

Quality Standards for Practice Placements

Revised 2008

Quality practice placement experiences, within a positive learning environment, support the development of healthcare professionals to deliver safe and effective person centred care.

The Quality Standards for Practice Placements have been created so that students and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice placement learning. The Standards apply to any structured placement learning in NHS Scotland that is accessed by nurses, midwives and allied health professions and supported through an educational programme.

The Quality Assurance Agency's Precepts for Work-based and Placement Learning (QAA 2007) apply to all Higher Education Institutions and are included for reference.

These revised standards support existing professional regulatory standards and are fully endorsed by the Scottish Government Health Directorate and NHS Education for Scotland. The Nursing and Midwifery Council and the Health Professions Council acknowledge the contribution that these standards make to enhancing the learning environment.

Supporting information is available at: www.nes.scot.nhs.uk

THE STANDARDS

1. STUDENTS ON PRACTICE PLACEMENTS

(as part of formal programmes of study)

STANDARDS

INDICATORS

Students on practice placements can expect to:

1.1 A placement appropriate to their learning needs

1.1i Evidence of a joint approach between service and education institutions to the preparation, audit and allocation of practice placements

1.2 Access to information about the placement and the learning opportunities available

1.2i Pre-placement information is available and accessible (written, verbal, electronic)

1.3 Access to the Quality Standards for Practice Placements (NES, 2008)

1.3i Quality Standards for Practice Placements are available

1.4 Support from a named individual who is prepared for the role of supporting students

1.4i A relevant named individual is available to the student

1.5 An opportunity to discuss learning needs early in the placement (normally within 48 hours)

1.5i Placement learning outcomes and how they will be achieved are discussed and recorded/documented early in the placement.

1.6 An environment which is welcoming, supportive of their learning and in which they feel part of the team

1.6i Evidence exists that learning and learners are welcomed, valued and have a positive learning experience

1.7 Access to a range of learning and teaching opportunities

1.7i Evidence of learning opportunities exists which meet students' learning needs e.g. practice placement profile

1.8 A team approach to their support

1.8i Experience gained with, from and about the wider team takes place where it supports the students' learning outcomes.

1.9 Feedback on their performance and progress from individuals supporting their learning

1.9i Feedback and review of achievement of learning outcomes is documented

1.10 Fair, timely and objective assessment

1.10i Assessment documentation is completed in line with education institution requirements

1.11 Access to support from the education institution when required

1.11i Lines of communication between the education institution and student during practice placement are clear

Students on practice placements have a responsibility to:

- 1.12 Ensure they are prepared for the practice placement by accessing pre-placement information
- 1.13 Contribute as a partner in the achievement of their learning outcomes
- 1.14 Raise any concerns about the practice placement experience
- 1.15 Evaluate their practice placement experience
- 1.12i Students access pre-placement information
- 1.13i Students are encouraged to take responsibility for their own learning
- 1.14i Systems exist for supporting and addressing students' concerns about the placement
- 1.15i Joint education institutions/service quality process exists and includes student evaluation

2. INDIVIDUALS SUPPORTING STUDENTS IN THE WORKPLACE (for example mentors, assessors, and educators)

STANDARDS

Individuals supporting students in the work place have a responsibility to:

- 2.1 Be prepared for their role in supporting students
- 2.2 Support, teach, facilitate, and supervise students according to the requirements of the programme
- 2.3 Provide guidance and constructive feedback to the student
- 2.4 Conduct a fair, objective and timely assessment of student performance, where assessment is required
- 2.5 Raise concerns, in a timely manner, when a student is not achieving agreed learning outcomes
- 2.6 Contribute to the review of the learning environment and student experience
- 2.7 Participate in self and peer evaluation to facilitate personal development and contribute to the development of others

INDICATORS

- 2.1i Access relevant educational preparation and development
- 2.2i Students are supported to achieve learning outcomes
- 2.3i Constructive feedback is evident within documentation
- 2.4i Assessment documentation is completed in line with education institution requirements
- 2.5i Agreed processes for raising concerns are in place and followed
- 2.6i Joint education institution/service quality process includes evaluation from individuals supporting students in the workplace
- 2.7i Support network is available and accessed by individuals supporting students

2.8 To be educationally prepared to fulfil their role in supporting students

2.8i Relevant educational and continuing professional development needs are incorporated into Personal Development Plans aligned to the Knowledge and Skills Framework

2.9 To receive information about the students and their learning needs provided by the education institution

2.9i Information about the students and their learning needs is available

2.10 Time to support students to achieve their learning outcomes

2.10i Workload expectations take account of students' support

2.11 A support network inclusive of service and education colleagues, managers and peers

2.11i Support networks exist and are accessible to individuals supporting students

3. MANAGERS AND FACILITATORS SUPPORTING EDUCATION IN PRACTICE

STANDARDS

INDICATORS

Managers and facilitators supporting education in practice have a responsibility to:

3.1 Support the implementation of the Quality Standards for Practice Placement (NES 2008) as part of improving the clinical learning environment

3.1i Evidence of periodic review/audit of practice placement environment

3.2 Work with service and education colleagues to ensure processes are in place for continuous quality improvement of practice placements

3.2i Evidence of partnership between service and education in relation to the quality of placement experience

3.3 Ensure students within their area have a named, prepared individual to support their learning

3.3i Evidence exists that every student has a named individual supporting them

3.4 Ensure individuals who support students in the workplace are able to raise concerns

3.4i Evidence of support networks where concerns can be raised in relation to students and placements

Managers and facilitators supporting education in practice can expect:

3.5 A network of support to share and develop practice

3.5i Networks exist which can be accessed by managers and facilitators supporting education in practice

4. ORGANISATIONS PROVIDING PRACTICE PLACEMENTS

STANDARDS

INDICATORS

Organisations providing Practice Placements have a responsibility to:

4.1 Ensure access to educational preparation and support of individuals supporting students

4.1i Evidence of preparation of individuals supporting students is available

4.2 Ensure the practice placement experience contributes to preparing students to become safe practitioners

4.2i Student assessment documentation provides evidence of achieving learning outcomes

4.3 Form partnerships with education institutions to facilitate placement learning

4.3i Formal structures exist between education institutions and the NHS to promote partnership in placement learning

4.4 Provide access to facilities and learning opportunities to allow student outcomes to be achieved

4.4i Evidence of access for learning opportunities exist

4.5 Provide a supportive learning environment for educators and students on placement

4.5i Staff Governance Standards are met

4.6 Establish systems and processes to ensure that issues identified in relation to the quality of practice placements are addressed

4.6i Systems and processes to address placement issues are in place

4.7 Promote Equality and Diversity in all aspects of the placement

4.7i Educators and staff have received Equality and Diversity training and learning arrangements/reasonable adjustments take account of student needs

Organisations providing Practice Placements can expect:

4.8 Support from and liaison with education institutions

4.8i Lines of communication and decision making are clear

4.9 Involvement in curricula development

4.9i Placement providers' views are represented in curricula design

4.10 Formal agreements on practice placements between the service and education institutions.

4.10i Agreements exist e.g. Service Level Agreements, Memorandum of Understanding,

5. Educational Institutions

Educational institutions work in partnership with the NHS to support practice learning. Their responsibilities are articulated in the Quality Assurance Agency precepts for work-based and placement learning which apply to all Higher Education Institutions (Section 9 QAA 2007).

Precept 1 : General Principles

Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are:

- clearly identified
- contribute to the overall and coherent aims of their programme
- are assessed appropriately

Precept 2 : Responsibilities for Academic Standards and Quality

Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.

Precept 3 : Responsibilities and Partners

Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.

Precept 4 : Responsibilities and Entitlements of Students

Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.

Precept 5 : Students

Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.

Precept 6 : Partners

Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement

Precept 7 : Staff Development

Awarding institutions ensure that:

- their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)
- where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning

Precept 8 : Monitoring and Evaluation

Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are effective and reviewed regularly.



To request this leaflet in alternative formats please contact the Practice Education Team on 0141 223 1400.

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