



Practice Education Facilitator (PEF) and Care Home Education Facilitator (CHEF) National Priorities and Outcome Measures 2024 – 2026

Foreword from Karen Wilson – NHS Education for Scotland (NES) Deputy Chief Executive (Clinical) & Director of Nursing

I am delighted to be writing the forward for the Practice Education and Care Home Education Facilitators (PEF/CHEF) national priorities and outcome measures for the years 2024-26.

The refreshed priorities position us to meet the evolving challenges of complex health and social care delivery.

NES's strategic vision supports better rights-based quality care and outcomes for every person in Scotland through a skilled, capable, and resilient health and social care workforce. The PEF/CHEF national priorities and outcome measures align with this vision and the [National Workforce Strategy](#) by fostering the education and development of the current and future health and social care workforce.

These refreshed outcome-focused priorities enable PEFs and CHEFs to demonstrate their impact and value by focusing on the professional development of practice supervisors and assessors to provide high-quality learning environments, in a range of contemporary settings, where all learners grow and flourish, ultimately producing a better-prepared and skilled and sustainable new graduate workforce capable of delivering safe, effective and person-centred care.

The PEF/CHEF network will continue to enable a culture that encourages learners to speak up and be heard and together, we will continue to build a health and care system that is resilient, responsive, and dedicated to excellence.

We look forward to the continued growth and success of our nursing and midwifery professionals as we work together to achieve these goals.

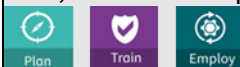
Priority 1: Enhance awareness of, engagement with, and implementation of nursing and midwifery professional practice and regulatory requirements

Outcome Measures:

- Demonstrate how those in health and social care who supervise and assess learners are supported to remain up to date with current policy and regulatory requirements e.g., through practice supervisor/practice assessor contextualised preparation sessions, induction programmes, preceptorship programmes.

Aligns to [National Workforce Strategy for Health and Social Care in Scotland](#) journey pillars below:

Plan, Train and Employ



This will include:

- Facilitate learning for nurses, midwives and allied health professions (NMAHP) and health and social care's workforces to increase engagement with, and implementation of relevant nursing and midwifery policy and regulatory requirements which impact professional practice. This includes, but is not limited to the:
 - Pre-Registration Standards for Midwives
 - Pre-Registration Standards for Nurses
 - Standards for Post-registration
 - Principles of Preceptorship
- Work in partnership with practice stakeholders to facilitate learning and implementation of any recommendations from the Nursing and Midwifery Council (NMC) review of practice learning requirements for nursing and midwifery.
- Evaluate the effectiveness of the processes in place to support practice supervisor / practice assessor role development and the delivery of supervision and assessment within the practice learning environment.
- Provide leadership, support and ongoing development of practitioners supervising and assessing learners in line with NMC regulatory requirements and programme outcomes. This includes but is not limited to:
 - Participating in the partnership arrangements for the preparation of practice supervisor, practice assessor and academic assessor roles.

- Embedding the roles of practice supervisor and practice assessor e.g., promoting discussion of the role development at annual appraisal and revalidation.
- Support practice supervisors and practice assessors to facilitate students achieve the required learning outcomes for their programme.
- Work with stakeholders to evaluate the effectiveness of local preparation of practice supervisors and practice assessors.
- Contribute to national evaluation of associated practice supervisor and practice assessor resources.
- Supporting practice supervisors and practice assessors' proficiency in managing student requests for reasonable adjustments within the practice learning environment.
- Enhance practice supervisors and practice assessors' proficiency in supporting students not meeting the progress expected within the practice learning environment.
- Contributing and responding to ongoing local and national evaluation of the practice supervisor and practice assessor roles, including the wider impact of the practice education infrastructure on the quality of the learning environment.

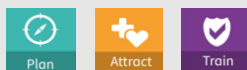
Priority 2: Extend and maintain the breadth and capacity for practice learning experiences into contemporary health and social care environments

Outcome Measures:

- All nursing and midwifery registrants, that meet NMC requirements for supervision and assessment, are suitably prepared to be proficient in delivering effective supervision and assessment of pre- and post-registration learners in practice.
- Demonstrate that practice learning experience capacity is maximised to meet learner needs within all fields of nursing and midwifery across health and social care settings.

Aligns to [National Workforce Strategy for Health and Social Care in Scotland](#) journey pillars below:

Plan, Attract and Train



This will include:

- Work with/assist/facilitate practice supervisors and practice assessors to create more practice learning experiences and increase practice learning experience capacity for all NMC approved nursing and midwifery pre- and post-registration programmes, particularly those with smaller numbers of students i.e., midwifery, child, learning disabilities and mental health.
- Scoping the use of existing practice learning environments and maximising every opportunity to identify and utilise new practice learning experiences across the health and social care sector particularly within the community, private, independent and third sector environments (e.g., care homes, voluntary/charitable organisations).
- Retaining and maximising capacity within current practice learning environments for example by:
 - Collaborating with partner universities and further education colleges to ensure equitable utilisation of all current, and newly identified, practice learning environments.
 - Utilising national capacity tool to optimise practice learning experience opportunities.
- Collaboratively engaging with academic and practice staff to explore different ways of working arising through organisational change and service redesign, increasing use of digital platforms and all opportunities for partnership working with NHS boards/Scottish Care/Scottish Social Services Council/Care Inspectorate and voluntary/charitable organisations.

- Adopt a multi-disciplinary approach, through working with practice and programme providers, to identify inter-professional/multi-professional learning opportunities for all learners.
- Facilitate an evidence-based approach to support practice to implement new and alternative models of student supervision and assessment to maximise the student experience and meet the regulatory requirements.
- Sustaining newly created/approved practice learning environments through introducing local support networks; strengthening peer support for practice supervisors, practice assessors and their managers.
- Providing support for National Services Scotland, Scottish National Blood Transfusion Service, NHS 24, Health Improvement Scotland, NHS Education for Scotland and any future national board placements that are within the geographical boundaries of NHS boards to maximise practice learning experience opportunities.

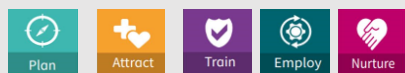
Priority 3: Enhance and sustain the quality of the practice learning environment for all learners

Outcome measures:

- Demonstrate a continuous annual increase in positive feedback from nursing and midwifery students on their practice learning experiences, e.g., increase in positive data obtained from the Scottish Practice Learning Environment Feedback (SPLEF) form.
- Demonstrate a continuous annual increase in practice learning environments completing the 'You Said, We Did' section within the quality management of the practice learning environment (QMPLE) system.

Aligns to [National Workforce Strategy for Health and Social Care in Scotland](#) journey pillars below:

Plan, Attract, Train, Employ and Nurture



This will include:

- Ensure the PEF/CHEF roles are visible within the practice setting whilst considering sustainability and climate impact by opting for eco-friendly travel options where possible and responsible route/clinical visit planning e.g., coordinating visits to one hospital on a single day.
- Facilitate learning and development to maintain supervision and assessment proficiency and enable those supporting learners to focus on the value of their contribution to a quality learning environment.
- Participate in contemporaneous involvement with quality assurance mechanisms for practice learning experiences e.g., educational audit, Quality Standards for Practice Learning (QSPL) and SPLEF supporting provision of safe, effective, and inclusive learning experiences.
- Support nurses, midwives, allied health professions and health and social care workforce to engage with and apply QSPL action plans.
- Empower practice supervisors and practice assessors to promote engagement of pre- and post-registration students in the provision of practice learning feedback.
- Engage and support practice learning environments to analyse QMPLE system data. This data should be used by practice and education institutes to inform a quality improvement approach and ensure a positive practice learning experience for learners.
- Contribute to the collection and analysis of data to identify trends and inform key priority areas locally and nationally.

- Evaluate processes in place that ensure the management of QMPLE system data is kept up to date and make changes on a monthly basis.
- Collaborate with senior nurses and midwives/team leaders and their respective teams in:
 - Supporting the enhancement of a culture of learning, feedback, and reflection through role modelling.
 - Promoting and facilitating critical reflection and provision of contextual information regarding educational resources that support wellbeing (e.g., clinical supervision, values based reflective practice), professional development (e.g., TURAS Learn) and which enhance supervision and assessment roles (e.g., NES Practice Supervisors and Practice Assessors' learning resource).
 - Supporting senior nurses and midwives/team leaders to utilise emerging data themes from Excellence in Care [CAIR Measures](#) to inform quality improvements in the practice learning environment.
- Support a culture that promotes psychological safety and encourages practitioners and students to raise issues and concerns as per recognised guidance e.g., Speaking up - National Whistleblowing Guidance or Raising Concerns in Practice.
- Keeping up to date with and/or contributing towards the evidence base for practice learning across health and care sectors. This may also include:
 - Supporting the development of the workforce through involvement with widening participation to nursing and midwifery, Higher National Certificate articulation, schools and careers events, work experience and modern apprenticeships.
 - Exploring and implementing opportunities for seamless transition for nursing and midwifery students to their registered roles.
 - Supporting newly qualified nurses and midwives' professional orientation, induction and development through implementation of [Flying Start NHS](#)[®], local induction programmes and other professional development activities in line with the [Preceptorship Framework](#) in Scotland.
- Strengthen the local education infrastructure's capacity and capability and support succession planning for education roles e.g., through contributing to the delivery of the [Facilitation of Learning](#) programme and signposting to relevant educational resources and frameworks including participating in the development implementation and evaluation of national and local resources to enhance practice learning.

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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