

# **The North West Learning Environment Educational Audit**

## **Guidance Notes, Mapping & Information**



*Health Education England*

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## Part 1

# Learning Environment Educational Audit

## Introduction

The purpose of the Learning Environment Education Audit is to monitor the quality of the practice learning environment via a partnership approach between the Learning Environment provider, the Education Provider and the Learning Infrastructure Support Team. This is achieved by using the North West Learning Environment Educational Audit.

Ultimately the Learning Environment Manager is responsible for ensuring that the quality of the learning environment is maintained and continuously improved utilising audit findings and learner evaluation feedback. Learners are more able to develop appropriate professional knowledge, skills, behaviours, attitudes and values influenced by the learning environment and culture in which they are educated and trained.

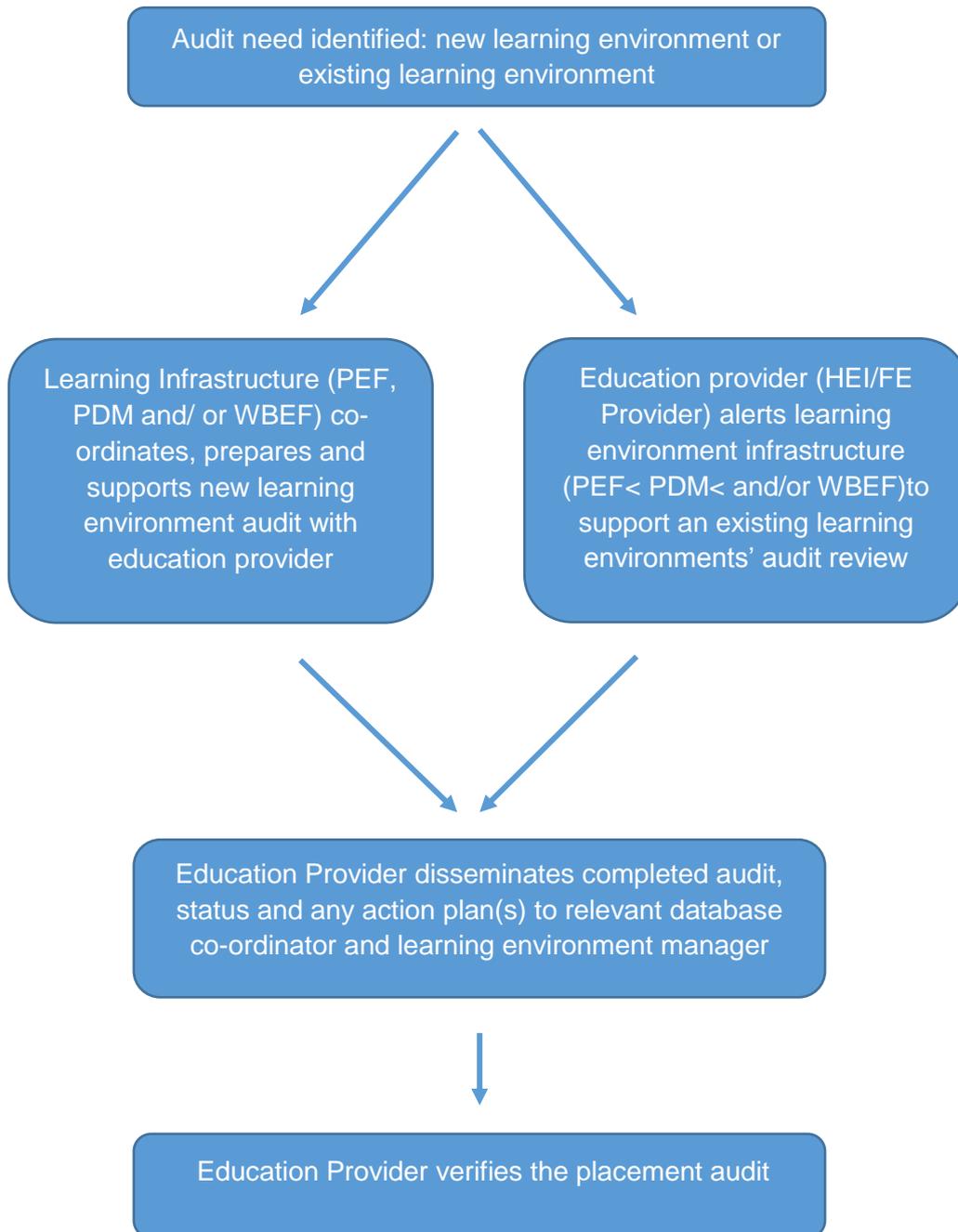
Staff in the learning environment should collect evidence to support measuring the quality of the learning environment to ensure that educational quality standards are met (note -there is no limit to the amount of evidence that can be collected, PEF/PDM to advise). If a learning environment is unable to produce sufficient evidence to support achievement of a particular criterion/standard an action plan must be formulated. Re-audit of the criterion/standard will be undertaken in accordance with negotiated timeframes to ensure that the learning environment is suitable for practice placement education.

The Learning Environment Educational Audit Standards are organised around Health Education England's Quality Framework with patient safety at the core.

- 1. Learning Environment and Culture
- 2. Educational Governance and Leadership
- 3. Supporting & Empowering Learners
- 4. Supporting & Empowering Educators
- 5. Developing and Implementing Curricula and Assessments
- 6. Developing a Sustainable Workforce

The Learning Environment Educational Audit Standards have been aligned and mapped to a range of quality frameworks and Professional/Regulatory standards. A matrix to illustrate mapping can be found in part 3.

## Outline of Audit Process



## Learning Environment Profile

In this section the placement provider should identify learning opportunities available to learners undertaking a placement in this area. It is acknowledged that some experiences may be appropriate to learners at specific stages of their programme. A profile of the learning environment is to be developed, illustrating all the learning opportunities offered, including all relevant spoke placements and highlighting specific strengths and expertise available within the area. The placement provider may highlight, for example, opportunities for inter-professional learning, specialist knowledge.

<b>Single Point of Contact</b>	Identify the main individuals who support the learning environment, including their contact details
<b>Overview of services provided</b>	Give a general description of the learning environment: Care/Services provided; interventions; treatments; resources for teaching/learning
<b>Client group</b>	Provide a summary of the client group; all age groups, demographics, social, cultural needs
<b>Special Considerations</b>	Outline points to consider when placing particular learners; male/female only; must be 18 years or above; reasonable adjustments required; uniform requirements; agile working & lone worker; accessibility: consider access issues for example stairs, ramps, lifts.; Travel: parking arrangements; public transport availability; car driver essential
<b>Learning opportunities</b>	Summary of teaching / learning resources available  Include breadth of experience opportunities for example learning opportunities available to support the seven Public Health performance categories (Part 4 of this guidance)
<b>Working Hours, Shift Pattern &amp; Capacity</b>	Outline normal shift patterns, including start and finish times Identify the maximum number of learners at any point in time. Identify the different professions in the learning environment
<b>Spoke Learning Opportunities Available To Learners</b>	The placement provider should identify the area in the column headed 'Spoke placement', then record contact details, and briefly highlight the opportunities it can provide.. 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.

## Core Standards

Each learning environment must assemble sufficient, authentic and contemporary evidence to demonstrate that they match the requirements of each criterion, and therefore the standard required. The nature of the evidence that can be presented and its location should be clearly indicated. If, during audit by the designated Education Provider insufficient evidence is provided for a particular criterion/standard, an action plan will be developed. The action plan will be associated with a timeline, and a date for re-audit will be agreed.

## Description of Best Practice (s)

The opportunity to share best practice is important and should be detailed here. For example, models of care, individual staff expertise, evidence based practice/resources available

## Action Plan

Action plans will be completed at the end of the educational audit verification process, when necessary, and will be devised by the Education provider in partnership with the Learning Environment Manager.

Each issue that needs resolution should have a named individual who will take responsibility for ensuring actions are completed by agreed timescales.

The Education Provider should review the action plan and update any outcomes, successful completion or review dates and ensure that updated audit status is shared with relevant database co-ordinator and learning environment.

All parties should sign and date the agreed action plan.

## Staff Profile

A detailed list of local educators should be included in the audit document ONLY when this information is not available electronically. This information should be kept updated..

## Profession Specific Evidence

Descriptors relating to professional body requirements in addition to the core standards.

### AHP's

HCPC Specific Information for Learning Environment Education Audit

### Healthcare Science

AHCS Specific Information for Learning Environment Education Audit

### Medics

GMC Specific Information for Learning Environment Education Audit

### Nursing

NMC Specific Information for Learning Environment Education Audit

<b>Mentor</b>	Learners should be allocated a named mentor, practice teacher or supervisor. A mentor or practice teacher should be available to the student for at least 40 % of the time during periods of practice learning
<b>Due Regard Mentor (Nursing)</b>	For students who are within the final period of practice learning a due regard, sign off mentor should be allocated – this is 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) The learner must spend 40% of the time in practice with the Educator, the remainder of the time being indirect
<b>Sign off Mentor (nursing, midwifery and community specialist practitioners)</b>	A mentor / practice teacher who has met additional criteria and may sign-off proficiency at the end of a final period of practice learning

<b>Triennial Review</b>	<p>The Nursing and Midwifery Council (NMC) requires that in order to remain on the local register of mentors all mentors and practice teachers must produce, at a formal review held every three years, evidence that they have:</p> <ul style="list-style-type: none"> <li>• Mentored at least 2 students (practice teachers to have supervised at least 1 student) with due regard (extenuating circumstances permitting) within the previous 3 years. Supervisors of midwives are required to mentor at least one student undertaking a supervisor of midwives programme.</li> <li>• Participated in annual updating.</li> <li>• Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances.</li> <li>• Mapped on-going development in their role against the current NMC mentor/practice teacher standards.</li> <li>• Been deemed to have met all requirements needed to be maintained on the local register as a mentor, sign off mentor or practice teacher.</li> </ul>
<b>Midwifery</b>	<p>Pre-registration Midwives require a sign off midwifery mentor for the duration of the programme</p>

### Part 3

<b>Evidence map to demonstrate compliance with professional/regulatory body standards</b>
<b>Education Commissioning for Quality – (DH - 2009)</b>
<b>Education Outcomes Framework - (DH, 2012)</b>
<b>Promoting excellence: standards for medical education and training – (GMC - July 2015)</b>
<b>HEE Education Quality Framework – (HEE - 2016)</b>
<b>Standards of Education and Training – (HCPC - 2014)</b>
<b>Standards to support Learning and Assessment in Practice - (NMC - 2004, 2008)</b>
<b>Standards for Pre-registration Nursing Education - (NMC - 2010)</b>
<b>Standards of Education and Training – (AHCS - Version 1.3 APPROVED Review date April 2017)</b>
<b>Good Scientific Practice – (Version 1 – Dec 2012)</b>

1. Learning Environment & Culture								
	Criteria	ECQ	HCPC	NMC	EOF	GMC	HEEQF	AHCS
1.1	The Learning Environment has a Philosophy of Care/Mission Statement which is accessible / available to learners						1.1	1.1.4
1.2	Welcome / Induction information is available and accessible to learners	J2	5.2 5.3	R4.1.1	3 4		4.1	1.1.3
1.3	Learners are provided with an induction / orientation to commence on the first day of practice	J2 P5	5.1	R4.1.1	1 2		1.6 1.5	1.4.3
1.4	The North West Placement Charter is visible and pledges are met				1 3 4		1.1 1.5	
1.5	Learners have access to learning resources including access to internet and intranet where appropriate	P1	3.0 3.9 3.10 5.13	2.1.1 R4.4	1 3 5		1.5	1.3.1
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 support		5.6 5.9	2.1 3.2.4	1 2 3	S2.1	4.1 4.2	
1.7	Timely communication occurs regarding any changes to the learning environment which may impact on the quality of the learning experience	P1	6.6 6.7 6.8	2.1.2 3.2.4	1 4	S2.4	4.2 6.1	1.1.2
1.8	Learners are provided with the opportunity to gain experience of Multi Disciplinary working and Inter-Professional Learning		4.9	2.1.1 2.1.2 R5.7	2 3 5		6.2	1.3.1 1.3.2

1.9	<p>Educators:</p> <ul style="list-style-type: none"> <li>• Support</li> <li>• Teach</li> <li>• Supervise &amp; feedback as appropriate</li> <li>• Guide on safe and effective practice</li> </ul>	J4 J8	3.8 4.8 5.1.0 5.3 5.13 6.5	2.1 2.1.1 2.1.2 R5.4 R6.5	1 2 3	S1.1 S1.3 S2.2 S3.1 S3.2	4.2 6.1 6.2	1.4.1 1.4.2
1.10	Educators manage learner assessment and fulfil requirements of the assessment documentation in accordance with HEI/Professional body requirements		6.1 6.3			S4.1 S4.2	6.1 6.2 3.1 3.2 4.1 4.2	1.4.2 1.4.3
1.11	<p>Educators manage and communicate the learner's performance and progression, for example where:</p> <ul style="list-style-type: none"> <li>• a learner fails to progress</li> <li>• a learner gives cause for concern</li> <li>• a learner is involved in an incident relating to fitness to practice / professional suitability</li> </ul> <p>Clear lines of communication are in place, between all relevant parties regarding learner's progression</p>	J5 P1	5.11 6.7	2.1.3 3.2.4	1 2	S1.1 S1.3	3.1 3.2 6.1 6.2	1.4.3
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 about their practice experience in the learning environment		4.5				2.1 2.2 2.3	1.1.3 1.2.11. 4.3

2. Education, Governance and Leadership								
	Criteria	ECQ	HPCP	NMC	EOF	GMC	HEEQF	AHCS
2.1	<u>Learning Environments:</u> 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):		5.1.2		1 2		2.1 3.1 3.2 5.1 6.1 6.2	1.1.2 1.1.3
<b>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</b>								
2.2	<u>Health &amp; Safety</u> <ul style="list-style-type: none"> <li>Learners have access to policies, procedures and guidelines including safeguarding</li> <li>Risk assessments are in place and relevant to the learning environment taking into account young learners (16 to 18 years)</li> <li>Where risks are identified, appropriate controls are in place</li> <li>Mechanisms are in place for reporting serious and untoward incidents, including near misses</li> <li>An open and transparent process in which learning from incidents and near misses is in place</li> <li>Learners are not to be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem</li> <li>Mobility aids/equipment/electrical systems are maintained according to manufacturer's</li> </ul>	P1	5.1.2 5.2 5.3 5.5	2.1.2 3.2.4 3.2.5	1 2 4	S1.1	2.1 2.2 2.3 2.4	2.21 2.3.1 2.3.2 2.3.3 2.3.4 2.2.6

	<p>recommendations/according to regulation</p> <ul style="list-style-type: none"> <li>Where relevant, personal protective equipment and clothing is provided. Training may be required</li> </ul>							
2.3	<p><u>Learning Environment Confidentiality</u> Mechanisms are in place to ensure Information Governance legislation is adhered to</p>						2.2	2.2.3 2.3.3
2.4	Learners are adequately supervised in practice and have supernumerary status to the core workforce.						2.1	1.3.1 1.3.4
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						2.1	
2.6	Staff within the learning environment are involved in activities which support personal, professional and practice development		5.3	3.2.4	1 2	S2.1 S2.3	1.2 4.1 4.2	1.3.1
2.7	Educators meet the appropriate Professional and Statutory Regulatory Body requirements 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	S3.2	6.1 6.2	1.2.5

### 3. Supporting & Empowering Learners

	Criteria	ECQ	HCPC	NMC	EOF	GMC	HEEQF	AHCS
3.1	Learners are allocated to a named educator before arrival		5.6	2.1 R4.2	1 2		3.1 3.2 4.1	
3.2	Learning opportunities are available to support the required learning outcomes/competencies		5.13 5.2 5.11	2.1.1 2.1.2 R5.7 R6.5	1 3 4 5	S1.2 S3.1	6.1 6.2 1.3	
3.3	Learning experiences are supported and guided by the educator in accordance with the appropriate Professional and Statutory Regulatory Body requirements	J4 J7	4.8 5.3 5.6 5.7 5.8 5.9	2.1.1 2.1.2 2.1.3 3.2.4 3.3.4 R6.3	1 2 3	S3.2	1.6	3.1.1 1.1.5 1.2.2

3.4	Learners are involved in delivering evidence based practice under appropriate supervision		4.7	2.1.2 3.2.4 R5.5	2 3 4	S3.2	1.3 1.4	3.1.1
3.5	Educators use suitable assessment methods to measure the learner's competencies / learning outcomes e.g. observation, questioning, simulation		3.9 6.4			S2.1 S2.4 S3.1	3.2 4.1 4.2	1.1.6
3.6	There are sufficient educators available to support the number of learners		5.6 5.9	2.1 3.2.4	1 2 3	S2.1	4.1 4.2	
3.7	Processes are in place to share and act on learner feedback from evaluations as appropriate e.g. Practice Assessment Record & Evaluations (PARE)	C2 J8 J10	5.4	2.1.2 3.2.4	1 5	S3.2 S4.2	6.1 6.2	1.1.11
3.8	Service users / carers have the 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		1.4 3.2	1.1.10 1.2.1 1.2.3
3.9	Equality & Diversity - Reasonable adjustments are made for learners with a disability, specific personal requirements and/or additional learning needs		5.5				2.3	

4. Supporting & Empowering Educators								
	Criteria	ECQ	HCPC	NMC	EOF	GMC	HEEQF	AHCS
4.1	Educators are selected against clear criteria and receive an appropriate induction relevant for their role		5.4					3.1.1
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.		5.8 5.10				4.1 4.2	3.1.1 3.1.16
4.3	Educators are suitably prepared, and provided 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	1 5	S3.1 S3.2	4.1 4.2 6.1 6.2	

				R4.3 R4.7 R6.2				
4.4	Educators are able to access relevant resources and are allocated time to fulfil their role		5.8				4.1 4.2	
4.5	Educators details are recorded and this information is kept up to date on a live register if applicable		5.4				4.1 4.2	
4.6	Educators are supported to raise and address any difficulties experienced as part of their role		5.10 5.11				4.1 4.2	3.1.14
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		5.4				4.1 4.2	

### 5. Developing and Implementing Curricula and Assessments

	Criteria	ECQ	HCPC	NMC	EOF	GMC	HEEQF	AHCS
5.1	The Learning Environment can demonstrate how learning outcomes can be met							4.1.6

### 6. Developing a Sustainable Workforce

	Criteria	ECQ	HCPC	NMC	EOF	GMC	HEEQF	AHCS
6.1	The Learning Environment can evidence awareness of processes to support newly qualified staff							4.1.6
6.2	Educators - Promote & demonstrate values and behaviours that reflect integrity and current NHS Constitution							5.12 5.16 5.1.12

## Part 4

### Additional Information

Please use the categories here to populate the learning opportunities section of the Learning Environment Profile as evidence that the Public Health opportunities that can be achieved

#### Seven Public Health Categories

It is essential that all future health and social care professionals receive a significant education input and appreciation of public issues if the aim of a skilled workforce knowledgeable in preventative healthcare, well-being and public health is to be realised

**1**

**Understanding Public Health** - Evidence Examples could include:

- Examples of individual, community and population level approaches to public health such as immunisation, screening programmes, NHS health checks, tobacco control legislation & breast feeding peer support

**2**

**Wider Determinants of Health** - Evidence Examples could include:

- Knowledge and skills associated with an understanding of the wider determinants of health including definition, the link between poverty, education, employment, green space, housing, education and health outcomes including mortality and morbidity.
- Placements that reflect and enable learners to observe and practice skills that address the wider determinants.

**3**

**Health Improvement** - Evidence Examples could include:

- Skills and knowledge associated with the benefits of a healthy lifestyle at an individual level for positive physical and mental health and wellbeing and improvements in mortality and morbidity.
- Understanding the association between long term conditions, cancers and healthy lifestyles.
- Making Every Contact Count – particularly alcohol harm reduction, obesity, and smoking. ( public health priority areas)

**4**

**Health Protection** - Evidence Examples could include:

Knowledge and skills associated with health protection including a broad understanding of what health protection entails and the learner's role and responsibilities: e.g. screening and immunisation programmes

- Tackling antimicrobial resistance ( public health priority)
- Ensuring the safety and quality of food, water, air and the general environment
- Managing outbreaks and other hazards to public health.

**5**

**Healthcare Public Health** - Evidence Examples could include:

Knowledge and skills associated with the following:	
<ul style="list-style-type: none"> <li>• An understanding of the learners role and responsibilities associated with healthcare public health</li> <li>• Understanding the benefit and rationale of evidence based practice</li> <li>• Long term conditions – population approaches such as NHS Health Checks</li> </ul>	
<b><u>6</u></b>	<b>Health, Wellbeing &amp; Independence</b> - Evidence Examples could include:
Skills and knowledge associated with: encouraging physical and mental wellbeing at every opportunity	
<ul style="list-style-type: none"> <li>• Supporting self-care for example supporting and maintaining mobility</li> <li>• Understanding the role that carers, communities and voluntary organisations contribute to healthcare</li> <li>• Understanding the contribution that the environment makes to positive physical and mental health and wellbeing</li> <li>• Supporting patients / clients to remain active, connected and independent in their own homes for as long as they want or are able.</li> <li>• Improving physical and mental health outcomes</li> <li>• Working across health and care boundaries to provide support and services</li> </ul>	
<b><u>7</u></b>	<b>Life course</b> - Evidence Examples could include:
Skills and knowledge associated with:	
<ul style="list-style-type: none"> <li>• Reducing the impact of key health challenges at life stages – maternal and new-born, child and adolescent, working age adult and older age. Best start in life ( public health priority)</li> </ul>	

## Part 5

<b>Glossary &amp; Useful Links and Organisations</b>	
<b>Academy for Healthcare Science</b> <a href="http://www.ahcs.ac.uk/">http://www.ahcs.ac.uk/</a>	The Academy for Healthcare Science is the overarching body for the whole of the Healthcare Science Profession, working alongside the specialist professional societies.
<b>Cadet</b>	16 -18 years old undertaking a Skills for Health programme that will give them the appropriate skills, training and qualifications to enable them to progress onto further or higher education programmes or apply for employment in the NHS or wider health sector
<b>Capacity</b>	The maximum number of learners accommodated at any one time
<b>Care Quality Commission (CQC)</b> <a href="http://www.cqc.org.uk">www.cqc.org.uk</a>	CQC is an executive non-departmental public body, sponsored by the <a href="#">Department of Health</a> . The Care Quality Commission (CQC) regulates all health and social care services in England. The commission ensures the quality and safety of care in hospitals, dentists, ambulances, and care homes, and the care given in people's own homes.
<b>Clinical Placement Unit (CPU)</b> <b>Database Co-ordinator (DC)</b> <b>Placement Unit (PU)</b> <b>Placement Learning Unit (PLU)</b> <b>Placement Support Unit (PSU)</b> <b>Placement Learning Support Unit (PLSU)</b>	The administration and allocation centre for learning environments within the HEI
<b>Department of Health</b> <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>	The Department of Health (DH) lead, shape and fund health and care in England. DH is a ministerial department, supported by 26 agencies and public bodies
<b>Due Regard Mentor (Nursing)</b>	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)
<b>Education Commissioning for Quality (ECQ)</b>	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, carer's and healthcare employers
<b>Education Outcomes Framework</b>	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, carer's and healthcare employers

<b>Education Provider</b>	Providing an approved programme of academic learning and can include:- HEI University; FE Further Education (any study after secondary education that's not part of higher education, undergraduate or post graduate degree)	
	University Link Lecturer	Academic staff from HEI who link to learning Environment and hold the ultimate responsibility for verifying the audit document
	Link Lecturer (LL) Academic in Practice	
	Cadet Coordinator Cadet Support	Skill's for Health Academy employee who works in partnership with NHS Trusts and education providers organising a range of placements and delivering relevant teaching. They also act as a support mechanism for learners and mentors as well as visiting learners on placement to monitor progress.
	Clinical Educator	
<b>Educator(s)</b>	An individual who is responsible for supporting, teaching and assessing learners in practice. Can include mentors, supervisors, clinical educators, trainers, practice teachers	
<b>Further Education (FE)</b>	Further education (FE) includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree).	
<b>General Dental Council (GDC)</b> <a href="http://www.gdc-uk.org/">www.gdc-uk.org/</a>	A regulatory body that helps to protect patients and improve Dental education and practice across the UK.	
<b>General Medical Council (GMC)</b> <a href="http://www.gmc-uk.org/">http://www.gmc-uk.org/</a>	A regulatory body that helps to protect patients and improve medical education and practice across the UK.	
<b>Health and Care Professions (HCPC) Council</b> <a href="http://www.hcpc-uk.org/">http://www.hcpc-uk.org/</a>	A regulatory body, set up to protect the public, who keep a register of health professionals who meet the defined standards for their training, professional skills, behaviour and health.	

<b>Health Education England working across North West</b> <a href="http://hee.nhs.uk/">http://hee.nhs.uk/</a>	Health Education England working across the North West is the Local Education Training Board (LETB) for the North West covering Cheshire and Merseyside, Cumbria and Lancashire and Greater Manchester: responsible for commissioning the education and training of NHS staff
<b>Hub Placement</b>	Principal Learning Environment where formal assessment (Summative or formative) takes place and the learning happens
<b>Inter-professional Learning ( I P L )</b>	When two or more professions learn with, from and about, each other to improve collaboration and the quality of care
<b>Key Partners</b>	All stakeholders involved in the learner experience – HEI, FE, Learning Environment, Trust, and private, independent, voluntary organisations (PIVO)
<b>Learning Environment</b>	The placement area where a learner will have opportunity to gain knowledge and competencies
<b>Learning Environment Manager (LEM)</b>	Individuals who take responsibility for all issues regarding the learner i.e. assigning an educator
<b>Learning Infrastructure</b>	Members who collaboratively support and ensure quality within the learning environment-PDM,PEF,WEBF
<b>National School of Healthcare Science</b> <a href="http://www.nshcs.org.uk">http://www.nshcs.org.uk</a>	As part of the Modernising Scientific Careers (MSC) programme, the National School of Healthcare Science (the School) was established in October 2011 to support the implementation and delivery of the new healthcare science education and training programmes.
<b>NHS England</b> <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a>	The main aim of NHS England is to improve the health outcomes for people in England
<b>North West Placement Development Network (NWPDN)</b> <a href="#">NWPDN</a>	A network of staff working to enhance the health and social care learning experience, delivering excellence, choice and breadth, beyond traditional boundaries, to meet the needs of the future workforce. The Network play an important role in the development and maintenance of capacity and capability across the North West
<b>Nursing and Midwifery Council (NMC)</b> <a href="http://www.nmc.org.uk/">http://www.nmc.org.uk/</a>	The nursing and midwifery regulator for England, Wales, Scotland, Northern Ireland and the Islands
<b>OFSTED</b> <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>	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
<b>Placement Development Manager (PDM)</b>	The PDM, identifies and develops new and existing placements across a range of professions in order to increase capacity, capability and expand the breadth of

	learning experiences
<b>Practice Education Facilitator (PEF)</b>	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
<b>Practice Teacher</b>	A nurse or midwife on the NMC register who following successful completion of an NMC approved practice teacher preparation programme, is entered on a local register and is eligible to supervise and assess nursing students in a practice setting.
<b>Professional, Statutory and Regulatory Bodies</b>	Professional or non professional bodies who publish standards to bench mark individuals against.
<b>Sign off Mentor (nursing, midwifery and community specialist practitioners)</b>	A mentor who has met additional criteria and may sign-off proficiency at the end of a final period of practice learning
<b>Skills for Health Academy (SfHA)</b> <a href="http://www.skillsacademyforhealth.org.uk">http://www.skillsacademyforhealth.org.uk</a>	Skills for Health is the government licensed Sector Skills Council for the whole UK health sector. As a not-for-profit organisation, Skills for Health offers a range of workforce solutions designed to improve healthcare, raise quality and improve productivity and financial performance. Working in partnership with the National Skills Academy for Health, the Skills for Health Academy provides a range of education and training programmes, all aimed at improving the skills of the bands 1-4 workforce
<b>Spoke placement</b>	Supervised and observational practice adding breadth of experience to principle placement.
<b>Supernumerary</b>	Learners are additional to the established workforce numbers and are not counted as part of the normal staffing numbers
<b>TAPS</b>	Trainee Assistant Practitioners
<b>The Quality Assurance Agency for Education</b> <a href="http://www.qaa.ac.uk/home">http://www.qaa.ac.uk/home</a>	An organisation that promotes and upholds quality and standards in UK universities and colleges
<b>Triennial Review</b>	<p>The Nursing and Midwifery Council (NMC) requires that in order to remain on the local register of mentors all mentors and practice teachers must produce, at a formal review held every three years, evidence that they have:</p> <ul style="list-style-type: none"> <li>• Mentored at least 2 students (practice teachers to have supervised at least 1 student) with due regard (extenuating circumstances permitting) within the previous 3 years. Supervisors of midwives are required to mentor at least one student undertaking a supervisor of midwives programme.</li> <li>• Participated in annual updating.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances.</li> <li>• Mapped on-going development in their role against the current NMC mentor/practice teacher standards.</li> <li>• Been deemed to have met all requirements needed to be maintained on the local register as a mentor, sign off mentor or practice teacher.</li> </ul>
<b>Verifier</b>	A suitably qualified individual who attests to the truth and accuracy of a document – HEI, PEF, PDM, WBEF, Skills for Health
<b>Work Based Education Facilitators (WBEF)</b>	The role of the WBEF Network is primarily to contribute to the high quality provision of the learning experience for Trainee Assistant Practitioners (TAPs) both in the workplace and within the academic environment, and in particular to facilitate competency-based portfolio development