

Quality Standards
for Practice Placements
Revised 2008

Guidance Document for:
Practice Educators,
Placement Co-ordinators &
Practice Education Leads
2015 - 2017

Introduction

This booklet provides updated guidance for Practice Educators (PEs), Practice Placement Co-ordinators (PPCs) and AHP Practice Education Leads (PELs) to support the audit of the Quality Standards for Practice Placements (QSPP 2008) in local areas.

This guidance aims to encourage closer partnership working with universities and sharing practice within and across professions.

This document contains practical guidance regarding the audit process and the evidence required for each section of the QSPP. This supports a consistent approach to embed the use of the QSPP and support the learning environment across Scotland.

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Background to the Quality Standards for Practice Placements

The Quality Standards for Practice Placements (QSPP 2008) were created to maximise the quality of the learning environment within the practice setting. They clarify the expectations and responsibilities of learners and those individuals and organisations supporting them. The standards apply to any structured placement learning in Scotland. Quality practice placement experiences, within a positive learning environment, support the development of the workforce to deliver safe, effective and person-centred care. It is important that all practice educators and placement co-ordinators are aware of these standards and the audit process, for continuous improvement of the learning environment and experience.

The QSPP are recognised by the Health and Care Professions Council as supporting a learning environment, and are acknowledged as minimum standards for the placement learning environment for all Scottish AHP pre-registration programmes.

The use of the QSPP has several benefits:

- Supporting placement providers to monitor and improve the quality of practice placements in the work place through the use of quality standards.
- Providing consistent understanding and expectations across professions, education providers and learners to support and promote a quality learning environment
- Encouraging closer partnership working between placement providers and education providers to ensure sharing of practice within and across professions
- Enabling placement providers to recognise the importance of providing a quality learning environment for all placement learning experiences.

Structure of the Quality Standards for Practice Placements

The QSPP and audit tool is in four distinct sections to demonstrate that supporting learning is the responsibility of everyone, including learners. The four sections are standards for:

Section 1 - Learners on Practice Placements

Section 2 - Individuals Supporting Learners in the Workplace

Section 3 - Managers and Facilitators Supporting Education in Practice

Section 4 - Organisations Providing Practice Placements

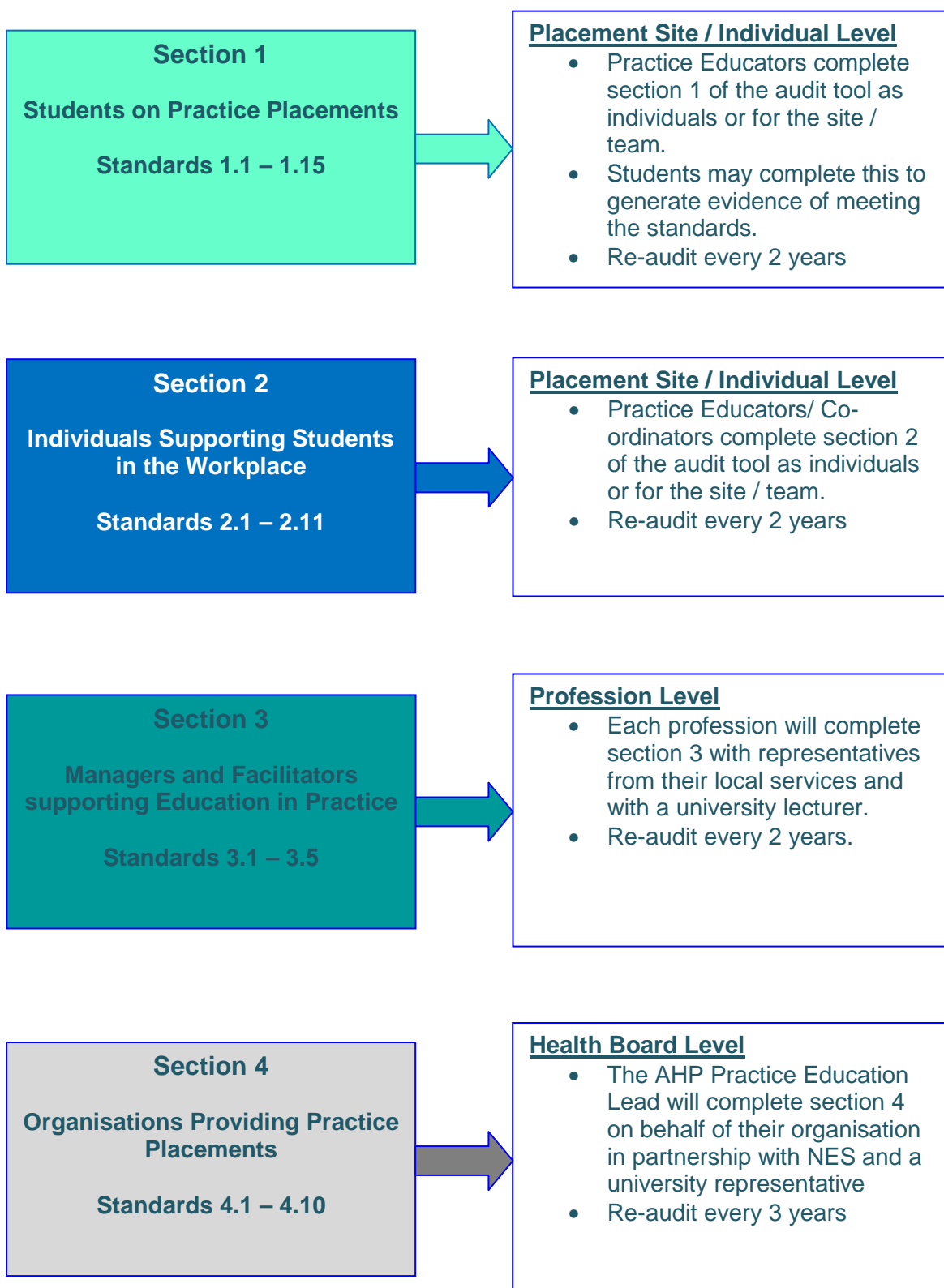
These sections and the requirements for completion are presented in the diagram on the next page. Each section will be addressed separately within this booklet. This gives a more detailed overview of the processes that should be undertaken and examples of the minimum standard of evidence that would be expected.

Glossary of Terms

The following terminology is used within this document. As the four sections of the QSPP are targeted at different people / roles there is some variation in the titles and expressions used within this document. Also, the QSPP are used across different professions and sectors where different terminology is routinely used.

Word/ Phrase	Explanation
Education Provider	This means the university or college that the learner is studying at. The education provider usually provides preparation and on-going support to practice educators
Placement provider	This is the organisation, team or setting in which the practice placement is occurring. The term Organisation is also used in section 4
Learner	This usually means a student that is registered on a formal accredited education programme e.g with a university or college. The terms learner and student are used interchangeably throughout this document.
Organisation	In most cases this means the NHS Health Board in which placements occur, however can include other agencies including social work

Overview of Requirements for Implementing the QSPP to Support the Learning Environment



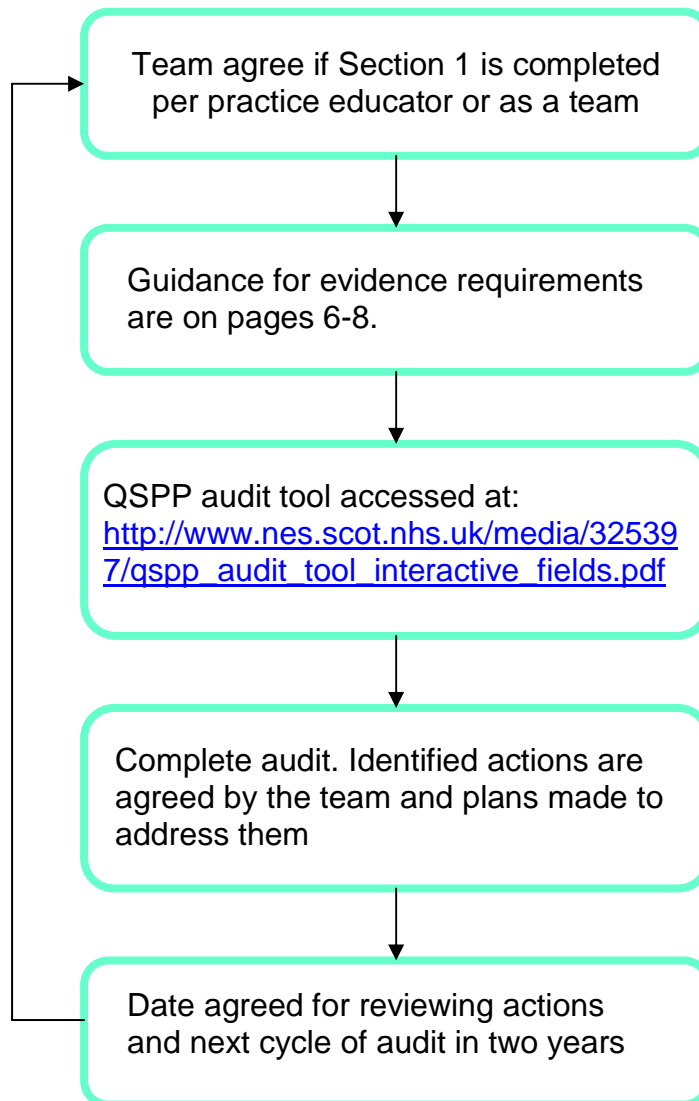
Guidance for the completion of Section 1 - Students on Practice Placements:

Nationally, it is reported that there are now regular audits cycles of Section 1 of the QSPP every 2 years across AHP services. The AHP PEL is available to support any practice educators/ co-ordinators or teams, to complete the audit and discuss how they meet the standards.

It is important to promote continuous improvement. Therefore, it is expected that some of the standards in the audit will have identified actions to improve quality. Each educator / co-ordinator, or team, should be working to meet these local actions and be able to report their evidence of this work in the next cycle of audit.

Learners can be asked to complete Section 1, or local placement evaluations which contain these standards, to provide feedback and evidence to the team/ practice educator. This evidence should be collated and used by the team / practice educator to inform their completion of the audit.

Process for undertaking audit of Sections 1 -



Section 1: Evidence Requirements

The following examples of evidence are the minimum expectation to ensure that there is a range of approaches to support the learning environment. It is anticipated that when the sections are being discussed, that other local pieces of evidence will also be documented. There is not an expectation that the evidence is brought to any meeting, simply that participants are prepared to discuss and explore any areas of good practice, the application of the evidence locally and any areas for development.

Evidence only requires to be documented against one standard per section within the audit tool. There is no need to repeat the same evidence against several standards.

Students on practice placement can expect to:			
Standard Number	Standard	Indicator	Minimum Evidence Required (or equivalent)
1.1	A placement appropriate to their learning needs	Evidence of a joint approach between service and education institutions to the preparation, audit and allocation of practice placements	<ul style="list-style-type: none"> Recognised process between university and profession for student allocation to an appropriate placement Practice Educator understands the placement learning outcomes prior to learner arriving
1.2	Access to information about the placement and the learning opportunities available	Pre-placement information is available and accessible (written, verbal, electronic)	<ul style="list-style-type: none"> Current information about the placement is accessible to learner prior to the placement commencing. This includes the range of learning opportunities available. All learners have an induction on arrival which highlights available learning opportunities
1.3	Access to the Quality standards for practice placements (NES 2008)	Quality standards for practice placements are available	<ul style="list-style-type: none"> Visible QSPP poster / leaflets in placement locations
1.4	Support from an individual who is prepared for the role of supporting students	A relevant named individual is available to the student	<ul style="list-style-type: none"> Learners are provided with a named individual to support them during placement Practice educators have attended practice educator preparation by the education provider A named third person is allocated to the learner to act as a mediator should the need arise
1.5	An opportunity to discuss learning needs early in the placement (normally within 48 hrs)	Placement learning outcomes and how they will be achieved are discussed and recorded / documented early in the placement.	<ul style="list-style-type: none"> Learning needs are discussed at the time of induction Learning needs are documented and reviewed during the placement
1.6	An environment which is welcoming, supportive of their learning and in which they feel part of the team	Evidence exists that learning and learners are welcomed, valued and have a positive learning experience.	<ul style="list-style-type: none"> Learners are introduced to all team members Practice educators are prepared for learner arriving Learner is invited to attend appropriate team activities e.g. staff meeting, in-service etc

Students on practice placement can expect to:			
Standard Number	Standard Number	Standard Number	Standard Number
1.7	Access to a range of learning and teaching opportunities	Evidence of learning opportunities exists which meet students' learning needs e.g. practice placement profile	<ul style="list-style-type: none"> • Timetabled opportunities to work with other professions and roles • Access to staff library, IT and intranet access • Inter-professional learning opportunities with other students or staff available
1.8	A team approach to their support.	Experience gained with, from and about the wider team takes place where it supports the learners learning outcomes.	<ul style="list-style-type: none"> • Opportunities to work alongside other team members • Information given to learner about the multidisciplinary/ multi-agency team • Other members of the team are involved in supporting the learner whilst on placement e.g induction, orientation, supervision
1.9	Feedback on their performance and progress from individuals supporting their learning	Regular review and feedback of achievement of learning outcomes is documented.	<ul style="list-style-type: none"> • Regular ongoing supervision between learner and practice educator recorded. • Self assessment encouraged through reflective practice • Completion of formative and summative assessments.
1.10	Fair, timely and objective assessment	Assessment documentation is completed in line with education institution requirements	<ul style="list-style-type: none"> • Practice educator seeks feedback on learner's performance from other team members to ensure fair and objective assessment • Summative assessment at end of placement in line with education institution and professional body process • Summative assessment is discussed with student to assist their future learning
1.11	Access to support from the education provider when required	Lines of communication between the education provider and learner during the practice placement are clear.	<ul style="list-style-type: none"> • Contact details of a representative from education institution available to learner and practice educator • There is clear communication between the education provider and the workplace as required. • Education provider processes enable the learner and practice educator to access guidance and support as required, particularly in cases of crisis.

Students on practice placement have a responsibility to:			
Standard Number	Standard	Indicator	Minimum Evidence Required (or equivalent)
1.12	Ensure they are prepared for the practice placement by accessing pre-placement information	Students access pre-placement information	<ul style="list-style-type: none"> • Learners will have read pre-placement information prior to the first day of placement. • Learner encouraged to contact the dept prior to the placement to discuss any needs / concerns.
1.13	Contribute as a partner in the achievement of their learning outcomes	Learners are encouraged to take responsibility for their own learning	<ul style="list-style-type: none"> • Learners encouraged to discuss learning needs and plan relevant actions throughout the placement • Learners actively address their learning needs e.g self-directed reading • Reflect on experiences and discusses outcomes with supervisors.
1.14	Raise any concerns about the practice placement experience	Systems exist for supporting and addressing the learners' concerns about the placement	<ul style="list-style-type: none"> • Communication protocols exist via university • Induction includes encouragement of open communication between learner and practice educator • Learner has the relevant contact within the university to address any issues • Access to a named local 'third person' to act as mediator if issues / concerns arise.
1.15	Evaluate their practice placement experience	Joint education institutions/service quality process exists and includes student evaluation	<ul style="list-style-type: none"> • Learner's complete evaluations of their placement experience • Feedback from university evaluations are received and themes arising acted upon by the profession/ relevant team • Positive feedback from learners is promoted and shared

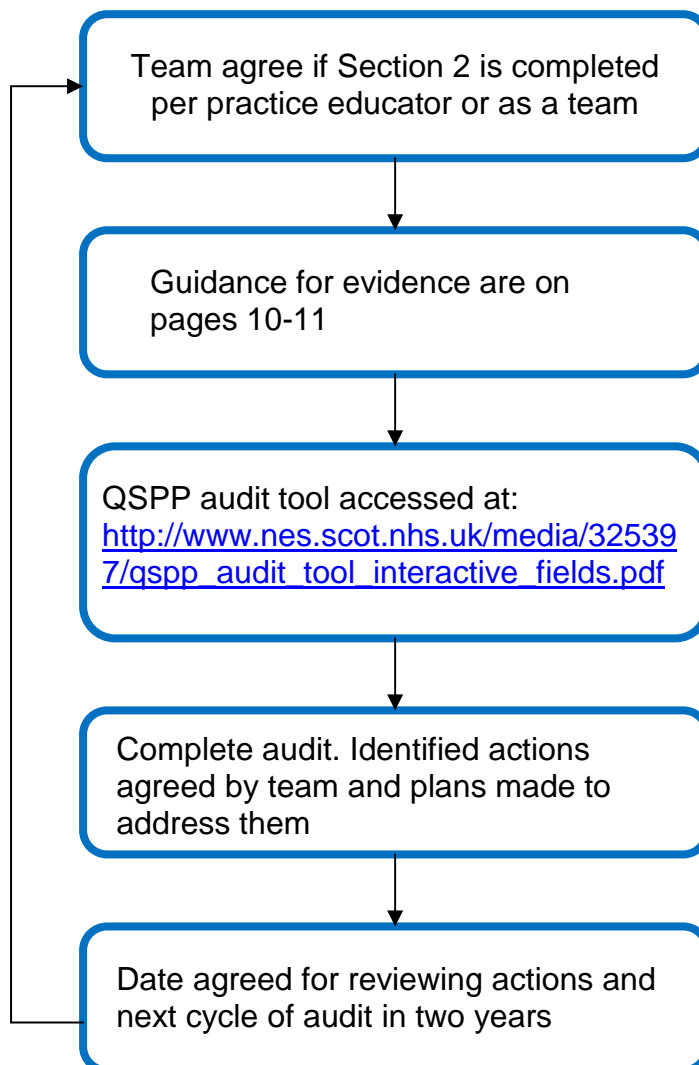
Guidance for the completion of Section 2- Individuals Supporting Students in the Workplace:

Nationally, it is reported that there are now regular audit cycles of Section 2 every 2 years. The Practice Education Lead is available to support any practice educators, or teams, to complete the audit and discuss how they meet the standards.

It is important to promote continuous improvement. Therefore, it is expected that some of the standards in the audit will have identified actions to improve quality. Each educator / co-ordinator, or team, should be working to meet these local actions and be able to report their evidence of this work in the next cycle of audit.

It is recommended that the AHP Practice Education Lead is aware of the audit cycle dates within each profession.

Process for Undertaking audit of Section 2-



Section 2: Evidence Requirements

The following examples of evidence are the minimum expectation to ensure that there is a range of approaches to support the learning environment. It is anticipated that when the sections are being discussed, that other key pieces of evidence will also be documented. There is not an expectation that the evidence is brought to any meeting, simply that participants are prepared to discuss and explore any areas of good practice, the application of the evidence locally and any areas for development.

Evidence only requires to be documented against one standard per section within the audit tool. There is no need to repeat the same evidence against several standards.

Individuals (for example mentors, assessors and educators) supporting students in the workplace have a responsibility to:			
Standard Number	Standard	Indicator	Minimum Evidence Required (or equivalent)
2.1	Be prepared for their role in supporting students	Access and undertake relevant educational training, preparation and development.	<ul style="list-style-type: none"> Attendance at university courses and updates or undertakes relevant online CPD opportunities Access to university websites to keep up to date with curriculum & relevant literature Support available from other practice educators
2.2	Support, teach, facilitate and supervise learners according to the requirements of the programme	Learners are supported to achieve learning outcomes	<ul style="list-style-type: none"> Induction process ensures that learning outcomes are discussed at the outset. Concerns regarding the learner are identified and highlighted as soon as possible A range of learning opportunities are available e.g. tutorials, visits, inter-professional learning
2.3	Provide guidance and constructive feedback to the learner	Constructive feedback is evident within documentation	<ul style="list-style-type: none"> Approach to supervising the learner is discussed and agreed during induction. This is monitored throughout the placement to ensure that both the practice educator and learner's needs are met. Midway and end of placement assessments are recorded and written feedback given Feedback is given to learner throughout the placement
2.4	Conduct a fair, objective and timely assessment of learner performance, where assessment is required	Assessment documentation is completed in line with education provider requirements	<ul style="list-style-type: none"> Methods of assessment are discussed and agreed with learner Midway and end of placement assessments are undertaken and written feedback provided and discussed. Views of all team members involved with the students are given an opportunity to feedback to practice educator prior to formative and summative assessment.

Individuals (for example mentors, assessors and educators) supporting students in the workplace have a responsibility to:			
Standard Number	Standard	Indicator	Minimum Evidence Required (or equivalent)
2.5	Raise concerns, in a timely manner, when a learner is not achieving agreed learning outcomes	Agreed processes for raising concerns are in place and followed	<ul style="list-style-type: none"> • Agreed process for raising concerns exist and discussed at induction • Any concerns about the learner are raised in a timely manner through regular supervision • Named contact at university accessible to support the educator and learner • Action plans to support learner discussed and implemented.
2.6	Contribute to the review of the learning environment and learner experience	Joint education provider / placement provider quality process includes evaluation from individuals supporting the learner in the workplace	<ul style="list-style-type: none"> • Placement area reviewed by service / university to ensure there are opportunities available to meet the learner's stage on the programme • Completed QSPP audit and action plan
2.7	Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	Support network is available and accessed by individuals supporting learners	<ul style="list-style-type: none"> • Reflect on experiences with learners with other Practice Educators/ colleagues • CPD undertaken that supports being an effective practice educator • Practice educator is able to access another practice educator, if necessary, to discuss issues. This could be virtual contact to another site.

Individuals (for example mentors, assessors and educators) supporting students in the workplace can expect:			
Standard Number	Standard Number	Standard Number	Standard Number
2.8	To be educationally prepared to fulfil their role in supporting learners	Relevant educational and continuing professional development needs are incorporated into personal development plans aligned to the knowledge and skills framework	<ul style="list-style-type: none"> • KSF / PDP activities identified to support individual in their role as practice educator • Access to practice educator preparation and updates from education provider • Individual's details recorded on local practice educator database • Information available about strategies to support students with additional learning needs
2.9	To receive information about the learners and their learning needs provided by the education institution	Information about the learner and their learning needs are made available	<ul style="list-style-type: none"> • Workplace provided with information on the learner's personal details prior to placement commencing, highlighting any disclosed special requirements • Access to support from education provider as required • Practice educator will accommodate disclosed special requirements in partnership with student and education provider where possible • Induction process provides opportunity for learners to disclose any specific learning requirements
2.10	Time to support learners to achieve their learning outcomes	Workload expectations take account of learners' support	<ul style="list-style-type: none"> • Practice educator is supported with caseload and other duties when supporting learners on placement
2.11	A support network inclusive of service and education colleagues, managers and peers	Support networks exist and are accessible to individuals supporting learners.	<ul style="list-style-type: none"> • Opportunity to attend Practice educator updates and forums • Access to support from AHP PEL

Section 3 - Managers and Facilitators Supporting Education in Practice

Aim and Purpose of Audit

The aim is for each profession in each NHS Boards to have completed Section 3 of the QSPP by **March 2017** in partnership with a university representative. The purpose is to further improve partnership working, understanding and communication between education providers and placement providers within the same profession. The audit process will facilitate discussion and ideas about providing a good quality learning environment within the practice setting.

Guidance for the Completion of Section 3 Audits

This section of the QSPP should be completed every 2 years for each profession within each NHS Board. Prior to taking part in the audit of section 3, participants should prepare by considering the standards, their local evidence and the suggested evidence detailed in this document. The previous local Section 3 audits should be referred to.

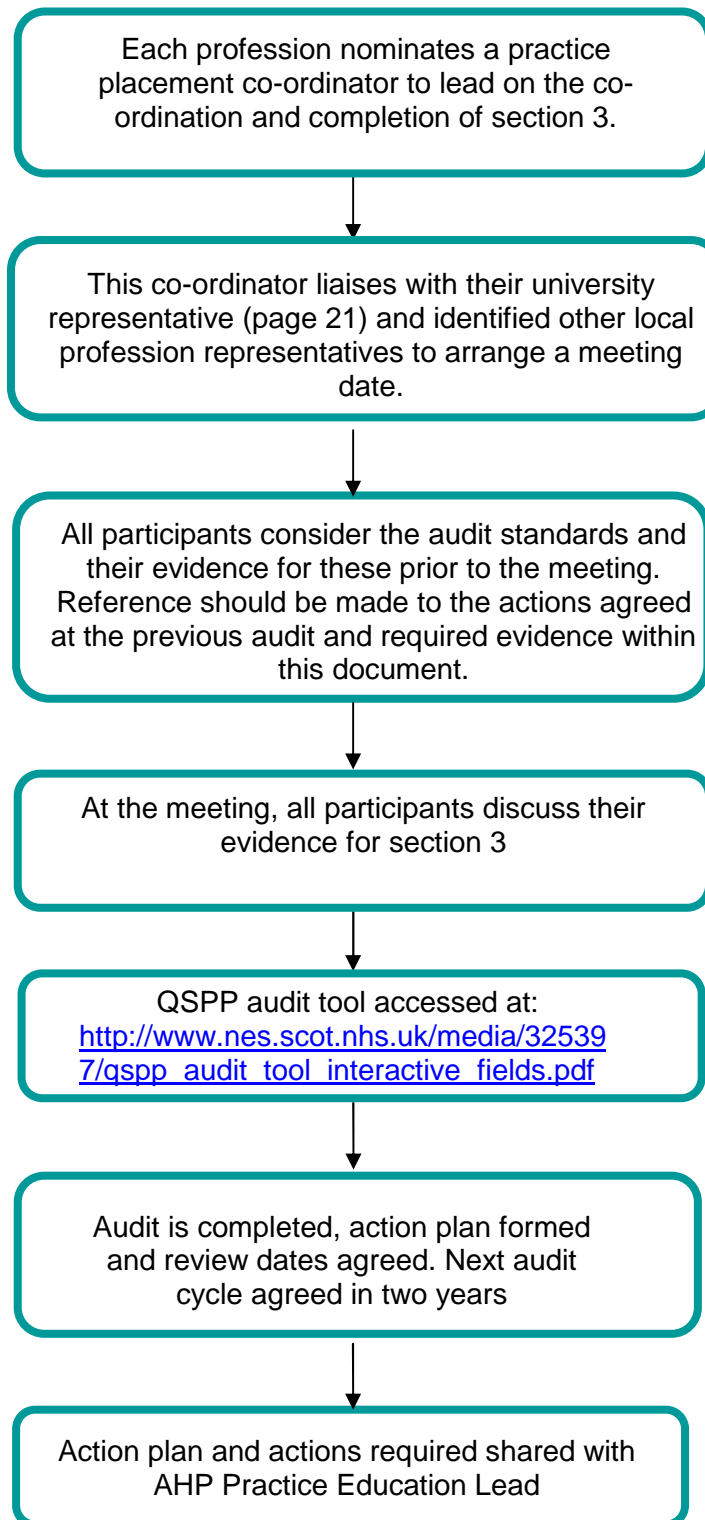
It is suggested that the audit involves:

- One practice placement co-ordinator nominated to lead on the co-ordination and completion of audit
- Representatives from all the services in that profession
- Professional lead/ head of service for the profession
- University representation from that profession

There are contact details for the university representative on page 21. This would usually be with a lecturer from the university that provides practice educator preparation; however, this may not always be possible or practical.

A profession wide action plan will be developed from this audit. It is recommended that this information is shared with the local AHP Practice Education Lead (PEL).

Process for Undertaking Audit of Section 3-



Section 3: Evidence Requirements

The following examples of evidence are the minimum expectation to ensure that there is a range of key pieces of evidence which support the learning environment. It is anticipated when the sections are being discussed, that other key pieces of evidence will also be documented. There is not an expectation that the evidence is brought to the meeting, simply that participants are prepared to discuss and explore any areas of good practice, the application of the evidence locally, and any areas for development.

Evidence only requires to be documented against one standard per section within the audit tool. There is no need to repeat the same evidence against several standards.

Managers and Facilitators supporting Education in Practice have a responsibility to:			
Standard Number	Standard	Indicator	Minimum Evidence Required (or equivalent)
3.1	Support the implementation of the Quality Standards for Practice Placement (NES 2008) as part of improving the clinical learning environment	Evidence of periodic review/audit of practice placement environment using uni-professional or NES audit tool.	<ul style="list-style-type: none"> • QSPP audits undertaken and actions agreed and met • Audit cycles established for Sections 1,2,3 of QSPP • QSPP information readily available to Practice Educator staff
3.2	Work with service and education colleagues to ensure processes are in place for continuous quality improvement of practice placement	Evidence of partnership between the workplace and Education Provider in relation to the quality of placement experience	<ul style="list-style-type: none"> • Feedback from learner evaluation forms is received from the university regarding the quality of the learning experience. Results disseminated across all sites/ teams • Feedback from learner evaluations discussed and local action plans formulated and implemented, and / or best practice shared • Members from the profession are involved with university meetings/ forums (face to face / virtual) and disseminate information
3.3	Ensure learners within their area have a named, prepared individual to support their learning	Evidence exists that every learner has a named individual to support them	<ul style="list-style-type: none"> • Local process to allocate students to named educator(s) • Named educator is provided prior to the induction and orientation process • Practice Educator database exists
3.4	Ensure individuals who support learners in the workplace are able to raise concerns	Evidence of support networks where concerns can be raised in relation to learners and placements	<ul style="list-style-type: none"> • Profession specific contact details of university colleagues are available to Practice Educators • Local process for educators to escalate concerns/ fitness to practice regarding students.
3.5	A network of support to share and develop practice	Networks exist which can be accessed by managers and facilitators supporting education in practice	<ul style="list-style-type: none"> • University provides practice educators with information about the learner prior to placement commencing • There is an organisation-wide group/ network to share information that supports the learning environment. This could be multi-professional. • Representatives from the profession actively engages with the AHP PEL to support the learning environment

Section 4 - Organisations Providing Practice Placements

Aim and Purpose of Audit

All NHS Boards will have completed section 4 of the Quality Standards for Practice Placement (QSPP) by **March 2016** in partnership with a University Representative.

NHS Education for Scotland, through the AHP Practice Education Leads, is progressing with a second cycle of auditing the standards within Section 4 of the QSPP. The purpose is to promote closer working between professions and corporate roles within NHS Boards to support student learning and education; and to strengthen partnership working with the education sector. The purpose is also to facilitate a discussion about supporting a good quality learning environment within the practice setting.

There are contact details for the suggested university AHP representatives on page 24.

Guidance for the Completion of Section 4 Audits

This section of the QSPP audit should be completed every 3 years. It is anticipated that all NHS Boards will have actions for some standards as the purpose of this audit is to promote continuous improvement of the learning environment.

For section 4 to be completed at a strategic level it is suggested that the following stakeholders are present:-

- Representation from Human Resources / Organisational Development Directorate (the representative should have a corporate learning and development role)
- University representative/s (guidance for AHPs is provided on page 24)
- NHS Education for Scotland representative
- Nursing & Midwifery representatives
- AHP Director/ AHP Practice Education Board Lead
- AHP Practice Education Leads

For remote and rural NHS Boards this meeting could be virtual.

For NHS Boards that do not use the NES audit tools, could they please consider aligning their approach to support this Scotland-wide approach e.g. holding a meeting with external university and NES representatives to review the local audit and action plan. This would ensure that local ownership is maintained and aligns with the national co-ordinated approach to promote dialogue with partners about placement quality.

Process for Undertaking Audit of Section 4 –

AHP PEL identifies relevant stakeholders and sends out potential dates for the meeting

Once date is confirmed, AHP PEL arranges time, venue & informs stakeholders. Two hours is suggested for the meeting.

QSPS audit tool accessed at:
http://www.nes.scot.nhs.uk/media/580940/ahp_qspss_section_four.pdf

AHP PEL updates the QSPS Section 4 from the previous audit incorporating the evidence requirements detailed in this guide.

PLEASE NOTE: Dietetics complete section 4 as part of their revalidation process. This should be read and info and evidence from this can be used here.

The draft audit tool is circulated by the AHP PEL to stakeholders to read in advance. Stakeholders are given detail of any gaps in the evidence and asked to consider how to populate these prior to the meeting.

AHP PEL meets with NES rep prior to the meeting to discuss the content and process. AHP PEL will be expected to record the suggested evidence and actions on the meeting template (this will be provided by NES rep on the day of the meeting)

All stakeholders meet to discuss and finalise section 4 audit & populate the action plan.

Standards 4.4, 4.5, 4.6, 4.8 and 4.9 have been prioritised by NES for discussion. Stakeholders are given the opportunity to identify and discuss any other pertinent standards at the start of the meeting.

All other standards will only be discussed if time allows

AHP PEL meets with NES Rep after the meeting to discuss the meeting outcomes ensure completion of Section 4 (including Action Plan) and sends to stakeholders for comments/ confirmation

Confirmed section 4 audit tool held by AHP PEL and discussed with relevant groups locally. Actions sent to NES AHP representative for national overview & to inform future programme activity

Section 4: Minimum Evidence and Requirements

This section is at an organisational/ corporate level and therefore is not about what individual practice educators or teams currently do. The focus is out with the clinical setting and at a more strategic level.

The following table details the minimum evidence expected per standard. The aim of defining these requirements is to promote a consistent approach to supporting the quality of practice placement education across Scotland.

The evidence listed is to guide the AHP PEL in the completion of the draft audit. It is not necessary to circulate this guidance to all stakeholders. The AHP PEL should circulate the draft audit to all stakeholders for consideration prior to the meeting. The AHP PEL should highlight any gaps within the audit for stakeholders to consider prior to the meeting. . If the AHP PEL is unsure about the availability of any of the evidence below, then please contact the relevant partner in your organisation prior to the arranged meeting

It is anticipated that when the draft audit is being discussed at the meeting, other key pieces of information will also be documented as evidence. There is not an expectation that the evidence is brought to the meeting, simply that participants are prepared to discuss and explore any areas of good practice, the application of the evidence locally and any areas for development. If any specific aspect of the required evidence is not available within your organisation then please document the local equivalent.

Evidence only requires to be documented against one standard per section of the audit tool. There is no need to repeat the same information against several standards.

Organisations providing Practice Placements have a responsibility to:			
Standard Number	Standard	Indicator	Evidence
4.1	Ensure access to educational preparation and support of individuals supporting learners	Evidence of preparation of individuals supporting learners is available	<ul style="list-style-type: none"> • Agreement in place with relevant education providers about the provision of preparation and on-going support for those that facilitate student learning • The organisation has a clear process to allow individuals that support learners to attend formal and informal education and updates from education providers • The organisation can identify individuals that have accessed the educational preparation provided by the education provider
4.2	Ensure the practice placement experience contributes to preparing learners to become safe practitioners	Learner assessment documentation provides evidence of achieving learning outcomes	<ul style="list-style-type: none"> • Agreed core induction and orientation content for all learners accessing the organisation to support safe practice for the individual and service users • The organisation records the number of staff accessing mandatory training for safe practice • Clear guidance about writing risk assessments for learners accessing the practice setting

Organisations providing Practice Placements have a responsibility to:			
Standard Number	Standard Number	Standard Number	Standard Number
4.3	Form partnerships with education providers to facilitate placement learning	Formal structures exist between education providers and the NHS to promote partnership in placement learning	<ul style="list-style-type: none"> Formal agreements in place between organisation and education providers which outline roles and responsibilities of both partners Within the organisation, all professions are represented by a group with terms of reference which outline the intent to improve partnership working with local education providers
4.4	Provide access to facilities and learning opportunities to allow learner outcomes to be achieved	Evidence of access for learning opportunities	<ul style="list-style-type: none"> Process in place to enable learners to have access to IT facilities and learning resources e.g. library facilities. Organisational policy/ guidance for supporting reasonable adjustment for learners who require this.
4.5	Provide a supportive learning environment for educators and learners on placement	Staff Governance Standards are met	<ul style="list-style-type: none"> Agreed QSPP audit cycle in place across all professions Implementation plan to embed organisational values Organisational policy on staff supervision
4.6	Establish systems and processes to ensure that issues identified in relation to the quality of practice placements are addressed	Systems and processes to address placement issues are in place	<ul style="list-style-type: none"> Each profession has networks/ groups established to support the quality of practice placement provision across the organisation The organisation and education providers work together on quality assuring practice placement provision e.g. QSPP, learner experience audits Accidents, incidents and near misses are recorded in alignment with organisational processes and systems. There is a mechanism to inform education providers about incidents involving students
4.7	Promote Equality and Diversity in all aspects of the placement	Educators and staff have received Equality and Diversity training and learning arrangements/ reasonable adjustments take account of learner needs	<ul style="list-style-type: none"> The organisation has an Equality and Diversity Policy in place and there is recording of staff that undertake mandatory E&D training See 4.4 about reasonable adjustment policy/ guidance

Organisations providing Practice Placements can expect:			
4.8	Support from and liaison with Education Providers	Lines of communication and decision making are clear	<ul style="list-style-type: none"> • The organisation is represented at meetings with education providers/ education sector both locally and nationally • A clear communication strategy with list of key contacts from the education providers • Involvement with quality assurance mechanisms for practice placements e.g. QSPP, student evaluations
4.9	Involvement in curricula development	Placement providers' views are represented in curricula design	<ul style="list-style-type: none"> • Formal engagement from education providers about the needs of service delivery for future workforce development e.g models of care, integration, workforce planning • Invitation of appropriate organisation representative/s to participate in curricula development e.g NMAHP consultants
4.10	Formal agreements on practice placements between the service and the education provider	Agreements exist e.g. Service Level Agreements, practice placement agreements	<ul style="list-style-type: none"> • See 4.3 • The agreements have a named organisational signatory/ named individual

Suggested Initial Contact per University for completion of Section 3 of the Quality Standards for Practice Placements per profession (by March 2017)

If you are unsure about who to contact within a particular university, then please contact the AHP representative named below who will inform you of the appropriate person to contact for the profession in their university.

University	AHP Representative	Email Address
GCU	Catriona Khamisha	c.khamisha@gcu.ac.uk
QMU	Janet Thomas	j.thomas@qmu.ac.uk
RGU	Ann Wallace	a.wallace@rgu.ac.uk
UoS	Wendy Cohen	wendy.cohen@strath.ac.uk
UoS	Elaine Figgins	e.figgins@strath.ac.uk

NHS Board	Profession	Suggested Section 3 HEI Rep
Ayrshire & Arran	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Physiotherapy	GCU
	Orthoptics	GCU
	Speech & Language Therapy	UoS
Borders	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	QMU
	Occupational Therapy	QMU
	Orthoptics	GCU
	Physiotherapy	QMU
	Speech & Language Therapy	QMU
Dumfries & Galloway	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Orthoptics	GCU
	Physiotherapy	GCU
	Podiatry	GCU
	Speech & Language Therapy	UoS
Fife	Orthoptics	GCU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	QMU
	Occupational Therapy	QMU
	Physiotherapy	QMU
	Speech & Language Therapy	QMU
	Podiatry	QMU
Forth Valley	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	QMU
	Music therapy	QMU
	Occupational Therapy	QMU
	Orthoptics	GCU
	Orthotics	UoS
	Physiotherapy	QMU
	Podiatry	QMU
	Speech & Language Therapy	QMU

Suggested University Contacts for completion of Section 3 of the Quality Standards for Practice Placements per profession (by March 2017) cont.

Golden Jubilee	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Physiotherapy	GCU
Grampian	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	RGU
	Occupational Therapy	RGU
	Physiotherapy	RGU
	Speech & Language Therapy	QMU
	Therapeutic Radiography	QMU
Greater Glasgow & Clyde	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Orthoptics	GCU
	Orthotics	UoS
	Physiotherapy	GCU
	Podiatry	GCU
	Prosthetics	UoS
	Speech & Language Therapy	UoS
	Therapeutic Radiography	GCU
Highland	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	RGU
	Occupational Therapy	RGU
	Orthoptics	GCU
	Orthotics	UoS
	Physiotherapy	RGU
	Prosthetics	UoS
	Speech & Language Therapy	QMU
	Therapeutic Radiography	QMU
	Lanarkshire	Dietetics
Diagnostic Radiography		GCU
Occupational Therapy		GCU
Orthoptics		GCU
Orthotics		UoS
Physiotherapy		GCU
Podiatry		GCU
Prosthetics		UoS
Speech & Language Therapy		UoS

Suggested University Contacts for completion of Section 3 of the Quality Standards for Practice Placements per profession (by March 2017) cont.

Lothian	Art Psychotherapy	QMU
	Music Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	QMU
	Occupational Therapy	QMU
	Orthoptics	GCU
	Orthotics	UoS
	Physiotherapy	QMU
	Podiatry	QMU
	Prosthetics	UoS
	Speech & Language Therapy	QMU
Therapeutic Radiography	QMU	
Orkney	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Physiotherapy	GCU
Shetland	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	GCU
	Occupational Therapy	GCU
	Physiotherapy	GCU
State Hospital	Dietetics	Co-ordinated by HEIs
	Occupational Therapy	GCU
Tayside	Art Therapy	QMU
	Dietetics	Co-ordinated by HEIs
	Diagnostic Radiography	RGU
	Occupational Therapy	RGU
	Orthoptics	GCU
	Orthotics	UoS
	Physiotherapy	RGU
	Podiatry	QMU
	Prosthetics	UoS
	Speech & Language Therapy	QMU
	Therapeutic Radiography	GCU
Western Isles	Diagnostic Radiography	RGU
	Dietetics	Co-ordinated by HEIs
	Occupational Therapy	RGU
	Physiotherapy	RGU
	Speech & Language Therapy	QMU

Suggested University Contacts for completion of Sections 4 of the Quality Standards for Practice Placements per NHS Board (by March 2016)

Section 4 would normally be completed with an AHP representative from a university. The email addresses for university AHP representatives are:

University	AHP Representative	Email Address
GCU	Catriona Khamisha	c.khamisha@gcu.ac.uk
QMU	Janet Thomas	j.thomas@qmu.ac.uk
RGU	Ann Wallace	a.wallace@rgu.ac.uk
UoS	Wendy Cohen	wendy.cohen@strath.ac.uk

Suggested university representation per NHS Board is provided below:

NHS Board	University	Section 4 Contact
Ayrshire and Arran	GCU	Catriona Khamisha
Borders	QMU	Janet Thomas
Dumfries and Galloway	GCU	Catriona Khamisha
Fife	QMU	Janet Thomas
Forth Valley	UoS	Wendy Cohen
Golden Jubilee	GCU	Catriona Khamisha
Grampian	RGU	Ann Wallace
Greater Glasgow and Clyde	GCU	Catriona Khamisha
Highland	RGU	Ann Wallace
Lanarkshire	UoS	Wendy Cohen
Lothian	QMU	Janet Thomas
Orkney	RGU	Ann Wallace
Shetland	RGU	Ann Wallace
State Hospital	GCU	Catriona Khamisha
Tayside	RGU	Ann Wallace
Western Isles	RGU	Ann Wallace