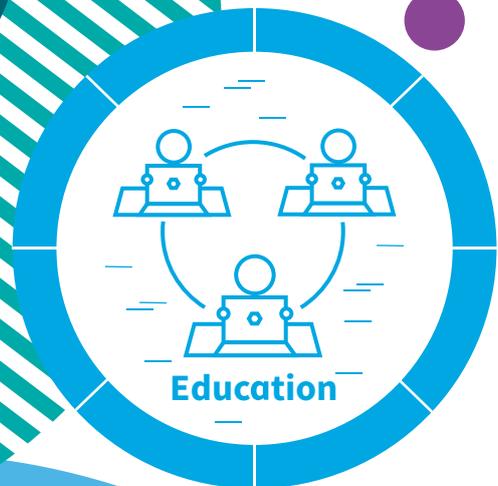
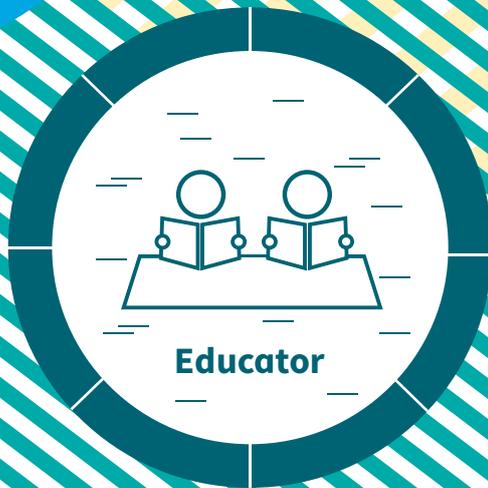


Indicators for the Quality Standards for Practice Learning (QSPL)



Indicators for the Quality Standards for Practice Learning (QSPL)

These Quality Standards for Practice Learning (QSPL) support existing professional Health and Care professions Council (HCPC) and Nursing and Midwifery Council (NMC) regulatory standards and support learners and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice based learning.

The indicators outlined in this document have been developed as a gauge to help learners, those supporting, supervising and assessing learners, managers, educators and those organisations and education institutions supporting practice-based programmes evaluate whether the QSPL are being achieved in practice.

The Standards and accompanying indicators are:

Section 1:

Individuals undertaking practice learning (as part of formal programmes of study)

Section 1A: Standard' and 'Indicators/examples of evidence

As a learner undertaking a practice learning experience you can expect:

Standards

1.1 An initial discussion to identify learning needs and outcomes: including discussions around the range of other learning opportunities available

Indicators / examples of evidence

- An initial discussion is evident within the learner documentation
- Pre-placement information and activities are discussed in relation to the practice learning experience and areas for learning and development identified
- Learning opportunities may involve interprofessional learning or a specific skill

1.2 To have any reasonable adjustments met to enable achievement of your learning outcomes

- If disclosed or additional learning needs identified at the initial meeting; learners have an opportunity to discuss learning needs and develop a plan to support reasonable adjustments
-

1.3 An environment that is welcoming and in which you will be encouraged to feel part of the team

- Learners are introduced to all team members
- Individuals supporting and assessing learners are prepared for the learner arriving
- Learner is invited to attend appropriate team activities
- Evidenced through formal and informal practice evaluation methods (e.g. electronic systems such as Quality Management of the Practice Learning Environment (QMPLE), tools such as the Scottish Student Placement Learning Experience Feedback (SPLEF) tool and learner feedback

1.4 Support from nominated individual(s) who have been suitably prepared for their role and therefore able to offer a range of learning opportunities to support achievement of your learning outcomes

- A collaborative approach is used to support, supervise and assess learners
- Learners are provided with nominated individual(s) to support them during their practice experience, as part of the wider interprofessional team
- A named third person allocated to learners to act as a mediator should the need arise

1.5 Regular, formative feedback to discuss progression towards learning outcomes

- Feedback is sought from a range of team members and service users to ensure fair and objective ongoing review and assessment
- Evidence of regular formative feedback within assessment documentation, including learning development plans where applicable
- Learning plans and development needs are documented and reviewed during the practice learning experience
- Self-assessment encouraged through reflective practice



1.6 To have a summative assessment towards / at the end of a summative practice learning experience

- Evidence of a summative assessment in assessment documentation
- Summative assessment at end of practice learning experience in line with education institution and regulatory body processes
- Summative assessment is discussed with the learner to assist their future learning

1.7 To have access to support from the education provider when required

- There is a clear process for communication between the education provider and the learner

Section 1B: Standard' and 'Indicators/examples of evidence

As a learner undertaking a practice learning experience you have a responsibility to:

Standards

1.8 Access information about the practice learning environment to prepare for the practice learning experience

Indicators / examples of evidence

- Learners will have read pre-placement information prior to the first day of placement, and documented any required activities
- Learners contact the practice learning environment prior to commencing their practice learning experience to discuss any needs / concerns
- Any additional needs are discussed

1.9 Actively participate in achieving learning outcomes

- Learners are motivated by self and others to participate in learning
- Learners discuss learning needs and plan relevant actions throughout the practice learning experience
- Learners actively address their learning needs e.g. self-directed reading
- Learners reflect on experiences and discuss outcomes during their experience

1.10 Use self-reflection and feedback from team and service users to identify areas for development

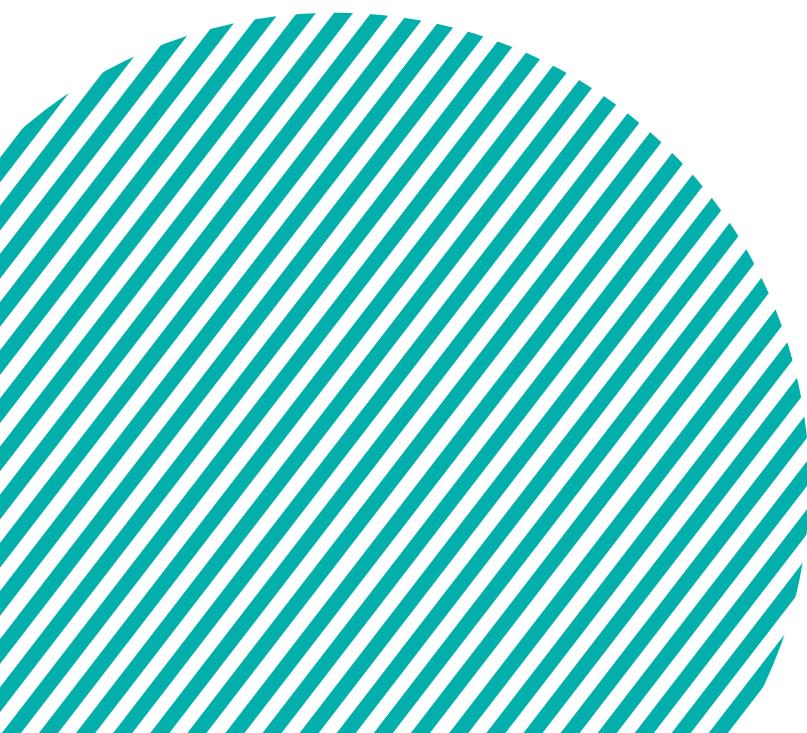
- Learners recognise the importance of feedback
- Learners discuss opportunities and areas for development during their practice learning experience
- Learners respond appropriately to feedback from the team and service users to enhance their practice and learning
- Learners evidence a reflective approach to learning

1.11 Provide feedback of your practice learning experience

- Learners identify the importance of giving and receiving feedback to enhance practice
- Learners provide formal and informal feedback on their experience using a variety of channels, (e.g. electronic systems such as Quality Management of the Practice Learning Environment (QMPLE), tools such as the Scottish Student Placement Learning Experience Feedback (SPLEF) tool and learner feedback

1.12 Raise any concerns in relation to your practice learning experience in a timely and appropriate manner

- Learners are aware of the process of raising concerns using the relevant guidance and communication protocols
- Learners have the relevant contact with their formal education provider to address any issues



Section 2:

Individuals supporting, supervising and assessing learners in the practice learning environment (for example practice supervisors/ assessors/ educators)

Section 2A: Standard' and 'Indicators/examples of evidence

Individuals supporting, supervising and assessing learners in the workplace can expect:

Standards

2.1 To be suitably prepared for their role in supporting, supervising and assessing learners

Indicators / examples of evidence

- Evidence of preparation, continuing professional development and relevant experience for their role, including knowledge of appropriate resources and/ or services to respond to additional support needs (for example religious and cultural needs, reasonable adjustment, pregnancy, pastoral needs, remote and rural practice learning experiences)
- Prepared to support and facilitate adult learning
- Receive ongoing support and training to reflect and develop in their role as educator

2.2 Access to a practice education network of support to enhance excellence in practice learning

- Access local, regional and national practice education networks for support
- Opportunity to attend updates and forums around learner support, supervision and assessment
- Evidence of support from peers, line managers and organisation
- Access to support from the formal education provider e.g. named individual from University

2.3 Timely information regarding learners and their learning needs prior to the practice learning experience commencing

- Information about upcoming learner allocations is shared in the practice area
- Support to prepare prior to the learner commencing their practice learning experience

2.4 Time to support learners to achieve their learning outcomes and facilitate reflective learning, which can include peer learning

- Ensure time to support learning and reflection of learners in the achievement of their outcomes, skills and practice
- Recognise the importance of learner support from a variety of individuals, peers and teams

Section 2B: Standard' and 'Indicators/examples of evidence

Individuals supporting, supervising and assessing learners in the workplace have a responsibility to:

Standards

2.5 Have an understanding of the proficiencies and learning outcomes they are supporting individual learners to achieve

Indicators / examples of evidence

- Awareness of programme requirements, and stage of learner
- Able to identify appropriate learning opportunities
- Evidenced in practice assessment documentation
- Discuss learning outcomes and areas for development at the initial review and throughout the practice learning experience

2.6 Be suitably prepared for their role in enabling a supportive and welcoming environment

- Evidence of preparation / prior learning and experience for their role to include emotional resilience and coping under pressure

2.7 Use good interpersonal skills to support, teach, facilitate and supervise learners according to the requirements of the programme

- Learners are supported to achieve their learning outcomes
- Individuals supporting learners apply a range of teaching and learning strategies to facilitate adult learning
- Open communication between nominated individuals and learners is evident
- Approach to supervising the learner is discussed and agreed during initial review and induction
- Demonstrate that quality professional person centred, compassionate care underpins and supports learning in practice e.g. providing opportunities for service user feedback where service users and families are respected as co-educators

Section 2B: (continued)

Individuals supporting, supervising and assessing learners in the workplace have a responsibility to:

- | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.8 Have knowledge of the assessment process and their role within it</p> | <ul style="list-style-type: none">• Evidence of ongoing Continuing Professional Development (CPD) that enables those supporting and assessing learners in the practice learning environment to undertake their assessment role |
| <p>2.9 Provide constructive, timely formative feedback to the learner to facilitate their development</p> | <ul style="list-style-type: none">• Evidence of regular formative feedback, review of learning outcomes, progress and areas for development• Evidence of timely formative feedback throughout the practice experience within practice assessment documentation• Feedback on learners is sought from a range of individuals to inform assessment, including service users• Concerns regarding the learner are identified and highlighted as soon as possible |
| <p>2.10 Conduct a timely evidence-based, summative assessment of learners</p> | <ul style="list-style-type: none">• Evidenced within practice assessment documentation• Summative assessment is carried out according to Approved Education Institutions (AEI) processes following consideration and inclusion, where appropriate, of feedback from others including interprofessional team members and service users• Summative assessment accurately reflects the performance of the learner throughout the practice learning experience |

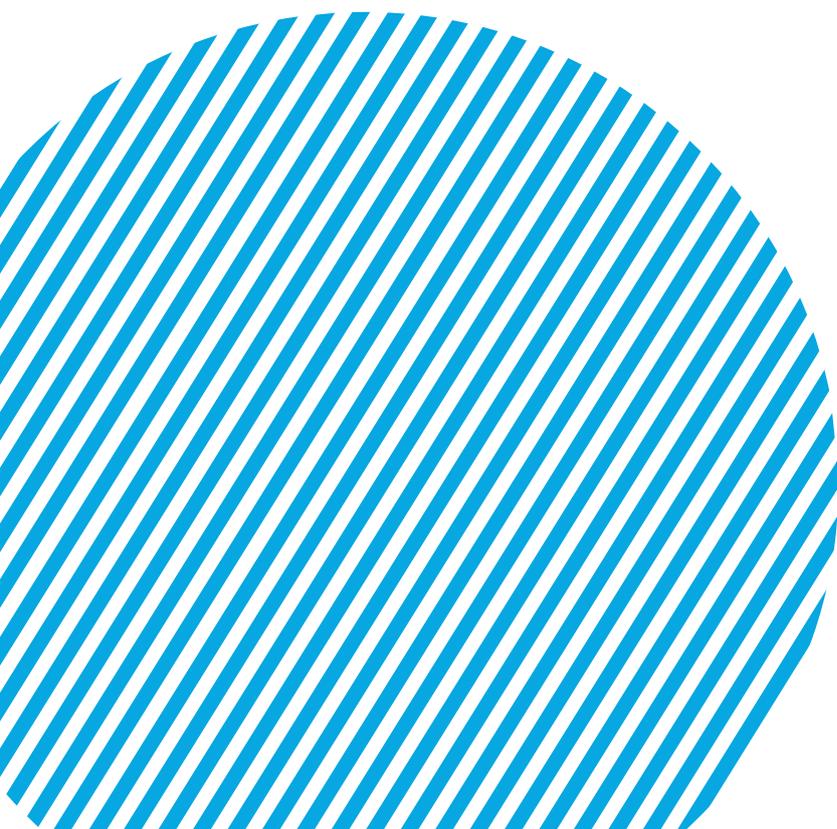


2.11 Continue to proactively develop their professional practice and knowledge in order to fulfil their role

- Awareness of programme requirements, and stage of learner
- Able to identify relevant learning needs and appropriate learning opportunities through discussion at personal development planning and review processes
- Evidenced in practice assessment documentation
- Discuss learning outcomes and areas for development at the initial review and throughout the practice learning experience
- Evidence of local, regional and/or national engagement to participate in peer reflection

2.12 Allocate time to support learners to achieve their learning outcomes and facilitate reflective learning, which can include peer learning

- Allow time to support learning and reflection of learners in the achievement of their outcomes, skills and procedures
- Recognise the importance of learner support from a variety of individuals, peers and teams



Section 3: Managers and educators supporting practice learning

Section 3A: Standard' and 'Indicators/examples of evidence

Managers and educators supporting practice learning can expect:

- | | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1 Access to a practice education network of support to enhance excellence in practice learning</p> | <ul style="list-style-type: none">• Evidence exists of collaborative and effective engagement and communication within networks• Timely notification of learner allocation from the education provider |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
-

Section 3B:

Managers and educators supporting practice learning have a responsibility to:

Standards

3.2 Work in partnership with others to continuously improve the practice learning environment using a quality improvement approach

Indicators / examples of evidence

- Completion of appropriate audit documents
 - Actions arising from these audits being agreed and met
 - Review of feedback from learners to enhance the practice learning environment and sustain quality standards
 - Evidence of ongoing quality assurance of both the practice learning environment and the nominated individuals supporting learners
-

3.3 Ensure learners are supported by at least one nominated individual who has been prepared for their role

- Evidence that every learner has a nominated individual identified at the start of the practice learning experience
 - Evidence of access to ongoing CPD of the person(s) supporting the learner
-

3.4 Support individuals in the practice learning environment to raise and respond to learner performance concerns

- Evidence of local and national policies, processes and support networks through which concerns can be raised

Section 4: Organisations providing practice learning experiences

Section 4A: Standard' and 'Indicators/examples of evidence Organisations providing practice learning experiences can expect:

Standards

4.1 Support, liaison and collaborative involvement with education institutions

Indicators / examples of evidence

- Formal structures exist and lines of communication and decision-making are clear
- Evidence of involvement / collaboration and discussions with the formal education providers in curricula development and design
- Organisation(s) are represented at meetings with education providers / education sector both locally and nationally
- A clear communication strategy exists with lists of key contacts from education providers
- Involvement with quality assurance mechanisms for practice learning experiences (e.g. QSPL, QMPLE, learner evaluations)
- Formal engagement from education providers about the needs of service delivery for future workforce development e.g. models of care, integration, workforce planning

4.2 Formal agreements for practice learning between the service and education institutions

- National Practice Based Learning Agreement / Memorandum of Agreement with organisational signatory/ named individual
- Evidence of organisation's contribution to learner support – quality assurance and reporting mechanisms
- Practice learning experience data reports (e.g. via QMPLE, PrBL annual summaries)
- Collaborative review of formal learner feedback (e.g. SPLEF, Learner evaluations)

Section 4: Organisations providing practice learning experiences

Section 4B: Standard' and 'Indicators/examples of evidence

Organisations providing practice learning experiences have a responsibility to:

- 4.3** Ensure individuals supporting, supervising and assessing learners have access to educational preparation and receive ongoing support and training to reflect and develop in their role
- Evidence exists that demonstrates individuals and practice learning environments have access to educational preparation, and ongoing support and development from the organisation and practice education individuals (e.g. AEI representative, Practice Education Facilitators (PEFS), Care Home Education Facilitators (CHEFS), Practice Education Lead (PELS))
 - Organisational processes allow individuals that supervise and assess learners to receive support to engage with formal and informal educational updates
 - Agreement in place with relevant education providers about the provision of preparation and on-going support for those that supervise, assess and oversee learning
 - Evidence of ongoing development and support for individuals who provide supervision and assessment in the workplace (e.g. appraisal, database of individuals who support learners, AHP reregistration, NMC revalidation)
-
- 4.4** Provide safe, effective and inclusive learning experiences
- Evidenced through a variety of sources e.g. Excellence in Care and Quality Assurance processes
 - Clear process exists for risk assessment and management in learning
 - Agreed core induction and orientation content for all learners accessing the organisation to support safe practice
 - Evidence of the organisation promoting a learning culture for all staff and learners
 - Evidence of providing a range of practice learning experiences to support achievement of learning outcomes

Section 4: Organisations providing practice learning experiences

Section 4B: Standard' and 'Indicators/examples of evidence

Organisations providing practice learning experiences have a responsibility to:

- 4.5 Promote a learning culture which proactively facilitates feedback (giving and receiving) to support enhancement of excellence within practice learning environments
- Evidence of formal and informal feedback receipt and review to enhance learning in practice (e.g. SPLEF, 'You said We did')
 - Process in place to enable staff and learners to have access to IT facilities and learning resources (e.g. library facilities, digital resources)
 - Organisational policy/ guidance for supporting reasonable adjustment for learners who require this and ensure any reasonable adjustments to meet additional support needs are in place (e.g. religious and cultural needs, pregnancy, pastoral needs, remote and rural practice placement experiences).
 - Organisation appraisal processes include reflection and review of feedback of the learning environment
 - Access to support and supervision for both learners and individuals who support learners



Section 4: Organisations providing practice learning experiences

Section 4B: Standard' and 'Indicators/examples of evidence

Organisations providing practice learning experiences have a responsibility to:

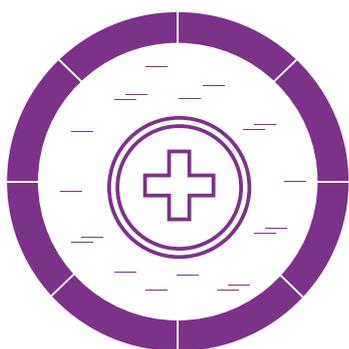
- 4.6** Provide positive nurturing, inclusive and productive learning environments that engage and challenge learners and staff to fulfil their learning potential
- Staff governance standards are met, including self-assessment and review of all staff
 - Staff supervision and support mechanisms are in place
 - Evidence of learner feeling supported through feedback processes
 - Feedback from evaluations are received and themes arising acted upon by the profession/ relevant team(s)
 - Agreed educational audit and QSPL processes defined in collaboration with universities
 - Evidence from learners and staff that learning opportunities and experiences are protected for learners who are supernumerary
 - Equality and Diversity Policy in place and completion of mandatory Equality and Diversity training
-
- 4.7** Establish and participate in formal partnerships that develop committed, open and collaborative partnership approaches to practice learning
- Formal structures exist to promote collaborative partnership working between education institutions and the organisation
 - Formal agreements in place between organisation and education providers which outline roles and responsibilities of both partners
 - Within the organisation, all professions are represented by a group with terms of reference which outline the intent to improve partnership working with local education providers

Section 4: Organisations providing practice learning experiences

Section 4B: Standard' and 'Indicators/examples of evidence

Organisations providing practice learning experiences have a responsibility to:

- 4.8** Use evidence and emerging data to address issues identified thereby improving the quality of the practice learning environment and the practice learning experience
- Evidence may include examples from QMPLE/SPLEF/EiC/local processes
 - Organisational representation and collaboration with education providers/ education sector both locally and nationally
 - A clear communication strategy with list of key contacts from the education providers
 - Involvement in quality assurance mechanisms for practice learning experiences (e.g. QSPL, learner evaluations, educational audits)
 - Formal engagement from education providers about the needs of service delivery for future workforce development (e.g. models of care, integration, workforce planning)
 - Appropriate organisational representatives are involved in curricula development
 - Formal mechanisms exist for escalating, addressing and feeding back learner concerns
 - Evidence of implementation plan to embed organisational values
 - Organisational policy/ guidance for supporting reasonable adjustment for learners who require this



Section 4: Organisations providing practice learning experiences

Section 4B: Standard' and 'Indicators/examples of evidence

Organisations providing practice learning experiences have a responsibility to:

- 4.9 Policies and practice recognise how people who are service users and or family/carers with lived experience are actively involved as individuals who support learners
- Family carers/service users who are individuals who support learning are provided with learning outcomes and can provide feedback
 - Systems are in place for family carers/service users, as individuals who support learning, to be provided with feedback about their role
 - Mechanisms and processes for raising any concerns arising regarding the practice learning experience are clearly explained to service users/family members as individuals who support learning
 - Evidence of engagement with service users and family carers as partners and individuals who support learning ensuring a respectful 2-way relationship regarding learners involved in their care



Section 5:

Approved Education Institutions (i.e. Higher Education Institutions or other formal education provider)

Section 5A: Standard' and 'Indicators/examples of evidence

The educational institution can expect that:

Standards

5.1 The structure, duration and range of practice-based learning supports the achievement of the learning outcomes and programme standards

5.2 Mutual support, liaison and collaborative involvement exists between educational institutions and practice learning providers

5.3 Practice-based learning takes place in a learning environment that is safe and supportive for learners, and service users and educators

Indicators / examples of evidence

- The educational institution will create a programme framework which will detail the structure and duration of each practice placement
- Timely notification of learner allocation from the education provider

- Structures in place to support collaborative working and practice-based learning development
- Collaboration between educational institutions

- Each practice learning environment is audited to ensure:
 - that it meets professional, regulatory requirements
 - there are sufficient qualified staff to supervise and support the learner(s)
- Learner evaluations of practice learning environments are reviewed regularly to monitor the quality of the learning environment

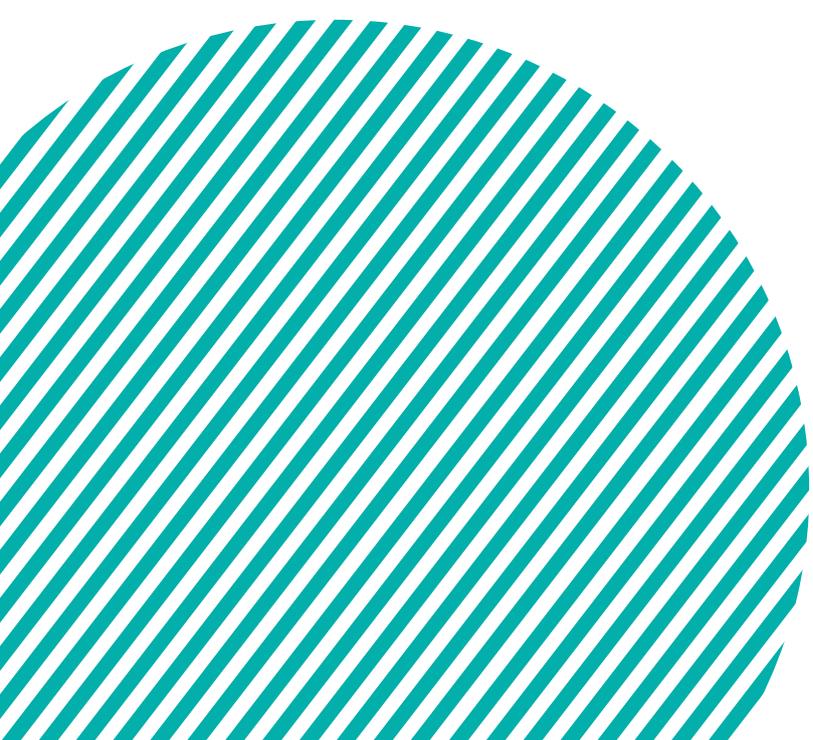
Section 5:

Approved Education Institutions (i.e. Higher Education Institutions or other formal education provider)

Section 5A: Standard' and 'Indicators/examples of evidence

The educational institution can expect that:

- 5.4 The learning culture is ethical, open and honest; conducive to safe and effective learning that respects the principles of equality and diversity
- Those involved in supervision, learning and assessment understand their role in preserving public safety
 - Learners and those involved in supporting learners understand how to raise concerns or complaints in line with local and national policies
 - Any concerns or complaints are investigated and dealt with effectively
 - Both the educational institution and practice learning provider have fair and transparent procedures for handling complaints and appeals which are accessible to all learners in line with the UK Quality Code



Section 5:

Approved Education Institutions (i.e. Higher Education Institutions or other formal education provider)

Section 5A: Standard' and 'Indicators/examples of evidence

The Approved Education Institution has a responsibility to:

- 5.5** Ensure there are effective governance systems in place that ensure compliance with all legal, regulatory, professional and educational requirements
- Practice learning experience assessment documents will detail clear learning outcomes and assessment criteria in line with legal, regulatory, professional and educational requirements
 - Adherence to the UK Quality Code for Higher Education (QAA, 2018 and any relevant professional and regulatory bodies expectations and practices (Core and Common)
 - Programme approval events
 - Enhancement-led Institutional Review
 - The AEI has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience (UK Quality Code and any relevant professional and regulatory bodies' codes or standards)
 - The AEI has sufficient and appropriate facilities, learning resources and learner support services to deliver a high-quality academic experience (UK Quality Code and any relevant professional and regulatory bodies' code or standards)
 - AHP Practice Based Learning Agreements
 - Nursing and Midwifery Memorandum of Agreements



Glossary

Approved education Institutions (AEIs) the status awarded to an institution, or part of an institution, or combination of institutions that works in partnership with practice placement and workplace learning providers to provide NMC or HCPC approved education programmes.

Care Home Education Facilitator (CHEF) is one of the roles within the Practice Education Network within Scotland. The purpose of the CHEF role is to work with practice supervisors and assessors in care homes to enhance the learning experience of nurse learners in practice learning environments. This is achieved by CHEFs providing support to practice supervisors and assessors through education and development activities and contributing to the development of the care setting as a positive learning environment which promotes a values-based, person-centred approach to care and learning. More information can be found at <https://www.nes.scot.nhs.uk/our-work/care-home-education-facilitators-chefs/>

Continuous Professional Development (CPD) is the way in which registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to practise safely and effectively.

Excellence in Care (EiC) The Excellence in Care programme aims to provide access to nursing and midwifery sensitive assurance and improvement data at ward, NHS Board/Health & Social Care partnership and national level. It also aims to increase the improvement skills and knowledge of the workforce, supporting a systematic quality management approach to improving care through a series of measures developed by nursing and midwifery staff with Health Improvement Scotland and National Services Scotland. More information can be found at <https://www.gov.scot/publications/excellence-care-scotlands-national-approach-assuring-nursing-midwifery-care-event-report/pages/3/>

Health and Care Professions Council (HCPC) The Health and Care Professions Council is the regulator for 15 health professions approving education and training programmes, setting standards for their education, training, conduct and performance. More information can be found at <https://www.hcpc-uk.org/>

Nursing and Midwifery Council (NMC) The Nursing and Midwifery Council is the regulator for nursing and midwifery professions in the UK. It sets and reviews standards for their education, training, conduct and performance. More information can be found at <https://www.nmc.org.uk/>

Practice Education Facilitator (PEF) is one of the roles within the Practice Education Network within Scotland. PEFs in partnership with practice and academic colleagues, identify, develop and sustain the number and quality of approved practice learning environments, while enhancing the capacity and capability of practice supervisors and assessors in enacting their regulatory responsibilities in learning and assessment in practice. They do this by providing practitioners with the support they need to improve learners' practice learning experience in accordance with NMC regulatory standards. More information can be found at <https://www.nes.scot.nhs.uk/our-work/practice-education-facilitators-pefs/>

Glossary

Practice Education Lead (PEL) is one of the roles within the practice education network in Scotland. PELs support and facilitate the development of the workplace as a high quality and sustainable learning environment for all AHP staff across all care settings. PELs support CPD and career development needs of AHP staff through facilitation of local learning and helping them to develop and access a range of work-based learning opportunities. They also link closely with University lecturers to support Practice Educator Training and to maintain high quality practice based learning experiences for AHP learners. More information on the AHP practice education network can be found at: <https://www.nes.scot.nhs.uk/our-work/ahp-practice-education/> or <http://www.knowledge.scot.nhs.uk/ahppe.aspx>

Practice Based Learning (PrBL) annual summary: University update about developments associated with AHP student practice based learning. Contains summary information about practice-based learning provision by the practice education provider and any cancellations over the past academic year.

Scottish Student Placement Learning Experience Feedback (SPLEF) Hosted within QMPLE this evidence-based tool allows pre-registration nursing and midwifery learners in Scotland to provide feedback on their experience of health and social care practice learning experiences.

Quality Assurance Agency (QAA) is the independent body entrusted with monitoring and advising on standards and quality in UK higher education. More information can be found at <https://www.qaa.ac.uk/en/home>

Quality management of the Practice Learning Environment (QMPLE) is a web based resource which provides access to and reporting of data relating to the quality of the practice learning environments for pre-registration nursing and midwifery learners in Scotland across health and social care. More information can be found at <https://www.nes.scot.nhs.uk/our-work/quality-management-of-the-practice-learningenvironment-qmple/>



NHS Education for Scotland

Westport 102

West Port

Edinburgh

EH3 9DN

www.nes.scot.nhs.uk

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