# **Practice learning approval tool template**

**Part of the**

**Multi Professional Quality Assurance of the Practice Learning Environment Toolkit**



## Practice learning approval tool

Please ensure all the sections below are completed.

|  |  |  |  |
| --- | --- | --- | --- |
| Practice learning provider/organisation |  | Practice learning name |  |
| Address including postcode and Tel No. |  | Type of learners (inc. regulator) |  |
| Name of Learning education lead/ practice education facilitator and email address |  | Areas within approval i.e., service, ward, surgery |  |
| Reason for Approval (new placement, new learners, risks\*) |  | Name & organisation of educational / university Representative |  |
| \*If risk, please describe in detail if NMC exception reports have been submitted and ensure toolkit action plans reflect NMC concerns. In this instance, the approval will be completed with the relevant NMC correspondents. All exception reports to be shared with the education quality team at NHS England WT&E. | | | |
| Contact name, designation, and email of clinical manager | |  | |
| Contact name, designation, and email of learner co-ordinator | |  | |
|  | | | |
| Names of individuals completing this tool and designation | |  | |
| Date Completed |  | Action Plan Required  (Following section 1 / 2) | Yes  No |
| Date to review action plan if required |  |

## Practice learning providers approval tool: flow chart

A diagram of a flowchart

Description automatically generated

## Checklist for all practice learning providers

Section 1: Mandatory core requirements – Questions 1- 5 of section 1 will need to be GREEN, or an action plan in place, before taking learners.

| Section 1 |  | Comments |
| --- | --- | --- |
| 1. Is there a contractual agreement between placement provider and educational provider, and NHS England Workforce Training & Education (WT&E)? | Choose an item.  **YES: GO to next question**  **NO: STOP use action plan** |  |
| 1. Are there registered professionals (if required) in this placement to support learners? | Choose an item.  **YES: GO to next question**  **NO: STOP use action plan** |  |
| 1. Are those supervising/assessing learners, appropriately trained in line with regulatory bodies and other standards of partner organisations (e.g. Education providers, NHS England WT&E)? | Choose an item.  **YES: GO to next question**  **NO: STOP use action plan** |  |
| 1. Are there any complaints or serious untoward incidents currently being investigated that may affect the learner’s learning environment? | Choose an item.  **YES: STOP use action plan**  **NO: GO to next question** |  |
| 1. Do you have any CQC ratings of ‘Requires Improvement’ or ‘Inadequate’? Is a CQC section 39 imposed?   Date of Last CQC/Ofsted inspection, report, and rating. | Choose an item.  **YES: STOP use action plan**  **NO: GO to next question** |  |

Have questions 1 – 5 been met (GREEN) or there is an action plan in place to mitigate against risk?

No, please use the Action Table which is located below Section 2 before proceeding onto section 2.

Yes, please continue onto section 2.

Section 2: Core requirements

Section 2 is mapped against the [Quality Framework (2021-2024)](https://nshcs.hee.nhs.uk/wp-content/uploads/2022/02/HEE-Quality-Framework-from-2021.pdf). The education quality measures assessed below have been adapted and do not directly corelate to the six quality domains of the Quality Framework.

1. **Creating a culture of quality, safety, learning and continuous improvement**
2. **Educational governance and risk management**
3. **Delivering programmes and curricula**
4. **Facilitating learning**
5. **Supporting and developing learners**
6. **Supporting and developing supervisors**

If a quality standard is working towards or not achieved, please use the action plan below to provide further information. Please use the exemplar to help which is available on the [NHS England WT&E website.](https://wessex.hee.nhs.uk/quality/quality-learning-workplace/multi-professional-quality-assurance-toolkit/)

| No. | Quality measurement standard | NHS England education quality standards | Outcome | Comments / Evidence in support of outcome |
| --- | --- | --- | --- | --- |
| 1. **Creating a culture of quality, safety, learning and continuous improvement** | | | | |
| 1 | Learners are hosted in an environment that ensures the safety of staff, learners, and patients; delivers effective, compassionate care; and prioritises a positive experience for patients and service users. | 1.5/1.6 | Choose an item. |  |
| 2 | Governance mechanisms are in place for learners, placement providers and HEI’s to identify, raise, act on, and share concerns.  All staff, including learners, are actively supported to raise concerns without fear of negative consequences i.e., about standards of care or learner’s knowledge | 1.7/2.6/2.8/4.7 | Choose an item. |  |
| 3 | The learning environment is sensitive to the diversity of both learners and the patient population a placement serves.  Evidence of engagement in workforce planning to support the development of learners who meet the needs of the local population.  Evidence of engagement and ownership of equality, diversity, and inclusion to create a learning environment that is fair, inclusive, and supportive of all learners, regardless of background or professional group. | 1.2 /1.3 /1.8/ 2.2/6.3 | Choose an item. |  |
| 4 | The learning environment can demonstrate parity of access to learning opportunities and support for learners with a variety of learning and educational needs, making reasonable adjustments where required.  Any potential differences in educational attainment are identified and addressed. | 1.2/2.3/3.3/3.2 | Choose an item. |  |
| 5 | Learners are valued members of the healthcare team whilst in the placement area and enabled to actively contribute to the team’s work. | 1.1/1.2/3.8 | Choose an item. |  |
| 6 | The learning environment values and champions learning. There is a culture of continuous learning where giving and receiving constructive feedback is both encouraged and routine practice. | 1.1/1.4 | Choose an item. |  |
| 1. **Educational governance and risk management** | | | | |
| 7 | There is clear, visible, inclusive, and joined up senior educational leadership, committed to continuous quality improvement of education and training.    Education and training issues are fed into the most senior level of decision making. | 2.1/2.4/2.6 | Choose an item. |  |
| 8 | Placement evaluations are completed, acted upon, and shared with supervisors / assessors to assure ongoing development of the learning environment. | 2.4/2.6 | Choose an item. |  |
| 9 | The learning environment works collaboratively with other stakeholder organisations and HEI's to support effective delivery of healthcare education and training; spread good practice; and minimise the impact of service changes on education and training provision and capacity. | 2.7/2.8 | Choose an item. |  |
| 10 | The learning environment can demonstrate how educational resources (including financial) are allocated and used. | 2.5 | Choose an item. |  |
| 1. **Delivering programmes and curricula** | | | | |
| 11 | The learning environment provides suitable educational facilities, including adequate estate, IT systems, library and knowledge services, policies, procedures, and guidelines. | 1.1/1.11/1.12 | Choose an item. |  |
| 12 | All learners receive an inclusive and comprehensive induction/orientation into the learning environment. | 1.11 / 3.9 | Choose an item. |  |
| 13 | Timetables and workload enable learners to attend planned / timetabled education sessions needed to meet curriculum requirements. | 5.6 | Choose an item. |  |
| 14 | The learning environment has sufficient supervisor/assessor capacity to support all learners.  A record of supervisors / assessors is held.  Supervisors/assessors are highlighted on placement rota’s so all staff can identify when they have a learner working with them and can ensure supernumerary status if required. | 4.2/4.4 | Choose an item. |  |
| 15 | The learning environment facilitates the delivery of relevant parts of training programmes and provides learners with a diverse range of learning opportunities, i.e., voluntary, care sector, digital health, across care teams and providers.  Learners are empowered to take responsibility for accessing learning opportunities.  Placement areas work collaboratively with programme leads and stakeholder organisations to coordinate delivery of curricula across placements. | 1.1/1.13/2.7/5.1/  5.2/5.3 | Choose an item. |  |
| 16 | All learners have access to multi-professional learning and, where appropriate, inter-professional learning opportunities that includes specialist practitioners / consultants. | 1.1/1.12/2.1/5.4 | Choose an item. |  |
| 17 | The learning environment develops new and innovative methods of education delivery to develop learners who are responsive to meet the changing needs of patients and services. E.g.  a) involving patients, service users and learners in training development and delivery  b) use of technology  c) working with the local Voluntary, Community and Social Enterprise sector  d) peer and group supervision models | 5.4/5.5/6.3 | Choose an item. |  |
| 1. **Facilitating learning** | | | | |
| 18 | Learners are supported to complete summative / formative assessments to meet the learning outcomes for their course, in a timely manner, as per programme requirements. | 1.1/3.7 | Choose an item. |  |
| 19 | Learners demonstrate clear understanding of their role and the context of their placement in relation to care pathways, service user journeys and expected outcomes for patients and service users. | 3.10 | Choose an item. |  |
| 20 | Learners are supported and developed to undertake supervision responsibilities, relevant to their stage of learning, with more junior staff/students. | 3.11 | Choose an item. |  |
| 21 | The learning environment provides opportunities for learners to engage in quality improvement initiatives which may include improving evidence-based practice, clinical audit, research, and innovation. | 1.9 | Choose an item. |  |
| 22 | Learners are supported to learn constructively from the experiences and outcomes of patients and service users, both positive and negative. Evidence that students are actively involved in service user feedback and incident reviews. | 1.10 | Choose an item. |  |
| 23 | Learners receive appropriate careers advice from placement colleagues within the learning environment, including an understanding of other roles and career pathway opportunities. | 4.5/6.2/6.4 | Choose an item. |  |
| 1. **Supporting and developing learners** | | | | |
| 24 | Learners receive the supervision and educational support they need to demonstrate curriculum requirements and / or professional standards and, achieve core learning outcomes.  Supervision is tailored to learners’ level of experience, competence, and confidence, and appropriate to their scope of practice, ensuring supernumerary status where required. | 1.1/2.7/3.5/3.6/4.4 | Choose an item. |  |
| 25 | Learners know how to seek support and are encouraged to access resources to support their physical and mental health and wellbeing. | 3.1 | Choose an item. |  |
| 26 | Supervision arrangements enable learners in difficulty to be identified at the earliest opportunity.  Learners and supervisors / assessors are encouraged to raise concerns and communicate difficulties regarding meeting learning outcomes to HEIs, actively work with them to mitigate avoidable learner attrition from programmes. | 1.1/1.6/1.7/3.4/  4.1/6.1 | Choose an item. |  |
| 1. **Supporting and developing supervisors** | | | | |
| 27 | Supervisors / assessors are supported to access resources to support their physical and mental health and wellbeing | 1.6 / 4.1 / 4.3 | Choose an item. |  |
| 28 | Supervisors / assessors have allocated time to complete learners’ assessments and documentation (formative / summative / interviews etc.) | 4.2 | Choose an item. |  |
| 29 | The placement area can demonstrate that supervisors / assessors receive constructive feedback on their role, that their training needs are identified in relation to supporting and assessing learners, and how they are supported if considering a formal supervision role. | 4.3/4.6/4.7 | Choose an item. |  |
| 30 | All supervisors/assessors have been appropriately trained (in line with Professional Bodies, Regulators and HEI requirements) and have up to date knowledge of the programmes they are supporting, enhancing their ability to support learners’ progression. | 4.3/4.4/4.5/4.6 | Choose an item. |  |

**Action plan table**

This action plan table has been developed as part of the assurance process. It can be used as part of the approval tool to illustrate when a quality standard is either working towards, or not achieved, following the [ongoing monitoring tool](https://wessex.hee.nhs.uk/quality/quality-learning-workplace/multi-professional-quality-assurance-toolkit/) or when supporting a concern of the clinical learning environment ([escalation and triangulation guidance](https://wessex.hee.nhs.uk/quality/quality-learning-workplace/multi-professional-quality-assurance-toolkit/)).

| Standard ID | Area for Development | Proposed Action/s to be taken | Outcome required (include timescales) | To be completed by (person responsible) and date of review | Review completed by whom and date of review |
| --- | --- | --- | --- | --- | --- |
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