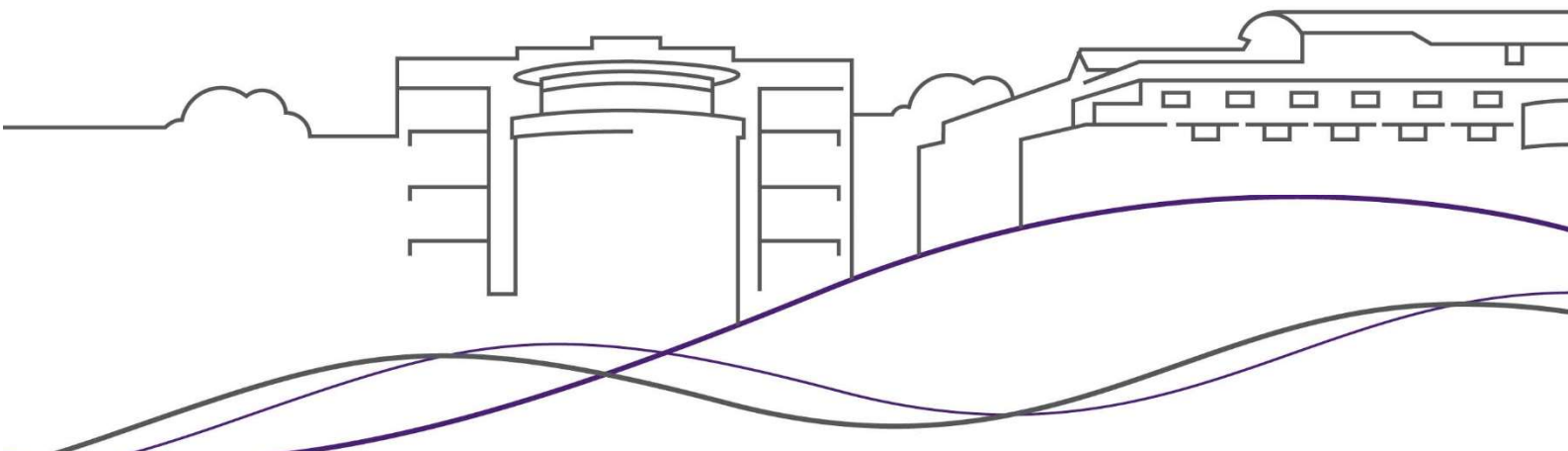
Academic Policy and Procedures

University Centre South Devon
Health Professions and Nursing

Educational Audit Procedure

This procedure is applicable solely to Health Professions and Nursing Programmes



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1.0	HEAB	12 Nov 19	Approved
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Introduction

South Devon College carry out audits of placement areas in line with the NMC Quality Assurance Framework for Nursing, Midwifery and Nursing Associate Education (2018) and the HCPC Standards of Education and Training (2017) for approved education institutions (AEIs). South Devon College works in partnership with practice placement providers in the delivery of educational programmes and remains the accountable body for managing quality and controlling risk, related to the practice learning environment. The educational audit is used as a risk assessment tool to monitor and evaluate the practice learning environment and as a means to disseminate good practice and jointly develop an action plan for areas in need of development and improvement.

Guidance

The purpose of the Practice Placement Audit is to monitor the ongoing quality of the practice learning environment. The practice placement audit process is a partnership South Devon College and Placement Providers.

Within the Education Commissioning for Quality Framework (ECQ) (DoH, 2009) and embedded within the NHS Education Outcomes Framework (EOF) (DoH, 2013) South Devon College will work in partnership with NHS and Health Care Providers to ensure there are sufficient high quality practice placements for healthcare learners.

The Quality Assurance Agency for Higher Education (QAA, 2018) articulates its Guidance for work-based learning within its Advice and Guidance Section. Therefore each HEI must have placement policies, procedures and processes to meet this Code of Practice and also the requirements of the Education Outcomes Framework (2013).

The placement provider is responsible for the health and safety of the learner whilst on placement and it is noted by the Universities and Colleges Employers Association (UCEA) (2009) that a placement is an integral part of the learner's course and that the HEI has the right to refuse to approve any placement on health and safety grounds.

These requirements have been reinforced by Health and Care Professions Council (HCPC) and the Nursing and Midwifery Council (NMC). HEI and service provider partners, in the maintenance of quality practice placements for learners, ensure the professional and inter-professional learning opportunities maximise the achievement of specific learning outcomes.

Managing practice-focused learning must be demonstrated both at approval and through the ongoing monitoring of all programmes. Within this principle the NMC (2018) states that 'regular' audits of practice must confirm that resources are available to support the stated maximum numbers of learners in their achievement of specific learning outcomes at any one time. Regular auditing is noted as meaning that it should be undertaken at least twice per year. The HCPC, however, is less

specific but does require “a thorough and effective system for approving and monitoring all placements.” The Practice Based Clinical Facilitator (PBCF) is responsible for ensuring the provision of high quality multi-professional learning environments within a defined Trust. The PBCF works flexibly crossing organisational boundaries to support the full breadth of the student experience.

The Audit is to be completed within a biennial year cycle.

This document has been developed to meet the principles set out by the NMC, the HCPC, the EOF and the Care Quality Commission (CQC).

Web sites to visit for further information on the above:

http://www.qaa.ac.uk
http://www.hpc-uk.org
http://www.nmc-uk.org
http://www.ucea.ac.uk
http://www.dh.gov.uk/publications

Audit Process

The audit process is in accordance with both of the named QA Frameworks named above, that requires evidence of partnership between education and service to ensure continuing quality of provision. For new placement hosts the process in Appendix 2 is followed, the form in Appendix 3 is then completed and visit undertaken by an Academic of South Devon College. The new placement host will then join the existing audit cycle for the particular Trust or Organisation.

Audits will generally be carried out every two years and use the criteria in Appendix 1. The audit cycle encompasses one organisation as a whole to enable Placement Leads and South Devon College’s Health Professions and Nursing team to review the entire organisation and draw action plans for both individual areas and the organisation as a whole.

South Devon College will visit the placement provider to carry out 20% of the audit, and work with the Placement Team. South Devon College will carry out the remaining 80% of audits via email, supported telephone call or by reviewing the self-assessed audit completed by the placement host and signed off by the Head of Health Professions and Nursing.

All placement areas have access to their audit documents designated access. This enables practice partners to edit the document and to up-date the document on a regular basis as actions are taken as specified in the plan.

Prior to an audit it is expected that the auditor will:

- Check previous feedback and evaluations from students and mentors/supervisors
- Check national sites for quality information on the practice area

When conducting the face to face audit it is expected that auditors should walk around the area, talk to service users, visit spoke placements observing for quality and health and safety.

For areas that do not meet any of the criteria, an Action Plan will be devised. The action plan will be reviewed three months following the audit by the Academic and Placement Development Leads to monitor that actions have been taken in line with the Action Plan and recorded.

The Action Plan will continue to be monitored until all actions have been carried out. If some actions are still outstanding after six months, South Devon College will meet with the Trust or Organisation to resolve any outstanding issues.

Process following placement closure

Concerns raised for existing placement areas may generate a formal educational audit conducted in partnership with South Devon College and the placement provider. Triggers for reporting concerns in practice may come from students or mentor evaluations, or untoward incidents and concerns or external intelligence, for example CQC and HEE.

Where a placement area has been shut down due to concerns, a reactivation audit will take place before the placement area is again available for students. The same audit process as for new placements will then be followed see Appendix 2. However, the reactivation form at Appendix 3 is also used.

Appendix 1 – Clinical Placement Audit

Health Professions and Nursing
Clinical Placement Audit

The aim of the Placement Audit is to ascertain continuing assurance that the placement learning environment provides safe and supportive learning meeting the standards required by the Quality Assurance Agency, Health and Care Professions Council and Nursing and Midwifery Council.

All sections of the audit are mandatory. You must select an appropriate rating and provide evidence.

The Audit review is undertaken bi-annually, placement areas are required to demonstrate evidence in support of the following standards:

1. Partnership between the practice placement area and the College

1.1 Evidence of a satisfactory level of College/placement communication

1.2 Evidence of a satisfactory level of support for the placement area from the College

1.3 Placement contact information is up to date

1.4 Evidence that student feedback is regularly reviewed and actions taken as required

1.5 Evidence of systems that are in place for notification of adverse incidents that may affect safe and effective learning

2. Student support

2.1 Placement areas provide induction and orientation for all students

2.2 Availability of adequate number of appropriately prepared mentor/educators

2.3 Mentor/educators are prepared and regularly updated on the students' programme and assessment

3. Learning and Teaching

3.1 Students have opportunities to participate in all aspects of patient assessment, treatment and care under direct indirect and supervision in a supernumerary capacity

3.2 Students have opportunities to observe and participate in inter-professional and multidisciplinary working

3.3 Students have opportunities to enable them to demonstrate application of knowledge to practice

4. Student progression and achievement

4.1 Processes are in place to identify and raise concerns relating to student performance

4.2 There is a collaborative approach to ensure objectivity and parity of student practice assessments

Date of last CQC Inspection	
CQC Action Plan (if relevant to student placements, if not, state N/A)	
Date of last Ofsted Inspection (if applicable, if not, state N/A)	
Ofsted Action Plan (if relevant to student placements, if not, state N/A)	
Date of last UKAS (IQIPS) Assessment (if applicable, if not, state N/A)	
UKAS Action Plan (if relevant to student placements, if not, state N/A)	

All sections of the audit are **mandatory**. You must select an appropriate **rating** and provide evidence**.**

Standard 1 – Partnership between the practice placement area and South Devon College

1.1 Knowledge of who to contact at the College

	Please Tick	Evidence:
Not Met		**1. Whom do you have contact with from the College?**
At Risk		
Making Progress		
Fully Met		**2. Provide examples of your communication(s) eg email/phone calls/meetings:**
Excelling		**3. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

1.2 Evidence of sufficient support from the College when required

	Please Tick	Evidence:
Not Met		**1. Can you provide (an) example(s) of when you have received support from the College as placement host?**
At Risk		
Making Progress		
Fully Met		**2. Provide evidence of accessing information:**
Excelling		**3. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

1.3 Evidence of up to date placement contacts listed Clinical Placement System

	Please Tick	Evidence:
Not Met		**1. When did you last update the contacts list?**
At Risk		
Making Progress		
Fully Met		
Excelling		

List amendments if required:

Name	Job Title (Are they a student contact?)	Phone No	Email	Action Required

1.4 Evidence student evaluations are reviewed and discussed with the Team/Manager and action plans implemented as required.

<table>
<tr><th></th><th>Please Tick</th><th colspan="3">Evidence:</th></tr>
<tr><td>Not Met</td><td></td><td colspan="3" rowspan="4">1. Provide evidence of evaluation:

2. Provide evidence of an action plan being implemented as a result of feedback (if applicable):

3. What is your star rating?

4. Is there an organisation level action plan? Provide a brief overview</td></tr>
<tr><td>At Risk</td><td></td></tr>
<tr><td>Making Progress</td><td></td></tr>
<tr><td>Fully Met</td><td></td></tr>
<tr><td>Excelling</td><td></td><td></td></tr>
<tr><td colspan="2">Action Plan</td><td>Action Review Date</td><td>Responsibility</td></tr>
</table>

1.5 Indicate or describe the system(s) in place for prompt notification of adverse incidents that may affect safe and effective learning

	Please Tick	Evidence:
Not Met		**1. Is there a policy relating to notification? Provide a description of the process:**
At Risk		
Making Progress		**2. Are Datix reports forwarded to the South Devon College?**
Fully Met		
Excelling		**3. When the last CQC report and what were the actions?** **4. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

Standard 2 – Student support

2.1 Evidence of the provision of adequate induction, orientation and training essential to the practice area

	Please Tick	Evidence:
Not Met		1. **What do you have in place to ensure the students are inducted to the clinical area (eg Student Induction Checklist)?**
At Risk		
Making Progress		
Fully Met		**2. Is the orientation / induction information up to date?**
Excelling		**3. Do the student placement evaluation responses/comments confirm there was adequate induction, orientation and training?**

Action Plan	Action Review Date	Responsibility

2.2 Evidence the Mentor / Educator Register is up to date as part of the audit process

Table pulled through from Clinical Placement Secure Drive
I confirm that the Mentor Register and mentor details above are correct

Yourname:_____**Date:** _____

If your Mentor / Educator Register is not up to date, please contact the Clinical Education team.

If your Mentor Register is not maintained on the Clinical Placement secure Drive, please email your Mentor Register to university@southdevon.ac.uk now.

	Please Tick	Evidence:
Not Met		**1. List/provide evidence of allocation of student to mentor (duty roster or other)**
At Risk		
Making Progress		
Fully Met		
Excelling		**2. Do the student placement evaluation responses/comments confirm the student(s) were informed of who their mentor/educator was before or on arrival in the clinical area?**

I confirm that there are sufficient mentors to support the number of learners below:

Your name:_____**Date:**_____

Maximum number of students to be allocated at any time:_____

Student Type	Category	Max number by Year 1	Max number by Year 2
Assistant Practitioner (Nursing - Adult)			
Assistant Practitioner (Nursing – Mental Health)			
Assistant Practitioner (Nursing - Child)			
Assistant Practitioner (AHP - Physiotherapy)			
Assistant Practitioner (AHP - Occupational Therapy)			
Assistant Practitioner (AHP - Podiatry)			
Assistant Practitioner (Speech and Language Therapy)			
Assistant Practitioner (ODP – Perioperative Surgery Care)			
Assistant Practitioner (Radiology)			
Nursing Associate			
Hearing Aid Audiology			
Community Health and Wellbeing			
Enhanced Care Worker (social care)			

Action Plan	Action Review Date	Responsibility

2.3 Evidence that Mentors/Educators/Supervisors/Trainers are aware of student placement outcomes and agree, monitor and refine with students an individual plan of the placement experience

	Please Tick	Evidence:
Not Met		**1. Provide evidence of staff attendance at Mentor Update sessions**
At Risk		
Making Progress		**2. Do the student placement evaluation responses/comments confirm the Mentor / Educator was familiar with the assessment documentation and overall programme?**
Fully Met		
Excelling		**3. Do the student placement evaluation responses/comments confirm the student(s) were provided with opportunities to meet and discuss their progress towards placement outcomes?** **4. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

Standard 3 – Learning and Teaching

3.1 Identify how students participate in all aspects of patient assessment, treatment and care under direct / indirect supervision in a supernumerary capacity

	Please Tick	Evidence:
Not Met		**1. Provide a brief overview of South Devon College's supernumerary procedures and where it can found:**
At Risk		
Making Progress		**2. Do the student placement evaluation responses/comments confirm the student(s) supernumerary status was upheld?**
Fully Met		
Excelling		**3. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

3.2 Describe how students are enabled to demonstrate application of knowledge to practice, including observing inter-professional and multi-disciplinary learning

	Please Tick	Evidence:
Not Met		**1. Provide examples of evidence based teaching accessible to students:**
At Risk		

Making Progress		**2. Provide examples of inter-professional learning opportunities:**
Fully Met		**3. Provide examples of peer learning:**
Excelling		**4. Are these examples captured on Clinical Placement Secure Drive?**

Action Plan	Action Review Date	Responsibility

Standard 4 – Student progression and achievement

4.1 Describe the process you use to recognise and promptly address any cause for concern related the student's performance / progression

	Please Tick	Evidence:
Not Met		**Provide a brief summary of the process to address cause for concern:**
At Risk		**Are staff able to:**
Making Progress		**1. Access student assessment documents?**

Fully Met		**2. Understand the assessment process?** **3. Access assessment and programme information on Clinical Placement Secure Drive?** **4. Know who to contact within the College for further support (1.1)?** **5. Any other comments/evidence:**
Excelling		

Action Plan	Action Review Date	Responsibility

4.2 Describe how your team works collaboratively to ensure how to support students through the assessment process:

	Please Tick	Evidence:
Not Met		**Provide a brief summary of how you support students with their assessment documentation and process:**
At Risk		
Making Progress		

Fully Met		**1. Do you operate Team mentoring or Buddy mentoring?**
Excelling		**2. Are staff able to attend Mentor Updates?** **3. Do staff undertake CPD?** **4. Any other comments/evidence:**

Action Plan	Action Review Date	Responsibility

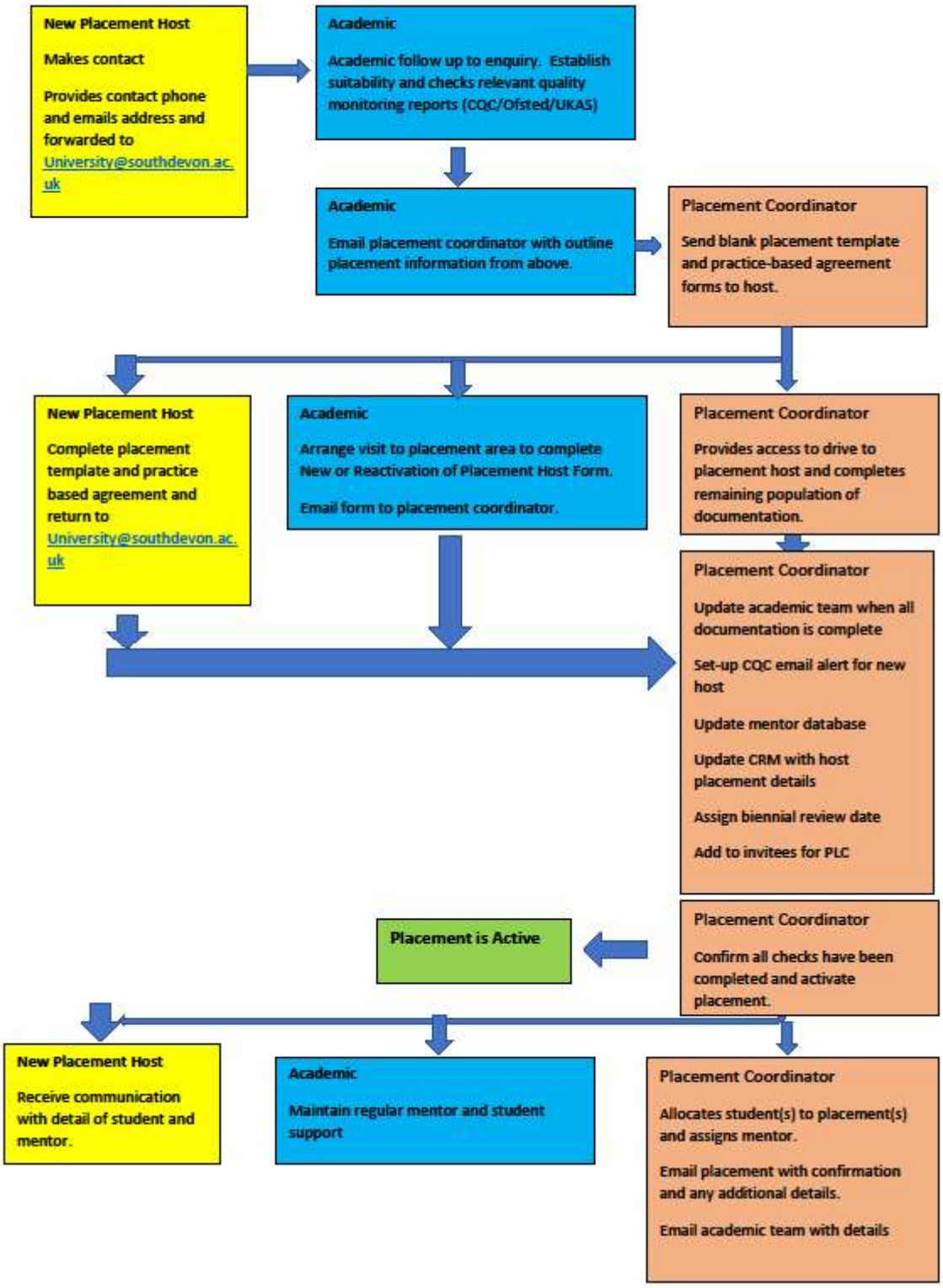
Declarations

This audit has been undertaken with:

Audit completed by:		**Date:**	

	Yes	No
The practice placement area meets the required standards:		
The practice placement area agreed with the action plan(s):		

Appendix 2 – Flow Chart of Audit Process



Appendix 3 - Record of Review of New or Reactivation of Placement Host

Record of Review of New or Reactivation of Placement Host

Prospective Placement Host

- All prospective placement hosts will be visited and evaluated for suitability for South Devon College pre-registration nursing associate, Hearing Aid Audiology, Assistant Practitioner, Community health and Wellbeing and Enhanced Care Worker students by an Academic.
- Please email university@southdevon.ac.uk **before** a prospective visit so a skeleton placement provider profile can be set up.

Reactivation of Placement Host

- If deactivated because of staffing issues Programme Coordinator for Health Professions and Nursing can reactivate.
- Reactivation ***will*** require a visit if deactivated because of a SUI/CQC/UKAS report and an Academic **must** visit.

NB: A Placement Host will not be made active until there is a **signed WBA** in place and evidence of **in date mentors** to support students. **Completion** of this process will initiate activation of placement and commencement of the biennial audit cycle**. Do not allocate students before activation.**

Reason for reactivation (if applicable):	
Date of Visit:	
Name of Academic undertaking evaluation: Phone Number:	
Name of designated Academic Lead: Phone Number:	
Name of overarching organisation (e.g. Trust/Hub) and contact details: Address: Postcode: Phone Number:	
Prospective Placement Host Name:	
Address of Placement Host: Postcode: Phone Number	
Placement Host Contact Name(s):	Contact Email Address:

Maximum number of students to be allocated at any time:_____			
Student Type	**Category**	**Max number by Year 1**	**Max number by Year 2**
Assistant Practitioner (Nursing - Adult)			
Assistant Practitioner (Nursing – Mental Health)			
Assistant Practitioner (Nursing - Child)			
Assistant Practitioner (AHP - Physiotherapy)			
Assistant Practitioner (AHP - Occupational Therapy)			
Assistant Practitioner (AHP - Podiatry)			
Assistant Practitioner (Speech and Language Therapy)			
Assistant Practitioner (ODP – Perioperative Surgery Care)			
Assistant Practitioner (Radiology)			
Assistant Practitioner (other - please state)			
Nursing Associate			
Hearing Aid Audiology			
Community Health and Wellbeing			
Enhanced Care Worker (social care)			

1	Is there a satisfactory CQC / Ofsted report/UKAS accreditation (http://www.cqc.org.uk/ / https://reports.ofsted.gov.uk/ /https://www.ukas.com)? *(A report with areas for improvement might not prevent a placement being used but should facilitate discussion.)*		Yes	No
2	If the report is not satisfactory, please give details of your discussion regarding how care has improved since the review.			
3	Are there policies and procedures in place for dealing with issues such as Infection control, medication management, manual handling, safeguarding, conflict resolution?	Yes	No	Comment(s):
4	Is there evidence of staff training – CPD Development?	Yes	No	Comment(s):
5	Can care and compassion be evidenced either through interactions or paperwork?	Yes	No	Comment(s):
6	How many staff are available to mentor students:_____ Please capture the mentor details below if not already on system database			

Name of Mentor 1	
Work Email Address (NHS/ Trust email)	
Job Title	
Full Time/ Part Time	
Professional Registration/ Type of Practitioner (eg Nurse Adult / Occupational Therapist)	
Mentor/ Educator Type (eg Mentor / Sign Off)	
Mentor/ Educator/ Preparation/ Qualification	
Level (eg Degree / Post Grad)	
Date Qualification Obtained	
Date joined local Mentor Register or Triennial Review Completed	
Name of Mentor 2	
Work Email Address (NHS/ Trust email)	
Job Title	
Full Time/ Part Time	
Professional Registration/ Type of	
Practitioner (eg Nurse Adult / Occupational Therapist)	
Mentor/ Educator Type (eg Mentor / Sign Off)	
Mentor/ Educator/ Preparation/ Qualification	
Level (eg Degree / Post Grad)	
Date Qualification Obtained	
Date joined local Mentor Register or Triennial Review Completed	

Name of Mentor 3	
Work Email Address (NHS/ Trust email)	
Job Title	
Full Time/ Part Time	
Professional Registration/ Type of Practitioner (eg Nurse Adult /Occupational Therapist)	
Mentor/ Educator Type (eg Mentor / Sign Off)	
Mentor/ Educator/ Preparation/ Qualification	
Level (eg Degree / Post Grad)	
Date Qualification Obtained	
Date joined local Mentor Register or Triennial Review Completed	
Name of Mentor 4	
Work Email Address (NHS/ Trust email)	
Job Title	
Full Time/ Part Time	
Professional Registration/ Type of Practitioner (eg Nurse Adult / Occupational Therapist)	
Mentor/ Educator Type (eg Mentor / Sign Off)	
Mentor/ Educator/ Preparation/ Qualification	
Level (eg Degree / Post Grad)	
Date Qualification Obtained	
Date joined local Mentor Register or Triennial Review Completed	

7	Please identify any training needs for mentors and develop an action plan to support progression:			
8	Students will participate under direct / indirect supervision overseen by a named mentor in the delivery of treatment and care in a supernumerary capacity.	Yes	No	Comment(s):
9	The practice placement area will provide students with an orientation/induction to each practice placement area and ensure that the student completes the organisational induction as appropriate within 48 hours.	Yes	No	Comment(s):
10	Practice placement areas will provide different learning opportunities for students through observing skilled professionals deliver service and care. List below:			

11	**Academic Activity / Action Plan**			Comment(s):
	1. Have you explained the nature of the programme and assessments that the students will be studying?	Yes	No	
	2. Have you shown the placement host CPSD and how to log into CPSD?	Yes	No	
	3. Have you arranged a Mentor update?	Yes	No	
	4. Have you provided an overview of the associated assessment documentation for mentors?	Yes	No	
	5. Have you sent out Mentorship application forms?	Yes	No	
	6. Have you supported the preparation of an induction / orientation package for students?	Yes	No	

12	**Placement Support and Placement Compliance Action Plan:**			Comment(s):
	1. Have you set up skeleton of Placement on CPSD?	Yes	No	
	2. Have you sent Login Access?	Yes	No	
	3. Have you sent a blank Placement template to the placement host?	Yes	No	
	4. Have you checked WBA status and actioned as applicable	Yes	No	
	5. Have you set up Mentors on CPSD Mentor Register?	Yes	No	
	6. Have you created a CQC alert (for new placement hosts)?	Yes	No	
	7. Have you created an audit cycle?	Yes	No	

NB: A placement will be made Active **only** when:

1. Reason for Reactivation is stated (if applicable).
2. Placement compliance is in receipt of a signed WPA from the host organisation.
3. Confirmation of active mentor(s) to support student(s).

Email this form to: University@southdevon.ac.uk and title Clinical Placement