

# AHP Student Placement Flashcard Series

## Multiple Student Models

Known by other names, including **Peer-Assisted Learning** or **Collaborative Learning**, this type of placement allows educators to take on more than one student at a time. Depending on the organisation, workload, educator and other influencing factors, with this model there could be two students to one educator 2:1 or 3:1, 4:1 or even more. Due to the ever-increasing demand for student placements to grow our future workforce, this is a common way of creating more placements.

Having more than one student assigned to an educator gives those students a shared sense of belonging. It can also allow for peer learning, collaborating with regards to clinical reasoning and joint project working, which can take pressure off of educators. Some clinicians opt for a team-based approach when hosting multiple students to allow for greater flexibility, more learning opportunities and decreased pressure on a single educator.

Many clinicians are now favouring a **hybrid** approach when facilitating multiple students. This might involve students incorporating some remote working or research work alongside clinical days, enabling them to experience the value of other skill sets whilst gaining their clinical skills. This can help combat issues such as space, IT availability, numbers and part-time practice educators. Hybrid models have been particularly useful in many recent examples, where students have taken on audits and projects that educators have used to help improve their own service.

### Examples

#### 3:1 Physiotherapist Placement at Medway Maritime Hospital

A hybrid model where all three students rotated clinical time with remote project working; where they revamped exercise leaflets for patients.

They each had separate clinical time, separate remote working, as well as peer clinical learning time and joint project time.

#### 2:1 Occupational Therapy Placement also at Medway Maritime Hospital

This was a hybrid model of both remote working on a joint project updating community discharge leaflets, alongside clinical work.

The students benefited from time away to focus on a relevant project, blended with peer learning to help solidify their learning.

For some more guidance and information:

<https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/placement-expansion-innovation>  
<https://www.csp.org.uk/professional-clinical/practice-based-learning/creating-quality-learning-environment>  
<https://www.rcot.co.uk/alternative-practice-placements>

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