Description: Description: Logo for print

# FACULTY OF HEALTH & WELLBEING

Multi-Professional Audit Document

**Practice Placement**

A collaborative endeavour involving stakeholders from education and practice providers across the North West, and facilitated by the North West Placement Development Network

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| --- | --- | --- |
| ***For Faculty Placement Learning Unit only***  ***(implementation 2/2013):*** | **Placement Location:** |  |
| **Code:** |  |

Please print in block capitals and complete **all** sections

|  |  |
| --- | --- |
| Name of Placement Area: |  |
| Telephone: |  |
| Full Address of Placement Area: |  |
|  |  |
|  |  |
| Postcode: |  |
| Email Address: |  |
| Contact name and telephone number for students: |  |
| Name of NHS Trust / Organisation: |  |
| Completed by (Name(s) and designation): |  |
| **Verification:** |  |
| Name of University Link Lecturer: |  |
| Name of HEI: | **University of Cumbria** |
| Placement Manager: |  |
| Practice Education Facilitator (PEF): |  |
| Date of Verification: |  |
| Next Audit Due Date: |  |
|  |  |

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| **Placement Status: (To be completed by the PEF):**  *(please put a cross on ‘Yes/No’ boxes where appropriate)* | **Yes** | **No** |
| **Open:** |  |  |
| Action Plan in Progress: |  |  |
| Action Plan Completed:  Date: |  |  |
| **On Hold:**  Reason: |  |  |
| **Closed:**  Reason:  To be reviewed before use: Review date: |  |  |

**Audit Team**

The Audit Team may include the Placement Manager, the University Link Lecturer (ULL), the Practice Education Facilitator and / or the Placement Development Manager.

The University Link Lecturer holds overall responsibility for verifying that the placement meets the required quality standards.

Please note below members of the Audit team:

|  |  |
| --- | --- |
| **Placement Manager:** |  |
| Telephone Number: |  |
| Email Address: |  |

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| --- | --- |
| **University Link Lecturer:** |  |
| Telephone Number: |  |
| Email Address: |  |

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| --- | --- |
| **Practice Education Facilitator:** |  |
| Telephone Number: |  |
| Email Address: |  |

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| --- | --- |
| **Other:** |  |
| Telephone Number: |  |
| Email Address: |  |

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| --- | --- |
| **Other:** |  |
| Telephone Number: |  |
| Email Address: |  |

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### Practice Placement Audit Guidance

The purpose of the Practice Placement Audit is to monitor the ongoing quality of the practice learning environment. The practice placement audit process is a partnership between Higher Education Institutions (HEIs) and Placement Providers.

Within the Education Commissioning for Quality Framework (ECQ, DH 2009) and embedded within the NHS Education Outcomes Framework (DH 2011) (EOF) NHS North West will work in partnership with Education Providers to ensure there are sufficient high quality practice placements for healthcare learners.

The Quality Assurance Agency for Higher Education (QAA, 2012) articulates its requirements for work based learning within its Code of Practice. Therefore each HEI must have placement policies, procedures and processes to meet this Code of Practice and also the requirements of the Education Outcomes Framework (2012).

The placement provider is responsible for the health and safety of the learner whilst on placement and it is noted by the Universities and CollegesEmployers Association (UCEA) 2009 that a placement is an integral part of the learner’s course and that the HEI has the right to refuse to approve any placement on health and safety grounds.

These requirements have been reinforced by Health and Care Professions Council (HCPC) and the Nursing and Midwifery Council (NMC). HEI and service provider partners, in the maintenance of quality practice placements for learners, ensure the professional and interprofessional learning opportunities maximise the achievement of specific learning outcomes.

Managing practice-focused learning must be demonstrated both at approval and through the ongoing monitoring of all programmes. Within this principle the NMC (2004) states that \*regular\* audits of practice must confirm that resources are available to support the stated maximum numbers of learners in their achievement of specific learning outcomes at any one time. Regular auditing is noted as meaning that it should be undertaken at least once every two years.

The HCPC, however, is less specific but does require “a thorough and effective system for approving and monitoring all placements.”

The Practice Education Facilitator (PEF) is responsible for ensuring the provision of high quality multi-professional learning environments within a defined Trust. The PEF works flexibly crossing organisational boundaries to support the full breadth of the student experience.

The Audit is to be completed within a two year cycle.

This document has been developed to meet the principles set out by the NMC, the HCPC, the EOF and the Care Quality Commission (CQC).

Web sites to visit for further information on the above: <http://www.qaa.ac.uk> <http://www.hpc-uk.org>

<http://www.nmc-uk.org> <http://www.ucea.ac.uk>

<http://www.dh.gov.uk/publications> [http://www.cqc.org.uk](http://www.cqc.org.uk/)

**Overview of Audit Process for New Practice Placements**

New Placement Identified

PDM formally hands over the responsibility for the quality monitoring of the practice learning environment to the PEF & HEI in writing

<https://northwest.ewin.nhs.uk/knowledge/resource/418>

PDM / ULL disseminates completed audit, including any action plan, to the Placement Manager and PLU so relevant personnel can up date systems.

PDM to co-ordinate/arrange audit group who will conduct audit and verify status – Second visit

PDM to co-ordinate and support preparation of area for audit – Initial visit

PDM / PLU Informed – Referral Form Submitted to NWPDN  
PDM to identify and alert relevant PEF

PLU to inform relevant QG lead so a ULL can be identified

**Overview of Audit Process for Existing Practice Placements**

**All Audits to be completed within a two year period.**

PLU identifies which audits are due at 18 months and emails relevant ULL, QG Leads and PEF’s. (One global email denoting everyone by profession with be circulated monthly). ULL’s can continue to view when their audits are due on CASAttach.

ULL to contact PEF & Placement Manager at least **six** weeks prior to Audit due date, to confirm the date & time for the Audit to take place and to give the Placement Manager opportunity to prepare and collect relevant evidence for the Audit..

Audit Team conduct Audit, including review of placement capacity.

Audit status verified and signed off by ULL.

ULL emails completed Audit to Placement Manager, PEF & PLU (lipadmin@cumbria.ac.uk).

Action Plans: to be monitored by ULL and PEF. ULL will keep the PLU, Programme Leader and PEF informed.

PLU upload completed audit to the PLU shared area, including any action plan and add information to CAS.

PLU to inform NWPDN of any change of placement status by

E-mail.

Every 6 months PLU to notify QG Leads and Programme Leaders of outstanding Audits (24 months and over).

QG Lead to discuss outstanding Audits with ULL and decides what action needs to be taken.

QG Lead informs PLU on what action is to be taken, ie placement area temporarily or permanently re-allocated to another ULL

**Staff Profile: This section only needs to be completed for Private, Voluntary and Independent Sector Placement Areas:**

# RECORD OF PLACEMENT AREA MENTORS (Nursing) or Accredited Educators - APPLE or ACE (Allied Health Professionals)

**Criteria for becoming a Mentor who assesses summatively: (Nursing only)** The individual must meet the NMC requirements for Mentorship, having undertaken one of the following approved courses and have attended a Mentors Update every year.

|  |  |  |
| --- | --- | --- |
| **Approved Mentors Courses:** | 3-Day Assessors Workshop (pre 1990) | Community Teachers Qualification |
|  | ENB 997 (pre 2006) | NST 307; LIP 307, XLIP 6307/8 or equivalent HLLM 5001 |
| ENB 998 (pre 2006) | HEPP 7001 Foundation of Academic Practice - Practice Teacher  (or Mapping to Practice Teacher Standards). HLLM 6001, HLLM 7001 |
| **Non Nursing:** | RPHH 7303 Training and Education in Practice, HLLM 6001, HLLM 7001, HEPP 7001 | |
|  | IPEM 7001 Education and Mentorship in Work Based Settings | |

If any member of staff has attended a course which you think may be equivalent to any of the above please contact your ULL or PEF for advice.

(Please note the last two columns only relate to Nursing.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Surname | **First Name** | **PIN / HCPC Number** | **Professional Qualification**  ***Eg RGN, RMN***  ***HCPS*** | **Name of Approved**  **Mentors Course**  ***Please indicate*** *Educational* *Level* | **Month  & Year  of last  Mentor Update Session**  **eg 03-2012** | **Sign-off Mentor Status1**  ***Yes/No*** | **Triennial Review**  ***Yes/No*** |
|  |  |  |  |  |  |  |  |
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The **Sign-off Mentor** (designated by employers) for a final summative assessment of practice, leading to a recordable qualification with the NMC must be on the same part of the Register as the student **and** annotated as a Sign-off Mentor on their employer’s and on the University’s Register of Mentors.

**Staff Profile: This section only needs to be completed for Private, Voluntary and Independent Sector Placement Areas:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Surname | **First Name** | **PIN / HCPC Number** | **Professional Qualification**  ***Eg RGN, RMN***  ***HCPS*** | **Name of Approved**  **Mentors Course**  ***Please indicate*** *Educational* *Level* | **Month & Year  of last Mentor Update Session**  **eg 03-2012** | **Sign-off Mentor Status1**  ***Yes/No*** | **Triennial Review**  ***Yes/No*** |
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**Section A: Collection of Evidence**

The next part of the audit tool has three sections of statements that require the staff in the practice learning environment to collect evidence to measure the quality of the placement and ***all sections are to be completed*.** However, there is no limit to the amount of evidence that can be provided. Some evidence may be cross referenced to other statements. Criteria identified as not met should generate the formulation of an action plan.

**a) Essential Criteria**

These statements require the collection of evidence to meet essential criteria that demonstrate the provision of an effective learning environment. Please indicate if the evidence is available or not by inserting √ **or X** into the appropriate box, then state the location of each piece of evidence, some of which can be stored in an audit folder. When the ULL verifies the evidence an action plan may be required if any deficiencies are identified and the issue is addressed in an action plan in Section D. There is space to add to this list if you have other supporting evidence you wish to provide.

**b) Practice Teaching, Learning and Assessment**

In this section you are asked to identify specific learning opportunities available to learners undertaking a placement in your area. You are asked to consider the appropriateness of these experiences for each year of a learner’s programme. For example, you may decide it is appropriate for learners to observe an investigation in the first year of their programme, to accompany a client/patient to a procedure in the second year of their programme and to attend a multi-disciplinary client/patient focussed meeting in the third year of their programme. It is acknowledged that some experiences may be appropriate to learners at any stage of the programme.

**c) Quality Monitoring**

The quality of the practice learning environment is for the benefit of learners and for those who care and are cared for in the practice setting. In this section you must provide evidence that monitors the ongoing quality of the practice area. There must be evidence to demonstrate the placement also meets the specific educational requirements embedded within the NHS Education Outcomes Framework, e.g. ECQ, NMC, HCPC, CQC. Ultimately the Placement Manager holds responsibility to ensure the quality standard of the learning environment with support and guidance from the PEF.

**Section B: Practice Learning Environment Profile**

Here a profile of the placement area may be developed, illustrating all the learning opportunities offered, including all relevant spokes and highlighting major components and specific strengths and expertise available within the area. You may highlight, for example, opportunities for inter-professional learning, types of clients/patients likely to be seen, shift patterns, philosophies and cultures, models for team working, specialist knowledge etc. The profile should also identify and inform the learning outcomes expected from the placement area.

**Section C: Spoke Placements**This section allows you to clarify the existence of any associated spoke placements that are available to learners whilst in the hub placement. You should identify the area in the column headed ‘Spoke’, then record contact details, and briefly highlight the opportunities it can provide in the third column. You should record the MAXIMUM amount of time that it is appropriate for a learner to spend in the spoke. As good practice for the learner and information for the hub mentor, a spoke area may ask the learner to complete a reflective account of their experience and this may be indicated in the final column.

**Section D: Areas of Best Practice**

The opportunity to profile areas of best practice is important and may be highlighted here. Extra learning opportunities in which the learners can observe / participate whilst on placement should also be recorded here. For example, specific elements of care such as tissue viability, nutritional support, exercise regimes, models for care, individual staff expertise, and evidence based care etc.

**Section E: Action Planning**

Action plans are completed at the end of the audit verification process if necessary and will be devised by placement staff in conjunction with the PEF and

the ULL. In the first column the criteria to which you are referring will be identified, for example E1. The second column allows you to articulate what is to be addressed/achieved. The third column will list intended actions, with the next column identifying a named lead(s) responsible for the actions to be taken. The fourth column is to be used to indicate the timeframe for reviewing progress in addressing the actions, followed by the recording of the outcome. The action plan should be reviewed and updated accordingly by a member of the Audit Team within the time frame.

**Section A: Collection of Evidence**

**a) Essential Criteria**

The list in the table below is the baseline of evidence required in every practice learning area to demonstrate a quality learning environment is in place.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **Please Indicate** | | **Location of Evidence** | **Action Plan** | | **Comments** |
|  |  | **Yes √** | **No X** | **Yes √** | **No X** |  |
| **E1** | Staff and learners have access to policies, procedures and guidelines. |  |  |  |  |  |  |
| **E2** | Local equality and diversity policies support individual learner learning experiences. |  |  |  |  |  |  |
| **E3** | Practice area philosophy/mission statement is available. |  |  |  |  |  |  |
| **E4** | North West Placement Charter is visibly in place and signed by the Placement Manager. |  |  |  |  |  |  |
| **E5** | Staff profile (obtained from live register of mentors/placement educators) is available. |  |  |  |  |  |  |
| **E6** | A designated Placement Manager is identified in the practice area, holding responsibility for all matters relating to learner experience in practice. |  |  |  |  |  |  |
| **E7** | Health and Safety information is available, to include:   1. Risk assessments relevant to the placement area. 2. The mechanisms for reporting serious and untoward incidents, including near misses. 3. Mechanisms involving PEF and ULL for raising concerns regarding learner’s progression issues. 4. Reasonable adjustments for people with disability and learning difficulty. 5. Learners have supernumerary status to the core workforce where appropriate and are supervised in practice. |  |  |  |  |  |  |
| **E8** | Learners are allocated to a named mentor / placement educator before arrival. |  |  |  |  |  |  |
| **E9** | Welcome / Induction information is available. |  |  |  |  |  |  |
| **E10** | Learners have access to appropriate learning resources. |  |  |  |  |  |  |
| **E11** | Learners have access to internet and intranet where appropriate. |  |  |  |  |  |  |
| **E12** | Identified learning opportunities are available. |  |  |  |  |  |  |
| **E13** | Check via Care Quality Commission web site [www.cqc.org.uk](http://www.cqc.org.uk) and OFSTED (where appropriate) that the placement /organisation meets the required standards and Governance Lead confirms there is no evidence of investigation. |  |  |  |  |  |  |
| **Additional comments:** | | | | | | | |
| **Clarification of criteria not met:** | | | | | | | |

1. **Practice Teaching, Learning and Assessment Criteria**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **Please**  **Indicate** | | **Evidenced by** | **Action**  **Plan** | | **Comments** |
|  |  | **Yes √** | **No X** | **Yes √** | **No X** |  |
| **P1** | Learners are provided with an induction / orientation during the first week of practice. |  |  |  |  |  |  |
| **P2** | Learning opportunities are available and appropriate to the programme of study, level, experience and individual needs of the learner. |  |  |  |  |  |  |
| **P3** | Learners are involved in delivering evidence based care under supervision. |  |  |  |  |  |  |
| **P4** | Learners are exposed and contribute to the healthcare needs of multi-cultural and diverse patient/client groups. |  |  |  |  |  |  |
| **P5** | Learners are provided with the opportunity to gain insight/experience of the multi-disciplinary team. |  |  |  |  |  |  |
| **P6** | Learning experiences are supported and guided by the mentor / placement educator in accordance with professional and statutory regulatory body requirements. |  |  |  |  |  |  |
| **P7** | Mentors / placement educators are updated, and familiar with curricula and the learning outcomes to be achieved. |  |  |  |  |  |  |
| **P8** | Staff provide support, teaching, supervision, feedback and appropriate input to inform the learning process. |  |  |  |  |  |  |
| **P9** | A variety of assessment methods are employed that measure the learning outcomes. |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **P10** | Learner practice assessment documentation is completed accurately, appropriately and on time. |  |  |  |  |  |  |
| **P11** | Effective monitoring and evaluation mechanisms are in place to ensure appropriate standards in the assessment process. |  |  |  |  |  |  |
| **P12** | Clear processes are in place for managing learner assessment, progression and feedback, including actions to be taken where a learner fails to progress. |  |  |  |  |  |  |
| **P13** | Clear lines of communication and defined lines of responsibility are in place, involving PEF and ULL, where learners fail to progress. |  |  |  |  |  |  |
| **P15** | Mentors / placement educators provide appropriate supervision to facilitate safe and effective practice, independent learning and professional conduct. |  |  |  |  |  |  |
| **P16** | A range of learning resources and opportunities are utilised to support practice learning experience. |  |  |  |  |  |  |
| **P17** | Service users / carers have the opportunity to contribute to learning whilst maintaining respect for their rights and needs. |  |  |  |  |  |  |

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| **Additional comments:** |
| **Clarification of criteria not met:** |

1. **Quality Monitoring Criteria**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **Please**  **Indicate** | | **Evidenced by** | **Action**  **Plan** | | **Comments** |
|  |  | **Yes**  **√** | **No X** |  | **Yes √** | **No X** |  |
| **Q1** | Staff involved in practice learning are compliant with all mandatory training required. |  |  |  |  |  |  |
| **Q2** | A system is utilised to promote forward planning to ensure there are sufficient and adequate number of mentors / placement educators available to support learners. |  |  |  |  |  |  |
| **Q3** | Mentors / placement educators meet the professional body and regulatory standards to support learning and assessment in practice. |  |  |  |  |  |  |
| **Q4** | Staff are aware of the process that ensures the HEI and the PEF are immediately notified of any serious incidents, relating to fitness for practice/progression of the learner. |  |  |  |  |  |  |
| **Q5** | An identified process exists involving the PEF to manage and address quality issues within the learning environment. |  |  |  |  |  |  |
| **Q6** | Feedback from learner placement evaluations is shared and acted upon with all mentors / placement educators. |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Q7** | **Statement** | **Yes  √** | **No  X** | **Learner capacity breakdown.** | | **Additional Information if required.** |
|  | Learner capacity is negotiated in partnership and agreed locally. |  |  | Number. | Profession. |  |
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| **Additional comments:** |
| **Clarification of criteria not met:** |

**Section B: Practice Learning Environment Profile**

|  |  |
| --- | --- |
| **Headings** | **Description** |
| Name:  Organisation Name:        Site:        Address:               Postcode:        Website: | Title of PLE.  The name of the organisation that the PLE belongs to.  Site, if the organisation is spread over more than one site.  Address of the PLE area. |
| PLE description overview: | A general description of the area. |
| Description of Patient/Client group catered for: | The types of Patient/client being cared for in this area. |
| Care provision offered: | Types of care, interventions and treatments given to patient/clients in this placement area. |
| Hub/Spoke/Both: | Hub - where the Mentor/Placement Educator is based and where the formative / summative assessment takes place. Spoke – a supervised / observational period in practice adding breadth and cross field exposure to the students’ experience. |

|  |  |
| --- | --- |
| **Headings** | **Description** |
| Potential learning opportunities: | Potential learning opportunities available. |
| Spoke opportunities available to learners: | List all identified areas where learners might spoke to. *(include contact details)* |
| Opening hours/shift patterns: | Start and finish times for students/what shifts can students do whilst on the practice learning environment. |
| Contact details: | List contact details for students, can include staff job title instead of names.  Ward Manager Tel No:\_\_\_\_\_\_\_\_\_\_\_  Educational link Tel No:\_\_\_\_\_\_\_\_\_\_\_ |
| HEI Academic contact (s): | Contact details for HEI staff currently attached to the area.  To include organisation (HEI), name, telephone number, & email address. |
| Resources available: | Summary of teaching and learning resources available in the practice learning environment or how to access resources (e.g. NHS Library/websites). |
| Suggested reading: | Recommended texts useful to the learner prior to or during their visit to the practice learning environment. (Including useful links to HEIs/journals). |
| General information / special considerations: | Free text space for additional information, comments and special considerations eg uniform required. |

|  |  |
| --- | --- |
| **Headings** | **Description** |
| PEF contact details: | Organisation, name, telephone number, email |
| Learners supported in the practice learning environment: | Types of learners who may be placed in the practice learning environment. |
| Travel and parking arrangements: | Information regarding specific travel and parking arrangements (link to travel planner website) and HEI’s travel information. |
| Accessibility: | Consider access issues eg: stairs, ramps, lifts only. |
| Profile last updated: | The date the practice learning environment profile was updated. |
| Links to useful maps |  |

**Section C: Spoke Placements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME OF SPOKE** | **CONTACT DETAILS** | **LEARNING OPPORTUNITIES AVAILABLE** | **MAXIMUM TIME  FOR LEARNERS TO SPEND IN THIS SPOKE** | **REFLECTIVE ACCOUNT TO BE KEPT** | |
| **YES** | **NO** | |
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**Section D: Areas of Best Practice**

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**Section E:**  **Action Plan Relating to Specific Criteria**

Placement Area:       Trust/Organisation:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| REF  (eg.E1) | POINTS TO ADDRESS | ACTION PLAN | LEAD PERSON | DATE FOR REVIEW | OUTCOME |
|  |  |  |  |  |  |

Signature PEF:       Date:

Signature PM:       Date:

Signature ULL:       Date:

Signature PDM (new placement only):       Date:

**Review of Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **REF**  **(eg.E1)** | **ACTIONS** | **OUTCOME** | **LEAD PERSON** | **DATE** |
|  |  |  |  |  |

**Glossary**

|  |  |
| --- | --- |
| **Audit Team** | Comprises of a partnership between members of the Higher Education Institution and members of the practice area, and may also include a Practice Education Facilitator or Placement Development Managers appropriate. |
| **Capacity** | The maximum number of learners accommodated. |
| **Care Quality Commission (CQC)** | An organisation that checks that hospitals, care homes, and care services are meeting required government standards. |
| **Due Regard Mentor (Nursing)** | A registered nurse who must be on the same part or sub-part of the register as the learner they are to assess and work in the same field of practice (adult, mental health, learning disability or child). |
| **Education Commissioning for Quality (ECQ)** | A strategic commissioning plan with defined quality indicators for all partners that ensures there is an appropriate supply of clinical staff who have the skill, knowledge, values and attitudes to meet the needs of patients, carers and healthcare employers. |
| **Education Outcomes Framework (EOF)** | For a new approach to workforce planning and the education and training of the health workforce. |
| **Health Care Professions Council (HCPC)** | A regulatory body, set up to protect the public, who keep a [register](http://www.hpc-uk.org/aboutregistration/theregister/) of health professionals who meet the defined standards for their training, professional skills, behaviour and health. |
| **Hub placement** | Where the Mentor/Placement Educator is based and where the formative and summative assessment takes place. |
| **Inter-professional Learning (IPL)** | When two or more professions learn with, from and about, each other to improve collaboration and the quality of care. |
| **Mentor / Placement Educator (multi-professional)** | A qualified health or social care professional that is suitably trained to support learning and assessment in practice. |
| **Nursing and Midwifery Council (NMC)** | The nursing and midwifery regulator for England, Wales, Scotland, Northern Ireland and the Islands. |
| **North West Placement Development Network**  **(NWPDN)** | A network of staff working to enhance the healthcare learning experience, delivering excellence, choice and breadth, beyond traditional boundaries, to meet the needs of the future workforce. |

|  |  |
| --- | --- |
| **OFSTED** | The Office for Standards in Education, Children’s Services and Skills reporting directly to Parliament. It inspects and regulates services which care for children and young people. |
| **Placement Development Manager (PDM)** | The PDM, a member of the NWPDN, identifies and develops new placements across a range of professions in order to increase capacity and capability and expand the breadth of learning experiences. |
| **Practice Education Facilitator (PEF)** | A Trust employee whose role is to focus on quality assurance and inter-professional learning within the practice learning environment of placements in their given geographical area. |
| **Placement Manager (PM)** | A designated individual in the placement who facilitates the maintenance of a quality learning environment, ensuring that the required audit is completed on time. |
| **Placement Provider** | Any organisation that facilitates and provides practice learning opportunities. |
| **Placement Unit (PU)**  **Practice Learning Unit (PLU)** | The administration and allocation centre for practice placements within the HEI. |
| **The Quality Assurance Agency for Education** | An organisation that promotes and upholds quality and standards in UK universities and colleges. |
| **Sign off Mentor  (nursing, midwifery and community specialist practitioners)** | A mentor who has met additional criteria and may sign-off proficiency at the end of a final period of practice learning. |
| **Spoke placement** | Supervised and observational practice adding breadth and cross field exposure to the students’ experience. |
| **Supernumerary** | Learners are additional to the established workforce numbers and are not counted as part of the normal staffing numbers. |
| **University and College Employers (UCEA)** | An organisation that provides UK higher education institutions with a framework for discussion, advice and guidance on a range of pay and employment matters. |
| **University Link Lecturer (ULL)** | Academic staff from HEI who link to practice placement areas hold the ultimate responsibility for verifying the audit document. |
| **Verifier (for purposes of audit)** | A University Link Lecturer, who, by reviewing the evidence provided, agrees (or not) that the practice placement meets the required quality standard. |

**NORTH WEST MULTI PROFESSIONAL AUDIT TOOL**

**EVIDENCE MAP TO DEMONSTRATE COMPLIANCE WITH REGULATORY STANDARDS**

Standards to support Learning and Assessment in Practice (NMC 2004, 2008)

Standards for Pre-registration Nursing Education (NMC 2010)

HCPC - Standards of Education and Training

EOF – Education Outcomes Framework (DH, 2012)

**Section A – Collection of Evidence**

1. **Essential Criteria**

The list in the table below is the baseline of evidence required in every practice learning area to demonstrate a quality learning environment is in place.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **ECQ** | **HCPC** | **NMC** | **EOF** |
|  |  |
| **E1** | Staff have access to policies, procedures and guidelines. |  | 5.11 | R2.3 | 1  4 |
| **E2** | Local Equality & Diversity policies support individual learner learning experiences. |  | 5.5 | R2.2 | 5 |
| **E3** | Practice area philosophy/mission statement is available. | P1 | 5.3 | R5.7 | 1  4 |
| **E4** | North West Placement Charter is visibly in place and signed by the Placement Manager. |  |  |  | 1  3  4 |
| **E5** | Staff profile (obtained from live register of mentors/placement educators) is available. | J7 | 5.8  5.9 | 2.1.1  2.1.3  3.2.4  3.3.4  R6.3 | 1  2  3 |
| **E6** | A designated Learner Link /Placement Educational Lead is identified in the practice area and holds responsibility for all matters relating to learner experience in practice. | J4 | 3.4  5.11 | 2.1.2  R4.3  R6.1  R6.2  R6.4 | 1  2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E7** | Health and Safety information is available on:  Risk assessments relevant to the placement area   1. The mechanisms for reporting serious and untoward incidents including near misses. 2. The mechanisms for raising concerns regarding learner’s progression issues. 3. Reasonable adjustments for people with disability are being made.   Learners are supernumerary where appropriate and supervised in practice. | P1 | 5.2  5.3  5.5  5.1.2 | 2.1.2  3.2.4  3.2.5 | 1  2  4 |
| **E8** | Learners are allocated to a named mentor / placement educator before arrival. |  | 5.6 | 2.1  R4.2 | 1  2 |
| **E9** | Welcome / Induction information is available. | J2 | 5.2  5.3 | R4.1.1 | 3  4 |
| **E10** | Learners have access to appropriate learning resources. | P1 | 3.9  3.10  5.13  5.2 | 2.1.1  R4.4 | 1  5 |
| **E11** | Learners have full access to internet and intranet as appropriate. | P1 | 3.0  3.10  5.13 |  | 1  3  5 |
| **E12** | Identified learning opportunities are available. |  | 5.13  5.2  5.1.1 | 2.1.1  2.1.2  R5.7  R6.5 | 1  3  4  5 |
| **E13** | Verify via Care Quality Commission web site [www.cqc.org.uk](http://www.cqc.org.uk) and OFSTED (where appropriate) that the placement / organisation meets the required standards and Governance Lead confirms there is no evidence of investigation |  | 5.1.2 |  | 1  2 |

1. **Practice Teaching, Learning and Assessment Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **ECQ** | **HCPC** | **NMC** | **EOF** |
| **P1** | Learners are provided with an induction / orientation during the first week of practice. | J2  P5 | 5.1 | R4.1.1 | 1  2 |
| **P2** | Learning opportunities are available and appropriate to the programme of study, level, experience and individual needs of the learner. |  | 4.8  5.3 | 2.1  2.1.1  R4.4  R6.1 | 1  2 |
| **P3** | Learners are involved in delivering evidence based care under supervision. |  | 4.7 | 2.1.2  3.2.4  R5.5 | 2  3  4 |
| **P4** | Learners are exposed to, and contribute to, the healthcare needs of multicultural and diverse patient / client groups. |  | 5.2  5.5 | 2.1.2 | 1  3  4  5 |
| **P5** | Learners are provided with the opportunity to gain insight/experience of the multi-disciplinary team. |  | 4.9 | 2.1.1  2.1.2  R5.7 | 2  3  5 |
| **P6** | Learning experiences are supported and guided by the mentor / placement educator in accordance with Professional and Statutory Regulatory Body requirements. | J4 | 4.8  5.3  5.6  5.7  5.9 | 2.1.2  2.1.3 | 1  2 |
| **P7** | Mentors / placement educators are updated, and familiar with curricula and the learning outcomes to be achieved. | J3  J4 | 5.7  5.11 | 2.1  2.1.3  3.2.2  3.2.5  R4.3  R4.7  R6.2 | 1  5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **P8** | Staff provide support, teaching, supervision, feedback and appropriate input to inform the learning process. | J4  J8 | 4.8  5.1.0  5.3  6.5 | 2.1  2.1.1  2.1.2  R5.4 | 1  2 |
| **P9** | A variety of assessment methods are employed that measure the learning outcomes. | J4  J9 | 5.1  5.13  6.4 | 2.1.1  2.1.2  R5.4 | 2  3 |
| **P10** | Learner practice assessment documentation is completed accurately, appropriately and on time. | J9  P5 | 5.11  6.1 | 2.1.2  3.2.3  3.2.5  3.2.6 | 1  2 |
| **P11** | Effective monitoring and evaluation mechanisms are in place to ensure appropriate standards in the assessment process. | J9  P5 | 6.2  6.3  6.6 | 2.1.2  3.2.5  3.2.6 | 1 |
| **P12** | Clear processes are in place for managing learner assessment, progression and feedback, including actions to be taken where a learner fails to progress. | J5  J8 J10 P1 | 3.16  5.10 5.11 6.3 6.7  6.10 | 2.1  3.2.4  2.1.1  2.1.2  2.1.3  R3.1 | 1 |
| **P13** | Clear lines of communication and defined lines of responsibility are in place where learners fail to progress. | J5  P1 | 5.11 6.7 | 2.1.3  3.2.4 | 1  2 |
| **P14** | Mentors / placement educators provide appropriate supervision to facilitate safe and effective practice, independent learning and professional conduct. | J4 | 5.12  5.3  6.5 | 3.2.5 | 1  2  4 |
| **P15** | A range of learning resources and opportunities are utilised to support practice learning experience. |  | 3.8  3.9 5.13 | 2.1.1  2.1.2  R5.4  R6.5 | 1  2  3 |
| **P16** | Service users / carers have opportunity to contribute to learning whilst maintaining respect for their rights and needs. |  | 3.14 5.13 | R5.1.1  R8.1.4 | 4  5 |

1. **Quality Monitoring Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **ECQ** | **HCPC** | **NMC** | **EOF** |
| **Q1** | Staff involved in practice learning are compliant with all governance guidance. |  | 5.3 | 3.2.4 | 1  2 |
| **Q2** | A system is utilised to promote forward planning to ensure there are sufficient and adequate number of mentors / placement educators available to support learners. |  | 5.6 5.9 | 2.1 3.2.4 | 1  2  3 |
| **Q3** | Mentors / placement educators meet the professional body and regulatory standards to support learning and assessment in practice. |  | 5.7 5.9 | 2.1.1 2.1.2 3.2.1  5.2.1  R4.7 | 1  2 |
| **Q4** | Staff are aware of the process that ensures the HEI is immediately notified of any serious incidents, relating to fitness for practice/progression of the learner. | J5 | 3.11  3.16 6.5 | 2.1 3.2.4  R3.1 | 2 |
| **Q5** | An identified process exists to manage and address quality issues within the learning environment. | P1 | 6.6   6.7  6.8 | 2.1.2 3.2.4 | 1  4 |
| **Q6** | Feedback from learner placement evaluations are shared and acted upon with all mentors / placement educators. | J8  J10 C2 | 5.4 | 2.1.2  3.2.4 | 1  5 |
| **Q7** | Learner capacity is negotiated and agreed locally. | J7 | 5.2  5.10 | 3.2.4 | 1  2 3 5 |

**Appendix 1: Capacity and Experience Information for the University of Cumbria**

**Occupational Therapy**

**Please indicate the experience(s) which describes your service:**

|  |  |  |
| --- | --- | --- |
| **Experience** | **Suitable for placement** | **Additional information** |
| Acute Surgical |  |  |
| Acute Medical |  |  |
| In Patient Older Adults |  |  |
| Community Older Adults |  |  |
| Children and Young People |  |  |
| Learning Disabilities |  |  |
| Mental Health – In-patient |  |  |
| Mental Health - Community |  |  |
| Palliative Care |  |  |
| Community (other) |  |  |

|  |  |
| --- | --- |
| **What is the maximum number of Pre-Registration Occupational Therapy students which this placement could support at any one time?** | **Overall TOTAL:** |

**PHYSIOTherapy**

**Please indicate the experience(s) which describes your service:**

|  |  |  |
| --- | --- | --- |
| **Experience** | **Suitable for placement** | **Additional Information** |
| MSK – Out-Patients |  |  |
| MSK - Orthopaedics |  |  |
| Adult Neurology |  |  |
| Paediatric Neurology |  |  |
| Rehabilitation - Adults |  |  |
| Rehabilitation – Children & Young Adults |  |  |
| Rehabilitation – Cardio – Respiratory |  |  |
| Rehabilitation – Community |  |  |
| Learning Disabilities |  |  |
| Mental Health |  |  |

|  |  |
| --- | --- |
| **What is the maximum number of Pre-Registration Physiotherapy students which this placement could support at any one time?** | **Overall TOTAL:** |

**MEDICAL IMAGING SCIENCE**

**Please indicate (or note) the experience(s) which describes your service:**

|  |  |  |
| --- | --- | --- |
| **Experience** | **Suitable for placement** | **Additional Information** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **What is the maximum number of Pre-Registration (Undergraduate) Radiography students which this placement could support at any one time?** | **Overall TOTAL:** |

**PRE-REGISTRATION BSc (Hons) NURSING Students** - **Sept 2012 Curriculum**

Please indicate the placements for which this area is suitable by ticking the box on the right-hand side of the list.

**Please note**, Placements 1, 3 & 5 are formative (F) and Placements 2, 4 & 6 are summative (S).

**Adult Field**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Placement Description** | **Suitable for placement** | | | | | |
|  | **P1 (F)** | **P2 (S)** | **P3 (F)** | **P4 (S)** | **P5 (F)** | **P6 (S)** |
| Elderly |  |  |  |  |  |  |
| Community |  |  |  |  |  |  |
| Medicine |  |  |  |  |  |  |
| Surgery |  |  |  |  |  |  |
| Management |  |  |  |  |  |  |

**MENTAL HEALTH Field**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Placement Description** | **Suitable for placement** | | | | | |
|  | **P1 (F)** | **P2 (S)** | **P3 (F)** | **P4 (S)** | **P5 (F)** | **P6 (S)** |
| Acute |  |  |  |  |  |  |
| Community Mental Health Team - Adult |  |  |  |  |  |  |
| Community Mental Health Team – Older Adult |  |  |  |  |  |  |
| Severe & Enduring Mental Health Problems |  |  |  |  |  |  |
| Older Adults |  |  |  |  |  |  |
| Specialised Mental Health Care |  |  |  |  |  |  |
| Management |  |  |  |  |  |  |

**CHILD Field**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Placement Description** | **Suitable for placement** | | | | | |
|  | **P1 (F)** | **P2 (S)** | **P3 (F)** | **P4 (S)** | **P5 (F)** | **P6 (S)** |
| Health Visiting |  |  |  |  |  |  |
| Acute & High Dependency Care – Children’s Ward |  |  |  |  |  |  |
| School Nursing / Community Children’s Nursing |  |  |  |  |  |  |
| Acute & High Dependency Care – SCBU / NNU / A & E |  |  |  |  |  |  |
| Ambulatory Care |  |  |  |  |  |  |
| Management |  |  |  |  |  |  |

**LEARNING DISABILITIES Field**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Placement Description** | **Suitable for placement** | | | | | |
|  | **P1 (F)** | **P2 (S)** | **P3 (F)** | **P4 (S)** | **P5 (F)** | **P6 (S)** |
| Supported Living |  |  |  |  |  |  |
| Client Allocation |  |  |  |  |  |  |
| Complex Needs |  |  |  |  |  |  |
| Challenging Behaviour |  |  |  |  |  |  |
| Forensic |  |  |  |  |  |  |
| Community Learning Disabilities Teams |  |  |  |  |  |  |
| Management |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Pre-Registration NURSING Students, BSc and Dip HE** | | |
| **What is the maximum number of Pre-Registration Nursing students which this placement could support at any one time?** | **Formative:** |  |
|  | **Summative:** |  |
|  | **Overall TOTAL:** |  |

**PRE-REGISTRATION BSc (Hons) MIDWIFERY PROGRAMME Sept 2008 & 2012 curriculums**

|  |  |  |
| --- | --- | --- |
| **Modules** | **Description** | **Suitable for placement** |
| HMFM 4010 (Year 1)  HMFM 5010 (Year 2)  HMFM 6010 (Year 3) | Community Midwifery |  |
|  |
|  |
| MIDP 5040 (Year 2, Semester 2) |  |
| MIDP 6010 (Year 3, Semester 1) |  |
| Summer Period (Year 1, Year 2 &Year 3) |  |
| MIDP 4040 (Year 1, Semester 2)  HMFM 4010 (Year 1)  HMFM 5010 (Year 2)  HMFM 6010 (Year 3) | Labour Ward/Delivery Suite |  |
|  |
|  |
|  |
| MIDP 5010 (Year 2, Semester 1) |  |
| MIDP 6040 (Year 3, Semester 2) |  |
| Summer Period (Year 1, Year 2 & Year 3) |  |
| HMFM 4010 (Year 1)  HMFM 5010 (Year 2)  HMFM 6010 (Year 3) | Maternity Ward |  |
|  |
|  |
| Module Summer Period  (Year 1, Year 2 & Year 3) | Maternity Unit including SCBU / NNU & Antenatal Clinics |  |

|  |  |  |
| --- | --- | --- |
| **What is the maximum number of Pre-Registration Midwifery students which this placement could support at any one time?** | **Formative:** |  |
| **Summative:** |  |
| **Overall TOTAL:** |  |

**FOUNDATION DEGREE (FdA):**

**CARING FOR PATIENTS & CLIENTS IN HEALTHCARE SETTINGS**

Students are **expected to spend 7.5 hours per week** in placement. This may be as a single day or as two shorter days. Over the course of the two semesters within the academic year this will add up to the minimum requirement of 240 hours. This may be a member of the placement’s own staff studying for the FdA or it could be a visiting student.

|  |  |
| --- | --- |
| **Pathway** | **Suitable for Placement** |
| Adult |  |
| Mental Health |  |
| Learning Disability |  |
| Social Care |  |

**RETURN TO PRACTICE COURSE**

Nursing and Midwifery Sign Off Mentors may be asked periodically to support a member of staff undertaking a Return to Practice Course. Hours to be negotiated (minimum of 100 hours)

|  |  |
| --- | --- |
| **Pathway** | **Suitable for Placement** |
| Nursing - Adult |  |
| Nursing – Mental Health |  |
| Nursing – Learning Disability |  |
| Nursing - Child |  |
| Midwifery |  |
| Specialist Community Public Health Nursing |  |

**COMMUNITY SPECIALIST PRACTICE AND SPECIALIST COMMUNITY PUBLIC HEALTH NURSING:**

**Continuing Professional Development**

Nursing and Midwifery Mentors may be asked periodically to support a member of staff undertaking a Work Based Learning module. This would usually be related to the mentor’s subject specialism.

|  |  |
| --- | --- |
| **Pathway** | **Suitable for placement\*** |
| District Nursing |  |
| Health Visiting |  |
| School Nursing |  |
| General Practice Nursing |  |
| Occupational Health Nursing |  |
| Sexual Health Advising |  |
| Community Learning Disabilities Nursing |  |
|  |  |

A “Sign off” Mentor will be required for District Nursing, General Practice Nursing and Community Learning Disabilities Nursing.

A “Sign off” Practice Teacher will be required for Health Visiting, School Nursing, Occupational Health Nursing and Sexual Health Advising.

|  |  |
| --- | --- |
| **What is the maximum number of Post-Registration students that this placement could support at any one time?** | **Overall TOTAL:** |

**SOCIAL wORK PLACEMENTS**

**Please indicate the experience(s) which describes your service:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of service provided by the placement and if it is a statutory or private, voluntary or independent organisation** | **Statutory**  **(County Council/Health Trusts**  **£18 per day)** | **Private, Voluntary and Independent Organisations**  **(£28 per day)** | **Additional information** |
| **Adult Placement** |  |  |  |
| **Advice, Advocacy, Information & Guidance** |  |  |  |
| **Domestic Violence** |  |  |  |
| **Drug/Alcohol/Substance Misuse** |  |  |  |
| **Homelessness** |  |  |  |
| **Learning Difficulties & Disabilities** |  |  |  |
| **Leaving Care** |  |  |  |
| **Mental Health** |  |  |  |
| **Older Adults** |  |  |  |
| **Safeguarding & Child Protection** |  |  |  |
| **Other Service – Please Specify** |  |  |  |

|  |  |
| --- | --- |
| **What is the maximum number of Social Work students which this placement could support at any one time?** | **Overall TOTAL:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Supervision Arrangements** | **Please**  **Indicate** | | **Additional Information** |
|  | **Yes** | **No** |  |
| On-site Practice Educator |  |  |  |
| Does the on-site Practice Educator or supervisor have a social work qualification? |  |  |  |
| If no, does the Practice Educator or supervisor have any other professional qualifications? If yes, please specify |  |  |  |
| Off-site Practice Educator |  |  |  |
| Other Arrangements (Please describe) |  |  |  |
| Does the on-site Practice Educator or supervisor have a practice education qualification? If yes, please identify what award, module or unit. |  |  |  |
| Does the practice learning opportunity require an off-site practice educator? |  |  |  |