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**Occupational therapy student learning on role-emerging placements in schools.**
[Placements are considered vital in promoting theory-to-practice learning. With role-emerging placements increasingly being offered, the learning processes experienced by students warrants further investigation. This research explored the learning experiences of students, from both supervisor and student perspectives, over the duration of a role-emerging placement in schools, to contribute to our understanding of this important student learning process.]

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**Reports**

The following report(s) may be of interest:

**Bodies of Evidence: How professional organisations in health, education and policing champion the use of research.**
Alliance for Useful Evidence; 2019.
[Bodies of Evidence outlines the pioneering evidence work of professional bodies in health, teaching and policing, championing research and evaluation in the daily work of more than 1m professionals, to improve the lives of patients, pupils and the wider public. It highlights ways that institutions are mobilising evidence, through professional standards and guidelines, decision-making aids and AI.]

Freely available online

**The Conscious Competence Ladder: Keeping Going When Learning Gets Tough.**
Mind Tools; 2019.
[https://www.mindtools.com/pages/article/newISS_96.htm]
[When we learn new skills, we experience different emotions at different stages of the learning process. Recognizing how we feel at each stage of the learning process can help us to "stick with it" and manage these emotional ups and downs. Understanding the Conscious Competence Ladder can help you to do this. In this article, reviewed and endorsed by the model's originators, we explore how you can use it to learn new skills more effectively.]

Freely available online

**Websites**
The following website(s) may be of interest:

**Future Doctor: What do the NHS, patients and the public require from 21st-century doctors?**
https://www.hee.nhs.uk/our-work/future-doctor
[This HEE Call for Evidence is seeking views from the service, multi-professional regulatory bodies, clinical professionals and professional membership bodies. The focus will be on: the expectations of doctors in the future; the factors that will impact the role of the doctor in the future; what the role of the future doctor will be compared to what it is now; and the skills, knowledge and behaviours doctors will need to perform their role in the future. Closes 26 September. ]
*Freely available online*

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