrecy, dress code and absences) as well as the legislation and contracts regarding working hours and agreed work shifts
- is liable to follow safety instructions

Quality pledge:

The student takes responsibility of the development of competence and professional growth and reflects learning according to set objectives.

8. MENTOR

CRITERIA:

The mentor

- is committed to the values and ethical principles of his or her professional field and the strategy of the organisation
- works according to the operating instructions of the organisation
- is aware of his or her role as a mentor, has internalised the obligation to teach as well as related tasks
- is responsible for the student's supervision and its continuity
- acts as a positive professional role model for the student
- acts based on evidence
- creates an open and safe atmosphere for learning
- gets to know the student and discusses the student's starting level and objectives with the student at the beginning of the placement period
- has tutorial discussions with the student during the placement period
- guides the student as he or she prepares learning objectives, and supports the student individually in reaching these goals, taking into account, among other things, different learning styles
- points out learning situations for the student and makes sure he or she gets to develop his or her professional skills diversely
- uses versatile and innovating supervision methods when guiding the student
- gives and receives constructive feedback
- interferes with shortcomings in the student's actions and follows the early support discussion practice if necessary
- assesses his or her operations as a mentor at feedback and development discussion

Quality pledge:

Together with the teacher, the mentor enables and ensures that the student's placement is of high-quality and safe, and that the student develops his or her professional competence with a goal-oriented approach.

9. MENTOR TRAINING

CRITERIA:

- those involved in the supervision of students are responsible for taking care of their mentoring ability and regularly updating their skills as mentors
- the mentors participate in student mentor training and share new knowledge and competence at their work unit
- mentoring training is provided both as basic and advanced level courses organised by different operators
- versatile and innovating learning environments and effective teaching methods are used in mentor training
- the overall aim and content of the mentor training supports the mentor's pedagogical skills (for example learning process, curriculum, learning goals, feedback and assessment, development of the learning environments)



Quality pledge:

Those involved in the supervision of students are provided with mentor training and are given an opportunity to participate in the training. Supervisors also participate in development of the learning environments and student supervision.

10. SUPERVISING TEACHER

CRITERIA:

Teacher

- agrees on the objectives and supervision practices for the student's placement together with the mentor and the student
- supports the student in meeting the objectives set for the placement period
- regularly keeps in touch with the student and the placement unit
- provides support to the student and mentor during the placement
- is easy to reach and has easily available contact information
- uses versatile communication channels
- assesses the implementation of the student's placement together with the mentor and student based on the previously set objectives and assessment criteria
- participates in student assessment discussions whenever possible
- provides support when supervision is challenging and makes the decision to discontinue the placement period together with the mentor
- develops learning environments together with working life
- maintains his or her clinical expertise, e.g. with working life periods
- compiles feedback provided by students and provides information about it according to agreed practices

Quality pledge:

With his or her pedagogical expertise, the teacher enables and ensures in cooperation with the mentor that the student's placement is of high-quality and safe, and that the student's learning is goal-oriented and gets to develop his or her professional competence.

11. THE EXPERT ORGANISING THE PLACEMENT

CRITERIA:

Expert organising placements

Co-operative working

- acts as a contact person and link between the placement unit, student and educational institution
- coordinates the student guidance process
- shares information about different placement opportunities and units
- monitors the quality of student supervision and provides information about it to partners, who are aware of the contact persons and teachers supervising placements are at different educational institutions
- keeps his or her supervisor as well as the managers at the placement unit informed about the status of the supervision of students
- makes sure that everything is on track with the agreements with educational institutions

Student supervision and development of proficiency

- participates in the student's orientation
- supports the students during the placement period
- organizes activities that supports development of students skills
- provides support when supervision is challenging

Confirming the staff's pedagogical skills

- strengthens the supervision competence and pedagogical capabilities of the staff
- organises complementary training on supervision for staff
- creates networks that support supervision at placement units, such as a network for student coordinators

Research and development

- works actively to advance projects required to improve supervision
- coordinates and supervises final theses
- develops his or her competence based on evidence
- participates in national cooperation (Valope)



Quality pledge:

The clinical teacher / teaching coordinator knows the placement units and acts as the contact person for the student and teacher as well as the unit's staff and management. Also assures the quality of learning environments and student supervision as well as the developing them.

12. ASSESSMENT

Assessment of the student's competence and learning

CRITERIA:

- the student, mentor and teacher are aware of the student's learning objectives and assessment criteria and practices
- the student, mentor and teacher participate in assessing the student
- the student is entitled to give and receive feedback on his or her learning and competence at a mid-term evaluation
- the student assesses his or her competence throughout the placement period and makes a summary of it at the end of the placement
- the mentor provides the student with oral and written assessment of the placement period which also takes into account feedback obtained from other professional groups
- the customers and his loved ones feedback is taken into account
- the assessment is objective and reasons for it must be given to the student
- constant feedback and assessment promote the student's learning and professional development

Assessment of supervision

CRITERIA:

- the student gives feedback on the learning environment and supervision as mutually agreed
- the placement unit systematically assesses and develops the quality of student supervision (e.g. using the CLES instrument)
- feedback is annually discussed at the placement and education unit to develop learning environments
- the knowledge and skills related to supervision of those participating in the process are regularly evaluated at development discussions



Quality pledge:

Student assessment is based on assessment criteria and the student's learning objectives.

Quality pledge:

Placement organisations and educational institutions use the obtained assessment information to develop the quality of student supervision and learning environments.

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