

Quality Standards for Practice Placements Audit Tool

Section One: Standards for Students on a Practice Placement

[Click Here](#)



1

Contents - Section One

This audit tool is interactive, click on buttons below to view information related to each section and to navigate throughout.

Quality Standards for Practice Placements Audit Tool

The Quality Standards for Practice Placements (QSPP revised in November 2008) were 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.

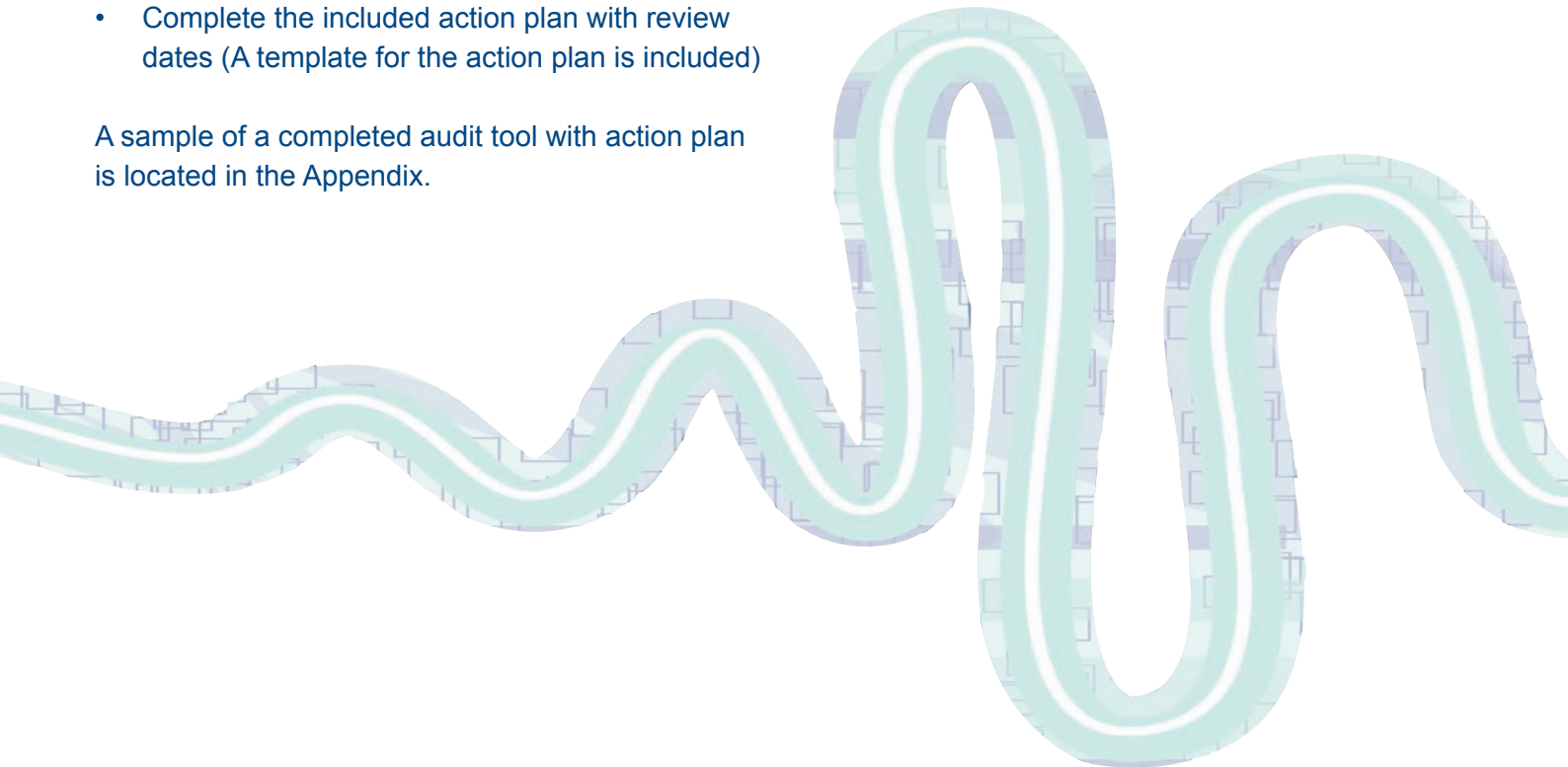
Quality practice placement experiences, within a positive learning environment, support the development of healthcare professionals to deliver safe and effective person centred care. Following the launch of the Quality Standards for Practice Placements, this audit tool was developed in response to feedback from stakeholders to enable auditing of the QSPP in Scotland. It is envisaged that this audit tool may be used alongside others developed by universities to meet professional bodies' requirements of the Nursing and Midwifery Council (NMC) and the Health Professions Council (HPC).

As such, the tool is one of a number of resources which can help practitioners to evidence the quality of the learning environment which supports all education in practice.

Completion of the audit tool and action plan requires placement providers / learners to:

- Include evidence on how the standard is being met
- Agree if the evidence presented meets the standard
- Provide a description of the action required in order for the standard to be met in the future if the organisation is unable to provide evidence of that standard
- Complete the included action plan with review dates (A template for the action plan is included)

A sample of a completed audit tool with action plan is located in the Appendix.



Please complete the fields below and then complete the Audit Tool.

Contact Information	
Name	
Organisation	
Profession / Clinical Area	
Ward / Department	
Date Completed	

Students accessing practice placements can expect:

Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.1	A placement appropriate to their learning needs	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	Pre-placement information is available and accessible (written, verbal, electronic)				

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.3	Access to the Quality Standards for Practice Placements (NES, 2008)	Quality Standards for Practice Placements are available				
1.4	Support from a named individual who is prepared for the role of supporting students	A relevant named individual is available to the student				

Students accessing practice placements can expect:

Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.5	An opportunity to discuss learning needs early in the placement (normally within 48 hours)	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	Evidence exists that learning and learners are welcomed, valued and have a positive learning experience				

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.7	Access to a range of learning and teaching opportunities	Evidence of learning opportunities exists which meet students' learning needs e.g. practice placement profile				
1.8	A team approach to their support	Experience gained with, from and about the wider team takes place where it supports the students' learning outcomes.				

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.9	Feedback on their performance and progress from individuals supporting their learning	Feedback and review of achievement of learning outcomes is documented				
1.10	Fair, timely and objective assessment	Assessment documentation is completed in line with education institution requirements				

Students accessing practice placements can expect:

Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.11	Access to support from the education institution when required	Lines of communication between the education institution and student during practice placement are clear				

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.12	Ensure they are prepared for the practice placement by accessing pre-placement information	Students access pre-placement information				
1.13	Contribute as a partner in the achievement of their learning outcomes	Students are encouraged to take responsibility for their own learning				

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.14	Raise any concerns about the practice placement experience	Systems exist for supporting and addressing students' concerns about the placement				
1.15	Evaluate their practice placement experience	Joint education institutions/service quality process exists and includes student evaluation				

If during the audit process it emerges that within your local area you are unable to demonstrate achievement of any of the QSPP standards please complete the following action plan with **actions and resources required, persons responsible and review dates**.

Quality Standards for Practice Placements - Audit Process Action Plan

(Page 1 of 3)

Standard Statement	Action Required	Resources Required	Person Responsible	Estimated Achievement or Review Date

Quality Standards for Practice Placements - Audit Process Action Plan

(Page 2 of 3)

Standard Statement	Action Required	Resources Required	Person Responsible	Estimated Achievement or Review Date

Quality Standards for Practice Placements - Audit Process Action Plan

(Page 3 of 3)

Standard Statement	Action Required	Resources Required	Person Responsible	Estimated Achievement or Review Date

Example of a completed Audit Tool

Contact Information	
Name	Ms A Nybody
Organisation	NHS Anywhere
Profession / Clinical Area	Occupational Therapy, Adult learning Disabilities
Ward / Department	Occupational Therapy Department (Acute Division)
Date Completed	09/04/2011


Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.1	A placement appropriate to their learning needs	Evidence of a joint approach between service and education institutions to the preparation, audit and allocation of practice placements	<ul style="list-style-type: none"> Named link person within the NHS who liaises with university AHP Practice Placement Agreement in place with universities Post placement feedback sent from university to practice educators and department Central point nationally for allocation of dietetic placements AHP practice educator training provided by university 	✓		
1.2	Access to information about the placement and the learning opportunities available	Pre-placement information is available and accessible (written, verbal, electronic)	<ul style="list-style-type: none"> AHP learner handbook available on university learner repository and NHS intranet Placement welcome pack accessible to learners prior to placement Placement profile is provided by the college A pre-placement meeting on site is offered and practice educator visits the college to meet with the learner prior to the placement 	✓		

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.3	Access to the Quality Standards for Practice Placements (NES, 2008)	Quality Standards for Practice Placements are available	<ul style="list-style-type: none"> Quality Standards for Practice Placements poster visible in practice setting AHP practice educators resource booklet has interactive link to QSPP QSPP information shared and discussed with learners at induction QSPP leaflet is in learner folder and practice educators' folder Links to QSPP on NHS intranet 	✓		
1.4	Support from a named individual who is prepared for the role of supporting students	A relevant named individual is available to the learner	<ul style="list-style-type: none"> Named practice educator is allocated prior to placement and visits are organised locally and at college to meet prior to placement All learners have an identified named educator Learner has named lead clinical tutor in university available for contact throughout placement Named contact identified who makes contact with the learner prior to placement 	✓		

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.5	An opportunity to discuss learning needs early in the placement (normally within 48 hours)	Placement learning outcomes and how they will be achieved are discussed and recorded/ documented early in the placement.	<ul style="list-style-type: none"> Learning outcomes are sent out prior to learner arriving on placement and discussed on the first morning. Initial meeting between learner and practice educator happens on first day of placement. This is repeated on 3rd day of placement and an exit interview is held prior to end of placement. Learning contracts are used and form the basis of clinical supervision. A comprehensive timetable is devised to ensure all opportunities are utilised to enable learners to meet learning outcomes. 	✓		
1.6	An environment which is welcoming, supportive of their learning and in which they feel part of the team	Evidence exists that learning and learners are welcomed, valued and have a positive learning experience	<ul style="list-style-type: none"> There is a learner feedback form to obtain information, however it requires updating. Learners have provided cards and gifts thanking staff for their placement experience 		✓	<ul style="list-style-type: none"> A more robust learner feedback questionnaire is needed. Therefore review current learner feedback form. Develop a team approach to placement supervision Update induction pack to help prepare learner for placement

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.7	Access to a range of learning and teaching opportunities	Evidence of learning opportunities exists which meet learners' learning needs e.g opportunity to work with carers, learning opportunities with other professions, agencies or services locally	<ul style="list-style-type: none"> • Timetabled opportunity to work with other professions and roles • Access to hospital library, IT and intranet access • One to one sessions with practice educator • Timetabled verbal and e-learning tutorials carried out throughout placement • Inter-professional learning opportunities available throughout placement. 	✓		
1.8	A team approach to their support	Experience gained with, from and about the wider team takes place where it supports the learners' learning outcomes.	<ul style="list-style-type: none"> • Learner has a named practice educator but works on day to day basis with different members of staff from different professional backgrounds, who give feedback to named practice educator • Training provided to learner involving multi-disciplinary team • Managerial sessions are offered by service manger to all learners • Opportunities are timetabled for learners to meet with other professions and local roles • Multi-disciplinary team information accessible prior to placement and timetable of support developed. 	✓		

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.9	Feedback on their performance and progress from individuals supporting their learning	Regular feedback and review of achievement of learning outcomes is documented	<ul style="list-style-type: none"> Regular and ongoing supervision between learner and practice educator where developments are recorded. Self assessment encouraged through reflective practice. Daily formative feedback from all clinical tutors University provides Clinical Report Form which allows for written feedback at midway point and at the end of the placement. Future learning objectives can be identified from this Weekly feedback/ feed-forward forms completed 	✓		

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.10	Fair, timely and objective assessment	Assessment documentation is completed in line with education institution requirements	<ul style="list-style-type: none"> Practice educator seeks feedback on learner's performance from other team members to ensure fair and objective assessment. On going formative assessments. Learner keeps a record of examinations and procedures Ongoing record of supervision is maintained and learning contract reviewed regularly. Midway report is completed independently by learner and practice educator and then discussed together. The report is then re-written, discussed again and returned to the education institution on time. Summative assessment at end of placement in line with education institution and professional body process. 			

Students accessing practice placements can expect:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.11	Access to support from the Education Provider when required	Lines of communication between the Education Provider and learner during practice placement are clear	<ul style="list-style-type: none"> • Representative from education institution contacts the learner and practice educator during the placement (half way phone calls). • Contact details of a representative from education institution available to learner and practice educator. • Communication protocols exist between education institution and the workplace • Details of contact person on the learner notice board • University protocols are used which provide the learner and educator with guidance to utilise support as required, particularly in cases of under performance and crisis. 	✓		

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.12	Access to support from the Education Provider when required	Learners access pre-placement information	<ul style="list-style-type: none"> • Pre placement package is developed locally sent to all learners with the expectation that they will have read this before 1st day of placement. • Learner encouraged to contact department prior to placement to discuss any needs/concerns • The information is given to the university who encourage the learner to access, if there is also a copy available in the learner induction folder that is held locally • Placement information available on-line and learners can contact placement provider for further info as soon as they know placement provider and dates. • Learning needs identified and sent to placement provider prior to placement commencing 	✓		

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.13	Contribute as a partner in the achievement of their learning outcomes	Learners are encouraged to take responsibility for their own learning	<ul style="list-style-type: none"> Learners encouraged to flag up concerns or learning needs as early as possible in placements Working in partnership to complete learning contract Take responsibility for completing halfway report and final report for discussion with practice educators. Evidence of preparation for weekly supervision and clinical sessions Learners are required to arrange a presentation to the team on a subject of their choice relevant to the placement. Actively encouraged to reflect on experiences and discuss outcomes with supervisors. 	✓		

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.14	Raise any concerns about the practice placement experience	Systems exist for supporting and addressing learners' concerns about the placement	<ul style="list-style-type: none"> • Communication protocols exist via university • Induction includes encouragement of 'open communication' between learner and tutors • Learner advised to contact placement provider coordinator if issues arise that educator cannot address • Direct contact with practice educator, they also have access to local bullying and harassment policy within the learner folder. • Learner has their relevant contact within the university to address any issues 	✓		

Students accessing practice placements have a responsibility to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.15	Evaluate their practice placement experience	Joint Education Providers/service quality process exists and includes learner evaluation	<ul style="list-style-type: none"> • University undertakes learner evaluation of their placement experience • Local evaluation undertaken both formally and informally within the department. There is a questionnaire learners are asked to complete evaluating the learning environment, and the facilitation skills of the placement supervisor. • Local evaluations completed by learners and this informs future placement opportunities • There is a learner exit interview to review their experience on placement • Workplace supports learners to undertake self evaluation with written reflections • As a practice educator I have access to a reflective self-evaluation tool in the practice educator folder 	✓		

Example of a completed - audit process Action Plan

Standard Statement	Action Required	Resources Required	Person Responsible	Estimated Achievement or Review Date
1.6	<ul style="list-style-type: none"> An update learner feedback questionnaire is needed 	<ul style="list-style-type: none"> Review current learner feedback form. Discuss with team the questions to ask and how to record learner's responses Create template and questions for the questionnaire 	<p>Senior staff member to identify questions to be involved</p> <p>New junior grade staff member to use their research methods skills to develop template</p>	<p>Next staff meeting Date: __/__/__</p> <p>Four months prior to rotation ending Date: __/__/__</p>
1.6	<ul style="list-style-type: none"> Develop a team approach to placement supervision 	<ul style="list-style-type: none"> Arrange a staff meeting to discuss and plan what roles in the department will undertake which aspects of the learner practice education All staff with two years working experience to undertake practice educator training Allocate each learner to a different member of staff, but encourage a team contribution 	<p>Practice placement co-ordinator for department</p>	<p>Next staff meeting Date: __/__/__</p> <p>Next staff meeting Date: __/__/__</p> <p>As of new academic year Date: __/__/__</p>
1.6	<ul style="list-style-type: none"> Update induction pack to help prepare learner for placement 	<ul style="list-style-type: none"> Review content and electronic links of current induction pack Liaise with other local departments to review their induction packs. Develop a clinical and managerial induction to the local area 	<p>Practice placement co-ordinator for department</p>	<p>Four months from audit date Date: __/__/__</p>

**Quality Standards for Practice
Placements Audit Tool**

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NHS Education for Scotland
Thistle House
91 Haymarket Terrace
Edinburgh
EH12 5HD

www.nes.scot.nhs.uk

