Practice Placement Quality Assurance (PPQA): Regional Educational Audit Tool (REAT)

Please click on the following links for the relevant information:

- The Background to the Development of REAT
- The REAT Principles and Best Practice
- The REAT Partnership Cycle
- The REAT Standard Statements
- The REAT Red Flag
- How to complete the audit online
- Linking two placement profiles under one audit
- The Fair Share Capacity Formula

www.healthcareplacements.co.uk

21st November 2013
The Background to the Development of REAT

In 2008 the regional Practice Placement Quality Working Group (PPQWG) for NHS Yorkshire and the Humber established a sub group to produce a regional educational audit tool, and processes, which could be used by all healthcare professions within the region. The PPQA website was enhanced to support REAT and following a pilot was rolled out across the region from the beginning of 2009.

The work was undertaken in collaboration with a full range of professions, practice placement providers and the Higher Education Institutions (HEIs) in NHS Yorkshire and the Humber.

In 2013 work began to significantly review and further develop the PPQA website. As a result of comments received during the user consultation it was felt appropriate to formally review REAT for currency. This review was undertaken in September 2013 by members of the PPQWG and minor amendments were proposed and agreed at the October 2013 meeting of the group. This document includes the agreed new version of REAT. The website will be updated to reflect the changes to the standards and the software amendments suggested will be scheduled in due course.

The following REAT amendment is already included in the software as a result of the PPQA user consultation and agreement by the PPQWG in June 2013:

**HEI access to edit the profiles**

HEI administrator users now have the ability to edit the audit area of the placement profiles and to setup new and existing HEI users with this ability. This is only possible for the placements which provide learning opportunities for their students.

In addition to this functionality there is now a log which indicates when a user saves or publishes the audit area, although this is not able to indicate the actual change which has been made.

**Agreed Guidance:**

1. This functionality is limited to HEI staff who undertake audits
2. Local Practice Learning Facilitators (PLFs) are kept informed of the individuals who have editing rights
3. The HEI staff can edit the audit area of the profile to:
   a. Update action items between audits
   b. Archive the audit after updating an action
   c. Update an audit in preparation for an upcoming audit event

HEI users can edit the audit via the “Practice Placement Profiles” tile on their home page. There will be an “Edit Audit” link associated with each placement in the list (see below red arrow). The placement audit log can also be accessed in this area (see blue arrow). This log will indicate when the audit has been saved and published and the associated username.

<table>
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<tr>
<th>Airscount Hub- South/South East Community Mental Health Team</th>
<th>14.11.13</th>
<th>No</th>
<th>View</th>
<th>Audit Log</th>
<th>Edit Audit</th>
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**Home Page**
The REAT Principles and Best Practice

The REAT enables consistent quality assurance of the educational opportunities provided for students in practice placements across the region and across the full range of healthcare professions.

The principles on which the process and audit tool are based:

- Partnership working
- Multi-professional approach
- Minimisation of burden
- Shared responsibility for audit
- Action planning and on-going review
- Quality enhancement

Best Practice Guidance for use of the audit process and audit tool

- Partnership engagement is maintained throughout the educational audit cycle with practice and academic staff undertaking the process together
- It is the responsibility of the HEI program provider to initiate the audit
- Educational audit of the placement is undertaken once in consultation with all professions and HEIs using that placement
- Educational Audit takes place on an annual basis
- Sources of evidence include existing reports from other assessment/inspection processes
- Learners and service users are included in the process at every appropriate opportunity
- The electronic version (PPOA) of the tool is used wherever possible
- Dissemination of good practice forms part of every action plan, or summary, to ensure attainment of standards is followed by enhancement
- Review of the mentor/practice educator register and the statement of capacity is not confined to an annual event.

The implementation of the regional educational audit principles and best practice guidance is the responsibility of partners at a local level to ensure robust quality assurance of the placement experience for all learners.

Home Page
**REAT Partnership Cycle**

### Internal reporting/ QA pathways within HEI & PP Organisations

- Internal reporting mechanisms within HEI and PP Organisation.
- The action plan is followed up by partners.
- Progress is recorded at planned review points.

**On-going monitoring takes place to ensure consultation with all professions is maintained throughout the cycle.**

### Annual Cycle Commences

- HEI alerts PP that due date is pending (6-8 weeks prior to audit due date)
- Date for educational audit agreed between partners
- Where additional HEI’s are using the placement, PP informs relevant liaison staff of pending audit.

### Action Plan Follow Up

- PP updates profile including workforce and mentor/practice educator registers.
- HEI and PP examine student evaluations, mentor evaluations, capacity statement, previous educational audit and action plan.
- Relevant supporting evidence is considered.

### Pre Audit

- Agreed audit tool is used as record of audit.
- Minimum two participants i.e. HEI rep and PP rep. Recommended included participants PLF, service user, student.
- All evidence sources identified and referenced where appropriate.
- Student and mentor/practice educator evaluations for the placement area are reviewed.
- Met, working towards and unmet status confirmed for each standard.
- Action plan completed in partnership to include all unmet, working towards areas and dissemination of good practice.
- Action plan review dates agreed.
- Student capacity and the mentor/practice educator register is reviewed and agreed. **Profile is updated as appropriate.**
- Approval status for the placement is confirmed.
- Audit Published.

### Key:

- HEI: Higher Education Institute
- PP: Placement Provider
- QA: Quality Assurance
The REAT Standard Statements

Equality & Diversity

1. Placement providers can demonstrate a commitment to promoting diversity, inclusion and equality of opportunity for all.

2. Staff and students/learners are aware of how to access and implement policies relating to equality and diversity.

3. Service user consent in learning (includes being cared for by a student/learner and contributing to formal teaching) is evidenced.

4. Confidentiality is maintained appropriately.

5. All students/learners are treated with respect and understanding of individual differences/support needs

Teaching, learning and assessment

6. There is a named person who takes responsibility for leading education in the practice placement.

7. Students/learners have a named practice supervisor/mentor who meets regulatory body requirements/standards.

8. Staff who support students/learners have been adequately prepared to understand the current curriculum and learning outcomes. Regular formal updates to meet regulatory body requirements are in place where appropriate.

9. Students/learners have supervision and assessment in line with best practice, for example, agreement of a learning contract, agreed timely schedule of appointments to review progress and achievement, written constructive feedback.

10. There is a named education link who communicates with the placement provider on an agreed basis and is identified in the placement profile.

11. The practice placement environment enables the student/learner to achieve their learning outcomes/proficiencies/professional standards.

12. There is evidence of service user and carer involvement in student learning where possible and appropriate.

13. Inter-professional learning is encouraged and supported where possible and appropriate.

14. The placement provider and the educational institution have agreed processes for the management of student/learner performance and progression.

Learning Environment and Resources

15. Students/learners have access to appropriate information about their placement area prior to commencement of the placement.

16. Students/learners receive an induction to the practice area and team at commencement of the placement.
17. Health and safety requirements for students/learners are met at all times.

18. Learning resources including access to IT and library facilities are available to the student/learner whilst on placement.

Quality

19. A commitment to work in partnership to maintain and enhance the quality of the learning experience is evidenced.

20. Service users, carers and students/learners are involved in the quality assurance process. Learner evaluation is actively used.

21. Support mechanisms are available for students/learners to escalate concerns.

22. There is evidence to demonstrate care delivery meets local and national standards and this is reflected in the students/learners educational experience.

Home Page
The REAT Red Flag

The PPQA website includes the ability to highlight an audit using a red flag. The meaning of the red flag is as follows:

“The potential for students to be withdrawn or not placed at a placement either now or in the future”.

An action plan should be implemented to ensure the concerns of the auditors are addressed and reviewed within an appropriate timescale. The red flag will be highlighted wherever the audit reports are accessed.

It is very important to inform the local Practice Learning Facilitator (PLF) if it is necessary to use the red flag following an audit.

A red flag is identified when the audit summary is completed, see screen shot below:
How to complete the audit online

Prior to the audit

The Educational Lead (Placement Provider) in the placement area will need ensure they have the username and password to access the placement profile prior to the actual audit taking place. The local Practice Learning Facilitator (PLF) will be able to help if the placement staff do not have this information.

HEI staff can view the profiles, audits, archived audits and evaluations from their own users however they do not have access to edit this information. The audit should be completed online during the audit meeting and archived at the end of the meeting.

How to establish the professions and HEIs which should be covered by the audit

To prevent duplication and save time an audit of a placement area should cover an audit of all the professions and HEIs accessing the placement area. It is therefore important to establish which professions and HEIs access the placement area. This can be done via the student evaluations link from the educational lead’s home page as follows:

- Click on “Student Evaluations Statistics” from the home page followed by “View/Print Relationships” (see below).

  - To establish the student programs, or professions, linked to a placement, Click on “View” next to the program filter (see blue arrow). The programs will be listed below the filters

  - To establish the HEIs linked to a placement Click on “View” next to the HEI filter (see red arrow). The HEIs will be listed below the filters

1. You can select an HEI first and then click “view” next to the program filter to get a list of student programs linked to the HEI selected for this placement.

2. If the list under the filters is long and you want to know how many items have been listed, highlight the list and then copy and paste this into the first box of a new excel spreadsheet. Scroll down to the bottom of the list and look at the “Row” number
The Audit

Access the website [www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk) and enter the username and password to login to the placement profile i.e. the access for the placement provider’s educational lead. You will be presented with the following options on the home page:

- Create/edit a profile
- Student Evaluation Statistics
- View Documentation by Profession
- Practice Placement Profiles (Student View – All Profiles)
- Audit

The Audit software can either be accessed from the “Audit” link on the home page (see above) or by clicking on “Create/edit a profile” link and selecting the “audit” link on the left hand side of the screen.

Once the Audit is accessed the following options are available:

Enter the details of the personnel completing the audit by clicking on the appropriate link above. Please note this link also provides access to the audit action plan and summary.

Click on the Sections A to D to access the individual standards and free text boxes which can be used to record the supporting evidence and comments. The row “help” buttons associated with each standard give an indication of where the evidence may be accessed. The comment boxes can be used to indicate an action is required.

If you click on the “Create Action” link associated with a standard you will be presented with the screen to complete the action details. The contents of the comments box will automatically be transferred to the “Action Detail” box, but can be amended if required. Click on save to save the action. These details can be amended later by clicking on the “Complete an audit summary/action plan” (see below).

Please note: If you leave your computer idle for more than 20 minutes it will log you out of the system and you may lose some data that you have entered. A warning pop-up will be
displayed before you actually timeout although this is sometimes blocked by your local IT security. Please save the data you have inputted on a regular basis.

Please note: If you are entering text on one screen this does not reset the time. The time is reset as you move from one screen to another for. Therefore please save your audit after the details from each standard have been entered.

To Complete an Audit Summary and any additional Action Plans

Please click on the link “Complete an audit summary/action plan” and undertake the following steps:

- Tick the check list as appropriate
- Click “Create New action plan” for any further actions required which were not identified when looking at the individual standards
- Complete an Audit Summary indicating whether the placement is approved for student placement and a summary of the outcome of the audit
- Complete the next audit due date based on the findings of the audit. The software automatically sets the next audit review date one year from the date of the audit as this is considered good practice for a satisfactory audit, however this can be overwritten, if required. For example, if an action needs to be completed to ensure the placement is fit to accommodate students, this timescale may need to be reduced.
- Save and publish the audit

Archiving the Audit

Once all parties are happy with the content of the audit a copy of the published audit, audit action plan and the associated profile should be archived as a true record of the audit findings. The audit can be archived by clicking on “Archive Published Profile and Audit”.

Once archived the archived audit cannot be altered. Access to the archived audits is possible for users with the appropriate levels of access via the profile view once they have logged in.

Post Audit Follow-up of Action Plan

A mechanism needs to be agreed by the auditors to ensure the action items are followed up at appropriate points in time.

Individuals need to take responsibility for their own actions.

No action is required to disseminate the audit findings as the audit can be accessed online by the appropriate personnel. For example, service managers and HEI staff can have access, where appropriate. It is not necessary to store a copy of the audit either electronically or on paper as the system is backed up on a regular basis and these backups stored at an alternative location.

To view the audit as a Trust/organisation or HEI user click on “Audit Reports” from your home page, using the filters to narrow your selection and “view” the appropriate placement profile.
Linking two placement profiles under one audit

Generally each placement profile should have an audit associated with the profile. However in some instances, although this is not ideal, it is appropriate to audit two placements at the same time. To do this one placement profile is chosen as the main profile and the other becomes the subsidiary profile.

The two profiles are connected by hyperlinks so that the user can click on the hyperlinks to access the other profile. An example (example only as these wards do not exist) is shown in diagrammatic form below:

Main: Airedale General Hospital – Ward 1A

Subsidiary: Airedale General Hospital – Ward 1B

The hyperlinks are entered in the audit summary text box, see below:

The find the hyperlink

To find the hyperlink details which will take you directly to the profile you need to login as either a trust/organisation user (includes Practice Learning Facilitators (PLFs)), a Higher Education Institute (HEI) user or an educational lead.

As a Trust User:

1. Click on the link Practice Placement Profiles (Full view – Trust/Organisation (profession(s)) only)

As an HEI User:

1. Click on the link Practice Placement Profiles (Full profiles – HEI/profession only).

As an Educational Lead

1. Click on Practice Placement Profiles (Student View – all profiles)

All users follow steps 2 to 5 below:

2. Enter all or part of the placement name in the search box and click on search.
3. Click on View on the row associated with the placement you want to link to.
4. At the top of the screen is a sentence “You can refer to this profile using the following hyperlink.” Click on the word “Hyperlink” and a new window will be opened.
5. The address at the top of the screen is the unique reference for this profile and audit (see screen shot below). Copy and paste this into the audit summary text box where required.
6. Repeat steps 1 to 5 to find the address for the other placement profile/audit e.g. Ward 1A in the example.

**Completing the Audit**

**Main Placement Profile**

On the main placement profile complete the following:
- Personnel details
- Audit sections A to D
- Audit summary details, including the audit date and next audit due date
- Include in the summary text box the hyperlink to the subsidiary placement profile (see above) and ensure the text makes it clear the audit covers both placements.

**Subsidiary Placement Profile**

It is not necessary to complete sections A to D. However it is **very important** to complete the following:
- Audit date and the next audit due date as otherwise it will appear on the reports that this placement has not been audited.
- Include the hyperlink in the audit summary text box and make it clear in the text the audit is included with the main placement profile.

**Access to the red areas of the profile via the hyperlink**

When accessing the profile via the hyperlink the user will be able to see the red areas of the profile if they normally have the authority to access this information.
Trust/organisation and HEI users

If they have access to the placement profile by their home page links in Step 1 of “To Find the Hyperlink” above they will be able to see the red areas of the profile when they access it via the hyperlink.

Educational Lead

The educational lead for a placement area only has access to the red areas for the individual placement. Therefore they will only have access to the black/blue areas when they do the following:

- “Create/Edit a profile” link from their home page
- Click on View Profile
- Click on the hyperlink to another profile in the audit summary box

However even though they cannot see the red areas they will have created the link correctly and the HEI and Trust/organisation users will still be able to see the red areas via this hyperlink, if they have the relevant authority.

Home Page
The Fair Share Capacity Formula

This section includes the guiding principles for the utilisation of ‘The Fair Share Capacity Formula’ (‘The Formula’) and includes the following:

The Principles
The Formula
The Variables

The Principles

1. The fair share capacity formula has been developed to attain and maintain fair, equitable and quality placement learning opportunities, provision and support for healthcare students.

2. The Formula is based on the following 4 key principles:
   i. There is a clear requirement for registered practitioners from all disciplines to facilitate learning within their professional role and support the development of the future workforce
   ii. The nature of the service is reflected in the staffing establishment
   iii. Non-registered staff contribution should not be included in the formula
   iv. There will be a few variables that may affect the capacity.

3. The Formula is simplified to 0.375 x WTERP (see “The Formula” below)

   WTERP = Whole Time Equivalent Registered Practitioners i.e. the establishment figure.

4. The Formula:
   • Provides a benchmark for the identification of optimum capacity
   • Promotes equitable student placement allocation across the region
   • Provides a basis for transparent and objective decision making regarding placement capacity
   • Provides an effective mechanism across and between professions to inform placement capacity discussions

5. The Formula will not:
   • Act as a productivity or performance management tool
   • Be finite or inflexible in relation to placement capacity decisions

6. The application of the Formula will be:
   • Embedded in the Regional Educational Audit Tool (REAT) cycle
   • Based on a collaborative discussion between the placement provider, Practice Learning Facilitator and Higher Educational Institution representative(s)
   • Informed by the identified variables (see “The Variables” below) and …
   • Informed by local, current and emerging contextual issues.
The Formula

Based on the key principles (See Principles No 2. above) the number of students a placement can be allocated at any one time is calculated in two stages (see below). However the combination of the two stages provides a simplified equation to use which is:

\[ \text{WTERP} \times 0.375 = \text{Potential number of students allocated to a placement at any one time.} \]

Stage 1

\[ \text{No. of WTERP} \times 39 \text{ weeks} \times 0.5 = \text{“Student Weeks”} \]

- Student Weeks = the number of student training weeks a placement can accommodate in one year
- WTE = Whole Time Equivalents Registered Practitioners i.e. the establishment figure.
- The figure of 39 weeks is established by making an allowance of 13 weeks out of the 52 weeks in the year to account for annual leave, sickness, training and other situations which may occur.
- It is recognised that during the 39 weeks of the year it is not practical for a mentor to have a student with them 100% of the time. It is suggested it would be reasonable for a mentor to have a student with them for 50% of this time and hence 0.5 is used in the formula above.

Stage 2

The “Fair Share” capacity (or student allocation at any one time) therefore becomes:

\[ \text{“Fair Share” capacity} = \frac{\text{Number of “Student Weeks” a placement can accommodate in one year}}{52}. \]
The Variables

1. The number of suitable mentors/supervisors/educators. The number of WTERP may be affected by the following:

- Long term sickness
- Maternity leave
- Vacancies
- Lack of qualified mentors
- Newly qualified staff
- Preceptorship
- Part time working
- Lone working and the impact on clinical workload

2. The environment may affect the capacity because of the following factors:

- Health & Safety issues, for example, infection control within theatre environments, safety within mental health environments
- Health & Safety at Work Act which dictates there should be 11 cubic metres of physical space allowed per person
- Lack of infrastructure to support students in practice, for example, toilets, lockers, canteen facilities, particularly if there is a Health & Safety issue
- Will the physical environment accommodate the students? For example, are there enough plinths? In the patient's home?
- Can the student travel there, for example, a rural environment
- Out of hours and emergency services may not provide a quality learning experience
- Prisons and forensic services may have environmental considerations
- Lone working policy needs to be adhered to
- Telephone review appointments conducted by mentor.

3. The service user needs may affect the capacity because of the following factors:

- The service user has a right to say no
- Nature of treatment for service user, for example, with counselling services, breaking bad news and mental health users it may be inappropriate to have additional personnel present for a variety of reasons.

[Home Page]