

QUALITY FRAMEWORK FOR PRACTICE LEARNING



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Introduction

Our purpose in NHS Education for Scotland (NES) is to be a collaborative, innovative and inclusive learning organisation providing high quality education, training, workforce development, workforce data and technology for Scotland's health and social care workforce.

Our strategic vision is to enhance rights-based quality care and outcomes for every person in Scotland through a skilled, capable, and resilient health and social care workforce.

We work with the Scottish Government, local government, NHS, Health and Social Care Partnerships, social care providers, academia, regulators, and other strategic partners to create new roles and services and develop new and exciting career pathways. Our work programmes ensure that those who work in health, social care and social work are skilled, confident, and motivated to continually improve outcomes for people.

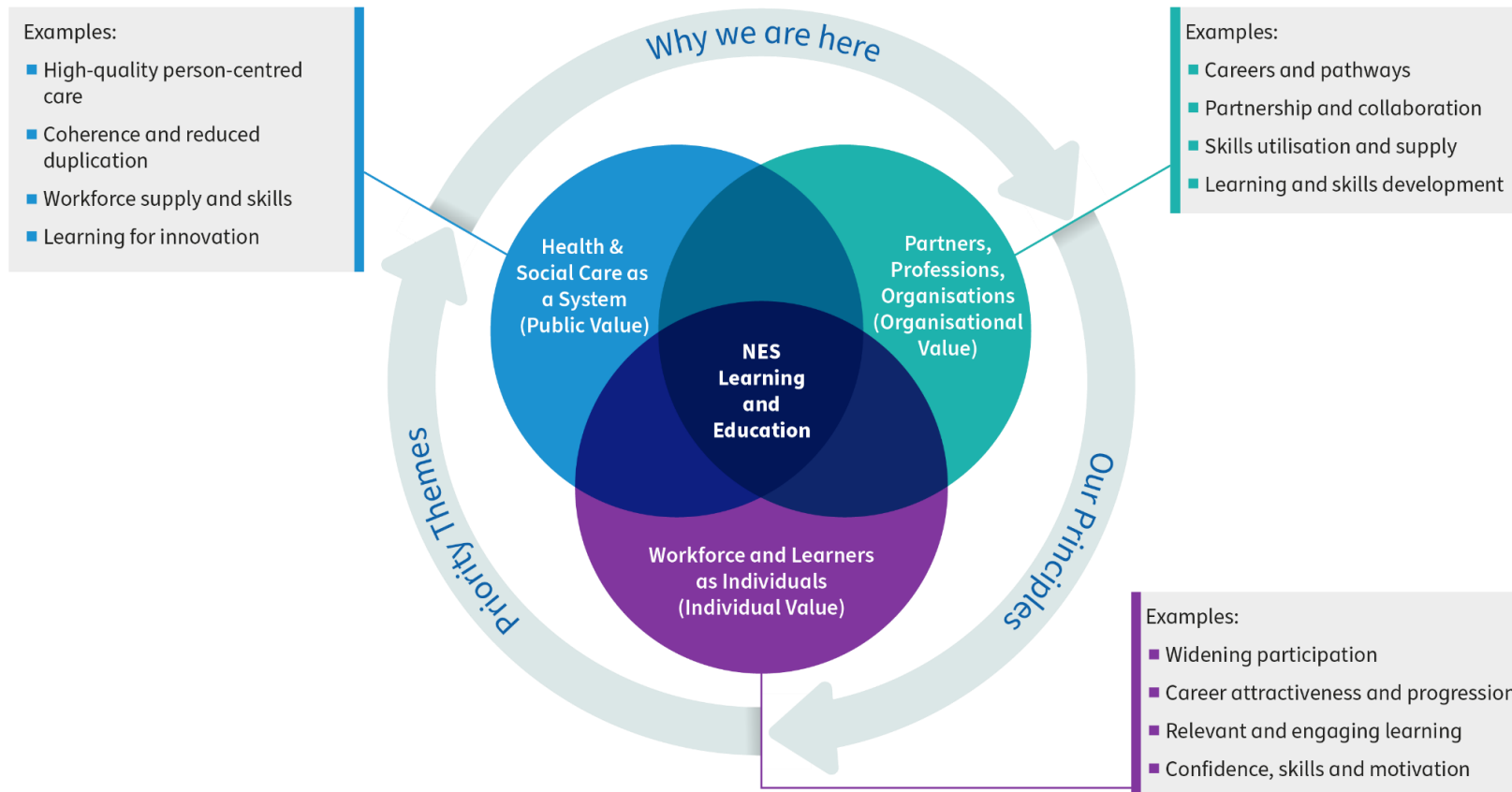
We promote and uphold human rights through our education and training and provide challenge where these are not being upheld. Equality, diversity, and inclusion are fundamental to supporting NES achieve its purpose and deliver its functions. The knowledge and skills of our educators on equity and inclusion is vital in supporting the delivery of our organisational

goals. We promote a trauma-informed approach in the design and delivery of our education and in supporting learners.

The work we do affects everyone who works in and with health and social care services, as well as every person in every community in Scotland. We design and deliver education whilst considering sustainability and climate impact, ensure quality and standards, and use technology to enable staff to be skilled, confident, and prepared to provide better outcomes. Our goal is to create a workforce that meets the needs of the people of Scotland, through collaboration with staff, learners, communities, and our stakeholders.

The Quality Framework underpins our Learning and Education Strategy and sets the quality standards we expect of learning environments. Through these standards, placement providers are required to collaborate with us and other stakeholders considering career pathways and transition from education programmes to employment. Collaborating with partners to maintain and improve practice placement capacity and capability. By working together in this way, we can ensure training is responsive to new care delivery models and supports workforce transformation and a sustainable workforce supply.

Learning and Education Strategy: Value Lenses



Framework Summary

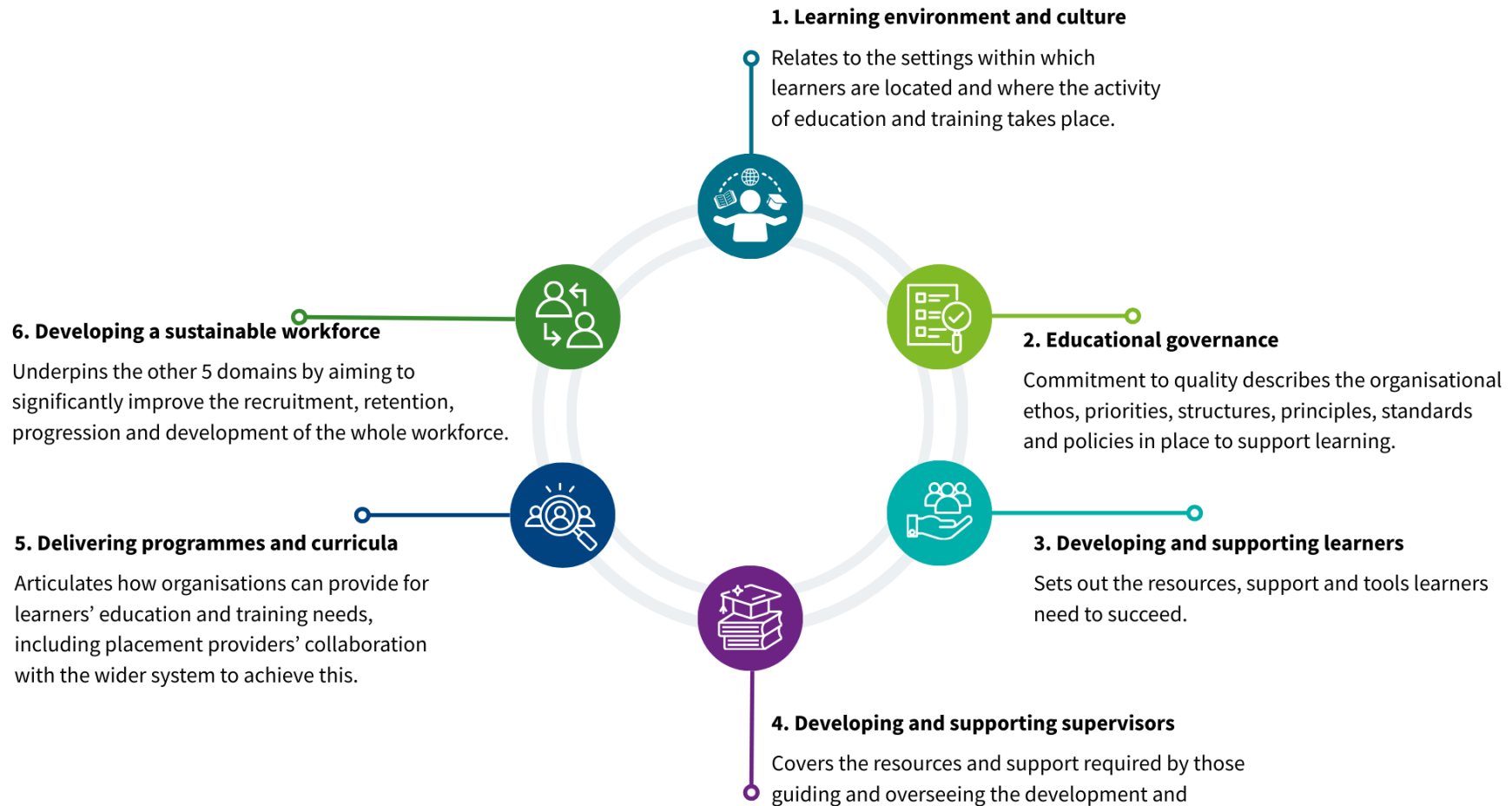
The Framework supports the Learning and Education Strategy priority themes by:

- developing and implementing an integrated and holistic approach to quality
- enhancing learner-centred delivery
- working in partnership.

The framework does this by:

- putting people who use our services and their carer's (paid/unpaid) safety and learner wellbeing at its core
- promoting quality improvement
- being multi-professional
- promoting equality, diversity, and inclusion
- promoting consistency and a common language
- encouraging innovation
- encouraging the involvement of people and communities in our work
- facilitating a cross-system approach to quality and encouraging partnership working
- reflecting the responsibility we all have for quality.

Domains



Scope, structure and purpose

Each domain has an overview of standards, and there are overlaps and interdependencies between them.

These standards aim to illustrate what quality may look like in practice, not just as a 'checklist.' Different types of evidence will be needed to determine if standards are met, and NES understands that standards and descriptors will apply differently to various types and sizes of placement providers.

The Quality Framework uses language that is broadly based across different professions and providers. We recognise that similar roles and activities might be described differently in various contexts. Consistent terminology is used to avoid confusion, and each section includes a link to the glossary to explain the terms used.

The quality domains and standards apply to all aspects of a learning environment and are useful for everyone involved in health and social care education and training. The quality standards are useful for:

- **People who use our services and their carers (paid/unpaid)** and the public, by being transparent about the standards that placement providers are held to.
- **Learners**, by setting expectations of learning environments, the contribution that learners can make, and how to raise concerns.
- **Supervisors**, by clarifying their role in supporting high quality learning environments.
- **Placement providers**, by describing the standards through which their delivery of education and training will demonstrate alignment with relevant programme standards. This enables new and prospective placement providers and partners to see the standards required of them.
- **Education providers**, by supporting the continuous improvement of practice placements in partnership with placement providers.
- **Integrated Care Systems** including **Health and Social Care Partnerships (HSCPs)** and **Integrated Joint Boards**, by supporting local oversight of quality, enabling decision-making about education and training capacity.
- **Professional regulators**, by highlighting the links between NES and regulator responsibilities in monitoring, maintaining, and sustaining quality, promoting closer working, and avoiding duplication.

Domain 1. Learning environment and culture

Overview

This domain ensures that the learning environment and culture of education and training meets learners' needs, is safe and open, and provides a high-quality care and experience for people who use our services and their carers (paid/unpaid).

The learning environment is multi-professional, fair, promotes equality, diversity, and inclusion, and facilitates learning opportunities and support for all learner groups. The culture within the learning environment is one which models positive behaviours and values, both in terms of practice and a proactive, self-directed approach to learning.

Quality standards

- 1.1 The learning environment is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity, and respect.
- 1.2 The learning environment is one in which education and training is valued and championed.
- 1.3 The learning environment is inclusive, supportive and is sensitive to the diversity of learners of all backgrounds, all professional groups and the population the organisation serves.
- 1.4 There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.
- 1.5 The environment is one that ensures the physical and psychological safety of all staff, including learners.
- 1.6 Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for people who use our services and their carers (paid/unpaid).
- 1.7 All staff and learners are supported to speak up.
- 1.8 There are opportunities for learners to take an active role in quality improvement initiatives, including participation in improving evidence led practice activities and research and innovation.

- 1.9 There are opportunities to learn constructively from the experience and outcomes of people who use our services and their carers (paid/unpaid), whether positive or negative.
- 1.10 The learning environment promotes multiprofessional and interprofessional learning opportunities.
- 1.11 The learning environment encourages learners to be proactive and take a lead in accessing learning opportunities.
- 1.12 The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to library and knowledge services.

Quality Descriptors

The placement provider is explicit in the importance it places on learning. This includes recognising, promoting, and supporting the vital role that all staff can play in creating and maintaining a positive learning environment (for example, through role modelling and supervision).

Learners are supported, encouraged, and challenged to become reflective practitioners and lifelong learners in an environment that promotes deep learning:

- Culture, systems, and processes enable all staff, including learners and supervisors, to feel secure and supported to raise concerns about safety and the standard of care, and of education and training, in an open and safe way without fear of adverse consequences.
- There is a clear commitment to create an environment of psychological and cultural safety for all learners, with no denial of their identity, to encourage a sense of belonging.
- Policies and processes are in place to promote equality, diversity, and inclusion (and challenge exclusion) within the learning environment and ensure impartiality. Relationships between diverse groups are fostered.
- Any safety concerns, which affect learning or learners, whether raised by people who use our services and their carers (paid/unpaid), staff or learners are dealt with rapidly and effectively and in compliance with any regulatory requirements. The volume and nature of concerns raised is monitored.
- Opportunities are supported for learners and supervisors to undertake activity and learning that drives quality improvement in service, education, and training, to the benefit of the wider health and social care service.
- All staff, including learners and supervisors, have access to the necessary resources, facilities, and equipment to ensure their safety within the workplace and safe delivery of care.
- Mistakes are investigated, and learning identified, with reflection on incidents and near misses. Learning is facilitated through effective reporting mechanisms, feedback to individuals and teams, sharing learning across the organisation and local governance activities.
- Every learner is supported to be an effective member of the multi-professional team through the promotion of a positive culture of learning and collaboration between all learner groups (across professions, disciplines, and specialties).

- Learners have access to the internet and IT equipment to support educational activities (such as technology enhanced learning, research, assessment, and completion of electronic portfolios). Supervisors also have access to suitable IT facilities to enable fulfilment of their roles.
- Learners and supervisors have access to quality assured knowledge and library services to support education, research and decision making.

Domain 2. Educational governance

Overview

This domain promotes a commitment to quality and ensures that all placement providers have effective arrangements for educational governance and leadership to manage and improve the quality of education and training.

Placement providers are required to collaborate with all stakeholders, including learners and people who use our services and their carers (paid/unpaid).

Quality standards

- 2.1 Educational governance arrangements support organisational self-assessment of performance against the quality standards and include an active response when standards are not being met, as well as continuous quality improvement of education and training.
- 2.2 There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level.
- 2.3 The governance arrangements promote fairness in education and training and challenge discrimination.
- 2.4 Education and training issues are escalated, considered, and represented in senior level decision making.
- 2.5 There is clear, visible, and inclusive senior educational leadership, with responsibility for all relevant learner groups, which is joined up and promotes team-working and both a multi-professional and, where appropriate, inter-professional approach to education and training.
- 2.6 There is proactive and collaborative working with other partner and stakeholder organisations to support effective delivery of health and social care education and training and share good practice.
- 2.7 Consideration is given to the potential impact on education and training of service changes (i.e. service re-design / reconfiguration). Contingency planning should consider the views of learners, supervisors, and people who use our services and their carers (paid/unpaid), and other key stakeholders (inc. NES and Education Providers).
- 2.8 The provider can demonstrate how educational resources are allocated and used.

Quality Descriptors

- There is an explicit and clear line of accountability to the Board of the organisation or equivalent senior decision-making body, with a process for regular reporting.
- There are named senior leaders with responsibility and accountability for education and training quality. The educational leadership is joined up to ensure a multiprofessional oversight of the learning environment and to promote and facilitate multi-professional and inter-professional learning where appropriate.
- Effective, transparent, and clearly understood educational governance arrangements and processes are in place to effectively evaluate, manage and improve the quality of education and training.
- Governance arrangements support the delivery of appropriate educational and clinical supervision, ensuring an integrated approach, so that information can be shared to maximise learning opportunities and meet learner portfolio and assessment needs. The arrangements ensure that educational and training needs and personal goals discussed during supervision sessions are documented.
- The governance arrangements promote and support the development and sharing of equality, diversity and inclusion good practice in education and training. There are named senior leaders (or equivalent strategic role) with responsibility and accountability for equality, diversity and inclusion in education and training.
- Learners and supervisors can raise specific concerns about education and training (such as fairness and discrimination), using regular forums or other routine feedback mechanisms. Learners and supervisors are supported if they do raise concerns. Any concerns are responded to, and investigated as per local agreement, with feedback to the individuals who raised the concerns outlining what action has been taken.
- Placement providers and learners actively engage with the training programmes quality management processes. This includes participation with quality interventions, improvement, and planning and, where appropriate, working in partnership with NES and other stakeholders in sharing evidence and delivering improvements.
- The appropriate allocation and use of educational resources can be demonstrated, including support for supervision roles (such as allocated time in job plans), learning infrastructure and learning resources.

Domain 3. Developing and supporting learners

Overview

This domain ensures that learners receive appropriate supervision and support to enable them to gain the knowledge, skills, and behaviours to achieve their learning outcomes. It also requires providers to promote and support equality, diversity, and inclusion.

Quality standards

- 3.1 Learners are valued members of the health and social care teams within which they are placed and enabled to contribute to the work of those teams.
- 3.2 The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences are not influenced by protected characteristics.
- 3.3 Learners have access to and are encouraged to access resources to support their physical and mental health and wellbeing as a critical foundation for effective learning.
- 3.4 Learners receive an appropriate, effective, and timely induction and introduction into the health and social care learning environment.
- 3.5 Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of people who use our services and their carers (paid/unpaid).
- 3.6 There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required.
- 3.7 Learners receive supervision appropriate to their level of knowledge, skills, behaviours, experience, and confidence, and according to their scope of practice.
- 3.8 Learners receive supervision and support to assist them to demonstrate what is expected in their curriculum, programme, professional standards, or professional development to achieve the learning outcomes required.
- 3.9 Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity.

- 3.10 Learners are supported to complete appropriate summative and/or formative assessments to evidence that they are meeting their curriculum, professional and regulatory standards, and learning outcomes.
- 3.11 Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate.

Quality Descriptors

- Learners' active roles within, and contribution to, teams is recognised and utilised, with appropriate responsibility, autonomy, and exposure to risk.
- Every learner must have access to a named individual responsible for overseeing their educational progression during their placement. In cases where the named individual providing this support is external to the organisation, learners are supported to access this resource.
- Learners have access to, and are encouraged to utilise, resources to support their physical and mental health and wellbeing. This includes opportunities and encouragement to enable them to lead healthy lives, which may consist of:
 - confidential counselling services
 - occupational health services
 - careers advice and support
- Learners receive adequate supervision (clinical/professional/practice or other appropriate) and are informed who is responsible for their supervision and who (and how) to ask for help should they feel that they need it. Supervision should comply with the respective regulatory and professional requirements.
- Strategies are in place to reduce the potential for differential attainment (based on protected characteristics) through inclusive education and training, including:
 - Tailored educational and training resources that help respond to local equality, diversity, and inclusion issues.
 - Enhanced induction for international learners and those new to Health and Social Care services.
 - Enhanced supervision to identify support needs early.
- Coordinated enhanced support, including resources/ training in communication, portfolios and exam preparation, awareness building and promotion of local networks, buddying/mentoring schemes and equality, diversity, and inclusion champions.
- Supervisor development/training to support equality, diversity and inclusion themes and the response to differences in attainment.
- Supervision takes place according to agreed expectations and boundaries (with clarity around roles, purpose of supervision, duration, preparation required, feedback, record keeping, confidentiality and escalation of concerns).

- Learners receive a timely induction (in some cases this may involve both a corporate and departmental induction), which includes as a minimum:
 - Their role in the team.
 - How to gain support from senior colleagues.
 - Any guidelines and policies they must follow.
 - How to access learning resources.
- How to raise concerns about people who use our services and their carers' (paid/unpaid) safety, and/or standards of care, including:
 - How to raise concerns about education and training.
 - The learner's duties and supervision arrangements.
- The first supervisor contact, frequency of meetings and duration of the supervision relationship are sufficient to provide a sound basis for learning, delivery of safe, high-quality care, understanding of roles and learner wellbeing.
- Learners are encouraged and supported to take a lead in their own learning.
- Learners can access education and training sessions, including access and attend technology enhanced and simulation-based learning opportunities, during their

placement as required by their curriculum, programme or professional standards.

- Learners are supported to take study leave appropriate to their curriculum or programme.
- Learners receive regular, constructive, and meaningful feedback on their performance and are encouraged to seek and, where appropriate, give feedback.
- Learners are supported and developed to supervise more junior staff where appropriate. This may include clinical supervision, teaching and assessing others.

Domain 4. Developing and supporting supervisors

Overview

This domain ensures that supervisors are selected, trained, and receive the support, resources, and time they need to deliver effective education, training, and clinical oversight, including support for their professional development.

Quality standards

- 4.1 Those undertaking formal supervision roles are appropriately trained as defined by the relevant regulator and/or professional body and in line with any other standards and expectations of partner organisations (e.g. Education Provider, NES).
- 4.2 Supervisors can easily access resources to support their physical and mental health and wellbeing.
- 4.3 Supervisors are appropriately supported, with allocated time in job plans/job descriptions, to undertake their roles.
- 4.4 Supervisors understand the scope of practice and knowledge, skills and behaviours expected of those they are supervising.
- 4.5 Educational supervisors are familiar with, understand and are up to date with the curricula or programme of the learners they are supporting. They also understand their role in the context of learners' programmes and career pathways, enhancing their ability to support learners' progression.
- 4.6 Clinical supervisors are supported to understand the education, training and any other support needs of their learners.
- 4.7 Supervisor performance is reviewed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for continued professional development and role progression and/or when they may be experiencing difficulties and challenges.

Quality Descriptors

- There is a clear pathway for all staff to develop their skills around undertaking a supervision role. Where appropriate, this should be actively encouraged (including for internationally recruited staff).
- Supervisors undertake appropriate preparation and professional development, and training aligned to the requirements of regulatory and professional bodies.
- The importance of supervisor wellbeing for delivering high quality supervision is recognised, and supervisors have access to resources to support their health and wellbeing, including opportunities and encouragement to enable them to lead healthy lives. This may include:
 - confidential counselling services
 - occupational health services
 - careers advice and support
- Supervisors have appropriate allocated time to meet their responsibilities within job plans (and/or job descriptions), including undertaking summative and formative assessments of learners, so that they can conduct their role in a way that promotes safe and effective care and a positive learning experience.
- Clinical supervisors are supported to know the scope of practice and expected knowledge, skills, and behaviours of those under their supervision.
- Educational supervisors are supported to be familiar with the learners' curriculum/ programme and their scope of practice and can select and support a range of appropriate learning opportunities appropriate with the learners' needs.
- Up-to-date and relevant details of all supervisors are recorded in line with organisation and regulatory guidance.
- Supervisors are formally and meaningfully appraised against their supervision responsibilities and encouraged to take responsibility for ensuring that this takes place.
- Supervisors have access to support if they have concerns, or difficulties as part of their education, training, and supervision responsibilities. These concerns should be effectively dealt with in a timely manner.
- Supervisors are supported to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialities, professions, and all learner groups, and that there is shared understanding of learners' education, training and any other support needs.

Domain 5. Delivering programmes and curricula

Overview

Underpins the other five domains by acknowledging that to realise our collective endeavour to support and improve the quality of education and training, we must also significantly improve the recruitment, retention, progression, and development of the workforce.

Quality standards

- 5.1 Placement providers collaborate with professional bodies, regulators, programme leads and stakeholders to shape curricula to ensure their content remains contemporary.
- 5.2 The involvement of people who use our service and their carer's (paid/unpaid) and learners, in the development of education delivery is encouraged.
- 5.3 Placement providers work in partnership with programme leads in planning and the delivery of programmes.
- 5.4 Practice placements should enable the delivery of relevant parts of the curricula and contribute as expected to training programmes.
- 5.5 Placement providers seek to develop new and innovative methods of education delivery, including multi-professional and inter-professional approaches.
- 5.6 Timetables, rotas and workload enable learners to attend planned/ timetabled education sessions needed to meet programme requirements.

Quality Descriptors

- Placement providers should proactively develop and implement new and innovative ways of delivering teaching and learning to enhance the programme and learner experience.
- Placement providers must work with programme leads to ensure that learning opportunities of placements continue to meet curriculum needs.
- Curricula and assessments are designed to support learners in achieving the learning outcomes required by their programme, professional body or professional standards.
- Placements contribute as expected to the experience required for programme delivery. Learners undertaking work are provided with learning opportunities and feedback on performance which give an appropriate breadth and depth of experience to meet their individual needs. This requires a suitable balance between education and service provision, and adequate staffing levels and supervision capacity.
- Learners receive sufficient, protected time to attend education sessions and those facilitating these sessions have the support and resources to plan and ensure their delivery.

Domain 6. Developing a sustainable workforce

Overview

This domain ensures that programmes and curricula (including assessments) are developed and delivered in accordance with professional regulator, professional regulator and Education Provider /Professional Body requirements and respond to the emerging models of care and service transformation. Placement providers have the freedom and flexibility to deliver curricula in innovative and creative ways.

Quality standards

- 6.1 The provider engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge, and behaviours to meet the changing needs of service and the people who use our services.
- 6.2 Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.
- 6.3 There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities.
- 6.4 Transition from a health and social care education programme to employment and/or, where appropriate, career progression, is underpinned by a clear process of support developed and delivered in partnership with the learner.

Quality Descriptors

- Providers engage in workforce planning and development in partnership with wider health and social care partners. Planned educational provision and investment reflect the outcomes of the shared workforce planning.
- The provider must jointly collect and analyse data to evaluate improvements to attrition levels and the impact on potential workforce supply.
- The provider works and engages proactively and collaboratively with other partner and stakeholder organisations to ensure sufficient placement capacity and capability, and the effective management of supervision resources.
- Providers should collaborate with partners at a system level and across geographical footprints and networks to ensure the availability of placements can meet the breadth and depth of curricula requirements.
- Providers must proactively develop and implement activities that will support individual learners to successfully transition from their education programme to employment.
- Providers must ensure the safety and wellbeing of people who use our services and their carers (paid/unpaid) with whom learners work, including formal processes for ensuring that all necessary checks for protecting vulnerable groups (e.g. Disclosure and Protecting Vulnerable Groups checks) are undertaken.
- Providers must ensure that all members of staff are provided with opportunities and resources to support their wellbeing and, where appropriate, improve resilience, including confidential counselling and occupational health services.
- Providers must have in place the infrastructure and resources to provide information and advice to support career planning decisions and enable learners to appreciate the range of career opportunities available, which may support new and innovative ways of working.
- Providers of rotational programmes must ensure opportunities for learning experiences across service, and sector and organisational boundaries for health and social care, where this is appropriate and adds value to the learning experience.
- Feedback from learners needs to be utilised to develop activities, and outcomes evaluated to assess the impact on retention levels and spread good practice.

Glossary of Terms

Term	Alternative Terms	Definition
Appraisal	Medical appraisal; Personal Review & Planning	A reflective discussion to review individual progress and learning over the past year. Can also include agreeing performance objectives, personal development planning and establishing action plans for the year ahead. This may take different formats across professions.
Clinical supervision	Professional supervision; Practice Supervision	Clinical supervision defines the relationship between a Clinical Supervisor and learner with the aim of improving and maintaining the learner's clinical practice. This includes, but is not limited to, supporting guided learning, monitoring progress, providing direction and feedback on matters professional, educational, and personal in the context of a clinical role in the care of people and/or working within a team. In some professions, this may include contributing to the assessment of learners. Clinical Supervisors offer a level of supervision of clinical activity appropriate to the knowledge, skills, behaviours, and experience of the individual trainee.
Constructive feedback		Constructive feedback is the terminology used when feedback is given to reinforce, improve, and develop practice.

Term	Alternative Terms	Definition
Curricula /curriculum		All elements of educational/learning programmes and/or courses.
Educational governance		The systems and standards through which organisations control their educational activities and demonstrate accountability for quality and performance. Governance is usually achieved through a framework approach comprising standards, processes, and reporting structures.
Education provider		The provider of educational provision, including but not limited to a higher education institute, further education providers, or an education and training organisation. In some cases, this may also include professional bodies.
Educational supervision	Professional supervision	The activities defining the relationship between an Educational Supervisor and a learner, which focus on the learning trajectory and ensure educational progress during a placement or series of placements, and include the provision of direction, support, and guidance to ensure that curricula aims and objectives are being met. Educational supervision usually involves making summative judgments of the learner's knowledge, skills, and behaviours to meet their professional regulatory standards. The term 'educational supervision' is not universally used in all health and

Term	Alternative Terms	Definition
		social care professions. The activities associated with it may be addressed using different terminology.
Formative assessment		Formative Assessment: Assessment conducted during the learning process to provide feedback and support learning progression.
Health and Social Care professional regulators		<p>An organisation that operates in line with legislation to regulate a profession. Functions include:</p> <ul style="list-style-type: none"> • making sure professionals have the necessary qualifications and/or experience • professional registration • setting professional standards • investigating complaints and fitness to practice <p>Regulators may also check the quality of education and training courses to make sure they give learners the skills and knowledge to practise safely and competently.</p>
Inter-professional		Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care

Term	Alternative Terms	Definition
Job plans	Appraisal; Annual review meeting	For some professions, a job plan is part of the contract of employment with their employer. Agreement is reached on how as an individual you will use your time and resources to deliver individual and service objectives.
Learner	Student; Trainee	<p>An individual who is undertaking a programme of study, leading to a health or social care qualification, registration with their regulatory body, and/or career progression.</p> <p>A learner refers to both students and trainees, undergraduate and postgraduate (and internationally or domestically recruited).</p>
Learner attrition	Non-continuation	The number of individuals who leave a programme of study before it has finished.
Learning environment	Clinical learning environment; Placement learning environment; Practice placement	Any environment (including virtual or physical) in which learners acquire knowledge, information, comprehension and skills in health and social care relevant to their programme of study or training. It is also the physical, contextual, and cultural location in which learning takes place between supervisors and learners.

Term	Alternative Terms	Definition
Learning experience		<p>Learning experience</p> <p>Any type of experience designed to support learning. Acknowledges learners will perceive the learning differently from each other depending on their involvement, previous learning, and values.</p>
Mentor		<p>Mentoring is a learning support mechanism where an experienced person provides guidance, knowledge, and advice to someone who is in development or has less experience about a specific topic or function.</p>
Multi-professional		<p>Occasions when two or more professions learn side by side for whatever reason.</p>
People who use our services	Patient; Client; Service user; People with lived experience	<p>People who use our services is a broad description for those people who access health and social care services.</p>

Term	Alternative Terms	Definition
Practice placement	Clinical placement; work-based placement; training post; Clinical Learning Environment; Practice based learning	A practice placement can be defined as any arrangement where a learner is present, for educational and development purposes, in an environment that provides health and social care or related services.
Professional development	Continuous professional development (CPD)	Ongoing learning and development activities that professionals engage in to enhance their knowledge, skills, and practice within their field.
Professional standards	Quality standards	Established criteria and benchmarks that define the expected level of quality in educational provision, often set by regulatory bodies or professional associations.
Programme		<p>Any of the pre-qualification programmes, undergraduate or postgraduate training programmes and all other clinical programmes at undergraduate and postgraduate level.</p> <p>Programmes can also include an educational pathway. This pathway may be academic or non-academic for the health and social care workforce.</p>

Term	Alternative Terms	Definition
Reasonable adjustments		Reasonable adjustments are designed to minimise the disadvantages experienced by persons with a disability and are mandatory requirements based on the Equality Act (2010).
Scope of practice		Scope of practice is the limit of a health and social care professional's knowledge, skills and experience and is made up of the activities conducted within their professional role to ensure care is delivered safely and effectively. These may change over time as their experience/career develops.
Summative assessment		Assessment that is often (but not always) conducted at the end of a learning period to evaluate the achievement of expected outcomes of the individual. Used to describe an assessment process which gathers evidence then used in an assessment of required knowledge, skills, and behaviours. Summative assessments are used as the basis of pass/fail judgements, grading decisions and the award of qualifications or final certification.
Supervisor	Practice Educator; Practice Supervisor	A generic term to refer to both Educational Supervisors and Clinical Supervisors. In some cases, an individual may be acting as both the Clinical Supervisor and Educational Supervisor for the same learner at the same time, and for some professions, the duties of both may be combined in one supervisory role.

Term	Alternative Terms	Definition
Workforce planning		Terminology used to describe the process of ensuring we have the right people in the right place at the right time to continue to deliver high quality care that meets the needs of Scotland's population.

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This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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