

Host: PRA SIMULATED PRACTICE

Sequence: 19

Introductory Statement

The purpose of this educational audit is to review, monitor and enhance the quality of the practice learning environment. The audit ensures that there is a process evident for student learning, supervision and assessment and that areas are adhering to all required professional body standards for pre and post registration programmes.

This document has been revised and amended by the Pan London Practice Learning Group, which has representation from a number of Approved Education Institutes (AEIs) in liaison with their practice learning providers. Where practice environments are shared by students from a number of AEIs, one joint audit is undertaken and shared by all the relevant AEIs.

The review/educational audit process may lead to the production of a specific action plan, where needed. The purpose of this action plan is to ensure that the practice learning environment continues to meet agreed standards or is supported in enhancing quality where necessary.

This document was initially prepared for practice learning environments for NMC Approved Programmes, but can be used to review the quality of other healthcare professional groups (section 3 can be amended to reflect other programmes)

The audit will 'normally' be undertaken every two years unless there is a significant change in the learning environment. Ongoing monitoring will be undertaken in a number of ways, e.g. through student and staff feedback, partnership review meetings and informed by CQC and other related reports.

Cluster Audit: If there is a group of practice areas (usually 2/3), with a similar and shared approach to practice learning it may be possible to undertake one audit. The 'cluster' needs to be agreed locally by the AEI in liaison with their partner organisation. Areas need to be identified above.

The following HEI's were involved in this development: Buckinghamshire New University, City University London, Kings College London, Kingston University London, London South Bank University, Middlesex University, University of Greenwich, University of Hertfordshire, and University of West London. Revised tool 2019

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Details

Trust/Organisation	UNIVERSITY OF WEST LONDON
Placement Address	Floor 8
	University of West London
	Paragon House
	Boston Manor Road
Postcode	TW8 9GA
Tel No.	0208 209 4062
Email Address	Antony.Newman@uwl.ac.uk
Main Focus / Speciality of Placement	MH/Child
Date of Educational Audit	25/07/2023
Date of Previous Educational Audit	30/12/1899
Current Audit Type	Face-to-face
Next Audit Date	25/07/2025

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Environment Information

The following AEIs use this Placement for Student Learning:

University of West London

NMC Approved Programme

Maximum number of students that can be supervised and/or assessed in the practice learning environment
(Please indicate specific programme(if relevant) and level of student)

Nursing	Nursing
Nursing	Nursing
Nursing	Nursing
Nursing	Nursing
Nursing	Nursing
Nursing	Midwifery
Nursing Associate	Nursing Associate
Nursing Associate	Nursing Associate
Nursing Associate	Nursing Associate
Nursing Associate	Prescribing Programmes
Prescribing Programmes	Prescribing Programmes
Prescribing Programmes	Prescribing Programmes
District Nursing	District Nursing
District Nursing	District Nursing
CPPD	CPPD
CPPD	CPPD
Return to Practice	Return to Practice
Return to Practice	Return to Practice
Return to Practice	Return to Practice

Is there potential for change to the current practice learning environment opportunities/capacity?
(increase/decrease)

No

Any change must be held with the Practice Development Manager/Clinical Placement Facilitator/Organisation Lead for Education in liaison with the AEIs.

Allied Healthcare Professional Programmes: Please list AHP programmes that are being considered as part of this audit

Enhancement of the Practice Learning Environment (NHS and Independent sector)



AEI Designated Staff Details

Amanda O'Farrell
Practice Learning Lead
UWL
amanda.o'farrell@uwl.ac.uk
07468 755535

Date of most recent CQC report

The most recent CQC Report demonstrates that all reviewed standards have been met

If any concerns have been highlighted the AEI has been informed and a risk assessment has been undertaken to evaluate any impact on the student practice learning experience and recorded as part of an action plan as appropriate.

Do you agree to immediately notify the AEI of any service provision changes that might affect the student's ability to meet the specified learning outcomes?

Please give details of any anticipated changes

List of learning opportunities (including inter-professional learning) available in the practice learning environment. These should be tailored to the student's stage of learning, proficiencies and programme outcomes. Please record any actions required in the Action Plan.

4 week placement – Child
1 x clinic based week
2 x ward

Learning opportunities available in the practice learning environment. These should include opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate. Please record any actions required in the

ABCDP assessment
Annex B clinical skills
Annex A Behaviour & Communication skills
Interprofessional learning
Use of immersive technologies (VR)

Please indicate which members of the multidisciplinary team the students will have opportunities to gain experience with

Nurses	Social Workers
Midwives	Health Visitors
Operating Department Practitioners	Healthcare Assistants

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Other:

Paramedics

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Health and Safety

Practice Learning Health and Safety Lead (where applicable)

Antony Newman

antony.newman@uwl.ac.uk

Trust/Organisation Health and Safety Manager

Janet Goddard

Janet.Goddard@uwl.ac.uk

All learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders (Please note any actions in the Action Plan)

Yes

All learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders (Please note any actions in the Action Plan)

Yes

Policies/guidance available in the practice learning environment and are all staff aware of them (please tick which are appropriate):

Health and Safety	Confidentiality Policy
Equality and Diversity	Manual Handling
Violence and Aggression	Infection Prevention Control
Adult/Child Safeguarding policies	The Code (NMC 2018)
Guidance on Raising concerns, NMC (2018)	Fire
Information Governance	HCPC Guidance on Conduct, Performance and Ethics for Staff and Students
SET 5 Practice Based Learning (HCPC 2017)	Other

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Accidents and incidents:

Are you aware of a formal procedure for reporting and recording accidents and incidents?

Yes

Have you procedures to be followed in the event of serious or imminent danger to people at work?

Yes

Are risk assessments kept under regular review?

Yes

Are the results of the risk assessment implemented?

Yes

All staff understand procedures for alerting the AEI and acting upon any serious untoward incidents, which involve students, within two working days

Yes

Standards

Standard 1: Professional Body Standards

See appendix 2 for Core National Placement Indicators for Contract Monitoring

1.1	Statement There are sufficient numbers of Practice Supervisors, Practice Assessors (NMC) to support the agreed capacity ? (Please note any actions in the Action Plan) This may need to be confirmed by the Practice Development Manager/Clinical Placement Facilitator/Manager/Education Lead	Examples of Evidence				
	Action (if required)	<table><tr><td>Statement met?</td><td><div>Yes</div></td></tr><tr><td>Review Date</td><td>Key Person</td></tr></table>	Statement met?	<div>Yes</div>	Review Date	Key Person
Statement met?	<div>Yes</div>					
Review Date	Key Person					

1.2	Statement There are sufficient numbers of Practice Educators (HCPC) to support the agreed capacity ? (Please note any actions in the Action Plan) This may need to be confirmed by the Practice Development Manager/Clinical Placement Facilitator/Manager/Education Lead	Examples of Evidence			
	Action (if required)	<table><tr><td>Statement met?</td><td><div>Yes</div></td></tr><tr><td>Review Date</td><td>Key Person</td></tr></table>	Statement met?	<div>Yes</div>	Review Date
Statement met?	<div>Yes</div>				
Review Date	Key Person				

Enhancement of the Practice Learning Environment (NHS and Independent sector)



1.3 Statement
There are sufficient numbers of Lead Educational Supervisors (GMC) to support the agreed capacity ? (Please note any actions in the Action Plan)
This may need to be confirmed by the Practice Development Manager/Clinical Placement Facilitator/Manager/Education Lead

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

1.4 Statement
All Practice Assessors/ Practice Educator/Educational Supervisors details are kept up to date on the organisations' database and have opportunities to receive on-going support. (Please note any actions in the Action Plan)
This may need to be confirmed by the Practice Development Manager/Clinical Placement Facilitator/Manager/Education Lead

Examples of Evidence

Statement met?

Yes

Action (if required)

Review Date

Key Person

1.5 Statement
Students should be supervised by registered health or social care professionals based on the students learning needs and stage of learning. (Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

Yes

Action (if required)

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



1.6 Statement
Practice Supervisors, Practice Assessors (NMC), Practice Educators (HCPC) and Lead Educational Supervisors (GMC) have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities (Please note any actions in the Action Plan)

Action (if required)

Examples of Evidence

Statement met?

Yes

Review Date

Key Person

1.7 Statement
Have GP Educators been appraised as educators (GMC only)?

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

1.8 Statement
Practice Supervisors, Practice Assessors (NMC), Practice Educators (HCPC), and Lead Educational Supervisors (GMC) have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities (Please note any actions in the Action Plan)

Action (if required)

Examples of Evidence

Statement met?

Yes

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



1.9 Statement
Nursing students should be assigned a Practice Assessor who is a Registered Nurse.
(Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

Yes

Action (if required)

Review Date

Key Person

1.10 Statement
Nursing Associate students should be assigned a Practice Assessor who is a Registered Nurse or Nursing Associate (Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

1.11 Statement
Midwifery students are assigned to Practice Assessors who are registered Midwives.
(Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



1.12 Statement
SCPHN students are assigned to Practice Assessors who are registered SCPHN. (Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

1.13 Statement
AHP students should be assigned a Practice Educator who must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register. (Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

1.14 Statement
Medical Students should have a Lead Educational Supervisor who is recognised by the GMC (Please note any actions in the Action Plan)

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

1.15 Statement
Students who are on other NMC approved post-registration qualifications are assigned a Practice Assessor in accordance with relevant programme standards – e.g. prescribing programmes: (Please note any actions in the Action Plan)

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

1.16 Statement
Student evaluation of practice has been reviewed and acted upon in a prompt manner; this may have resulted in effective practice being shared or student concerns raised and managed appropriately? (Please note any actions in the Action Plan)

Action (if required)

Examples of Evidence

Statement met?

Yes

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Standard 2: Standards for Student Supervision and Assessment (SSSA, NMC 2018)

See appendix 2 for Core National Placement Indicators for Contract Monitoring

2.17 Statement
Effective practice learning
Students receive a comprehensive orientation and there is a nominated person for each practice setting to actively support students and address student concerns.

Examples of Evidence

Given welcome pack at start of placement & local induction to environment.
Lead for students is Antony Newman

Action (if required)

Statement met?

Yes

Review Date

Key Person

2.18 Statement
Supervision of students
There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences.
·Students work within a scope of practice that is appropriate to their level of skills and experience.
·Levels of supervision and autonomy should reflect the individual learners progress

Examples of Evidence

Due to the nature of the setting these placements are well planned and thought out and have adequate staffing levels to support student learning.

Action (if required)

Statement met?

Yes

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



2.19

Statement

Practice Supervisors:

- Are suitably prepared and receive ongoing support
- Provide student feedback and contribute to assessments (within their scope of practice).
- Raise concerns regarding student's performance as appropriate

Action (if required)

Examples of Evidence

Have received training via the Practice Learning team and have been offered an update session.

Statement met?

Yes

Review Date

Key Person

2.20

Statement

Practice Assessors:

- Are suitably prepared and receive ongoing support
- Have appropriate equivalent experience for the student's field of practice (as applicable)
- Obtain feedback from the practice supervisors/others and conduct assessments
- Liaise with and confirm progression with the academic assessor
- Raise concerns as appropriate and act on these with the academic assessor

Action (if required)

Examples of Evidence

Practice Assessors have been given training by the Practice Learning team and are coordinated in such a way that they are never a PA and AA for the same student.
Offered update sessions.

Statement met?

Yes

Review Date

Key Person

2.21 **Statement**
Academic Assessors:
·Enables collaboration with the Practice Assessor to confirm progression
·Supports the Practice Assessor when concerns are raised

Action (if required)

Examples of Evidence
Practice Learning team have given training.

Statement met? Yes

Review Date **Key Person**

Standard 3: Standards of Education and Training SET 5 (HCPC)

See appendix 2 for Core National Placement Indicators for Contract Monitoring

3.22 Statement

Ensuring quality of practice based learning

Learners receive a comprehensive orientation and there are processes in place to respond when any concerns, difficulties or incidents arise, which could prevent a learner's success when providing practice-based learning, or if there is evidence which may call into question the suitability of the practice-based learning environment.

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

3.23 Statement

Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

·Learners work within a scope of practice that is appropriate to their level of skills and experience.

·Levels of supervision and autonomy should reflect the individual learner's progress.

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

3.24 Statement

Ensuring adequate number of appropriately qualified and experienced staff

Qualifications and experience of staff are appropriate to the specific aspects of practice-based learning they are involved in, and that they are able to effectively support learning and assessment.

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

3.25

Statement

Practice Educators:

·Must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

·Must have access to the information they need in a timely manner in order to be prepared for practice based learning

·Must have undertaken regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

Standard 4: Promoting Excellence: Standards for Medical Education and Training (GMC)

See appendix 2 for Core National Placement Indicators for Contract Monitoring

4.26 Statement
Educational Supervisors:
Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

4.27 Statement
Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

4.28 Statement
Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.

Examples of Evidence

Statement met?

N/A

Action (if required)

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



4.29 Statement
Ensuring adequate number of appropriately qualified and experienced staff
Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

4.30 Statement
Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

4.31 Statement
Lead Educational Supervisors must be developed and supported, as set out in GMC requirements for recognising and approving trainers

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

Enhancement of the Practice Learning Environment (NHS and Independent sector)



4.32 Statement

The seven criteria of GP Trainer approval outlined by the GMC are met. These include:

- 1.ensuring safe and effective patient care through training
- 2.establishing and maintaining an environment for learning
- 3.teaching and facilitating learning
- 4.enhancing learning through assessment
- 5.supporting and monitoring educational progress
- 6.guiding personal and professional development
- 7.continuing professional development as an educator.

Action (if required)

Examples of Evidence

Statement met?

N/A

Review Date

Key Person

Summary & Actions

Overall strengths to include e.g.'s of effective/innovative practice

- High-tech manikins and use of virtual reality patients.
- Full immersion into varying clinical environments.
- Ability to provide a wide range of patient age, social and ethnic groups.
- Annex B clinical skills can be completely achieved

Areas for ongoing monitoring and development (to be reflected in the actions below)

- Feedback related improvements gained from students and patients
- Monitoring of student/staff ratio numbers to ensure quality of resource.

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Actions to be undertaken

Capacity

<u>Student Type</u>	<u>Max No. Regular</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Comments</u>
ADULT BSC	0	0	0	0	
ADULT PGD	0	0	0	0	
BNurs ADULT	0	0	0	0	
BNurs ADULT (NA to RN)	0	0	0	0	
BNurs ADULT (Temp)	0	0	0	0	
BNurs CHILD	18	0	18	0	
BNurs LEARNING DISABILITY	0	0	0	0	
BNurs MENTAL HEALTH	18	0	18	0	
BNurs MENTAL HEALTH (NA to RN)	18	0	18	0	
CHILD BSC	18	0	18	0	
CHILD PGD	18	0	18	0	
Degree Apprenticeship ADULT	0	0	0	0	
Degree Apprenticeship ADULT (NA to RN)	0	0	0	0	
Degree Apprenticeship CHILD	0	0	0	0	
Degree Apprenticeship CHILD (NA to RN)	18	0	18	0	
Degree Apprenticeship LEARNING DISABILITIES	0	0	0	0	
Degree Apprenticeship LEARNING DISABILITIES (NA to RN)	0	0	0	0	
Degree Apprenticeship MENTAL HEALTH	18	0	18	0	

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Degree Apprenticeship MENTAL HEALTH (NA to RN)	18	0	18	0
LEARNING DIS BSC	0	0	0	0
LEARNING DIS PGD	0	0	0	0
M A MIDWIFERY	0	0	0	0
MENTAL HEALTH BSC	18	0	18	0
MENTAL HEALTH PGD	18	0	18	0
MIDWIFERY	0	0	0	0
MIDWIFERY BSC	0	0	0	0
MSC PARAMEDIC SCIENCE	0	0	0	0
MSc Adult	0	0	0	0
MSc LEARNING DISABILITIES	0	0	0	0
MSci ADULT & MENTAL HEALTH	18	0	18	0
MSci CHILD & MENTAL HEALTH	18	0	18	0
MSci LEARNING DISABILITIES & MENTAL HEALTH	0	0	0	0
NURSING ASSOCIATE	0	0	0	0
ODP	0	0	0	0

Enhancement of the Practice Learning Environment (NHS and Independent sector)



Declarations

This audit has been undertaken with

1. Academic Representative

I confirm that the practice placement area meets the required standards

I agree with the action plan(s) identified

Name: Ms Amanda O'Farrell (professional Lead) **Time:** 12:52 pm **Date:** 25/07/2023

.

Name: **Time:** **Date:**

.

Name: **Time:** **Date:**

Audit Notes

Appendix 1

Suggested Sources of Evidence

Examples of documentation that may be available in the area:

Practice area philosophy or mission statement

Orientation/induction programme for students

Professional development opportunities identified for all nursing practitioners/ staff

Nursing/midwifery/practice audit findings

National, local & professional policies & guidance e.g. National: CQC, DH & QAA, Local: Trusts & UWL, Professional: NMC

Up-to-date list of student mentors for this area

Placement evaluations by students

Clinical/midwifery supervision strategy/record sheets

Current research/evidence-based practice initiatives

Service user feedback/patient satisfaction surveys

Assessment of student's practice documents (examples/samples)

List of learning opportunities for students

Care Programme Approach (CPA) Policy (Mental Health areas only)

Mentor evidence to support NMC standards.

Practice learning outcomes for the required range of Pre & Post Reg. programmes

Placement evaluations by staff

University placement guidelines

Appendix 2

Core National Placement Indicators

The Authority expects the Institution to audit and monitor the quality of Practice Placements using a sub-set of Placement Providers, as agreed through the Contract Performance Management processes in line with the standards set out below, in conjunction with monitoring required to meet professional Regulatory Body standards.

1. The Institution shall procure that each Placement Provider shall:

1.1 Ensure that it makes appropriate senior staff (of a level of seniority to be agreed between the Institution and each Placement Provider from time to time) to be available to be involved annually in:

a) Reviewing the Institution's recruitment and selection policies and criteria;

b) Reviewing the education programmes set by the Institution;

c) Reviewing the Disclosure and Banning Service (DBS), formally Criminal Records Bureau, and occupational health clearance processes that the Institution has in place to screen Students before they are admitted on a Practice Placement; and

d) Reviewing the Dataset information to confirm that the information submitted contains no material inaccuracies in order to carry out the Annual Review process;

1.2 Ensure that it makes appropriate senior staff of the Placement Provider available annually for involvement in developing the Contract Performance Action Plans;

1.3 Ensure that all relevant clinical staff working in the placement area has clinical education responsibilities included in their job descriptions and competencies defined in their job specifications.

1.4 Ensure that all staff employed by the Placement Provider are either competent to support Student learning and assessment or are required to commence a programme of continuing professional development immediately on recruitment to achieve these competencies;

1.5 Immediately notify the Institution of any serious untoward incidents where involvement of any Student calls into question their fitness for training and report such incidents to the Institution within a timescale appropriate to the seriousness of the situation and in any case within two (2) working days;

1.6 Accept as valid the DBS and occupational health checks carried out by the Institution;

1.7 Immediately notify the Institution of any service provision changes that might affect the Students' ability to meet the specified learning outcomes set by the Institution;

1.8 Ensure that Students receive feedback on their performance in a time frame appropriate to the activity performed as agreed between the Institution and Placement Provider;

1.9 Ensure that Student assessment is appropriately moderated as agreed between the Institution and each Placement Provider;

1.10 Collect and collate feedback from all Students and regularly agree action plans with the Institution to address the issues raised; and

1.11 Ensure that Students receive an appropriate induction and orientation including local policies and procedures relevant to each their Practice Placement.