

Assumptions and challenges to those assumptions

Assumptions	Challenges to assumptions
Assessment is a vital component in professional placement learning where it measures the students' ability to practice competently.	Assessment is a snap shot view of competency which is something which may develop over time. Doesn't measure understanding. Requires opportunities to audit journey towards competency.
Students learn effectively in placement settings through actively participating in the work of the placement.	Placement settings need to be carefully managed to ensure students' active participation and maximum learning opportunities.
Students need a framework which allows for reflection and experimentation in order to develop on the placement.	Students may not learn through being immersed in the experience and learning to reflect on experience can be challenging.
Transferable skills can be developed in placement settings.	The development of transferable skills needs to be made explicit to students.
Students need to be better prepared for working in a complex world.	The placement needs to reflect the complexities of the real working environment but also provide a framework for reflection and deep learning.

Potential problems and solutions to approach

Potential problems	Possible solutions
A variety of placements may have implications for equitable assessment practice.	Developing and using a placement policy and code of practice, strong links with providers.
There is some evidence that disabled and black and minority ethnic communities have less positive placement learning experiences.	As above, to include monitoring, evaluation and review. Placement induction programme for students and providers. Provide opportunities for placement support either physically or remotely.
Detachment from academic life.	Ensure placement assessment links practice to theory. Use e-learning to retain link with University and provide peer support.
Reflective practice is challenging for students.	Provide support and guidance for reflective writing e.g. models, examples of good practice.
Competency based assessment models exclude assessment of understanding.	Links competency approach to reflective writing to provide balance. Ensure students are clear about assessment criteria and ways in which to demonstrate competency.
To be effective, the design of such practical assessment activities needs to be shared across the team delivering and managing the work based learning.	Cross disciplinary approaches and team design needs to be central to planning.