The North West Learning Environment Educational Audit

Name of Learning Environment	
Name of Organisation	
Placement Identification Number (if applicable) For Education Provider use only	
Address	
Postcode	
Email	
Telephone Number	
Date educational audit verified	

Learning Environment Status

(for Education Provider use only)

Open: Yes / No

Action Plan in progress ☐

Action Plan completed - Date: - - / - - / - - - -

Amendment to Audit – Date: - - / - - / - - - -

To be reviewed before use date: - - / - - / - - - -

Closed: Yes / No

Review Date: - - / - - / - - - -

N.B The responsibility for assuring the quality of the practice learning environment is a partnership between the Learning Environment Provider, Education Provider and the learning infrastructure support team who will support the completion of this documentation.

NHS

Health Education England

Please utilise the North West Learning Environment Educational Audit Guidance Notes when completing this Tool.

Contents

Learning Environment Profile			
Point of Contact: Education Provider (see glossary page 19 – Guidance Notes)			
Education Provider (HEI,FE) (if applicable)			
Name			
Job Title			
Email Address			
Landline & Mobile Telephone No.			
Point of Contact: Learning Environment (see glossary page 20 – Guidance Notes)			
Name		Name	
Job Title		Job Title	
Email Address		Email Address	
Landline & Mobile Telephone No.		Landline & Mobile Telephone No.	
Point of Contact: Learning Infrastructure (PDM, PEF, WBEF) (see glossary page 20 – Guidance Notes)			
Name			
Job Title			
Email Address			

Landline & Mobile Telephone No.	

Overview of services provided:

Client Group:

Special Considerations:

Learning Opportunities - (Please include reference to the applicable Public Health experiences – Guidance notes page 14**)**

Hours of Work / Shift Patterns			
Shift Type*	Start	Finish	Other comments
Shift Type = e.g. Early, Day, Late, Night, Long Day.			

Learner Type	Capacity

Core Standards					
1. Learning Environment & Culture					
Standard – Learning Environment and Culture – ensures that that the learning environment and culture for education and training meets learners' needs, is safe and open and provides high quality care and experience for patients and service users. The learning environment is multi-professional, with a culture that values and facilitates learning opportunities and support for all learner groups.					
		Evidence	Action Plan		Comment
			Yes √	No X	
1.1	The Learning Environment has a Philosophy of Care/Mission Statement which is accessible / available to learners				
1.2	Welcome / Induction information is available and accessible to learners				

1.3	Learners are provided with an induction / orientation on the first day of practice				
1.4	The North West Placement Charter is visible and pledges are met				
1.5	Learners have access to learning resources including access to internet, intranet and library services where appropriate				
1.6	A process is in place to promote forward planning to ensure capacity and capability is sustained to guarantee learners have appropriate clinical / non-clinical supervision and				
1.7	Timely communication occurs regarding any changes to the learning environment which may impact on the quality of the learning experience				
1.8	Learners are provided with the opportunity to gain experience of Multi Disciplinary working and Inter-Professional Learning				
1.9	Educators: • Support • Teach • Supervise & feedback as appropriate • Guide on safe and effective practice				
1.10	Educators manage learner assessment and fulfil requirements of the assessment documentation in accordance with Education Provider/Professional body requirements				
1.11	Educators manage and communicate the learner's performance and progression to the relevant Education Provider and identified PEF, PDM and/ or WBEF for example where:				

		Evidence	Action Plan		Comments
			Yes √	No X	
	- a learner fails to progress - a learner gives cause for concern - a learner is involved in an incident relating to fitness to practice / professional suitability				
1.12	Learning environments demonstrate a culture that supports learners to be open and honest with patients when things go wrong, known as their 'duty of candour' and help them to develop the skills to communicate with tact, sensitivity and empathy. A clear process is identified for learners to raise and escalate concerns .				
1.13	Learners are provided with the opportunity to develop skills, values and behaviours to work in partnership with patients and service users in designing and delivering their own care.				

2. Education, Governance and Leadership					
Standard – Educational Governance and Leadership – ensures that all learner placements have effective systems for educational governance to manage and improve the quality of education and training. These systems should treat learners according to principles of equality and fairness, manage their progression, and share outcomes of education and training					
		Evidence	Action Plan		Comments
			Yes √	No X	
2.1	Learning Environments: Check via Care Quality Commission/ OFSTED or NHS England (where appropriate) that the learning environment				

	/organisation meet the required standards Date of registration: Date of last inspection: - Outcome/recommendations (if known): **N.B It is the responsibility of the Learning Environment (e.g. Learning Environment Manager) to report any changes in Care Quality Commission / OFSTED or NHS England standards status to the relevant HEI**				
2.2	<u>Health & Safety</u> • Learners are signposted to and have access to policies, procedures and guidelines including safeguarding • Risk assessments are in place and relevant to the learning environment taking into account young learners (16 to 18 years) • Where risks are identified, appropriate controls are in place • Mechanisms are in place for reporting serious and untoward incidents, including near misses • An open and transparent process in which learning from incidents and near misses is in place • Learners are not to be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem • Mobility aids/equipment/electrical systems are maintained according to manufacturer's recommendations/according				

		Evidence	Action Plan Yes √	Action Plan No X	Comments
	to regulation • Where relevant, personal protective equipment and clothing is provided. Training may be required				
2.3	<u>Learning Environment Confidentiality</u> Mechanisms are in place to ensure Information Governance legislation is adhered to				
2.4	Learners are adequately supervised in practice and have supernumerary status to the core workforce.				
2.5	A signed Learning and Development Agreement (LDA) in Trusts or a signed Partnership Agreement within Private, Independent & Voluntary Organisations (PIVO's) is in place				
2.6	Staff within the learning environment are involved in activities which support personal, professional and Practice development				
2.7	Educators meet the appropriate Professional and Statutory Regulatory Body requirements to support learning and assessment in practice				

3. Supporting & Empowering Learners
Standard – Supporting and Empowering Learners – ensures that learners receive appropriate education and pastoral support, to enable them to gain the knowledge, skills and behaviour required by their curriculum or specified in their professional standards.

		Evidence	Action Plan		Comments
			Yes **√**	**No** **X**	

3.1	Learners are allocated to a named educator before arrival				
3.2	Learning opportunities are available to support the required learning outcomes/competencies				
3.3	Learning experiences are supported and guided by the educator in accordance with the appropriate Professional and Statutory Regulatory Body requirements				
3.4	Learners are involved in delivering evidence based practice under appropriate supervision				
3.5	Educators use suitable assessment methods to measure the learner's competencies / learning outcomes, regular feedback is given to students				
3.6	There are sufficient educators available to support the number of learners				
3.7	Processes are in place to share and act on learner feedback from evaluations as appropriate e.g. Practice Assessment Record & Evaluations (PARE)				
3.8	Service users / carers have the opportunity to contribute to learning whilst maintaining respect for their rights and needs				
3.9	Equality & Diversity - Reasonable adjustments are made for learners with a disability, specific personal requirements and/or additional learning needs				

	4. Supporting & Empowering Educators				
**Standard – Supporting and Empowering Educators – ensures that educators are selected, appraised and receive the support, resources and time they need to support and enable effective education and training**
		Evidence		**Action Plan**	**Comments**
			Yes √	**No** X	
4.1	Educators are selected against clear criteria and receive an appropriate induction relevant for their role				
4.2	The learning infrastructure facilitates opportunities for networking, accessing support and supervision to enable educators to fulfil their responsibilities and continued professional/non-professional development.				
4.3	Educators are suitably prepared, and provided with curricula and the learning outcomes to be achieved				
4.4	Educators are able to access relevant resources and are allocated time to fulfil their role				
4.5	Educators details are recorded and this information is kept up to date on a live register				
4.6	Educators are supported to raise and address any difficulties experienced as part of their role				
4.7	Processes exist to identify and manage educators who do not meet requirements or who do not currently meet the expectations of the educator role				

5. Developing and Implementing Curricula and Assessments

Standard – Ensures that curricula and assessments are developed and delivered in accordance with regulator, college or university requirements and responds to the emerging models of care and service transformation.

		Evidence	Action Plan		Comments
			Yes √	**No X**	
5.1	The Learning Environment can demonstrate how learning outcomes can be met				

6. Developing a Sustainable Workforce

Standard – Underpins the other five domains, by acknowledging that in order to realise our collective endeavour to support and improve the quality of education and training, we must also significantly improve the retention, progression and development of the whole workforce.

		Evidence	Action Plan		Comments
			Yes √	**No X**	
6.1	The Learning Environment can evidence processes to support newly qualified staff				
6.2	Educators - Promote & demonstrate values and behaviours that reflect integrity and current NHS Constitution				

Description of Best Practice(s)

Action Plan

Standard	Issue to Resolve	Risk rating – please tick			Responsibility	Date for Review /Completion	Outcome
		Low	Medium	High			

Signature Learning Environment Manager			**Date**	
Signature Education Provider			**Date**	
Signature Other (If applicable)		**Job Role**	**Date**	

N.B It is the responsibility of the Education Provider in partnership with the Learning Environment Manager to ensure actions are completed within agreed timescales.

Staff Profile

This record requires details of all staff supporting learners only where this information is **not** available electronically

Complete as applicable - Refer to guidance notes									
Surname	First Name	Job Role	Professional qualification	Educator *Yes/No*	Name of Approved Educator Programme	Date of Update/ Re-approval	Practice Teacher *Yes/No*	Sign off Mentor (NMC) *Yes/No*	Date of Triennial review (NMC)

Spoke Learning Opportunities Available To Learners				
(List examples, agreed by the Spoke provider, of identified areas learners might spoke into for breadth of experience) (NB – It is the Educators responsibility to do a risk assessment in the spoke areas)				
Spoke Placement	**Contact Details**	**Opportunities**	**Duration**	**Placement Identification Number (if applicable) For Education Provider use only:**