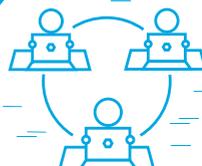


# Quality Standards for Practice Learning (QSPL)





**Quality practice learning 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 Learning (QSPL) have been created so that learners and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice based learning.

The Standards apply to any structured placement learning that is accessed by nurses, midwives and allied health professions and supported through an educational programme. These Quality Standards for Practice Learning (QSPL) replace the previous Quality Standards for Practice Placements (QSPP).

These new 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 (NMC) and the Health and Care Professions Council (HCPC) acknowledge the contribution that these standards make to enhancing the learning environment.

Indicators that underpin these standards can be found in an accompanying document available at [www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)

## The Standards

### Section 1:

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

##### **Section 1A:**

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

- 1.1 An initial discussion to identify learning needs and outcomes: including discussions around the range of other learning opportunities available
- 1.2 To have any reasonable adjustments met to enable achievement of your learning outcomes
- 1.3 An environment that is welcoming and in which you will be encouraged to feel part of the team
- 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
- 1.5 Regular, formative feedback to discuss progression towards learning outcomes
- 1.6 To have a summative assessment towards / at the end of a summative practice learning experience
- 1.7 To have access to support from the education provider when required

##### **Section 1B:**

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

- 1.8 Access information about the practice learning environment to prepare for the practice learning experience
- 1.9 Actively participate in achieving learning outcomes
- 1.10 Use self-reflection and feedback from team and service users to identify areas for development
- 1.11 Provide feedback of your practice learning experience
- 1.12 Raise any concerns in relation to your practice learning experience in a timely and appropriate manner



## Section 2:

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

#### Standard 2A:

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

- 2.1 To be suitably prepared for their role in supporting, supervising and assessing learners
- 2.2 Access to a practice education network of support to enhance excellence in practice learning
- 2.3 Timely information regarding learners and their learning needs prior to the practice learning experience commencing
- 2.4 Time to support learners to achieve their learning outcomes and facilitate reflective learning, which can include peer learning



#### Standard 2B:

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

- 2.5 Have an understanding of the proficiencies and learning outcomes they are supporting individual learners to achieve
- 2.6 Be suitably prepared for their role in enabling a supportive and welcoming environment
- 2.7 Use good interpersonal skills to support, teach, facilitate and supervise learners according to the requirements of the programme
- 2.8 Have knowledge of the assessment process and their role within it
- 2.9 Provide constructive, timely formative feedback to the learner to facilitate their development
- 2.10 Conduct a timely evidence-based, summative assessment of learners
- 2.11 Continue to proactively develop their professional practice and knowledge in order to fulfil their role
- 2.12 Allocate time to support learners to achieve their learning outcomes and facilitate reflective learning, which can include peer learning

## Section 3:

### Managers and educators supporting practice learning

#### Standard 3A:

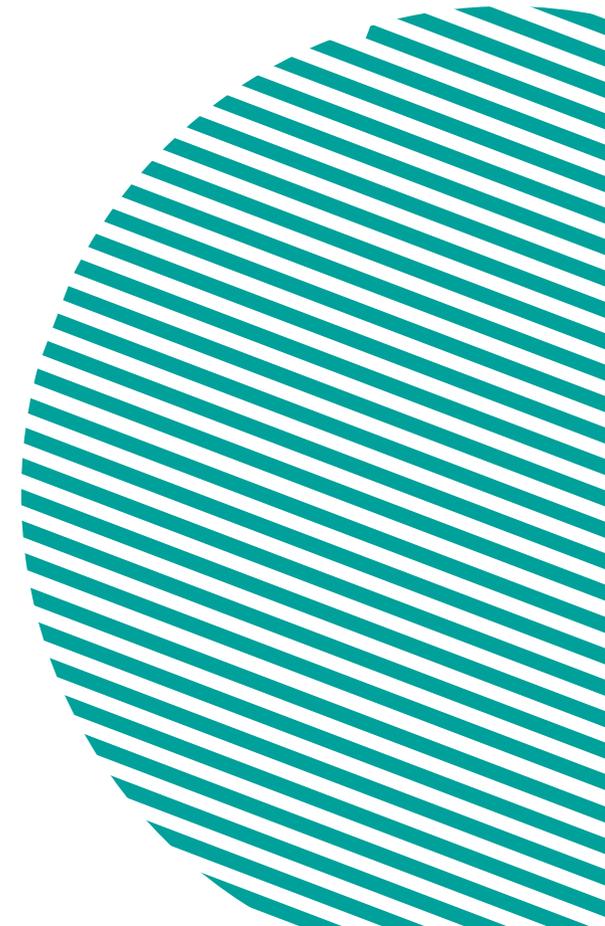
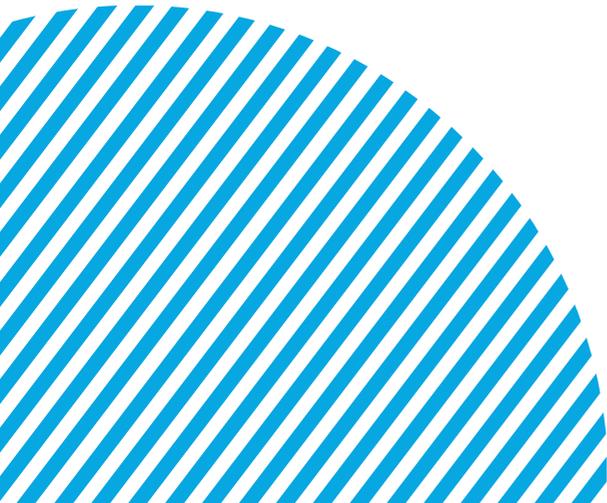
Managers and educators supporting practice learning can expect:

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

#### Standard 3B:

Managers and educators supporting practice learning have a responsibility to:

- 3.2 Work in partnership with others to continuously improve the practice learning environment using a quality improvement approach
- 3.3 Ensure learners are supported by at least one nominated individual who has been prepared for their role
- 3.4 Support individuals in the practice learning environment to raise and respond to learner performance concerns



## The Standards

### Section 4:

#### Organisations providing practice learning experiences

##### Standard 4A:

Organisations providing practice learning experiences can expect:

- 4.1 Support, liaison and collaborative involvement with education institutions
- 4.2 Formal agreements for practice learning between the service and education institutions

##### Standard 4B:

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
- 4.4 Provide safe, effective and inclusive learning experiences
- 4.5 Promote a learning culture which proactively facilitates feedback (giving and receiving) to support enhancement of excellence within practice learning environments
- 4.6 Provide positive nurturing, inclusive and productive learning environments that engage and challenge learners and staff to fulfil their learning potential
- 4.7 Establish and participate in formal partnerships that develop committed, open and collaborative partnership approaches to practice learning
- 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
- 4.9 Ensure 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

## The Standards

### Section 5:

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

##### Standard 5A:

The Approved Education Institution can expect that:

- 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 approved education 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.
- 5.4 The learning culture is ethical, open and honest; conducive to safe and effective learning that respects the principles of equality and diversity

##### Standard 5B:

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





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