

Benefits of a dedicated educational role in the clinical learning environment - a stakeholder perspective

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WHAT

WE

DONT
KNOW...



aims



ACTION PLAN			
WHO	WHAT	WHEN	HOW



6 focus groups
n=33

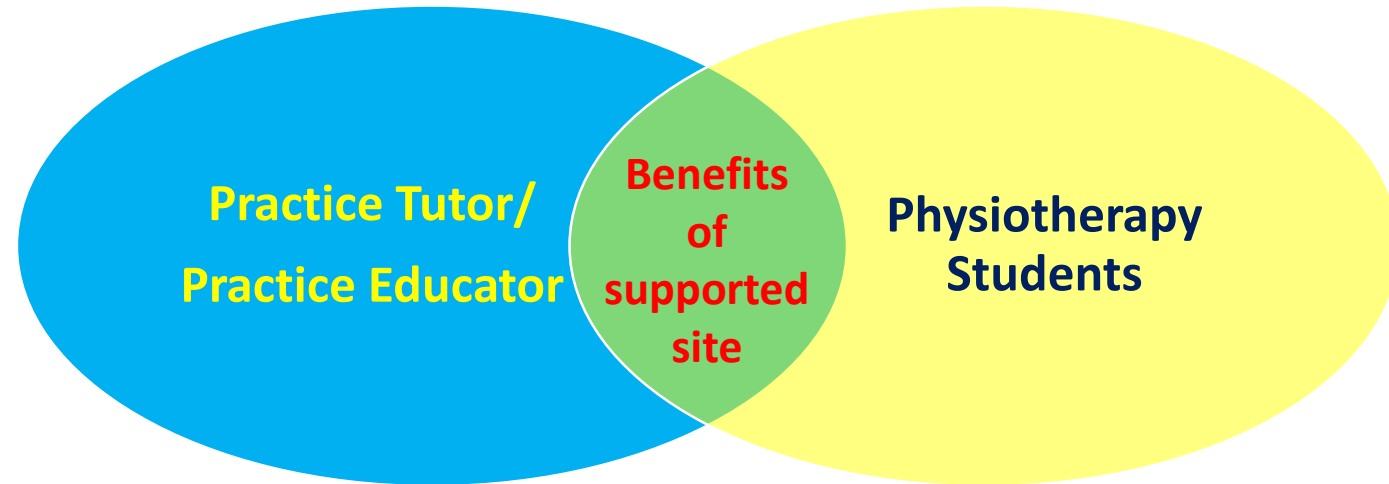
13.5 hours audio
recorded data



4 focus groups
n=27



3 focus groups
n=19



Perceived benefits

- PT role added standardisation and increased rigour of assessment process; 2 assessors
- “Centre of excellence”; throughput of students; standardised grading
- ↑training for PEs
- Benefits of extra time for students in difficulty
- Benefit of educational expertise for facilitating learning (students) and support (PE)



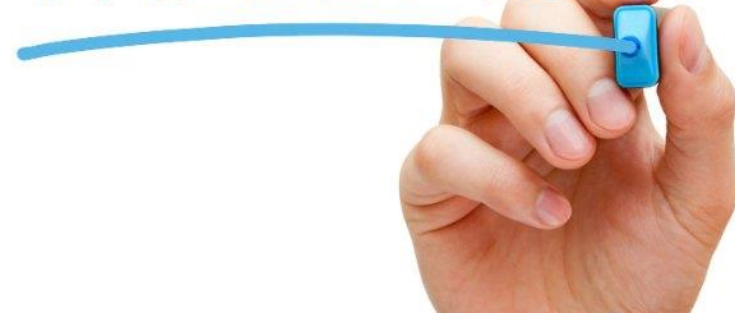
- Followed guidelines to ensure rigour of data analysis (Tong et al., 2007; O’Brien et al, 2014)
- Inductive thematic analysis (Braun & Clarke, 2006, 2013)
- AOC coded independently initially; AMcC reviewed half of transcripts; through reflexive discussion with PC, final agreement on themes



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THANK YOU



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