



# Learning Environment Educator Development and Updates

Pre-Reading prior to attending the Virtual update



# Attendees Information

## Pre-Reading prior to attending the Virtual update

There are 2 components for the virtual update. All attendees are required to complete both components which are:-

1. Preparatory Reading slides - all slides, associated links (all links are underlined) and information will need to be read prior to the session
2. Attendance on the virtual Learning Environment Educator workshop - Our General Practitioner Education Facilitators (GPEFs) will deliver an interactive virtual workshop that will both support and further enhance the pre-reading activity. There will also, be opportunities to engage in group discussions and share good practice

Following the TEAMs workshop, all attendees will be asked to complete an evaluation form prior to a certificate being sent



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# This update is applicable for:

- ▶ NMC Assessors and Supervisors
- ▶ Allied Health Professional Educators who support pre-registration learners
- ▶ Physician Associates who support pre-registration learners
- ▶ General Practitioners who support pre-registration learners

# Agenda:

Learning Environment – HEE Quality Framework 2021

Overview of NMC Standards for learner Supervision and Assessment

Requirements for Allied Health Care Professional Educators

Requirements for Physician Associate Educators

Requirements for General Practitioners

Responsibilities of an Educator

Supernumerary and Protected Learning Time

Learners

Raising Concerns

Q&A

# HEE Quality Framework 2021:



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The Quality Framework applies to the quality of all healthcare education and training, funded through the NHS Education Contract, of all learners and across all clinical learning environments within which they are placed (including an increasing variety of settings in the primary, secondary, community and independent sector) ([hee.nhs.uk](http://hee.nhs.uk))

There are six core domains, reflecting key components of quality in all clinical learning environments for all learner groups and a commitment to developing a sustainable workforce.

## HEE Quality Framework from 2021



[www.hee.nhs.uk](http://www.hee.nhs.uk) We work with partners to plan, recruit, educate and train the health workforce.

**NHS**

Health Education England





# Nursing & Midwifery Council (NMC) Standards for learner Supervision and Assessment (SSSA)

The SSSA standards “set out the roles and responsibilities of practice supervisors and assessors, and how they must make sure learners receive high-quality learning, support and supervision during their placements.” ([nmc.org.uk](https://www.nmc.org.uk))





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# Changes to learning in practice:

- ★ SLAiP (Standards to Support Learning and Assessment in Practice) was replaced in 2018 by SSSA which explains the regulator's expectations for learning, support and supervision in the practice environment. It also describes how learners will be assessed in both theory and in practice
- ★ Mentors are now practice assessors and/or practice supervisors
- ★ Academic assessors (HEI) - confirm the learners achievement and progression in collaboration with the practice assessor (process may differ between HEIs)



# Standards of Proficiency and Standards for Education and Training

- Sets out what nursing professionals need to know and be competent in before they register with the NMC and what universities and practice placements partners need to do when delivering education and training

## [How to use our education standards - YouTube](#)







Who can become a  
practice  
assessor/supervisor  
/educator?



## Practice Assessors:

- Must be a registered nurse, midwife, nursing associate, or a specialist community public health nurse (SCPHN) with appropriate equivalent experience for the learner's field of practice.
- Learners studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

## Practice Supervisors:

- Must be a registered health and social care professional working in a health care environment with appropriate, equivalent experience for the learner's field of practice



# Preparation for Assessors & Supervisors Supporting Pre-Registration Nursing Learners:

Receive relevant induction, ongoing support and access to education and training which includes training in equality and diversity

Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, learner learning and assessment

Continue to proactively develop their professional practice and knowledge in order to fulfil their role, and understand the proficiencies and programme outcomes that the learner they assess is aiming to achieve

Have knowledge of the assessment process and their role within it as assessor/supervisor/educator

Interpersonal communication skills, relevant to learner learning and assessment conducting objective, evidence-based assessments of learners

Provide constructive feedback to facilitate professional development

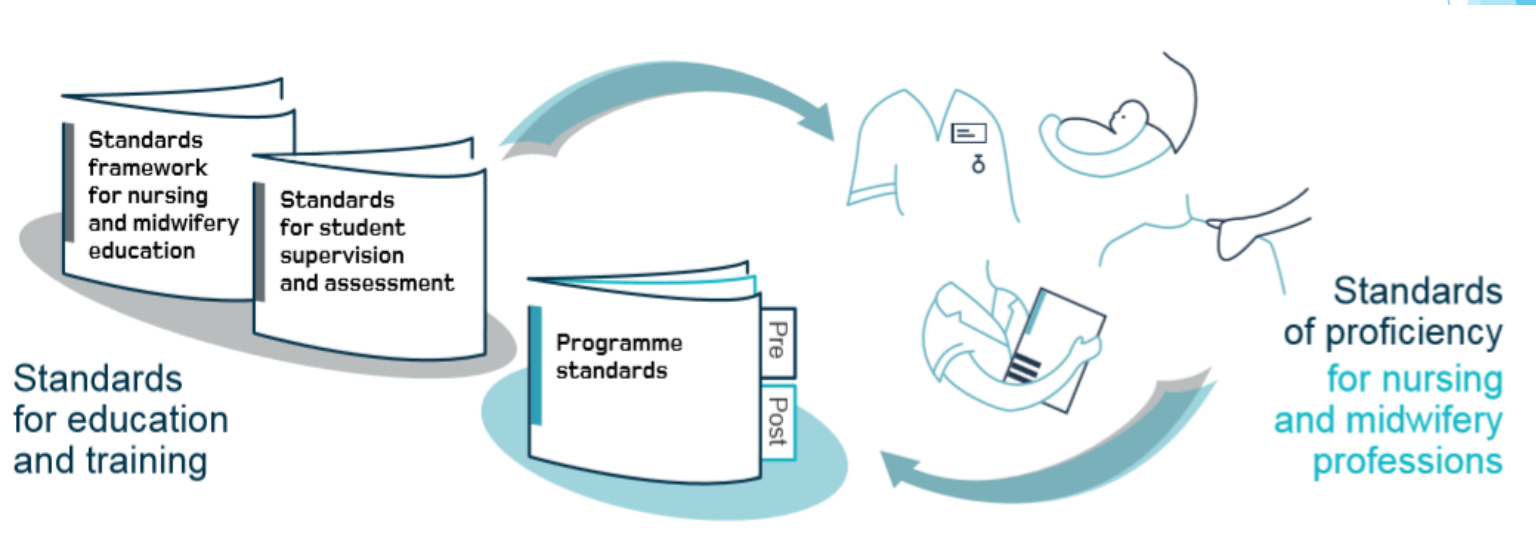
Receive ongoing support and training to reflect and develop in their role



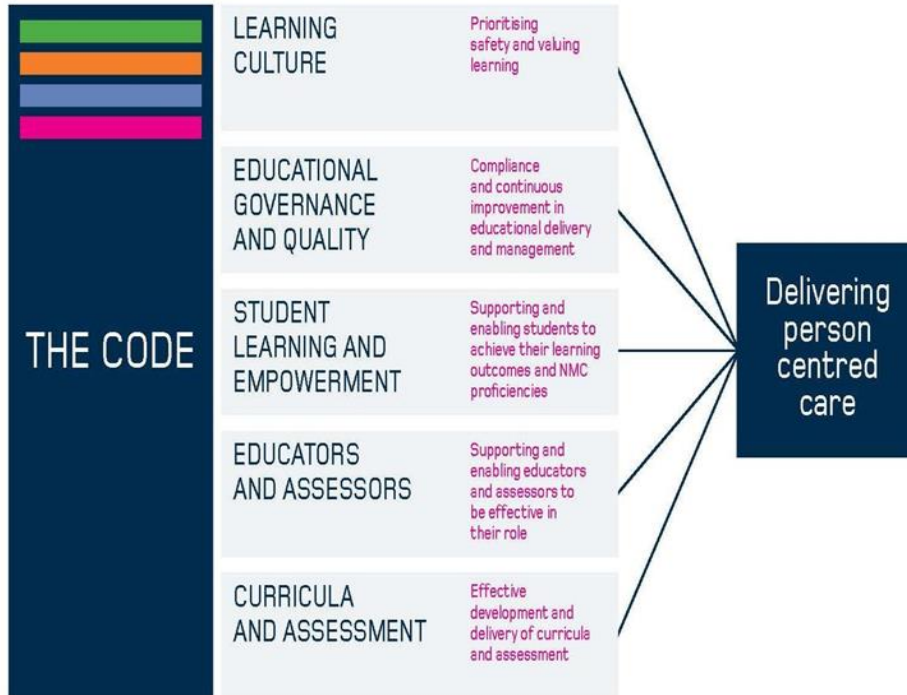
# Effective Practice Learning:

All practice learning must ensure that:

- Complies with [NMC Standards Framework](#) for nursing and midwifery education
- All learning is designed to meet proficiencies and outcomes for relevant programmes
- Nominated assessors and supervisors in place to support learners
- Opportunities for learners to learn from a range of different health and social care professionals



# The Code:



The NMC published an updated version of the Code in 2018 which includes nursing associates.

The Code This is now linked to all practice assessment and interwoven into the 2018 standards



## Allied Health Professionals (AHP's) Physician Associate (PA's) Trainee Associate Psychological Practitioner (TAPPs)



### Education and training

Standards to assess education and training programmes



### Standards of Proficiency

Professional standards all registrants must meet to become registered, and remain on the register

# HCPC Education Standards:



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## The role of the standards of proficiency

They set out the threshold standards considered necessary to protect the public (unique to each of the registered professions)

Registrants must continue to meet the standards of proficiency that apply to their scope of practice

Outline what service users and the public should expect from their health and care professional

Set clear expectations for the registrants' knowledge and abilities when they start practising

HCPC approved programmes equip graduates to meet these standards

Procedure to follow if someone raises a concern about a registrant's practice

# General Medical Council (GMC):

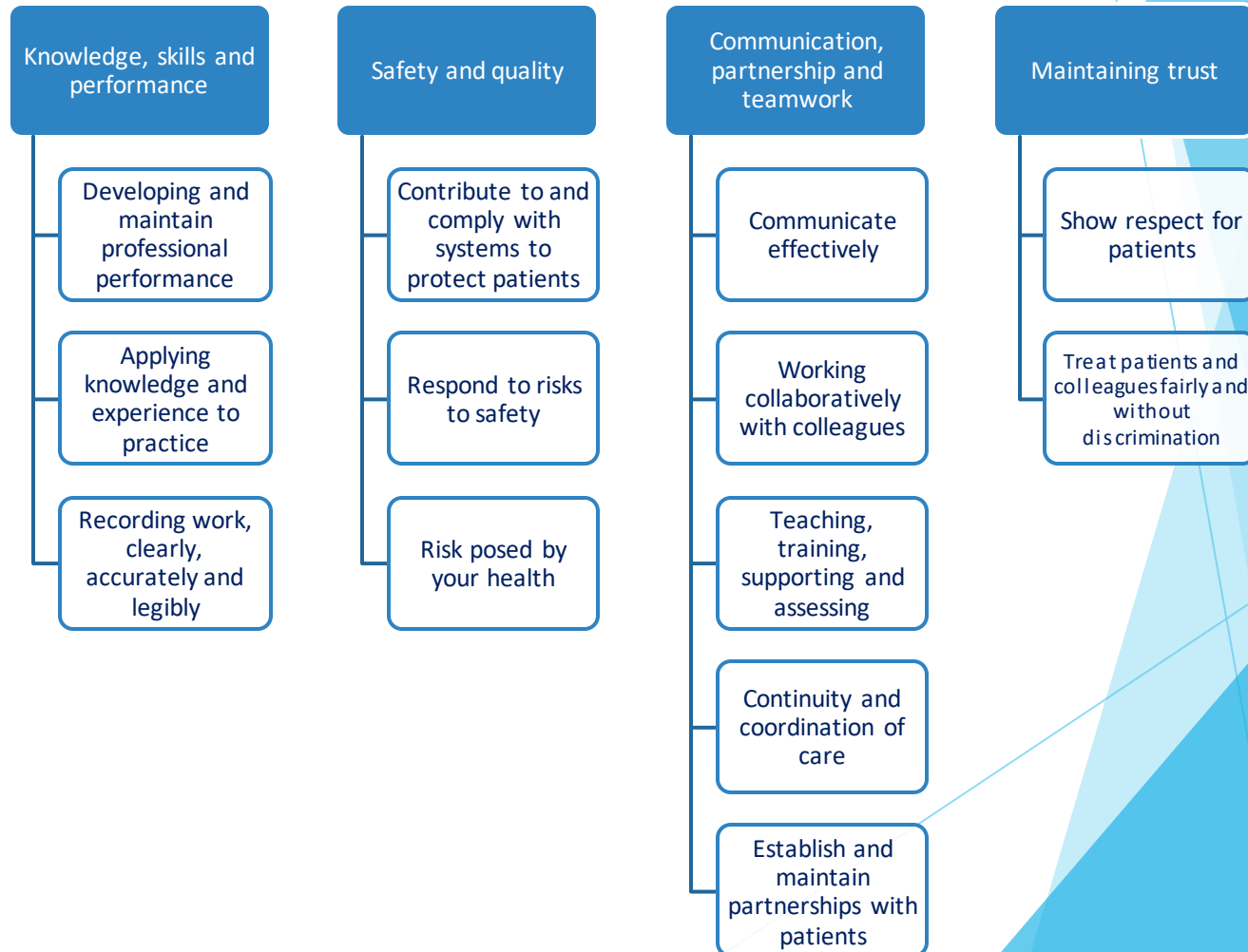


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## General Practitioner & Physician Associate (PA)

The guidance is based on the current edition of [Good medical practice](#) for doctors and has been tailored to appropriately reflect your work as a physician associate or anaesthesia associate. ([gmc-uk.org](http://gmc-uk.org))

There are four sections that describe the [professional values and behaviours](#) expected from all professionals registered with GMC:







# Standards for the initial education and training of pharmacists:

The standards are set into four areas, which help to make sure people using pharmacy services receive safe and effective care.



- **Standards for pharmacy professionals**
  - All pharmacy professionals have to meet these standards
- **Standards for registered pharmacies**
  - These ensure the safe and effective practice of pharmacy at registered pharmacies
- **Standards for the initial education and training for pharmacists**
  - These set out the criteria against which we will approve education and training for student pharmacists and pre-registration trainee pharmacists.
- **Standards for the initial education and training for pharmacy technicians**
  - These set out the criteria against which we will approve education and training for pre-registration trainee pharmacy technicians



# Links for Profession Standards for Educators:

- ▶ **Nursing & Midwifery Council** – all Pre-registration learners, Trainee Nursing Associates and Return to Practice
- ▶ **Health & Care Professions Council** - all AHP pre-registration learners
- ▶ **General Medical Council** – all medical and Physician Associates
- ▶ **Pharmacy** – all pre-registration Pharmacists

# Responsibilities of an educator:

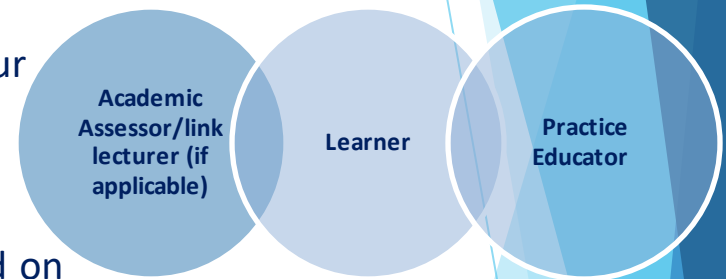


- ✓ Attend regular updates
- ✓ Role models for safe, effective and inclusive care
- ✓ Understand the curriculum of the learner and know the learning outcomes and competencies within practice
- ✓ Give learners the best possible support and feedback on their progress
- ✓ Support all learners to feel like a member of the team
- ✓ Ensure all learners are supported by other members of the team
- ✓ Accountability for your part in the learners learning, supports learning within scope of practice
- ✓ Provide a structured communication process for the learner re assessment and supervision
- ✓ Communication with all stakeholders within the learner progression i.e. HEI Academic assessors/link tutors (if applicable) , GPEF's, the learner,
- ✓ Provide tailored learning for the learner appropriate to the level the learner is at
- ✓ Provide constructive feedback
- ✓ Contribute to decisions about progression and on assessment
- ✓ Raising concerns about learner performance and behaviour



## Responsibilities of an educator (continued):

- ✓ Provide tailored learning for the learner appropriate to the level the learner is at
- ✓ Provide constructive feedback
- ✓ Contribute to decisions about progression and on assessment
- ✓ Raising concerns about learner performance and behaviour
- ✓ Supports and guides learners how health and care professionals handle information about service users
- ✓ Liaise with practice supervisors and make decisions based on the feedback
- ✓ Ensure the learner assessments are evidence-based, robust and objective
- ✓ Practice and academic assessors work together to decide the learners progression
- ✓ Practice assessor/supervisor can not be the same person (applicable for NMC registrants only)
- ✓ Document in learners practice assessment record





# Protected Learning Time (Supernumerary)

Learners in practice or work-placed learning must be supported to learn and practice skills safely. In order to have learners at the centre of learning, the NMC specifies that learners must have some form of supported or protected learning time. Nurses and Midwives learners must be considered 'supernumerary', meaning that they are not counted as part of the staffing numbers required for safe and effective care in that setting. All learners are to be included as part of the team, and as part of the service delivery, the learners are expected to participate and contribute when they are on placement

Nursing associate learners have protected learning time in line with one of these two options:

A: nursing associate learners are 'supernumerary' when they are learning in practice

B: nursing associate learners who are on work-placed learning routes:

- Released for at least 20 percent of the programme for academic study
- Released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- Protected learning time must be assured for the remainder of the required programme hours



# Learner Assessments:



All learners will come into practice with individual Practice Assessment documentation. This documentation will highlight the competency and proficiency development requirements, episodes of care and medicines management (if applicable)

The practice assessor and learner will identify an appropriate episode of direct care involving meeting the needs of a person receiving care. Professionalism underpins all aspects of the learner's performance

Effective communication and relationship management skills underpin all aspects of care

The learner must work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies. They must be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment



# Learner documentation:



## Assessment documents

Process differs across each profession  
Will have set time frames, for reviews i.e. induction, initial, middle and end



## Aligned with the theoretical underpinnings

Competencies/proficiencies  
Assessment criteria  
Episodes of care  
Medicine Management



## Management and Leadership

Communication  
Professionalism  
Accountability  
Developing autonomy of practice

# All Learner responsibilities:



Whilst in practice all learners are:

Empowered to direct their own learning

Discuss with their assessor/supervisor/educator the learning experiences they need

Keep professional knowledge and skills up to date

Make the care of your patient your first concern

Treat patients as individuals and respect dignity

Aware of the person they should speak to in the practice area if they have any concerns

Reflect on and in practice

Seek out learning opportunities across the full MDT to support learning, and encourage feedback to be recorded within correct documentation

Prepare for and have a sound understanding of the proficiencies/competencies they need to achieve

Aware of practice assessor/supervisor/educator and academic assessor/link tutor from the beginning of a placement

Be aware and take ownership of their competency development

Recognise and work within the limits of their competence

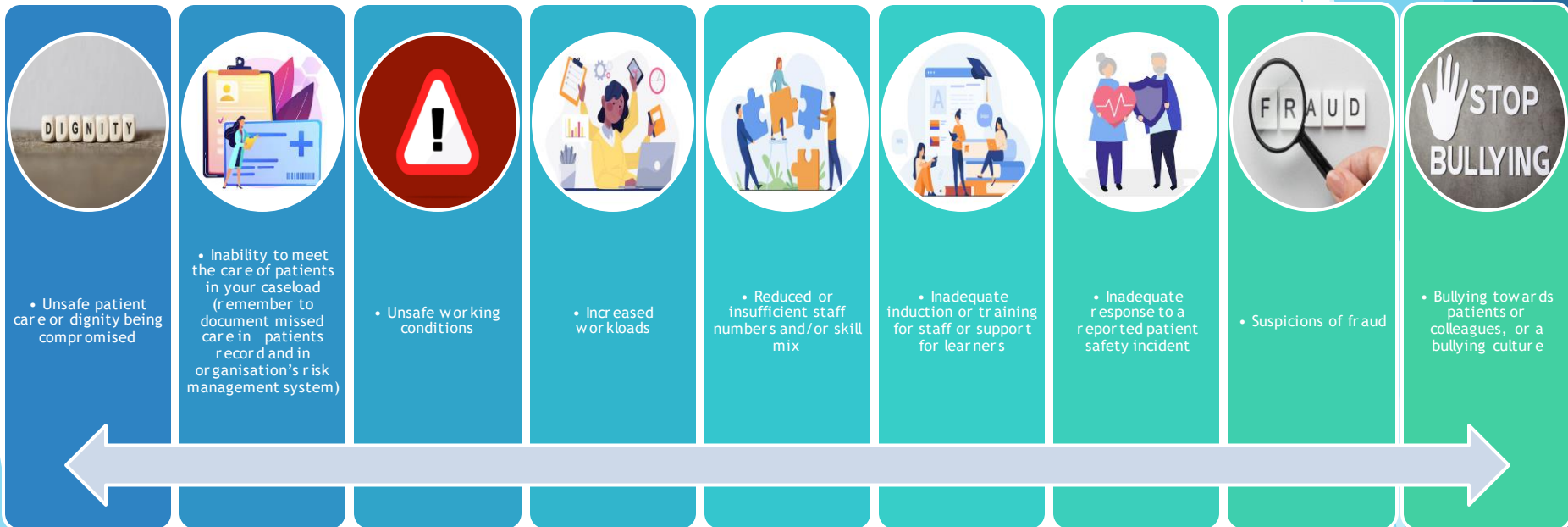




# Raising Concerns:

All registered [nurses](#), [midwives](#), [nursing associates](#), [AHP's](#), [PA's](#), and TAPPs have a professional duty to report any concerns from the workplace which puts the safety of the people in your care or the public at risk.

## Concerns could include:



**Being asked to cover up any risk, inappropriate behaviour, or action is wrong. If you are asked not to raise or pursue any concerns, even by a person in authority such as a manager, you should not agree. You should escalate your concerns following the steps outlined.**

# Raising Concerns:



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## Raising Complaints/ Concerns Flowchart for Training Hub Staff

### Raising Complaints Guidance

If you have received a concern/complaint, incident occurrence about anything in relation to **The Training hub** (any non training hub concerns can be raised to a member of training hub and they will assist in signposting to the right person and process)

If you have received a concern about the safety or wellbeing of a colleague, student or patient you can still raise the concern incident information but also **please follow your local organisation policy**

Raise any complaints/ concerns or issues immediately with [corrie.llewellyn@nhs.net](mailto:corrie.llewellyn@nhs.net) or any member of the Senior Management Training Hub by email and using Raising Concerns form which can be found on website  
If in Practice and a concern occurs then please raise with staff/ Mentor /GPEF/ line manager/nurse in charge/ GP / university link lecturer who can then signpost you correctly

The Senior Management Team in Primary Care training hub will take any necessary action and decide how to respond to the disclosure in line with MBPCC Policy, giving regard to all the circumstances, including the evidence available

### Complete Part One of Form on day of concern where possible for all Training Hub Concerns

The completed form will be passed to Quality Assurance Lead and brought to Chair of the Training Hub Board for investigation

You will be notified if you are required to provide further information and any further action  
you will be informed when any investigation is completed. All complaints will be looked into and retrained for quality assurance and improvements

**Note** If your concern relates to a practice or the practice of a Nurse/Midwife in Charge please escalate your concern immediately to the Senior Nurse/Midwife on call or Service Manager or link lecturer and local policy will be followed. Support for any concerns and the whole process can be provided at your request [corrie.llewellyn@nhs.net](mailto:corrie.llewellyn@nhs.net) **Local Policy must be followed at all times** and if a learner on placement has any concerns must be reported to you programme lead immediately.



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# Any Questions?

Please ask questions  
in the Virtual  
Learning  
Environment  
Educator Workshop