Long arm approaches to practice supervision for non-medical professions: a scoping review

Siobhán Kelly[1], Dr Melanie Stephens[2], Lydia Hubbard[3], Paula Breeze[4] and Carol Le Blanc [5]

Abstract: In 2021, a feasibility study was conducted at the University of Salford called 'Not the Last Resort', which responded to Health Education England's (HEE) Enabling Effective Learning Environments (EELE) project call to develop more interdisciplinary practice education placements. One of the most significant barriers faced in this study was sourcing the appropriate long-arm (or off-site) supervision requirements for students, which highlighted an urgent need to review the long-arm supervisory models utilised in different professions across health and social care. Currently, no literature reviews have brought together work on this important topic, despite long arm practice supervision (LAPS) being an increasingly popular method of student supervision in efforts to increase placement capacity. To respond to this, we have conducted a scoping review with the aim of synthesising the work that has been undertaken on LAPS and identifying the gaps in order to better understand the issue.

Keywords: interprofessional education; student placements; supervision; long-arm; scoping review

1. Research Assistant, University of Salford, *Orchid ID*: 0000-0001-9853-442X
2. Associate Professor, University of Salford, *Orchid ID*: 0000-0002-2744-6489
3. Research Intern, University of Salford, *Orchid ID*: 0000-0002-1794-7239
4. GM AHP Workforce Programme Lead, Manchester University NHS Foundation Trust.
5. Head of GM Project Management Office, Manchester University NHS Foundation Trust.

Address for correspondence: s.a.kelly2@salford.ac.uk **Date of first (online) publication**: X

Introduction

Background

The NHS Long term plan highlights that the health and social care system is struggling to cope to meet demands of the population and the Covid-19 pandemic has compounded this issue. It has been estimated that the NHS needs 27,000 more Allied Health Professionals (AHP) (RSPH, n.d.) and 50,000 more nurses (The Kings Fund, 2022) in England over the next 4 years to meet demand for services across the system. Delivery of the ambitions of the NHS Long Term Plan will require expansion of the nursing, midwifery and AHP workforce across professions. Expansion of associated pre-registration education will therefore require growth of learning environments, and innovation in the types of practice learning on offer to expand capacity and develop well rounded graduates ready for employment.

Health Education England invested £15m nationally to fund additional placements and learning environments, in response to the anticipated growth in student numbers for academic year 2021/22 (HEE, 2021). In 2020, HEE called upon Health and Social Care Organisations and Higher Education Institutions (HEIs) to submit bids to their Enabling Effective Learning Environments Programme. This programme was designed to: (1) develop interprofessional education (IPE) in non-traditional environments and (2) increase placement capacity for nursing, midwifery and selected allied health professional students and enable the delivery of the future workforce across health and social care.

In response to this, a team of researchers at the University of Salford submitted a bid called: *Not the Last Resort* (Kelly et al., 2023) which would implement and evaluate a 6-week Interprofessional Education (IPE) student training placement scheme across three care homes in Greater Manchester. A significant factor that influenced the delivery of the project was the lack of long-arm supervisors, and guidance on LAPS, particularly among allied health professions. The teams aim, with the assistance of Greater Manchester Programme Management Office (PMO) for Nursing, Midwifery & AHP Workforce is to conduct a scoping review of the current literature in order to develop evidence-based guidelines for Greater Manchester (GM).

Long arm supervision

LAPS is not a new concept. It refers to the process whereby students undertake a placement in a setting or context where they are provided with on-site supervision from a professional or worker in that context, and with distance – or off-site- supervision from a member of their own profession (NHS Education for Scotland, 2013).

This gives students the chance to work independently in areas that do not have a registered healthcare professional, whilst still accessing support at arm's length. LAPS has therefore commonly been utilised in role-emerging placements – placements in settings where a particular profession is not yet established – as this both offers students opportunities to work in more diverse environments and expands workforce opportunities (Boniface et al., 2012; Linnane and Warren, 2017; Brown, 2015).

During the delivery of LAPS, both the on-site and long-arm supervisor hold a distinct set of roles and responsibilities. Foulds et al (1991) points out that long-arm supervisors have traditionally been regarded to have overall responsibility for the student, periodic involvement, manage the placement, formulate assessments and are accountable for learning. On-site teachers have *day-to-day* responsibility for the student, *regular* involvement, help to *deliver* the placement and are accountable *for service delivery.*

As professional roles are expanding and health and care staff are working in a wider range of non-traditional settings, there are increasing demands to facilitate practice placements and deliver practice education more flexibly (Boniface at al., 2012; Knight et al., 2022). Yet, more diverse placement environments might not employ practitioners with the necessary requirements to support students; not be staffed by registered practitioners; or have a significant proportion of staff who are not registered practitioners (Canterbury Christ Church, 2018). Inevitably, this creates challenges to ensuring that students receive the appropriate supervision and support whilst on placement.

While LAPS was originally thought of as second best to traditional dyadic practice, there is more recognition that it is now more of an active choice as it has a distinct set of benefits. That is, it should not just be utilised as a 'fall back' option when no suitably qualified staff are immediately available (Knight et al., 2022). There is increasing recognition that there is no 'one size fits all' approach to supervision as different strategies suit different styles of placements. For instance, LAPS can now often be seen combined with other supervisory approaches, such as peer-assisted learning and project work (NHS Employers, 2022).

Despite the increasing demand for LAPS, there remains relatively low engagement in this model and a reliance on historical literature which could be considered outdated (for example Foulds et al [1991]). Only 23% of respondents to the National HSCP Practice Placement Survey (2021) reported that they utilise a LAPS model, whilst 79% were found to use a traditional one-to-one supervision framework. Further, there are no clear national or regional guidelines about engaging in LAPS. This review would therefore be a beneficial resource to enable the creation of a collaborative approach to develop guidelines and processes, to ensure the optimum utilisation and sustainability of this model and to support the necessary growth of IPE approaches to learning/placement capacity in the long term.

Method

Given we sought to examine the "landscape" of available literature regarding the overall state of knowledge on LAPS, we decided to conduct a scoping review. According to Grant & Booth (2009) this is the most suitable approach to map the evidence for a broad topic. Whilst the findings from a scoping review can be broad, requiring further analysis to draw conclusions, a more diverse range of sources can be examined to identify gaps in the current literature. We adopted Arksey & O'Malley's (2005) methodological framework to investigate the breadth of literature, regardless of quality and type, and explore what is known about LAPS in diverse health and social care contexts. We describe the five-stage process conducted below:

Stage 1: Identifying the research question

The research question guiding this study was: *'What does the existing literature tell us about the long-arm model of practice supervision?'* Though, we recognised that while the subject question should be broad, the context, population and outcomes should not be overlooked (Arksey & O'Malley, 2005). After the initial search we became aware that the term 'off-site supervision' (OSS) is also used to describe LAPS, therefore the search term parameters were expanded to include this and capture a breadth of relevant literature.

Stage 2: Identifying the relevant studies

We adopted a strategy that involved searching for literature via many different sources. This included:

- Searching electronic databases (such as Science Direct and CINAHL)

- Checking reference lists
- Hand-searching journals (such as the British Journal of Occupational Therapy)
- Grey literature searching using Google and Google Scholar

As Arksey and O'Malley (2005) suggest, it is also useful to integrate a consultation exercise in this sort of study as it can enhance the results, making them more useful to policy makers, practitioners and service users. Therefore, we also:

- Consulted with our existing networks to source institutional supervisory guidelines across health and social care professions.
- Met with different professional bodies to discuss their understanding of LAPS and source the appropriate documentation.
- Met with individuals who had conducted work in this field to discuss their experiences of LAPS.

The process of identifying evidence was iterative rather than linear, which improved the search as we could constantly revisit aspects of the literature as we familiarised ourselves with it. As much of the work came from fields outside of our own disciplines, we felt it was important to 'get to grips' with the breadth and variety of the work conducted to ensure we did not dismiss any of significance due to a lack of understanding.

Stage 3: Study selection

Next, we selected the evidence to include. To enhance transparency and reproducibility, Arksey & O'Malley (2005) suggest using three independent reviewers. In line with this, two reviewers defined the inclusion and exclusion criteria after exploring of the scope of the literature, and independently reviewed the abstracts and full text articles for inclusion. The third reviewer addressed any discrepancies to help achieve consensus.

Once the initial broad search had taken place and we were familiar with the literature, we developed a filtering criterion that we applied to all the citations to determine their relevance. The inclusion criteria used in our scoping study related to three key areas. See table I for an overview of the inclusion criteria and search terms used.

Inclusion Criteria	Published 2010 and later Published in English A definition of LAPS provided Provides context regarding engagement in LAPS
Exclusion Criteria	Published 2009 and earlier Not published in English No definition of LAPS provided No context given regarding engagement in LAPS
Search Terms	"Long-Arm Supervision" / "Long-Arm Supervisor" "Long-Arm Practice Supervision" / "Long-Arm Practice Supervisor" "Off-Site Supervision" / "On-Site Supervisor" "External Supervision" / "External Supervisor" "External Field Educator" "Off-Site Instructor" / "On-Site Instructor"

Table I: Table of Inclusion

As supervisory frameworks and models change over time, we chose to limit the search to work published in 2010 and later, to ensure they were still relevant. For practical reasons (e.g., cost of transcription), we could only include literature published in English, though recognise that this might have resulted in relevant work being missed. Given our research question it was necessary that the paper provided some form of definition of LAPS. We also specified that it should provide context around engagement in LAPS to ensure that we did not capture the wealth of literature (usually around Role Emerging Placement's) that briefly refers to LAPS but provide little or no further details. After this criterion had been applied, we were left with nineteen pieces of evidence, which the two reviewers (MS and SK) read.

Stage 4: Charting/mapping the data

The fourth stage, charting/mapping the data is described as a technique that allows researchers to synthesize and interpret the data by sorting the material according to key issues and themes (Arksey & O' Malley, 2005). We entered the data we deemed relevant for this study into a table utilising the following categories:

- Author(s), year of publication
- Country
- Type of manuscript
- Definition of LAPS
- Number of supervisory meetings
- Roles and responsibilities of the supervisor
- Number of students supervised
- Placement length
- Benefits and recommendations
- Limitations

Stage 5: Collating, summarizing, and reporting the results

The final stage of a scoping review involves collating, summarising and reporting the results. Arksey & O' Malley (2005) suggest this stage will require some analysis using a framework or themes, however there should be no attempt to present a view regarding the 'weight' of evidence as one would in a systematic review. The literature has been organized thematically to present our narrative account of findings. As we seek to present an overview of all material reviewed, we have divided this large body of material into five key sections: (1) Definitions; (2) Supervision Guidelines; (3) Benefits; (4) Challenges; and (5) Keys to Success.

(1) Definitions

There were many different definitions associated with the term 'long-arm supervision'. Table II provides an overview of each definition provided in the evidence included:

Beveridge & Pentland	2020	LAPS is when supervision is provided by an experienced clinician who is not based at the same location as the student.
Boniface et al	2012	A common model is that the supervisor is either an educator at the student's university or an occupational therapist working in a related field
Canterbury Christ Church University	2016	Long arm supervising refers to the process whereby a supervisor, who is located at a distance to the practice learning area, takes responsibility for supervising and supporting the student. They also confirm/verify achievement of outcomes.

Cardiff University	2019	A model used within non-traditional and role-emerging type placements where profession-specific supervision is provided by a practice educator who is not based in the same setting as the student
Cleak et al	2016	A practice teacher educator supervisor. When there is no qualified practice teacher in a setting, a long-arm practice and an on-site supervisor share the tasks
Cleak and Smith	2012	Professional supervision is provided to the student for the duration of the placement by an external field educator, appointed by the university external social work supervisor
Dancza et al	2013	Within these settings students are provided with frequent (e.g. daily) on-site supervision by a professional who is not an occupational therapist, and less frequent (e.g. weekly) supervision by an occupational therapist who is either university or practice based (Overton, Clark & Thomas, 2009). The term off site supervisor.
Dancza et al	2016	Offsite supervisor provided periodically, together with more frequent supervision from an on-site professional from another discipline
Dancza, Copley & Moran	2019	Students are supervised on a day-to-day basis by a staff member within the setting who is not an occupational therapist (called an 'on-site supervisor') and provided with additional, but less frequent, supervision by an off-site occupational therapist (called a 'long-arm supervisor')
Killick	2005	Long-arm practice teacher may supervise a number of students at separate locations assisted by 'on-site supervisors.'
Leeds Beckett	2020	Offsite practice educator 'supervisor' is a speech and language therapist who provides long arm supervision
Linnane and Warren	2017	Students receive on-site supervision from an employee of the host organisation and are supported through distant supervision from an occupational therapist
Maynard et al	2015	The off-site MSW (Master of Social Work) instructor has no administrative responsibility for the student at the field agency but guides learning, helps integrate theory and classroom work, and socializes the student to the profession (Abram, Hartung, & Wernet, 2000). The off-site MSW field instructor may be a staff member at the university, may work in another part of the agency in which the student is placed, may be a volunteer or board member, or may be paid by the social work program.
Oxford Brookes	2019	Where there are appropriate student learning experiences in practice but there is no qualified practice assessor [1] available to ensure compliance with requirements. There will be an allocated qualified practice assessor identified/appointed to oversee the student experience and comply with statutory requirements for the programme in being accountable for the learning experience and the assessment of achieving professional competence/capabilities. [1] A generic term for the person supporting a student on placement is practice assessor (e.g., NMC Practice Supervisor, NMC Practice Assessor, practice educator, mentor, clinical mentor, clinical educator)
Warren et al	2016	The day-to-day supervision is completed by an on-site supervisor who is not an occupational therapist and off-site, professional supervision is provided by an occupational therapist who may be in a clinical, managerial and/ or academic role.
Zuchowski	2016	'Professional external field educator' who requires the appointment of a 'suitably qualified co-field educator.'

University of Salford (OT)	2022	Each organisation will have identified a person to act as the On-site Educator, who will undertake day to day supervision of the student in the workplace. They will work collaboratively with the Off-site Occupational Therapy Educator to support and assess the student during the placement.
University of Chester	2019	Long arms supervise and assess students who work in pairs across a set geographical patch.
GM Task & Finish Group	2021	Practice Overseer which could be a practice assessor or practice education facilitator.

Table II: Definitions

Studying these interpretations provides a useful tool to investigate definitional complexities apparent in the literature. Firstly, a number of these definitions are vague and provide little explicit context into what LAPS refers to in practice. For instance, Leeds Beckett (2020) note that an off-site supervisor is a registered practitioner who provides long-arm supervision. This gives us insight into the general idea but leaves the precise meaning open to interpretation, which could lead to variations in how LAPS is put into practice.

We can also establish that multiple terms are used by different professional groups to refer to the same supervisory model; whilst most of the evidence does use the term 'long-arm supervisor', some, instead call them 'external' supervisors (Cleak and Smith, 2012) or 'off-site' supervisors (Dancza et al., 2016). Again, this challenges a precise understanding of the concept and makes it difficult to establish that these multiple interpretations are referring to the same phenomenon.

Further, while the student, the long-arm supervisor, and the on-site supervisor are all integral components of this supervisory model, some definitions do not highlight that these **three** groups are involved. For example, where Cardiff University guidelines (2019) suggest that LAPS refers to the "profession-specific supervision provided by a practice educator who is not based in the same setting as the student", it is not immediately clear (as it is in Cleak et al., 2016) that supervision is effectively split between two parties.

With these complexities in mind, we conducted a summative content analysis of the LAPS definitions included, in order to develop a broader definition that incorporates the core attributes of this model from across different contexts (Hsieh and Shannon, 2005). After inspection of the key terms utilised, the 7 (top 50%) that appeared most frequently were: "long-arm" "supervision" "on-site" "off-site" "educator/teacher" "same profession/ related field". Based on these, we offer a new definition below that can be applied across different health and social care contexts to ensure a shared understanding:

> Long-arm, or off-site*, supervision is defined as the supervision of students at a distance, by an educator/teacher from the same profession or related field who is supported by a day-to-day onsite supervisor from a different discipline.**

*Given the results of this analysis, from this point on we will now refer to LAPS as LAPS/OSS (off-site supervision). Similarly, we will refer to long arm supervisors as long arm/off-site supervisors.

** We also stress that that only one definition (Canterbury Christ Church, 2016) paid any reference to the supervisor's overall responsibility in the assessment of the student against their profession specific competencies and proficiencies. As such, our content analysis results highlighted that assessment was not a key definitional feature within the literature, and therefore

we did not include this within our revised definition. However, we highlight as Foulds (1991) also suggests, that the element of assessment, and the long-arm/off-site supervisors' overall responsibility for this, is a crucial dimension of this supervisory model.

(2) Supervision Guidelines

Some evidence provides limited context regarding what supervisory meetings look like in practice. This poses many questions: How many times should the supervisors and student meet? Should all three groups attend every meeting? Should all meetings be in-person? How long should they last? What discussions should take place in these meetings? What are the roles and responsibilities of each group?

Most evidence does highlight that it is important to consider the frequency of the meetings. The majority suggest they should be weekly (Boniface et al., 2012; Cleak et al., 2016; Dancza et al., 2013; Dancza et al., 2019; Killick, 2005; Warren et al., 2016; Zuchowski, 2016; University of Salford, 2022). Others instead propose that there should be a minimum of three across the course of the placement: at the beginning, middle and end (Canterbury Christ Church University, 2016; GM Task & Finish Group, 2021). However, given the length of placement differs vastly across professions, there are a myriad of ways in which this could be approached. The University of Chester (n.d) provide similar guidance, though, as they focus on Nursing students, provide distinctions around long arm supervisors and long arm assessors. They suggest that the supervisor should visit the student once a week, but that the assessor should just visit at the start, middle, and end of the placement period. Dancza et al., (2016) provides perhaps the vaguest detail, stating that meetings should be conducted periodically.

There are some key patterns on the roles and responsibilities of the long-arm supervisor. In the most practical sense, Oxford Brookes (2019) highlight that each individual long-arm appointed supervisor needs to have met the minimum statutory regulatory requirements and relevant professional association education standards (for instance, HCPC, 2018; NMC, 2018). Much of the evidence focuses on the supervisors day to day role, and they are cited as responsible for: reviewing assessing and appraising the student (Cleak et al., 2016; Killick, 2005; GM Task and Finish Group, 2021; Leeds Beckett, 2020); encouraging and facilitating reflection (Boniface et al., 2012; Cleak et al., 2016; Leeds Beckett, 2020); stimulating thinking and research; fostering a supportive environment (Warren et al., 2016; Cardiff University, 2019; GM Task and Finish Group, 2021; Leeds Beckett, 2020); promoting clinical reasoning (Boniface et al., 2012; Leeds Beckett, 2020; Warren et al., 2016) and encouraging the student to apply their theoretical knowledge to the practical experience (Leeds Beckett, 2020; Cardiff University, 2019).

These different facets of their role, as Warren et al., (2016) suggest, are all grounded in their central aim of ensuring that students achieve their learning outcomes. Though, a supervisor's role is not only about supporting students but contributing to broader outcomes. For instance, Zuchowski (2016) suggests that long-arm/off-site social work supervisors are not only responsible for supporting the student in practice, but for helping to develop a social work framework within the field itself given the lack of relevant professionals within the practice environment. Similarly, Leeds Beckett (2020) suggest that a long arm/off-site supervisor should act as a role model for the profession.

Canterbury Christ Church University (2016) tied this together with consideration of what should take place during each supervision, as well as who should attend them, to provide a detailed overview of the three (beginning, mid and endpoint) meetings. They highlight that the first meeting should occur within the first three days of commencing the practice learning experience, and that it should include the long arm/off-site supervisor and the student. In this meeting, the

learning plan and learning contract should be discussed, the named on-site supervisor should be confirmed, and dates of future meetings should be agreed. The second meeting should be a discussion (in-person or via telephone if the placement is less than two weeks) between the on-site supervisor and student - though it is cited that discussions should occur during the process, not just at this point. This meeting should be grounded in checking the students' progress towards achieving their competencies and reviewing their learning contract. The third meeting is between the long arm/off-site supervisor and student. In this final meeting, all parties need to meet and complete all necessary documentation.

Notably this was the only evidence to consider roles of the on-site counterpart in any detail. Given the effective supervision of a student is grounded in the relationship and communication between both parties, this highlights a significant gap in the evidence. Whilst Killick (2005) reports that detail may be difficult to provide given supervisory arrangements are individualistic and context specific, it can be argued that with such little insight into what an effective structure *could* look like in practice, there is not enough basic guidance available for people to draw from and adapt. A LAPS/OSS arrangement will look different in many different contexts (across professions and settings), but this would help to ensure the congruence of basic principles and practice, such as both supervisors meeting prior to the placement commencing, without the student, in order to enhance collaboration (University of Salford, 2022).

(3) Why utilise it?

There are many benefits to utilising a LAPS/OSS model. Through being afforded more autonomy in practice, students have been found to experience improved self-confidence, resilience, interpersonal skills, and professional independence (Beveridge and Pentland, 2020). Dancza et al., (2013) found that by having more time to not only interact with each other, but with service users and the wider public, students could better understand the complex issues people face that inform their caring needs.

This increased independence on placement can also allow students to rediscover and practice their creativity (Linnane and Warren, 2017). As long arm/off-site supervisors require less consistent demonstration of the students' procedural skills, this approach offers improved and necessary opportunities for clinical reasoning (Dancza et al., 2013). That is, individuals can adapt to less 'doing' and more thinking and planning. This sets the scene for a richer educational experience in how it bridges the theory practice gap (Linnane and Warren 2017; Maynard et al., 2015; Cleak et al., 2016).

These discussions are particularly apparent in profession specific evidence around role emerging placements. For instance, Occupational Therapists, who have long utilised a LAPS/OSS model, encourage that placing two students in a role emerging environment can improve their problem-solving skills and develop their clinical decision making, whilst still allowing them to feel supported on placement (University of Salford, 2022).

Host organisations also benefit from having more students on placement, with evidence highlighting that students add positively to service in and output and allow them to take a more 'creative approach' (Maynard et al., 2015). Long-arm supervisors themselves have also expressed that the process of supervision develops both their self and professional identity (Beveridge and Pentland, 2020). Warren (2016), for instance, noted that supervisors themselves can find the experience invigorating in how it reinforces or reconnects their own practice and theory.

The model also holds wider benefits. Firstly, host services can forge closer links and collaborations with certain professions. For example, Canterbury Christ Church (2018) note that LAPS can encourage the future utilisation of specific services or even lead to the creation of

professional posts. Further, they can be used intentionally to create placements in specific practice areas (University of Chester, 2022). Finally, LAPS/OSS inevitably opens up new and creative practice areas, which, as has been noted, is crucial to meet capacity challenges (Maynard et al., 2015; Canterbury, 2018; Cleak et al., 2016).

(4) What challenges are involved

Challenges related to this model are also investigated in the literature. Given that this approach, by its nature, involves less face-to-face contact between a student and their supervisor, many of these are centred around complications that stem from reduced communication. Dancza et al. (2016), for instance, found that students receiving LAPS/OSS, who did not receive additional support to compensate for less frequent contact, and struggled to remain engaged in their placement activity. Similarly, Maynard et al. (2015) noted that students found it more complex to initiate conversations with on-site staff when receiving long-arm supervision, and that a lack of clarity around roles and expectations could stem from this.

Having restricted opportunities for professional socialisation has also been found to reduce role clarity among students (Maynard et al., 2015) and negatively impact the development of their professional identity (Dancza et al., 2013). Dancza et al. (2013) suggest that students find it difficult to keep a profession specific focus on placement and remain focused, which, as Boniface (2012) notes, could be particularly prevalent in instances where a group of students share a long arm/off-site supervisor as this can generate a competitive environment that has the potential for disengagement. Further, students can also lose the ability to see the "unique role" of their profession if they spend limited time with their long arm/off-site supervisor (Cleak and Smith, 2012: 356).

Relations between a long arm/ off-site and on-site supervisor can also be complex and difficult to navigate (Boniface et al., 2012). Zuchowski (2016) suggests that complications arise if long-arms don't actively work to understand the context, the service, and the staff on the placement, as well as the student's needs. Given purposeful student observation is hard from afar, supervisors can regard this a barrier to engagement rather than search for creative solutions (Zuchowski, 2016). If a long-arm and onsite supervisor fail to build a relationship and clarify their roles, this can have a significant knock-on effect on the student. Cleak and Smith (2012), for instance, report that students are more likely to be unsatisfied with their learning experience and feel isolated.

As has been noted, discussions around the power of pairing LAPS/OSS with peer learning models are often woven into this context (often in regard to it being a 'solution' to many of the complexities discussed above [Beveridge and Pentland, 2020]). Author Citation (2022), for example, report that students 'doubling up' on placement – e.g., where two students from one profession go on placement together - can help promote engagement and act as a buffer in this context (Warren, 2016). Nonetheless, there remains apprehensions about engagement in this model (particularly from those professions who have historically not engaged with it). Linnane and Warren (2017) note that there is still a need to unpick embedded misunderstandings about what 'professional' supervision looks like in practice, as there is no one way of doing it.

(5) Keys to Success

Specific recommendations for utilising a LAPS/OSS model are provided in different forms across the literature. Many are grounded in working to minimise the relational complexities that can arise within such arrangements. Zuchowski (2016), for example, stressed the importance of relationship building to ensure role clarity and that supervisors understand specific placement contexts (Killick, 2005). This can also allow more space for negotiation, which is key to each person understanding who needs to take responsibility for certain actions (Boniface et al., 2012).

Maynard et al. (2015) build on this by suggesting how best to promote and ensure good communication in this context. For instance, they highlight that frequent review sessions between both supervisors, debriefing sessions and 'matching' students with long arm/ off-site and on-site supervisors, are all useful tools. Leeds Beckett (2020) add that ensuring there is student guidance about preparing for placements and the placement evaluation, as well as the placement itself, can help iron out misunderstandings (Oxford Brookes, 2019).

Similarly, actively creating spaces to foster relationship building can help to promote an atmosphere of trust and openness (Linnane and Warren, 2017). Pre-placement consultations between long arm/off-site and on-site supervisors (Dancza et al., 2013) and structured induction sessions (Oxford Brookes, 2019), for instance, can support shared expectations and understanding. Maynard et al. (2015) suggest here that it can be beneficial for supervisory teams to meet students (at least at times) in a neutral venue (such as the university) as they feel more able to express concerns in a confidential environment.

Boniface et al. (2012) highlight that adopting an action learning approach in supervisions allowed students and educators to be cognisant of different roles, values, beliefs and ways of being (Clarke et al., 2014). This reflects our own experiences as we found that weekly action learning sets fostered an environment of reflection and engagement, which gave students the space to develop and grow yet still be effectively supported (Author Citation, 2022). Killick (2005) found that students further into their studies might benefit most from LAPS/OSS as younger students could struggle with the increased autonomy (and thus not experience development/growth in the same way), though Boniface et al (2012) oppose this and note that flexibility in deliverance allows younger students to flourish in the same way.

While there is a possibility for students to be less satisfied with their learning experiences if they receive LAPS/OSS (Cleak et al., 2016), the literature often details ways in which students can remain motivated and engaged at a distance. Harnessing peer support strategies, for instance, can be crucial (Dancza et al., 2013; Boniface et al., 2012), as well as ensuring that students receive clear and detailed guidance about their role (Killick, 2005). Focusing supervision sessions on linking theory with practice has also been found to enrich the process (Warren, 2016). Though as Boniface et al (2012) suggest, the key here is finding the balance between preparation and experiential learning as disengagement can occur if students feel either too constrained or too isolated.

Dancza et al. (2016; 2013) found that if students utilise a workbook when on placement it can help reinforce the integration of theory into practice and allow them to feel more confident in their learning. While the workbook focused on supplementing students' knowledge of occupational therapy theory, there were reflective inserts that also helped them to better understand their own learning needs and achievements. Similarly, the University of Salford (2022) utilise reflective learning diaries to consolidate and extend the Occupational Therapy student's learning whilst on placement in a role emerging environment. Boniface et al (2012) add that supervisors also utilising reflective journals alongside the students can help both parties feel more connected and consider problem solving strategies.

It is also important to recognise that the wider context (such as the culture and values) of the placement organisation have an impact on the LAPS experience (Cleak and Smith, 2012). This starts to unpack why communication between *everyone* involved, even those from a distance, is crucial. Warren (2016), for instance, suggests that professional leads, HEI's and organisations must work in partnership to create the groundwork for such models to flourish (Warren, 2016). Also, it has been noted that linking experienced long arm/off-site supervisors with those new to

the field can help ensure they can respond to challenges and resistance in the field (Boniface et al., 2012).

Further, long-arm models can be costly and difficult to resource (Cleak and Smith, 2012; Zuchowski, 2016). Though, Chester University (2022) demonstrated an innovative way of overcoming these hurdles by developing a financially sustainable and moral LAPS model. They suggest that by making use of LAPS for University simulated practice placements, the tariff the university receive can be utilised to pay for a team of Practice Supervisors/Assessors to support students in diverse environments (notably placement areas themselves still receive the HEE placement tariff). This has helped to increase capacity, widen the student experience and support social care workforce development. While this might not be suitable for all contexts, it reinforces Maynard et al's (2005) point that there is a need to think creatively about how LAPS/OSS can be approached and engaged with.

Conclusion

In 2021, a project called 'Not the Last Resort' responded to HEE's EELE Programme to develop more interdisciplinary practice education placements and increase placement capacity. In doing so, it found that there was an urgent need to review the long-arm supervisory models utilised in different professions across health and social care and develop evidence-based guidelines for HEE Northwest. Firstly, this review has established that there was a lack of definitional clarity and consistency for the term "long-arm supervision". Consequently, we offer a new definition that draws together insights and approaches from multiple institutions and organisations. With limited evidence regarding the details of supervisory relationships and meeting structures, we also highlight that attention must be paid to the creation of detailed examples of 'LAPS/OSS in practice' that can be utilised in guidance. While this model is constructed through relational arrangements in multiple contexts, understanding the elements that *could* be included, along with the elements that *should* be included, will allow individuals to maintain good practice whilst still adapt it to suit their own requirements. LAPS/OSS comes with challenges, as does any mode of supervision, but it is clear that it offers varied and rich benefits for all involved. We are certainly not suggesting that LAPS/OSS should act as a *replacement* for other models of supervision (Killick, 2005), rather highlighting that it is an important component of a range of approaches; one that can enhance capacity, help to facilitate IPE initiatives and ensure a wide and varied placement experience (NHS Employers, 2022). Some professions, such as social work and occupational therapy, are well accustomed with this model, however others have less experience. It is therefore important that examples of good practice and the positive outcomes of using LAPS/OSS are shared widely across those professions where this model is less well known. We recognise the complexity of challenging existing learning models and recommend that more guidelines and frameworks (such as those developed by the University of Chester [2022]) are needed to successfully integrate it into the mainstream. By bringing together the available literature, it is hoped that this review will help to facilitate and support such efforts.

References

Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International journal of social research methodology*, *8*(1), 19-32.

Beveridge, J., & Pentland, D. (2020). A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy*, *83*(8), 488-513.

Boniface, G., Seymour, A., Polglase, T., Lawrie, C., & Clarke, M. (2012). Exploring the nature of peer and academic supervision on a role-emerging placement. *British Journal of Occupational Therapy*, *75*(4), 196-201.

Canterbury Christ Church University. (2018). Guidelines for Long Arm Practice Supervision. *Faculty of Health and Wellbeing*. [Accessed July 19, 2022, at: https://www.canterbury.ac.uk/medicine-health-and-social-care/practice-learning-unit/docs/FPLC-7-Guidelines-for-Long-Arm-Practice-Supervision.pdf]

Cardiff University. (2019). BSc (Hons) Occupational Therapy: Practice-Based Learning Handbook, 2019-2022. *School of Healthcare Sciences & College of Biomedical and Life Sciences.* [Accessed July 19, 2022, at: https://www.cardiff.ac.uk/__data/assets/word_doc/0004/2453611/BSc-Practice-Based-Learning-Handbook-Final-13SEPT19.doc]

Cleak, H., & Smith, D. (2012). Student satisfaction with models of field placement supervision. *Australian Social Work*, *65*(2), 243-258.

Cleak, H., Roulston, A., & Vreugdenhil, A. (2016). The inside story: A survey of social work students' supervision and learning opportunities on placement. *British Journal of Social Work*, *46*(7), 2033-2050.

Dancza, K., Copley, J., & Moran, M. (2019). Occupational therapy student learning on role-emerging placements in schools. *British Journal of Occupational Therapy*, *82*(9), 567-577.

Dancza, K., Copley, J., Rodger, S., & Moran, M. (2016). The development of a theory-informed workbook as an additional support for students on role-emerging placements. *British Journal of Occupational Therapy*, *79*(4), 235-243.

Dancza, K., Warren, A., Copley, J., Rodger, S., Moran, M., McKay, E., & Taylor, A. (2013). Learning experiences on role-emerging placements: An exploration from the students' perspective. *Australian Occupational Therapy Journal*, *60*(6), 427-435.

GM Task & Finish Group. (2021). Guidance for supervision and assessment of nursing and midwifery learners in learning environments without registered professionals. Internal Document: Manchester University, Manchester Metropolitan University, Salford University, Bolton University. Unpublished.

HCPC (Health and Care Professions Council). (2018). *Standards*. [Accessed July 20, 2022, at: https://www.hcpc-uk.org/standards/]

HEE (Health Education England). (2021). *Expansion of clinical placements gets a £15m boost from HEE*. [Accessed August 24th, 2022, at: https://www.hee.nhs.uk/news-blogs-events/news/expansion-clinical-placements-gets-%C2%A315m-boost-hee]

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, *15*(9), 1277-1288.

Kelly, S., Stephens, M., Clark, A., Chesterton, L., & Hubbard, L. (2023). 'Not the last resort': The impact of an interprofessional training care home initiative on students, staff, and residents. *Journal of Interprofessional Care*, 1-9.

Killick, C. (2005). DipSW students' satisfaction with practice teaching on their first placement. *The Journal of Practice Teaching and Learning*, *6*(1), 39-56.

Leeds Beckett University. (2020). Speech & Language Sciences: Clinical Handbook. [Accessed July 19, 2022, at: https://www.leedsbeckett.ac.uk/-/media/files/student-hub/placement-information/hss/speech-language-therapy/htspeechandlanguagetherapyplacementclinicalhandbook.pdf]

Linnane, E., & Warren, A. (2017). Apprehension and interest: therapist and student views of the role emerging placement model in the Republic of Ireland. *Irish Journal of Occupational Therapy*. *45*(1), 40-51.

Maynard, S. P., Mertz, L. K., & Fortune, A. E. (2015). Off-site supervision in social work education: What makes it work?. *Journal of Social Work Education*, *51*(3), 519-534.

NHS Employers. (2022). Clinical placement supervision models. [Accessed July 20, 2022, at: https://www.nhsemployers.org/articles/clinical-placement-supervision-models]

NMC (Nursing and Midwifery Council). (2018). *Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment.* [Accessed July 20, 2022, at: https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf]

Oxford Brookes University. (2019). Standards for nursing and midwifery student supervision and assessment: Key information. *Faculty of Health and Life Sciences*. [Accessed July 19, 2022, at: https://www.brookes.ac.uk/documents/practice-education/nmc-standards-2018-resources-from-september-2019/gw2-standards-for-student-supervision-and-assessment-key-information-approved-jan-2019--v1_0/]

RSPH (Royal Society for Public Health). (N.D.) *Expanding public health placements to AHP students: The barriers and solutions*. [Accessed August 24th, 2022, at: https://www.rsph.org.uk/static/0c06c3a5-8bc2-41f1-9e85438ade7c674f/Expanding-public-health-placements-to-AHP-students-report-1.pdf]

The Kings Fund. (2022). *Is the NHS on track to recruit 50,000 more nurses? Hitting the target but missing the point*. Accessed August 24th, 2022, at: https://www.kingsfund.org.uk/blog/2022/04/nhs-recruit-50000-more-nurses]

University of Chester. (2022). *University of Chester Long Arm Model relating to NMC Programmes*. Internal Document: University of Chester. Unpublished.

University of Salford. (2022). *Occupational Therapy PPD/PE3: Role Emerging Placement Model and Procedures*. Internal Document: University of Salford. Unpublished.

Warren, A., Dancza, K., McKay, E., Taylor, A., Moran, M., Copley, J., & Rodger, S. (2016). Supervising role emerging placements: a CPD opportunity that supports innovation in practice. *World Federation of Occupational Therapists Bulletin*, *72*(1), 35-37.

Zuchowski, I. (2016). Getting to know the context: The complexities of providing off-site supervision in social work practice learning. *The British Journal of Social Work*, *46*(2), 409-426.