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Development Update >>>>>>>

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Health Education
Yorkshire and the Humber

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Management Summary

The Practice Placement Quality Assurance (PPQA) website www.healthcareplacements.co.uk was conceived initially in 2004 as an evaluation tool for healthcare students to complete an online evaluation following each practice placement. In June 2005 a project manager was appointed to support further developments and the website now includes a number of initiatives to support the quality assurance of practice placements for all stakeholders in the region, including Health Education Yorkshire and the Humber (HEYH). In addition a clinical skills quality assurance (CSQA) website www.qaclinicalskills.co.uk based on PPQA has been adapted to reflect the clinical skills requirements. Both websites have been developed by MMT Digital, a software company based in Rutland www.mmtdigital.co.uk.

There are a number of challenges with both of the websites because of the evolution of the software over a number of years. In particular there has been an increase in partners' expectation and activity on the website, as well as a need to update the technology platform and user interface. A number of options were considered and a decision to transfer to a new technology platform, upgrade the current software using MMT Digital and setup a new backup arrangement was made at the end of the 2012/13 financial year by NHS Yorkshire and the Humber.

Current Status

The work is being completed in three phases as follows:

Phase	Activities (CSQA and PPQA unless stated)	Current Status
One April – June 2013	<ul style="list-style-type: none"> • Upgrade from ASP.NET 1.1 to 4.5 • Setup a new backup arrangement • Analyse Google analytics • PPQA database administration upgrade (Stage1) • HEYH branding* • CSQA front end microsite (Content Management System (CMS)) • CSQA spell check • CSQA equipment area • PPQA user consultation, including student tariff 	<p>All activities scheduled for completion by 1st July, except CSQA equipment area which will now be completed in Phase three.</p> <p>*Note: HEYH originally planned for login and home pages only during this phase but has been completed throughout the websites to meet Health Education England's requirements.</p>
Two 3-5 Months	<ul style="list-style-type: none"> • PPQA database administration upgrades (stage 2) to include PLF database administration and audit trail. • Developments as a result of PPQA user consultation. • A pilot of the student tariff development, if required. 	<p>To be commenced following discussion and agreement of the recommendations with the PPQWG on the 19th June.</p>
Three 2-4 months	<ul style="list-style-type: none"> • Further enhancements to PPQA, including a front end microsite. • The CSQA central equipment area (delayed from the first phase) and further enhancements identified • Amendments as a result of the student tariff pilot, if this functionality is developed. 	<p>To be commenced. This phase will be dependent upon budget constraints.</p>

PPQA User Consultation

An extensive user consultation has taken place between February and May 2013, involving all users of the PPQA website including Practice Learning Facilitators (PLFs), Higher Education Institution (HEI), Service providers, mentors / practice educators and students. The consultation has been undertaken using online surveys and two all day workshops. The information gathered from the surveys was used to inform the discussions at the workshop.

All users were asked:

- What works well?
- What does not work so well?
- What new functionality would you like include?

There was some extremely valuable feedback and some very positive comments.

“Placements that keep an up to date profile help you to revise and not feel too scared going into the placement as you know what is expected of you”

Student

Recommendations

The following recommendations are made for consideration by the PPQWG on the 19th June and have been based on the data analysis of the [online surveys](#) and the [workshops](#).

No.	Area	Activity	Responsibility
1.	Profile	Agreement on new profile prompts to be implemented on the PPQA website	Project Manager to draft for circulation and comment by the PPQWG and partners as appropriate.
2.	Profile	Include a check box on the profile for a user to indicate when a profile (excluding audit and mentor register) is up to date. To include an audit log of the user who updates it similar to the capacity log.	Project Manager / Developers
3.	Profile / Audit	Forgotten password management system for Educational Leads	Project Manager / Developers
4.	Profile / Audit	PPQWG members to decide if selected HEI users can edit the profiles and audits	PPQWG
5.	Mentor / Practice Educator Register	Amendments to functionality based on online survey and workshop priorities, where possible.	Project Manager / Developers
6.	Mentor / Practice Educator Register	Small working group to identify regional standard for the status management of mentors (inactive / active), any amendments required to the software (i.e. automatic transfer to inactive) and the colour coding required for highlighting the status of mentor updates and triennial reviews.	PPQWG sub group
7.	Student Evaluations	Amendments to functionality based on online survey and workshop priorities, where possible, and the outcome of the morning workshop on	Project Manager / Developers

		the 19 th June.	
8.	Student Evaluations	The student names to remain linked to their comments and the HEIs to use the feedback from the workshops within their own HEIs (See appendix 6)	PPQWG HEI Representatives
9.	Placement Names	Working group to revisit the barriers and solutions (see appendix 6) to ensure the views of all allocations units are considered, develop a regional naming standard and processes to ensure all students attending a placement are aware of the correct PPQA name to use for evaluating the placement.	Allocations Units Representatives Group, including PLF representatives
10.	Mentor / Practice Educator Evaluations	Leave the functionality as it is in this area and all members to utilise the feedback to promote this area (see appendix 7). Revisit activity in 6 months' time.	PPQWG
11.	Documentation	Amendments to functionality based on online survey and workshop feedback.	Project Manager / Developers
12.	Capacity	Amendments to functionality based on online survey and workshop priorities, where possible.	Project Manager / Developers

Summary

Health Education England aspires to excellence in training to ensure service users receive the best possible care and to ensure that all staff, including trainees and students, have the best educational experience whilst they learn.

The recommendations made above are as the result of an extensive user consultation and will help to provide partners in education with the assurance that the stated intention of Health Education Yorkshire and the Humber, to improve the quality of education and training for the future and current workforce, is being realised.

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Background

Introduction

The Practice Placement Quality Assurance (PPQA) website www.healthcareplacements.co.uk was conceived initially in 2004 as an evaluation tool for healthcare students to complete an online evaluation following each practice placement. In June 2005 a project manager was appointed to support further developments and the website now includes the following functionality:

- Student and Mentor Evaluations
- Mentor/Practice Educator Register
- Practice Placement Profile and Audit
- Student Capacity information
- Documentation area
- Placement Supermarket (not currently used)

The PPQA website is now over eight years old and has evolved over time in response to local, regional and national drivers, for example Education Commissioning for Quality (ECQ), to include the functionality above. The website provides an information repository to support the quality assurance of practice placements for all stakeholders in the region, including Health Education Yorkshire and the Humber (HEYH).

A clinical skills quality assurance (CSQA) website www.qaclinicalskills.co.uk based on PPQA went live in May 2011 and incorporates the functionality above although it has been adapted to reflect the clinical skills requirements and is now considered a separate entity.

Both websites have been developed by MMT Digital, a software company based in Rutland www.mmtdigital.co.uk. Both sites promote the sharing of information in an efficient manner to avoid duplication and reduce the staff resources required to maintain the data. Other regions have expressed considerable interest in the websites recognising the support they provide to the national quality agenda for the education and training of both the future and current workforce.

Challenges

There are a number of challenges with both of the websites because of the evolution of the software over a number of years and also the technology platform on which the websites sit. These can be summarised as follows:

- a. An increased demand from partners to access the data for quality assurance purposes in a variety of different ways by a number of user groups
- b. User expectations have increased since the early conception of the site for enhanced functionality particularly in presentation of data
- c. A refresh of the content of some of the functions, for example audit and evaluation, is required due to national and regional developments in quality indicators and metrics
- d. The websites are built using the Microsoft ASP.NET framework version 1.1. The current level is version 4.5.
- e. Not all of the developers at MMT are able to support the older version which can occasionally reduce support response times.
- f. MMT anticipate that in approximately 2 years it is unlikely ASP.NET 1.1 will be supported by Microsoft and third party suppliers. There will be a significant risk of losing part, or all, of the functionality should an issue arise without the support.

- g. Evolution of software does not necessarily provide the most efficient system as additional functionality is added to fit the software already in place.
- h. Further major development of the PPQA website is not practical as it will have a negative impact on the website response times, although minor amendments can be included.
- i. The websites do not look very up to date and do not engage the user very effectively.
- j. The PPQA database administration software is not efficient as the original design did not anticipate the current levels of activity and data.
- k. The websites needs to be upgraded to reflect Health Education Yorkshire and the Humber branding.
- l. The current backup arrangement is a three party agreement with Iron Mountain, MMT Digital and the SHA. If MMT Digital went into administration Iron Mountain would release the data deposits to allow the website to be rebuilt. However more up to date and cost effective methods are now available.

Outcome

A number of options were considered to meet the challenges above and a decision to transfer to a new technology platform, upgrade the current software using MMT Digital and setup a new backup arrangement was made at the end of the 2012/13 financial year by NHS Yorkshire and the Humber. A project plan was developed, including three phases. Phase one will be completed by the end of June 2013; see section [Current Status](#) section below.

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Current Status

Phase One (April – June 2013)

This three month phase includes the following activities:

	Area	Description	Current Status
A.	Preparatory Work	Move the code for PPQA and CSQA to ASP.NET 4.5 development sites. Undertake extensive testing prior to moving to the live site.	9.5.13 CSQA Migrated 28.6.13 PPQA Scheduled
B.	Backups	Set up a third party cloud server contract with HEYH. MMT to setup scripts to transfer the data to run nightly outside of typical usage hours.	12.6.13 Completed
C.	Google Analytics	Analyse the data which has been collected since end of November 2012 from Google analytics regarding the user activity on the two websites.	Completed – Outcome IE6 is no longer required which has reduced development / testing required
D.	Database Administration (stage 1)	Enhancements to the database administration area.	Due for implementation 28.6.13
E.	HEYH Branding*	The HEYH branding included on the websites.	9.5.13 CSQA Upgraded (login and home pages) 1.7.13 CSQA scheduled (remaining pages of the site) 28.6.13 PPQA Scheduled (whole site)
F.	CSQA (Stage 1 commenced)	Develop and test the amendments requested by the Strategic Clinical Skills Advisory Team (SCSAT). These include the following: <ul style="list-style-type: none"> • A new front end microsite for the website managed using a Content Management System (CMS) • A spell check facility • Central access for the SCSAT to the equipment data. 	Spell check facility scheduled for implementation on 1.7.13 Microsite to be scheduled for end of June Equipment data (to be delayed until Phase 3)
G.	PPQA User consultation	See PPQA user consultation section below.	Report and recommendations to be discussed at the PPQWG on 19 th June
H.	Student Tariff	A draft proposal (see Appendix 2) to use PPQA software to assist the data collection for Student Tariff has been developed and considered by the Student Tariff Implementation Steering Group.	Results of the online survey were discussed at a meeting on the 3 rd June (see user consultation below for

			outcome
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*The HEYH branding throughout the two websites was initially scheduled for Phase Two but has been brought into Phase One to meet Health Education England's requirements.

Phase Two (Starting July 2013 for 3-5 months)

This phase will include three main areas:

- Stage 2 of the database administration amendments, to include PLF database administration and audit trail.
- The development of the majority of the amendments agreed by the PPQWG as a result of the user consultation, see [recommendations](#).
- The further discussions with members of the Student Tariff Implementation Steering Group to investigate the feasibility of including the student tariff data collection within the PPQA software. If the use of the PPQA software is agreed the software will be developed to accommodate this functionality. A pilot of the development would be required.

Phase Three (Approximately 2-4 months)

This phase will include three main areas and will be dependent upon budget constraints:

- Further enhancements to PPQA, including a front end microsite similar to the Clinical Skills content management system.
- The CSQA central equipment area (delayed from the first phase) and further enhancements identified by the SCSAT.
- Amendments as a result of the student tariff pilot, if this functionality is developed.

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PPQA User Consultation

Process

The consultation process included the following:

Date	Users	Activity	Outcome
23.1.13 to 15.2.13	PLFs	Online survey open for PLFs	<p>37 of the 46 PLFs (80%) in post completed the survey. (See Appendix 1 for the results)</p> <p>PLFs who had declared an interest were invited to attend the May workshops.</p> <p>Data received was used to establish the areas requiring discussion at the May workshops. (See Appendices 3-9).</p>
19.3.13 to 19.4.13, extended to 26.4.13	HEIs	Online survey was open to Higher Education Institution (HEI) staff. Email invitation send to PPQWG members and known HEI contacts with a request to circulate to all HEI staff that use the PPQA website.	<p>Reminder issued 15.4.13 (30 responses received by this date) and deadline extended to 26th April.</p> <p>Data from the 55 responses received was used to establish the areas requiring discussion at the May workshops. (See Data Analysis and Appendices 3-9).</p> <p>Respondents who had declared an interest were invited to the May workshops.</p>
27.3.13 to 30.4.13	Mentors, Practice Educators, Students, Service Providers	<p>Short online survey available via the login screen of the website.</p> <p>PPQWG asked to circulate the invitation via email to relevant staff and students</p>	Data from the 89 responses received was used to establish the areas requiring discussion at the May workshops. (See Data Analysis and Appendices 3-9).
28.3.13	PPQWG	PPQWG asked to nominate service colleagues to attend the May workshops	Nominees invited to and attended the workshops on the 10 th and 17 th May.
15.4.13	PLFs	Meeting of PLF representatives to discuss PPQA database administration by PLFs (see Appendix 1 Administration Section) and to explore student tariff data collection options with Christine Peake.	<p>PLFs were very clear that they would like to be able to do more of the database administration themselves and that teams could support colleagues who were less confident in this area.</p> <p>Confirmed by HEYH Education Commissioning Leads this was an acceptable approach.</p> <p>PLF database administration included in the software development project plan (see current status).</p>
10 th and 17 th May	PLFs, HEI and	All day workshops to discuss the areas identified for further	46 delegates attended in total over the two days, 5 apologies were received.

	Service Providers	discussion. All individuals who had expressed an interest in attending were sent an invitation.	7 areas discussed. Delegates had the opportunity to choose 4 sessions on the day covering either 4 or 5 of the areas. See Appendices 3-9 for the outcome of the 7 areas for both workshops.
2.5.13 to 20.5.13	PLFs and Service Providers	Online survey to the delegates who attended the Student Tariff workshop on the 22 nd April to inform the first meeting of the Student Tariff Implementation Steering Group on the 3 rd June. See Appendix 2 for the paper which supported the survey questions.	18 responses received. Outcome of the survey discussed at the meeting of the Steering Group on the 3 rd June. Meeting notes state: <i>“Survey – 94% of providers support looking at option of development of PPQA to collect data on student placement. Fiona Bates to be asked to begin work on this and representatives from Steering Group will be offered to inform this work stream.”</i>

Online Surveys - Data Analysis

All of the online surveys asked the following questions, although the area covered varied between specific aspects of the site ([HEIs](#) and [PLFs](#)) or the whole [website](#):

- What works well?
- What does not work so well?
- What new functionality would you like include?

There were a number of very positive comments and these will be helpful during the software development to ensure the good aspects of the website are retained.



Comments received relating to processes, e.g. data being kept up to date, lack of compliance, will be included in development work for the appropriate area. For example, review of the student evaluations and the Regional Educational Audit Tool (REAT) review. The main themes identified for improving the software emerging from the surveys are covered in the following table.

Please Note: for ease of reading the data only new themes not specifically highlighted by PLFs are included in the HEI and website survey rather than being repeated. HEI staff who commented via the website survey have been included in the HEI column.

Area	PLF	HEI	Website survey
Profile	Improved access to username and password for educational leads	Multidisciplinary where possible with access to specific disciplinary information where necessary	<i>Students not looking at profile before arriving on placement (Mentor / Educational Lead)*</i>
	Prompts need updating	Access to evaluations from the profile area	"I used the practice placement profile to prepare myself for my placement" should be Yes/No response (Student)
	Accommodation of the hub and spoke model	Saved changes to the profile should be published automatically	<i>Profiles have variable amount of information which is not always up to date (Student)*</i>
	Review of the reporting of the date the profile was modified.	Placement filter to be reinstated when viewing the full profiles	Section for skills learnt on placement (Student)
	Indication of sign off status for mentors included on published profile	Easier search facility	More space / areas for profession specific information (Educational Lead)
			Reporting tool for students to report if the profile is out of date
		Automatic prompts to educational leads to review / update the profile	
Audit/Profile	An area to hold trust wide information so it does not have to be repeated for every placement	Tab system rather on one long page	Access for HEI staff to edit (Educational Lead)
		HEIs should have access to edit	
		All HEIs to have access to the full profile and audits for all placements	
		For multidisciplinary placements identification of placement contacts	

		for each profession	
		Programme specific information for HEIs with supplementary audit requirements	
Audit	Capacity to be entered in the audit area	Easier access to review / update actions plans	
	Audits to be auto archived / automatically save	Clarification of publishing and archiving required	
	Placements to be linked to one audit area more easily	Should be easier to find archived audits / create action plans	
	Email alerts when audits/ action plans are due	Clearer guidance required on when to archive and delete complete actions	
	Amber Flag	Separate Service and HEI actions.	
		The ability to upload documents to a profile/ audit	
Mentor / Practice Educator Register	Automatic emails to remind mentors when due a mentor update or triennial review / include mentors email addresses	Sign off status more easily available	Would like to be able to see / update my own mentor record (Mentor)
	Better reporting for out of date mentors e.g. colour coding when due an update and when out of date	Mentors should not be listed as active if they are out of date / automatically moved to inactive	Would like to be able to see all the mentor details on one page (Mentor / Educational Lead)
	Ability to export mentor data	Mentors / practice educators do not have access to their own record	Ability to track mentors progress to sign off status (Mentor)
	Mentor register to accept dual registered information	Often out of date	Difficult to swap mentors to another area if they have moved (Educational Lead)
	Educational Leads to have access to filters for their placement	Improved reporting with charts / graphs	Include method of annual update i.e. online, face to face etc. on mentor record (Educational Lead)

		HEIs need access for editing rights for private, independent and voluntary placement areas (NMC guidelines state it is their responsibility)	
		Include links to update information / CPD	
		HEI should have access to edit after mentor updates	
Evaluations	Improved navigation	Automatic email reminders to complete	Improved printing of evaluations (Mentor)
	Export function / better reporting e.g. bar charts, graphs, RAG rating analysis	Naming of organisations and placements need to reflect allocations	Print button to format questions and answers to take up a full sheet of A4 rather than 2/3 of the page (Student)
	To be able to view an individual's evaluation for all questions and comments	Improved access to comments	
		Link to evaluations on the front page or as part of the archived audit	
		Stress "professional attitude to students" or make it anonymous	
		Link to "Previous students have described this placement as....."	
Documentation	Improved organisation and ease of access	Sub sections / folders	
Capacity	Does not include nursing branches / stages / levels / year	Inaccurate, not used, often not updated at audit	
		Could add capacity calculator	
		Prompt to inform allocations office when the capacity is changed	

Standards Reporting	Review of the reporting requirements for the evaluations and the mentor register as in some areas green is unachievable		
General	Improved response times	Reduced number of clicks / scrolling	Finding the relevant information – improved navigation / responses required (Both Mentors and students)
	Improve / update the user interface	Able to use from a tablet	Chat room for educators to discuss / search for answers (Mentor)
	Inclusion of a new level within an organisation to group e.g. business units, directorates	Improved layout / brighter / reduce the coloured fonts	Use of tab keys and return button (Mentor)
		Ability to set your own password / use email address as username	Access to comments from previous students both good and bad (Student)
		Link to the university on the home page	Please separate the navigation for students and staff (Student)
		A training link for the website	Better use of full screen at 1440x900 resolution (Student)
			Access to contact information for HEIs, phone, email links, summary of course content, module descriptions (Educational Lead)
			Where PLF is referred to on the site it should say “PLF or equivalent” (Educational Lead)
Administration	Database administration devolved to PLFs where possible		Easier method to transfer placements (Database administrator)

*Process rather than software but included when left by mentors or students.

Workshops - Data Analysis

Data collected from the surveys was used to formulate some areas for discussion at the workshops held on the 10th and 17th May. There were four sessions on each day of up to an hour and six tables to cover the following areas:

1. Profiles
2. Audits
3. Mentor / Practice Educator Register
4. Student Evaluations
5. Mentor / Practice Educator Register
6. Documentation and Capacity

Each delegate therefore had an opportunity to be involved in 4 of the 6 topics above. Two delegates attended both workshops to ensure they could be involved in all 6 discussions. Because of individuals interest and the number of delegates (19 on the 10th and 27 on the 17th) each of the 6 topics were discussed by either 3 or 4 small groups (4-6 delegates) at each workshop.

The results have been amalgamated and the detailed outcome of the discussions is included in the Appendices 3-9 and summarised below.

Profile - Prompts

The delegates were asked to comment on the profile prompts which guide the user to include information on the profile (see [Appendix 3](#)). There was general agreement that the “Placement Location”, “Placement Setting”, “Student and Other Learners”, “Learning Opportunities”, and “Academic Support” areas should be retained, although the prompts should be reviewed. The Philosophy and the References areas had the least support although not all groups felt they should be removed.

There were some suggestions for improving the mentor register area which had also been raised through the online surveys. Other suggestions were very helpful and could be used to draft a new version of the profile for comment by the PPQWG

Profiles – Management of the Hub and Spoke Model

The delegates were asked whether the profile should be different for the hub and spoke placements. The general consensus was that each hub and spoke should have its own profile as most areas are likely to be both a hub and a spoke. In addition spokes should not be “devalued” by giving them a lesser profile. An easier method of linking the hubs and spokes would be helpful and a specific area where the spokes / hubs are highlighted within the profile area would be useful to support this model.

Profiles – Confirmation the profile is up to date

The delegates were asked how we could confirm on the system the profile was up to date (See [Appendix 3](#)). For example if a profile is amended the date it is modified could indicate it is up to date. However the date could be over a year ago and the actual profile content could still be relevant and correct and not require amending. A computer cannot identify the profile information is relevant and valid; this can only be done by an individual making a judgment.

The suggestions were as follows:

1. A discreet field to check to confirm the profile is up to date and this is used at every audit, although it was recognised that some audits are biannual.
2. Two fields for the Educational Lead (EL) to check i.e. “Checked – no amendments necessary” and “Checked – amendments made”. These fields are cleared every time the EL logs in and they are reminded to check one each time they login.
3. The user who checks the field is identified
4. The actions which change the current date the profile is modified are reviewed. For example when a mentor record is updated this should not change the date the profile is modified.
5. It should be clear what is being checked. For example, does the profile include the mentor register and the audit?

Profiles – Educational Lead username and password

A username and password is currently provided to a named EL in the placement area but is frequently forgotten or the person moves on. Although plans are in place to ensure the EL can retrieve their username and password more easily the delegates were asked for suggestions for managing access to the profile when staff move on.

The following suggestions were made:

- Open up access to more staff within the placement area to assist with updating the profile, preparation for audits and access to evaluations
- Provide editing rights to HEI staff
- Link amendments to the username
- Provide administrators access to edit (*currently available with the current software*)
- Provide access to the managers to edit (*currently available with the current software*)
- Username and password prompt to a generic Trust in box
- Username and password given to an area not a person
- Ensure two people in the wider organisation have username and password access (*Note: there is generally more than one PLF who has access to this information at the moment*)
- Relate the password to the name of the area. As soon as the EL moves on the PLF to change the password

Audits - Priorities

The delegates were asked to prioritise the suggested amendments to the audit area which were identified from the online surveys. This information will be used when planning the audit area improvements (see [Appendix 4](#)).

Audits – HEI access to edit

HEI access to edit the profiles and audits has been discussed in the past by the PPQWG. Although it is technically possible to provide this functionality the group have previously felt that this access may reduce the likelihood of a face to face audit event. However there were a number of comments made via the online surveys arguing that this is detrimental to partnership working, is frustrating and also inefficient. The delegates were therefore asked to assess the advantages and disadvantages of HEI staff having editing rights. The details are included in [Appendix 4](#) but the main advantages and disadvantages are listed below:

Advantages	Disadvantages
Less risk of access being unavailable when the audit takes place	Lack of clear accountability for who changes what
HEIs able to update action items	Risk of carrying out telephone audits
Improved partnership working	Less collaborative working as individuals may complete the audit in isolation
Able to update academic contact on the profile	Risk of less visibility of HEI staff in clinical areas
Legitimises processes that may already happen e.g. password sharing.	Potential information governance issues

The delegates highlighted that if HEI staff have access to edit the audit and profile there will need to be an audit trail in the system recording username and date.

Mentor / Practice Educator Register - Priorities

The delegates were asked to prioritise the suggested amendments to the mentor / practice educator register area which were identified from the online surveys. This information will be used when planning the mentor register improvements (see [Appendix 5](#)).

Mentor / Practice Educator Register – Maintenance

Maintenance of the register is difficult whatever system is used. The delegates were asked to discuss the barriers, if any, to maintaining the PPQA register, identifying potential solutions. The majority of the solutions related to the processes around using the mentor register rather than the software and the remaining solutions had also been identified via the online surveys.

Mentor / Practice Educator Register – Inactive / active status

The delegates were asked if a mentor is overdue an update or a triennial review should they automatically move to inactive on the PPQA system. There was concern that if this happened there would not be enough mentors. Similar comments were made to the online survey comments (see above) for example, using colour coding to flag when a mentor is due an update and sending automatic emails from the system.

The software can respond to the reporting requirements but at the moment there is no clear direction as to how this area should be managed.

Evaluations – Priorities

The delegates were asked to prioritise the suggested amendments to the evaluations areas which were identified from the online surveys. This information will be used when planning the evaluation improvements for both students and mentor / practice educator along with the additional items identified at the workshops.

Evaluations – Placement Names

For a student to easily be able to complete an evaluation on the PPQA system they need to know the name of the organisation and the name of the placement. If this is the same as the allocations organisation name and placement name there is not a problem. However in many instances there is a discrepancy as multiple allocations units may use the same PPQA placement and therefore historically will have used different names. Alternatively the allocations database may not accommodate the format of the PPQA placement name i.e. it may be too long.

The delegates were asked to discuss the barriers and solutions to using the same names and the potential solutions (See [Appendix 6](#)). The solutions can be summarised as follows:

- The PLFs are the key link between practice and HEIs for communication of changes
- A regional standard naming convention should be agreed and used by all
- All parties, including students and mentors should be advised of the naming convention and communication processes and made aware of the importance of the placement name

Evaluations – Student Anonymity

Delegates were advised of the reasons for making the student evaluations not anonymous but there had been a number of responses on the online surveys regarding the issues this raises in terms of compliance, honest feedback etc. The delegates were asked to discuss the arguments for and against anonymity bearing in mind the results are never truly anonymous (see [Appendix 6](#)).

The vast majority of feedback from the delegates was to remain with the current system where student's names are linked to the comments. Delegates also felt it was important to educate the students on the importance of the evaluations and feedback how the evaluations were used. Making the evaluations compulsory was also included in their comments.

Evaluations – Mentor / Practice Educator

The mentor / practice educator evaluations are not completed by many service staff. The delegates were asked to consider the barriers to using this aspect of the website and possible solutions (see [Appendix 7](#)).

Many of the solutions were process related and included better publicity about this functionality through a number of avenues, as well as providing feedback to mentors. A suggestion that the educational lead complete the evaluation on behalf of all the placement mentors via the profile home

page was made or alternatively the mentor's email address being included on their mentor record with automatic email reminders.

The delegates identified the following advantages for having feedback from the mentors / practice educators:

- Mentors will reflect on practice
- Identify areas where support is required
- Identify areas of good practice
- Informs improvements in quality assurance of placements
- Feedback for HEI

Documentation

The feedback from the online surveys indicated the documentation area needs to be reorganised so that information is easier to access. The delegates were asked which areas they would like to see and they provided some valuable feedback (see [Appendix 8](#)) which will be used when this area is redeveloped. One group suggested a series of sub filters to assist a user navigating to the correct documents and this will be investigated as part of the redevelopment of this area.

Capacity

The delegates were asked to prioritise the suggested amendments to the capacity area (see [Appendix 9](#)) which were identified from the online surveys. This information will be used when planning the capacity improvements.

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Recommendations

The following recommendations are made for consideration by the PPQWG on the 19th June and have been based on the data analysis of the [online surveys](#) and the [workshops](#).

No.	Area	Activity	Responsibility
1.	Profile	Agreement on new profile prompts to be implemented on the PPQA website	Project Manager to draft for circulation and comment by the PPQWG and partners as appropriate.
2.	Profile	Include a check box on the profile for a user to indicate when a profile (excluding audit and mentor register) is up to date. To include an audit log of the user who updates it similar to the capacity log.	Project Manager / Developers
3.	Profile / Audit	Forgotten password management system for Educational Leads	Project Manager / Developers
4.	Profile / Audit	PPQWG members to decide if selected HEI users can edit the profiles and audits	PPQWG
5.	Mentor / Practice Educator Register	Amendments to functionality based on online survey and workshop priorities, where possible.	Project Manager / Developers
6.	Mentor / Practice Educator Register	Small working group to identify regional standard for the status management of mentors (inactive / active), any amendments required to the software (i.e. automatic transfer to inactive) and the colour coding required for highlighting the status of mentor updates and triennial reviews.	PPQWG sub group
7.	Student Evaluations	Amendments to functionality based on online survey and workshop priorities, where possible, and the outcome of the morning workshop on the 19 th June.	Project Manager / Developers
8.	Student Evaluations	The student names to remain linked to their comments and the HEIs to use the feedback from the workshops within their own HEIs (See appendix 6)	PPQWG HEI Representatives
9.	Placement Names	Working group to revisit the barriers and solutions (see appendix 6) to ensure the views of all allocations units are considered, develop a regional naming standard and processes to ensure all students attending a placement are aware of the correct PPQA name to use for evaluating the placement.	Allocations Units Representatives Group, including PLF representatives

10.	Mentor / Practice Educator Evaluations	Leave the functionality as it is in this area and all members to utilise the feedback to promote this area (see Appendix 7). Revisit activity in 6 months' time.	PPQWG
11.	Documentation	Amendments to functionality based on online survey and workshop feedback.	Project Manager / Developers
12.	Capacity	Amendments to functionality based on online survey and workshop priorities, where possible.	Project Manager / Developers

Summary

Health Education England aspires to excellence in training to ensure service users receive the best possible care and to ensure that all staff, including trainees and students, have the best educational experience whilst they learn.

The recommendations made above are as the result of an extensive user consultation and will help to provide partners in education with the assurance that the stated intention of Health Education Yorkshire and the Humber, to improve the quality of education and training for the future and current workforce, is being realised.

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Appendix 1: Results of the Practice Learning Facilitators survey for the regional event on the 27th February 2013 – PPQA section only

Practice Placement Quality Assurance website

The results of the questions relating to the PPQA website www.healthcareplacements.co.uk are included in this section. The PLFs were asked to indicate the areas of functionality which worked well, not so well and to make suggestions for improvement. The following areas were considered:

- [Practice Placement Profiles](#)
- [Audits](#)
- [Student Evaluations](#)
- [Mentor Evaluations](#)
- [Mentor Register](#)
- [Documentation](#)
- [Capacity Area](#)

The PLFs were also asked to comment on their [administration](#) of the system and whether they would like to get involved in [focus groups](#) to review the software.

Practice Placement Profiles

The PLFs were asked to indicate the sections of the profiles work well and responded according to the table below.

19. Please indicate the areas of the Practice Placement Profiles which work well and do not need amending.		
Practice Placement Location:	<input type="checkbox"/>	31
Learning Opportunities:	<input type="checkbox"/>	29
Students and other learners:	<input type="checkbox"/>	26
Learning Resources:	<input type="checkbox"/>	26
Practice Placement Settings:	<input type="checkbox"/>	26
Academic Support:	<input type="checkbox"/>	25
Mentors:	<input type="checkbox"/>	24
Access to the profiles by all users:	<input type="checkbox"/>	24
Workforce profile:	<input type="checkbox"/>	18
Philosophy of Practice Placement:	<input type="checkbox"/>	21
References and Bibliography:	<input type="checkbox"/>	17
Health & Safety:	<input type="checkbox"/>	16

They were also asked to make suggestions for improvements in each of these areas. There were a few comments to indicate every section needs reviewing, plus a number of comments indicating the areas are “fine”. The remaining comments are summarised in the following table:

Profile Section (No of comments)	Suggestions for improvement (<i>summarised</i>)
Practice Placement Location (7)	<ul style="list-style-type: none"> • Include a website area (in travel), dress code (in housekeeping) • Travel details should have Google maps as standard and link automatically to major travel websites • Better to describe team base as care may be delivered elsewhere • Sub filter for large trusts with multiple geographical sub units • Sometimes difficult with agile working and service change • Separate areas for the different professions
Practice Placement Setting (12)	<ul style="list-style-type: none"> • To nursing / acute focused • The terminology needs reviewing – terminology “Type of Institution” is derogatory, “atmosphere of placement area” is an emotive term • Sub filters for residential and community settings • Could be more obvious to either put N/A or leave blank
Workforce Profile (14)	<ul style="list-style-type: none"> • Difficult to keep up to date • Is this necessary / relevant? Should the Fair Share formula be determined by the number of mentors? • Difficult to understand why certain staff e.g. housekeepers are required/Identify staff required • Change occasional/regular as it does not identify working patterns • In integrated secondary care teams it is impossible to calculate • Do not use this area
Philosophy of Practice Placement (13)	<ul style="list-style-type: none"> • Not used often, not reviewed, often out of date • Other opportunities exist to reference NHS documents and sites • Mentors not always clear about the term “Philosophy” • Often opens a discussion on whether this is the placement or organisation wide • Placements do not have an individual philosophy • Is it necessary? Would statement of purpose be better?
Student and Other Learners (8)	<ul style="list-style-type: none"> • Does not reflect actual capacity because it is numbers • There should be some acknowledgement of other students in the area • Capacity is a movable feast • Link this with multi professional team • Very important area and layout could be improved
Health & Safety (18)	<ul style="list-style-type: none"> • Standard and date of risk assessment is not clear / do we need date? • Do we need this section – is it covered in student induction? • Most not sure what the check refers to • Often the person completing this audit does not have this information • Could have a section on insurance – maybe in line with the checklist the non-NHS task and finish group are currently developing • Could do with incident reporting • Does not take into account agile working • Should this be an organisational requirement linked to contractual agreements?
Learning Opportunities(6)	<ul style="list-style-type: none"> • I wonder how utilised and meaningful this category is • Is there a curricula that demands specific learning opportunities are met? • What clinical activity does NOT afford reflection in action? • Definitely an area for improvement • PLFs are pivotal in explaining / developing / creatively encouraging mentors in recognising and utilising an opportunity for learning • Tick boxes are used rather than looking at the wider learning opportunities

Learning Resources (8)	<ul style="list-style-type: none"> • This section needs to reflect the learner now routinely brings electronic access to resources provided IT is available • I wonder how utilised and meaningful this category is • Tick boxes are used rather than looking at the wider learning opportunities • I don't like the library section as most of the students and staff access resources online • Maybe could just be a free text box • Not sure how many areas have hard copies of resources ...more areas going "Virtual"
Mentors (15)	<ul style="list-style-type: none"> • Cannot see all the details for a mentor at a glance as have to look at each mentor record separately • Too nurse focused • Highlighting out of date mentors needs to be more visible. The system should accept email addresses and remind mentors when they are due a review or update. Plus automatically email educational leads about the status of their evaluations/mentors/profile/audit etc. • AHPs support mentors without a qualification and this is difficult to reflect if you do not know the system well • Include mentor/practice educator terminology throughout • Improved reporting
Academic Support (8)	<ul style="list-style-type: none"> • Need a separate section for PLFs • Needs to be clearer on profession and HEI of staff • Difficult to keep up to date • Of no value / students and mentors cannot see this area
References and Bibliography (9)	<ul style="list-style-type: none"> • An underused section that could be enhanced by a suggestion of hyperlinks, dependant on the type of placement • Of no value / not used / unnecessary
Access to the profiles by all users (9)	<ul style="list-style-type: none"> • Difficult for individual mentors to access as need username / password from the educational lead • I am not sure what is meant by this section • It would be very useful if individual mentors could access their own records • We have a lot of usernames and passwords to access various parts of PPQA
Additional Comments (8)	<ul style="list-style-type: none"> • I like this and think it is very good! • It would be useful if the system became more dynamic • Need a section for spoke placements • It all needs a revamp to make it more fit for purpose • PPQA is a great resource • On-going issue with universities and placement areas using different names which is confusing for students using PPQA • The system fits the requirements of the regulatory bodies • We need a way of looking at the placements for whole units e.g. DN teams rather than opening and closing 12 profiles

Audits

What works well?	What does not work so well?	What new functionality would you add in this area?
User friendly / Intuitive	Supporting information repeated i.e. policies	Email alert when audit due
Accessible by all parties	Usernames and passwords forgotten	Ability to add trust wide information once

Archive function is good	Can be slow / clunky	Processes promoted i.e. pre audit preparation, multi professional audits
Focuses on audit rather than paperwork	Standards need revisiting	Additional area for a review audits – short and sweet with meaningful prompts
Promotes face to face contact	Action plans not reviewed in a timely way / need reminders / red flag actions identified	Amber flag
	PLFs should be present	Chunk placements together
	Useful if it auto archived	Automatic save

Student Evaluations

What works well?	What does not work so well?	What new functionality would you add in this area?
Accessible by all relevant HEIs and placement staff	Navigation when accessing comments	Search comments by keyword
Compliance increasing	Compliance issues	Ability to produce bar charts / graphs for qualitative comments
Format / Likert scale / coloured graphs	Forgotten passwords	Being able to link areas / divisions / directorates
Qualitative comments / Exporting comments	Students fear repercussions and worry about job prospects if they say negative things	Email reminder to student at end of placement
Results retrieved easily	No mention of PLF support	HEIs to make it mandatory
Immediate feedback	Qualitative comments not compulsory for all responses	Export function with RAG rating analysis
Questions are pertinent to practice experience	Compliance rate unknown	Encourage comments from students
	False negatives i.e. don't access the profile if they have visited the area before	Staff to be able to reset own password
	Local university do not use	To always be able to identify the student
	Timing out when customising the data range	
	Students sometimes evaluate the wrong placement	

Mentor Evaluations

What works well?	What does not work so well?	What new functionality would you add in this area?
It is quick and easy to complete and the information is readily available to all who need to access it.	Similar to the student comments	Similar to the student comments

Balances the student evaluations	IT access for mentors is often limited	Does it need deleting?
Email prompts reminding mentors to complete every 6 months	Seen as a low priority by mentors / very poor compliance	

Mentor Register

What works well?	What does not work so well?	What new functionality would you add in this area?
Easy access for all stakeholders / easy to update	Educational Lead has to access each mentor record to view full details	Export more readily
Fantastic! / A very helpful part of PPQA	Inadequate input of data by unskilled users in practice	Better filter systems / ability to perform more complex analysis
Ability to pull off reports and access up to date information	Time consuming with no administrative support	Reminder sent by email automatically when staff are due an update / Triennial review (TR)
Reports for managers	Not always up to date	When adding a new mentor to the system TR should be 3 years from that date rather than the date of qualification
Ownership by organisations	Nursing function is sensitive and if you are not used to the system it jumps about	
	Unable to filter by geographical area	
	Dual registered qualifications cannot be recorded	

Documentation

What works well?	What does not work so well?	What new functionality would you add in this area?
Good area / very useful resource	Difficult to navigate – suggest folders or categories	Indexed and promoted more widely
Lots of information in one place	Practitioners struggle to find information	ODP needs adding please
	Too many documents	Documents in categories for user type

Capacity Area

What works well?	What does not work so well?	What new functionality would you add in this area?
Fair Share Capacity Formula is a useful bench mark to start negotiating capacity	Does not include nursing branches / stage / level / year of training	Better if included on audit page as does not always get reviewed at audit

Good to have the text box to expand on the actual number of students across professions	Needs clarity for hub and spoke model	
Clear and opportunity to add comments	Difficult to maintain / too many variables	
One of the most important elements to include	False capacity if include a profession so that they can complete an evaluation (?)	
Tends to be used mainly by HEI		

Administration







The PLFs have access to create usernames and passwords for educational leads and organisation users for the organisations they are involved with, including the third sector placements. They can also create usernames and passwords for new PLFs in their area. They were asked how confident they were about using this functionality.

Two PLFs felt “unconfident” or “very unconfident” about creating usernames and passwords for educational leads. The majority felt either “very confident” (27) or “confident” (7) about using this area of the software.

The ability to create usernames and passwords for organisation users was introduced in December 2011. Four PLFs indicated they felt unconfident (2) or very unconfident (2) using this aspect of the software, indicating it was because they didn’t use this area often. The majority felt either “very confident” (21) or “confident” (11) about using this area of the software.

Additional Administration

The PLFs were asked if they would like to have more control over their own placements rather than having to send a request for this work to be done by central administrators. The results are below:









25. Would you like to be able to do the following?		
Create a new placement:		30
Rename a placement:		33
Disable/enable a placement:		29
Delete a placement:		25
Transfer a placement to another organisation:		24
Add students to a placement:		28

The 12 PLFs left comments which are summarised below.

- Would like some administration support to do this (3)
- If not used regularly then would not be confident to do this (1)
- It would be useful (3)
- Like the current system (1)
- Would need to link to allocations regarding the placement name (2)
- Would help instead of having to wait for request to be actioned (2)
- Not happy be deleting (2) or transferring (1)
- Can disabled placements be held in an archive? (1)

Focus Groups

The PLFs were asked if they would like to get involved in small focus groups to suggest improvements to the software. The comments received were very positive and the results include in the table below:

27. If you would like to be involved in a focus group, please indicate the areas of interest. <i>Please leave blank if you would prefer not to be involved.</i>		
Practice Placement Profiles:		17
Practice Placement Audits:		15
Student Evaluations:		14
Mentor Evaluations:		11
Mentor Register:		18
Student Capacity:		8
Documentation:		5
Administration:		7

Three PLFs indicated they would be unable to get involved as they would not be in the PLF post after March. Two PLFs suggested the PPQA link PLFs could undertake this work.

Appendix 2: Practice Placement Quality Assurance (PPQA) website and Student Tariff paper by Fiona Bates 29th April 2013

Introduction

A meeting was held at Normanton Golf Club on Monday 22nd April to discuss the implementation of Student Tariff within the region. The meeting was led by Chris Peake, Placement Tariff Implementation Manager, Health Education Yorkshire and the Humber (HEYH). Future work streams are proposed to explore the implications of student tariff for all stakeholders; one work stream includes identifying how the data for the student tariff payments will be collected. The options for data collection are included below:

System	Main Challenge	Main Benefit
Electronic Rostering System	Not all organisations use this system for all staff i.e. allied health professions, community staff and independent organisations may not be using this system.	Software already developed
Higher Education Institutions (HEIs) allocations units	One organisation is being asked to provide information to allow an invoice to be raised to pay a second organisation.	The HEIs have already indicated they can provide this data as an interim measure for 2013/14
Service providers develop their own systems	Multiple systems are created which is wasteful from a regional perspective.	Service providers develop systems which are tailored for their needs as well as meeting the HEYH data requirements
Practice Placement Quality Assurance (PPQA) website www.healthcareplacements.co.uk is developed to allow collection of this data by the service providers	Not all service providers currently use PPQA.	Student tariff can be linked to placement quality.
A new regional system is developed	This is another system for stakeholders to interface with which would duplicate data currently held on PPQA and within the allocations units i.e. the placement name	<i>None identified</i>

This paper discusses a potential solution for the PPQA option.

A potential solution using PPQA

This potential solution uses the PPQA website and the Miranda system, a financial system utilised by the HEYH.

- i. HEIs provide student names, student id numbers and their student program to HEYH at the beginning of the academic year along with other data currently provided.
- ii. The data in i. is imported via a CSV file into the PPQA website
- iii. The students register for the PPQA site by selecting their name from a list associated with the HEI and student program
- iv. The service providers confirm when a student has attended one of their placements by selecting the HEI, student program and student name from drop down boxes. They also indicate the number of hours spent in the placement area. They can do this centrally or by the educational lead user (i.e. the person who has access to the placement profile). This will be similar to the management of the mentor register i.e. they are creating student records instead of mentor records which can be accessed and edited from different areas as required. They will only be able to select the HEIs and programs which are linked to the placement name (the database setup is controlled by the Practice Learning Facilitators (PLFs)).
- v. The service provider will have the ability to access the student time on placement in their organisation as Whole Time Equivalents (WTE) by selecting one or more of the following filters as required :
 - a. HEI
 - b. Student program
 - c. Profession
 - d. Placement name
 - e. Student name
- vi. The HEIs will have the ability to access their student time on placement as WTE by selecting one or more of the following filters as required:
 - a. Student program
 - b. Profession
 - c. Organisation
 - d. Placement name
 - e. Student name
- vii. The HEYH will have the ability to access the student time on placement as WTE by selecting one or more of the following filters as required:
 - a. HEI
 - b. Student program
 - c. Profession
 - d. Organisation
 - e. Placement name
 - f. Student name
- viii. Access to the information in v. to vii. above can be determined by user login.
- ix. The HEYH will be able to compare the commissioned numbers per HEI with the PPQA system data and interrogate further if there is a discrepancy in expected placement time.
- x. The system could indicate whether an individual student has completed an evaluation for a placement which would confirm their attendance, although absence of an evaluation does not

necessarily mean they have not attended. It should also be possible to highlight where student records have not got an associated evaluation, plus the latest audit date.

- xi. Student records could be placed in a holding area for HEYH to import into the Miranda system when required to raise an invoice. The timings and actual data would need to be agreed.

Challenges

- ❖ All placement providers would ideally have to use the software, although initially they could just have the placement name on the database with no audit etc. to be able to enter their student records
- ❖ There would inevitably be an increase in the database administration for setting up the system
- ❖ The placement name on PPQA should be used by the allocations departments in the HEIs and this name should be determined by the service providers, particularly when multiple HEIs access the placement area
- ❖ The existing students would have to re-register for the system but if they used the same email address it should be possible to retain their previous certificates. Re-registration is required for linking evaluations to the student record
- ❖ Medical students currently have no involvement in using the PPQA website
- ❖ The placement providers are unlikely to enter all the data in a timely manner and therefore the system would need to accommodate late entries
- ❖ It would take time to develop, pilot, evaluate and implement this system region wide but implementation from 1st April 2014 is potentially possible
- ❖ The users who can view and edit the student records would need to be determined
- ❖ Students who do not attract student tariff payments may need to complete evaluations

Consultation

A meeting of the first Student Tariff Implementation Steering Group is planned for early June. In order to inform this meeting, and the data collection work stream, delegates from the 22nd April meeting are invited to complete an online user survey. Please [click here](#) to access the survey.

Appendix 3: PPQA Review Workshops: Profile Sessions

Question 1 – It has been suggested that the profile prompts are out of date. Please indicate the main areas required below adding any new areas* or comments. *Details of all the prompts are available for the workshop sessions.*

No	Area	Required Y/N?
1	Practice Placement Location	Important x 7
2	Practice Placement Setting But change.	Important x 6
3	Workforce Profile Get rid of permanence. Not relevant – not up to date.	Optional x 1 Important x 5
4	Philosophy of Practice Placement Maybe an example would be useful. Not individual.	No x 4 Important x 3
5	Student and Other Learners Needs more. We would expect you to taken any student but if default position explain.	Important x 7
6	Health & Safety Audit More specific/employer liability. Needs updating.	Important x 4 Delete x 3
7	Learning Opportunities + links to other areas Change to free text entry. Have places to visit/link. This section could be expanded.	Important x 7
8	Learning Resources Outdated Time library not needed. Link to ref and bib. This section could be expanded.	Important x 5 No x 2
9	Mentors/Practice Educators See over Regulatory body in all qualifications, drop down box linked to profession. Date, update or network PE course, use filter.	Important x 5 No x 1
10	Academic Support – more so for AHP	Important x 7
11	References and bibliography Link	Important x 2 Delete x 4
12		

* A student said “Maybe a section on what skills were learnt on that placement to map what skills students are acquiring on that particular placement”. Please list above if you feel this is practical and useful.

Comments:

(1) Travel could have link for google maps. Facility for one link per organisation for travel.

(3) This is more important for some professions than others and not always completed correctly.

(5) Needs better management ? how.

(6) Something more corporate in larger organisations, however in smaller organisations needs a more in depth focus.

(9) NMC requirement – however AHP needs an opt out as no HCPC requirement. Should following Francis is required still available.

Be able to export data for reporting processes eg to cross tabulate mentor update and audit for placement.

(10) Needs to be visible to all mentors in area.

- Organisational template to prevent duplication of specific info eg resources.
- Something similar to Huddersfield prep tool. Pre placement information and guidance, maps etc.
- Organisational expectations of students with links to policies etc.
- Professional behaviours.
- Different models of placing students affect this.
- Pop-up window when you hover over areas/key words in location and setting.
- Student input into what is relevant info in the setting section – the students suggest that they get the info from a phone call.
- How up-to-date is the workforce profile – perhaps a baseline staff indication.
- (4) Philosophy is of limited use.
- (5) Needs an overhaul to reflect capacity across professions including year of student accepted and if mentors are sign off (for nursing).
- Mentor Register – ease of info! Display of mentor update, triennial review, sign off mentor status – all on front page. Organisational compliance to help HEI meet their quality indicators. No need for mentor qualification date. Clear heading for update and triennial – date they had it – remove date due. Educational lead – make it explicit that it is in the placement.
- (1) Location – contact details, how to get there, type of building – link google map.
- (2) Info needs condensing – change title to “placement info” – catchment area – referrals and admissions.
- (3) How to update and whether necessary.
- (2) Emblance needs removing.
- In reach/outreach – services within your department and service outwith department.
- Common procedures/care/therapy/beds/client capacity.
- Nature of care should be client group.
- Named nurse/AHP should read organisation of care.
- Admission/referral policy should read client access to services?
- Categorisation by urgency – remove.

Question 2 – With regard to the Hub and Spoke models for placements it has been suggested that the profiles should be different. Please suggest how we can manage this model?

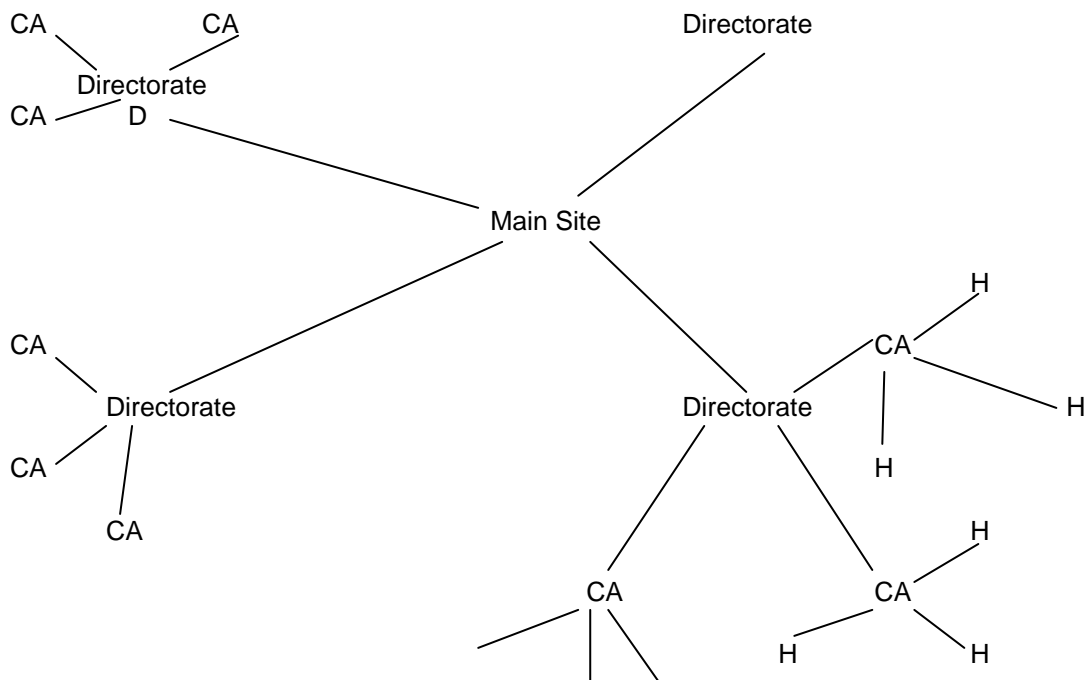
(1)

Needs to be a cascading model. Organisation main site followed by:

Directorate (D)

Clinical area (CA)

Hubs (H)



(2)

A spoke directory for each placement which can be built up by practice skills, HEIs, PLFs and students. Able to span all fields, scenes and different organisation template.

Eg

Spoke Name PPQA hyperlink	Field	Organisation	Contacts/ Location	Learning Apps etc
				Learning objectives

(3)

The information regarding hub/spokes associated with the placement should be included as part of the practice placement settings.

(4)

Necessary to state whether suitable for HORS or both. List of potential or compulsory spokes and links to profiles.

Just an indication of if the placement can be used as a hub or spoke or both and maybe minimum number of weeks accepted.

Separate hub and spoke placements.

N	-	MH	-	Hub	L
		LD	-		Spoke
		A	-		
		C	-		

Each area should have its own profile. Many spokes may also be used as hubs or short placements in their own right. Hubs should name spokes under learning opportunities on the profiles.

Most areas likely to be both. As spokes make an important contribution to overall learning outcomes we need to be careful not to 'devalue' them by giving them a lesser profile. Any experience which extends to a week or more should be audited to ensure quality is maintained.

Question 3 – How should we confirm on the system a profile is up to date? For example, it could be when a profile is modified but a profile may not need amending.

(1)

Needs discreet field stipulating that the profile as a whole has been updated.

Currently every time update eg mentor register updated this will give the impression of update when actually no other area has been updated.

Updated annually as part of audit is this too long in the life of the NHS?

AHP still auditing bi-annually, what would happen here?

(2)

Questions considered by this group in looking at this question.

- Who are 'we'
- What constitutes a profile – does this include the audit and mentor profile.
- Is a profile ever up to date? Live information point.
- Profile may have been looked at but not amended however will show as a modified date – nothing significant altered.
- Should the EL be the contact to confirm the profile is up to date (at that point in time) should be ownership/responsibility is part of QA process.

(3)

Already states when it was last modified – this does not guarantee that it is up to date, however, it is checked at audit when is undertaken annually.

(4)

Checked - no amendments necessary

Checked – amendments made

Every time EL enters via log in ticks are removed and when existing box comes up reminding them to tick one of above boxes.

*Portfolio should be able to be archived/quarantined so can be accessed but do not show in reports.

Box – who and date and tick.

Profile only.

(Mentor register NOT included in this).

Filter – to see when verified.

Each year at audit a declaration is made that the profile has been reviewed and updated, or not, as appropriate.

Software needs to only update the profile for specific reasons and not for every minor amendment. Make the standard in PPQA not relevant. Should be in prompt (tick box) to say "update the profile".

Question 4 – A username and password is currently provided to a named Educational Lead in the placement area but is frequently forgotten or the person moves on. We are planning to make it easier for the named person to retrieve their username and password from the system but have you any suggestions for how we could manage access to the profile when staff move on? Please note for data protection reasons this area needs to have username and password control.

(1)

This is a problem

- 1) Ease of use.
- 2) Security – most important – staff preparation.
Automated password management.

(2)

- Suggestion open up access to move mentors within team as difficulty in tracking movement of EL, to those people who have a need to use.
- Transparency of info.
- Raising quality/consistency of use of profile in allowing more staff ability to access (ie review student evaluations etc)
- Plus prepare for audits.

(3)

HEI should have editing rights, this would help avert problems associated with only an individual having editing rights.

(4)

Needs password change facility for forgotten passwords (like internet banking ie temp password sent to email which then needs changing).

*Could a name be put in who has amended next to date?

*Could administrators have access to amend typos etc.

Manager of the unit should have access too.

Link tutor should have access too (controversial).

Shared accountability and professional trust.

Username and password prompt to a generic Trust in box.

Not general fiddling rights!

PLFs/Link tutors and mentors/PE vary enormously and so this debate will vary across the region's proficiency of the above.

Username and password given to area not person – if person moves on username and password stays same.

Ensure two people in wider organisation have password and username access.

Relate the password to the name of the area. As soon as Educational Lead moves on PLF changes password.

Appendix 4: PPQA Review Workshops: Audit Sessions

Question 1 – The following areas have been suggested for improvement of the site. Please prioritise the order of importance for your group by putting the first priority as 1, second as 2 etc. Please add additional items as required and include in the priority listing.

No	Area	Priority
1	Automatic audit archiving, improved saving, reduced number of clicks Audit trail.	4 x 4 1 x 5 1 x 6
2	Improved response times and ease of access to information	2 x 5 1 x 7 1 x 10 1 x 8
3	Improved reporting for action plans, audits System needs a process to flag up latest.	3 x 1 2 x 2 1 x 3 1 x 5
4	Email alerts for out of date audits, action plans* HEI and PLF provider Everyone involved in the audit. HEI Pr Lead. LL Trust org. Ed Lead Link lecturers and educational leads.	5 x 1 1 x 2 1 x 3
5	A review of the audit standards Plus risk assessment.	1 x 1 1 x 2 1 x 4 1 x 5 1 x 7 1 x 9
6	Amber flag** ?? the red alert See 3 above.	1 x 1 1 x 2 1 x 6 1 x 7
7	Improved linking of placements under one audit	2 x 2

		2 x 4 1 x 5 1 x 8
8	Access to edit for HEI users <i>(see question 2 below)</i> See comment overleaf = HEI perspective wants no 1 priority here (not PLF).	2 x 1 2 x 3 2 x 6
9	Ability to access trust/organisation wide evidence in one place rather than duplicating evidence for each placement Need to set the hyperlink to the Trust website.	1 x 1 2 x 2 2 x 3
10	A “training link” for this and other areas of the website	2 x 6 1 x 7 1 x 8 1 x 9
11	Keep next audit due date from original date, if done part way through a year ie due 01.03.13 and done 01.05.13 – next audit due should be 01.03.14.	
12	If a mid year review is performed need somewhere to record date. ?Where on profile/audit.	
13	Differentiate between audit due and audit done with action plans/issues identified.	
14	All audits need to be on one system (PPQA) HEIs should not use other systems.	

**Please indicate who should receive the alert LEM/HEI/PLF/Educational Lead*

***If an amber flag is a high priority please indicate when this would be used. This would be the decision of the auditors.*

Question 2 – HEI users do not have access to edit the audits although this has been discussed on a number of occasions. Please list the group’s perceived advantages and disadvantages of this access being available below.

Advantages	Disadvantages
If the modifications are signed and historically retained to view then this is safer.	Even less visibility of link tutors in clinical areas is a risk.
Sharing good practice issues can be enhanced.	Opening access lead to potential information governance issues.

Not need to have Educational Leads username and password.	Potentially less collaboration with clinicians.
	HEI conducting audit with anyone in the placement.
HEI should have editing rights to the audit as they are responsible and accountable for the audit currently all HEIs outside Y&H have rights to edit placement audits.	Anne and Sherree would not like to see HEIs having editing IF HEIs were to carry out the audits on the phone!! and we believe this would happen. This has happened when a PLF has undertaken changes to an audit without involvement of placement provider or HEI.
	Last standard needs user friendly language – strategic terminology.
Able to follow up and respond to actions.	Risk of carrying out telephone audits and poor communication on completed audits and actions.
Improved ownership of HEIs and prevent 'gatekeeping'.	
More partnership approach to completion.	
Marketing/communication and audit process will overcome the disadvantage.	
HEI – change capacity	Link lecturer may do audit independently – less collaborative working.
HEI – finish audit	IT systems in organisations.
Change academic lead.	
Partnership working – tripartite audit between Service, HEI and PLF should be gold standard.	
HEI - if Trust IT systems not adequate.	
HEI – runs the placement and has overall numbers for capacity.	
If tripartite 'gold standard' then would involve all	No tracking system for any amendments made

in the audit and therefore each edit where they have completed the action, but it would have to be identified who did it.	eg to the action plan.
	Lack of clear accountability for who changes what.
Improves shared governance. Clearer understanding of 'tasks'.	Sensitive information and controlling levels of access.
Legitimises processes that may already happen 'password sharing'.	Maybe there needs to be 'face to face' contact in practice area.
	More people who have editing rights risk that it is out of date of wrong.
	People can be deleted for good from register.

Please add any additional comments below:

(1) Named individual within HEI to make changes where information is clearly inaccurate.

Password protection is an issue for the website generally.

Open access to view needs to be a consideration.

As evidence of quality, should we also be tracking allocations?

(2) Audits should only be completed when two or more editors are present and the system should not allow this to happen unless two or more names are entered into system.

(3) Audits required tripartite (HEI, PLF, Placement Provider). None of the 3 parties should carry out the audit as an individual. PLF should not carry out audits on their own.

Kudzai – HEI editing rights should not allow them to edit as individuals and not in partnership with provider.

Audit trail in system would make the above irrelevant.

Appendix 5: PPQA Review Workshops: Mentor / Practice Educator Register

Question 1 – The following areas have been suggested for improvement of the site. Please prioritise the order of importance for your group by putting the first priority as 1, second as 2 etc. Please add additional items as required and include in the priority listing.

No	Area	Priority
1	Improved access for educational leads to the register without accessing each mentor's record.	1 x 1 2 x 2 1 x 4 1 x 7 1 x 9
2	Displaying Sign-off status for all users It does via filter.	1 x 1 2 x 2 3 x 3 1 x 4
3	Ability to record dual registered qualifications	2 x 3 1 x 6 1 x 7 1 x 8 1 x 9
4	Ability to export mentor information (see 15)	1 x 1 1 x 3 2 x 4 1 x 5 1 x 6 1 x 9
5	Email reminders for mentors / practice educators when they are due an update or a triennial review. Plus AHP equivalents Plus Educational Lead Include HEI – according to Trust/placement provider org. For educational lead too.	4 x 1 1 x 2 1 x 3 1 x 5

6	Differentiation of active and inactive mentors by colour (see 16)	1 x 2 1 x 3 2 x 5
7	Selected HEI users to have access to update the mentor register for authorised organisations* No mentor register is owned by practice.	1 x 1 1 x 5 1 x 9 1 x 10 1 x 12
8	Include the method of delivery of the annual update e.g. workshop, PDR, online and verification of the quality meeting requirements.	1 x 2 3 x 5 1 x 7 1 x 8 1 x 9
9	Mentors being able to view their own mentor records	2 x 4 3 x 6 1 x 8
10*	No individuals can be included on the register who do not hold an NMC approved mentor qualification or grandparent right (mapped against NMC requirements).	1 x 2
11	Archive register for each organisation.	
12	We need a page displaying all relevant info ie name, mentor update, sign off status, triennial review. All on one page to view.	1
13	Ability to interrogate and navigate the list of mentors better.	8
14	Too nursing focussed. Does not capture requirements of AHPs eg no 'not applicable' function.	2
15	Print functionality of mentor register could be improved to make data collection easier.	4=
16	System should default people to inactive and not have to be done manually.	3=
17	Ability to create tailored reports.	
18	Don't need date of mentor qualification.	

*Standards for HCPs and other non regulatory bodies not included.

The ability to run a report per placement eg a checklist to run after each audit. Could be colour coded – red, amber, green to highlight issues.

* Please note this is currently possible to setup with the existing software. The PLFs can authorise access to this functionality for specific individuals via the database administrators.

Question 2 – The mentor register is difficult to keep up to date whatever system is used. Please discuss the barriers, if any, to maintaining the PPQA register and the potential solutions below.

Barrier	Solution
Restricted ability for HEI to edit mentor register.	To introduce editing rights to HEIs.
Lack of IT resources in placements (some areas).	Make website lpad friendly. Placement providers need to take full responsibility for the register and this should be tied to the commissioner's requirements.
Ability to get data in a form – useful ie for the allocation – linked reports by audits and live mentors.	Changes made to PPQA functionality.
Some organisations are removing their registers from PPQA because they are planning to use the e-rostering systems.	?
Mentor update for example delivered on line by PLFs by HEI, by another Trust who is responsible for updating mentor register.	Central administrator in organisation.
New mentor wanting to join mentor register – not knowing how to do it.	Application form on University/Trust sites. Flow chart guiding them. Central administrator within organisation. Organisation is responsible for mentor register.
Obtaining information of mentor update attendance at HEIs	Robust infra structure and communication system.
Obtaining mentor placement info from practice.	Communication systems – meeting feedback – email circulated
Mentors rotate in areas and work on both.	?
To effectively manage the mentor register in one organisation an individual requires a global overview of the mentor register. Placement areas should manage their own mentor information. They cannot however: When they delete them – their mentor history has gone. Mentor currency and competency needs to be quality assured. Administrating the mentor register should not make that individual accountable or responsible for the quality of that data. The regulatory body for each profession differs in what it considers appropriate qualification/updating and review. There are equally nurses with a variety of international qualifications – whose job it is to add them as an appropriate mentor.	There must be a verification process that triangulates the mentor being appropriately qualified and updated – those providing the learning delivered an appropriate update of quality that met the regulatory body's criteria and that the individual is supported to provide mentorship within the organisation.
Educational Leads don't see full span current information of mental details.	View as seen by organisational Lead eg so can see triennial review dates etc.
Can only export within Trust.	To be able to export within the region.
Administration – report generating of reports and updates.	Specific admin of system and time.
Data coming in from a range of different sources – needs to be collated and added. Not always	Clear understanding of processes – “who does what by when”

contemporary eg registers of mentor updates.	
Ownership of the register at practice level can be "patchy".	Continue to promote role of educational leads.
Lack of admin support.	Admin Support!
Movement/rotation of mentors.	
Some organisations not using PPQA for mentor register.	Ensure PPQA register works for all to encourage use.
Medicine have a different system.	One system for all.
Doesn't link with e-rostering.	
Amount of time it takes to keep it updated.	? we know nothing.
Private organisations – who keeps it up to date?	Regional process needed. Then making everyone know.
Different HEIs re private organisation who's responsible.	Regional process needed, then making everyone know.

Question 3 – If a mentor is overdue an update or a triennial review should their status automatically change on the PPQA system from active to inactive?

If yes, please discuss how this could be managed so that students are not allocated to inactive mentors.

(1) Should be put into resting status.

*Administration right access for each HEI to allow each HEI to make minor changes eg inaccurate information.

(2) In principle a good idea however we need to ensure there are these:

- Right systems in place
- Resources available to deal with those who are inactive to become active eg delivering of more mentor updates.
- This would also include systems to prevent it happening in the first place.
- Effective management.

Prior to the student having been assessed by an individual mentor can they provide any supervising support?!

(3) No – we would have no mentors. AHPs are not required this.

Kudzai – Yes would like an automatic change on status. Many mentors are out of date but have a session booked – the website doesn't reflect this unless go into free text box.

(4) Prior to the student having been assessed by an individual mentor can they provide any supervisory support?!

Eg Can a mentor update during a student's placement and this be ok? A technological system doesn't automatically support this qualitative decision making process this way.

Having protected time to attend mentor updates in the busy modern clinical areas means that updating can be driven by needing to update because a student's on their way.

Only clear prior planning and preparation alerting mentors to their need to update routinely will assist the process.

Perhaps SMS messaging the mentor themselves would accompany a clearer organisational push to update.

(5) Yes. RAG on mentor stats to highlight that the mentor is due an update possibly one month notice? Placement list flagged to ward area of people that will be going out of date.

(6) Yes – but there may be a case for a short amnesty to allow people to update quickly.

(7) This could only work with standardisation across organisations (Trusts + HEIs) to identify mentor updates etc.

(8) Yes – when this happens an email is generated and sent to the mentor and designated person (educational lead identified on the profile).

Appendix 6: PPQA Review Workshops: Student Evaluations

Question 1 – The following areas have been suggested for improvement of the site. Please prioritise the order of importance for your group by putting the first priority as 1, second as 2 etc. Please add additional items as required and include in the priority listing.

No	Area	Priority
1***	Improved reporting with charts and graphs 1 and 4 linked	1 x 2 2 x 3 3 x 4 1 x 5
2	Review of the questions - false negatives within the results because of the actual questions* Questions need to be revisited.	6 x 1 1 x 2 1 x 3
3***	Inclusion of compliance rate ? how to implement. Need allocation lists. Difficult to achieve.	1 x 1 1 x 4 1 x 5 2 x 7
4	Results grouped by directorates / business units Areas change so often.	1 x 1 1 x 2 2 x 4 2 x 6 2 x 8
5	Improved response times ?	4 x 2 1 x 5 1 x 8
6	Automatic email reminder to students** not needed if 7 being done!! Go to placement unit. Difficult to achieve.	3 x 3 1 x 6 1 x 7 1 x 8
7	Support from the local Higher Education Institute (HEI) for students to complete the evaluations Students mandated to evaluate. Already happens, if not should be influenced by LETB.	4 x 2 1 x 3 1 x 1

	Already happening.	1 x 6
8	Improved access to the comments. Need to be able to collate qualitative comments.	1 x 4 1 x 5
9	Improved access to the comments – Needs refining: Automatic system alerts for RED/AMBER evaluations to Ed Lead and PLF. Student receives automatic ‘bounce back’ Ed Lead and PLF alert. The ‘export’ ‘functions’ only exports useful data ie Trust/HEI. Automatic statistical data for LETB annual report.	1 x 8 1 x 2 1 x 4 1 x 3
10	Separating questions to reflect responsibilities.	1 x 4
11	Re Number 8 have a feedback from practice box to respond to student practice.	
12	Re Number 7 support mentors/PPE and education around value of evaluation so can encourage students.	
13	Need to know student throughput/allocations to see how many evaluations completed.	
14	To review question re student prep of reviewing profile before placement.	
15	To review question – service user engagement – student doesn’t understand.	
16	To review question re resources – student doesn’t understand.	
17	Learning feedback should be regarded as an essential part of the process of the student placement (compulsory).	1
18	Role of link lecturer/shared responsibility in monitoring/completing student evaluation.	2
19	Students prepared on the site – when accessing profile before placement – that they will have to complete an evaluation.	
20	Naming convention for placements.	
21	Guidance on evaluations rather than free for all.	5
22	Feedback should be made compulsory (regarding 5 and 7).	2

** Please note the questions are being reviewed on the 19th June by representatives of the Practice Placement Quality Working Group.*

*** When should these be generated? Note: as the PPQA website is not linked to allocations this could not be done after a placement.*

**** aligned*

Question 2 – If the allocations units use the same organisation and placement name as the PPQA website the students can find the correct placement to evaluate. Please discuss the barriers*, if any, to using the same names and the potential solutions below.

Barrier	Solution
Organisational change and restructuring services.	Link with HEI to agree a name each time with PLF as link.
Individuals responding to trawl can put their ward down rather than PPQA group name.	Educate individuals, ensure all clinicians know their PPQA profile name – where their placement is linked to.
Split placements across two profiled placements.	“stop it now” not really could lose a placement.
Multiple organisations linked to one placement area.	Have ability to link the same placement under multiple organisations. Ability to link professions or organisation.
Different PLFs/coordinator use different formula to name profile so difficulty for HEI to identify commonality to conform for their allocations.	Standard formula eg Leeds Met have devised set format for naming all placements.
Reconfiguration of services	Good communication between placement provider and HEI.
An organisational user not being able to change a placement name.	PLF access to change names.
There are other issues with student evaluations: Poor compliance generally. Issues with AHP compliance particularly: Some of the questions are poorly worded and giving rise to confusion <ul style="list-style-type: none"> • Eg Did you use the online profile. • Did service users inform your assessment. Questions should be separated relative to who they apply to, university preparation or involvement vs service experience. There is a need to review student expectations in terms of preparation.	
Local HEI system uses different names – system can't adapt.	All use same system, standardised approach.
Different placement sites in one building owned by different Trusts.	Identify as system utilised.
For some AHP professions – allocated to a large dept – then rotate to different areas.	Narrow the placement title.
Placement units keep more than one database and don't always correlate to PPQA.	Use the same database PPQA.
Keeping multiple databases risk increases to inaccurate information.	As above.
No naming standard naming nomenclature.	Standardised entry.
Some local HEI system doesn't allow name change for long text entries.	Standardise systems across HEIs.
Organisational changes.	These should be fed back.
Placement areas might have 2 different names.	Agree use of one and PLF notifies admin of that.
Placements get renamed.	PLF informs.

**If there are no barriers for the group please advise which HEI and organisations are involved in the group.*

Appendix 7: PPQA Review Workshops: Mentor/Practice Educator Evaluations

The aim of the mentor / practice educator evaluation functionality is to:

“To evaluate the perceived support provided to the mentor/practice educator by their organisation and Higher Education Institute (HEI) to allow them to fulfil their role in supporting students in practice”.

The mentors self-register for the website. They are reminded via email to complete the evaluations in March and September but can complete an evaluation at any time.

Question 1 – This area of the website is not used by many mentors / practice educators. Please consider the barriers and possible solutions to increase the number of evaluations being completed.

Barrier	Solution
Who knows about it ... Staff don't always know.	Use better publicity from within departments – push from both clinical and university.
Some people see the name as a barrier.	Staff need to be a bit more collegiate and recognise that though the name differs it's the role that's important.
Time	Time management skills prioritise education matters. Make mandatory.
Understanding of purpose.	Demonstrate actions are taken as a result of feedback. Discussion at mentor updates. Include in SLiP course. Promotion by education leads.
Time	Placement provider should allow time for their mentors to complete the mentor evaluation which should be mandatory.
Access to computer.	Partnership approach from HEI/practice. Computer access at mentor update.
Not alerted to existence.	Someone to register their details eg after mentor update. Email alert reminder. Mandatory requirement. Include mentorship policy if not have one already.
Mentors don't see value of evaluation. There is no obvious gain for mentors/low priority.	Use commentary in mentor updates as part of action plan for improvement shared by HEI and organisation.
It's an opt in system.	Put mentor emails on mentor registers and automatically register mentors for evaluation reminders.
Standard disadvantages RAG rating if more mentors evaluate. Disincentive and encouraging us to get mentors to ignore – no results – always green.	Change view seeing negative reporting as a positive related to action planning and gains.
Lack of signposting for changes to the system.	Add to microsite.
Outwith the general activity of a mentor.	Part of student final interview. Hyperlink in e-portfolio.
Tool not being completed.	Include as part of the ed audit rather than a separate login.
	Summary sheet for the placement after the audit completed giving information on all aspects of

	PPQA including mentor evaluation.
Tool not completed	Ed lead completes a questionnaire for a number of mentors, like a survey then input onto PPQA.
	Use SMS text – shorter survey. Room for comments box.
	Send an email to all mentors with a secure link to complete a survey so no username and password required. Must be from a recognisable person.
Mentors don't see relevance.	Stop doing mentor evaluations. OR Ask mentors what questions they would find relevant.
Mentors don't have time.	Undertake an evaluation once a year eg at mentor update or at audit event. Still could be standard questionnaire.
Mentors don't get any feedback as to what is done with information.	Highlight at mentor updates what happened as a result of comments made.
Already have set times for mentor update and then completion of triennial review for nursing profession.	Collation of data for evaluation on when they do. Mentor update/online/inhouse.
Communication at the relevant mentor updates and AHP refreshers.	The importance of why they should complete communicated. The relevance to their practice. The relevance to the organisation ie LDA/tariff.
Opt in and out process.	Look at a mandatory requirement for all professions.
Not having feedback relevant to area, feedback given general divisions.	Feedback to come to specific area as well as a Directorate.

Question 2 – Please list below the advantages of having feedback from the mentors / practice educators.

(1) Would help us support the role of radiography “Lecturer Practitioners” within clinical – we can identify areas of good practice and areas where support is needed.

Staff would find this useful for development reviews.

Potentially identify areas where support from PLFs can be used with staff and departments.

(2) Better communication and better understanding.

Highlights problems.

Leads to actions improving quality of placements.

Causes mentors to reflect on their practice.

(3) Feedback informs improvements in QA for placement learning.

Mentor checklist – part of role and responsibility in some organisations.

(4) Information on experiences within learning environment.

(5) Direction for improvements.

(6) Three way dialogue between HEI/mentor/organisation.

(7) Improve quality of practice education and the learning environment.

(8) Capturing mentors review on engagement or ability to engage with mentoring eg attending updates. Provides feedback to HEI regarding certain aspects of mentorship.

(9) To gain knowledge as to whether resources are available to support student learning.

(10) Gain understanding of mentors' knowledge of processes eg to how to access student evaluations.

DOES NOT NEED TO BE WITH EVERY STUDENT.

(11) The HEI needs/requires the information for the evidence for the education outcomes framework.

(12) If feedback given to a specific area, you are more likely to get mentors/educators to complete evaluations.

Appendix 8: PPQA Review Workshops: Documentation

Question 1 – It has been suggested that the documentation is organised into folders with access via profession, area of the website, HEYH material, etc. Please list the folders you would like to see on the website:

No	Folders
1	Profession specific.
2	Mandatory training.
3	Standard information on travel for individual organisations.
4	PPQA standards.
5	Link to professional bodies eg NMC standard for teaching and assessing learning needs – eg disability
6	Profession – Year – ie Nursing – Field – Year + weblink
7	HEYH weblinks
8	Trust – IND Trust
9	HEI
10	Mentor
11	Generally should be web links rather than documents in folders.

12	<p>Rather than having a series of folders we would like a tree series of sub filters navigating an individual to a set source of hyperlinked documents. A series of option screens could facilitate this.</p> <p>Eg</p> <pre> graph TD A[Who are you?] --> B[A Mentor] A --> C[A Member of the Public] A --> D[A PLF] A --> E[An Organisational User] E --> F[An Educational Lead] G[What are you looking for help with?] --> H[Conducting an Audit] G --> I[Contacting a Learning Area] G --> J[Contacting a PLF] G --> K[Preparing for a Placement] G --> L[Changing a Profile] L --> M[Looking at specific assessment documents] </pre> <p>And THEN</p> <p>And then continue with further choices until a specific document is identified.</p>
13	PLF contacts etc.
14	All profile changes etc disable, rename.
15	University materials by Uni
16	Student portfolios
17	e-portfolios for mentors
18	Would like this section promoted to mentors without needing a username/password to access (they don't seem aware of this).
19	Amendment documentation for PLF.
20	Guidance for HEIs.
21	Guidance for student.
22	Guidance for practice.
23	PLF Folder
24	HEI Folder?
25	Individual professional folder.
26	An "alert" folder of new information that will later be moved to the appropriate section.
27	Folder should be reviewed once website is updated due to multiple changes in all areas.
28	Student documentation should be available by hyperlink to HEI.

Please list specific documentation you would like to be available on the website below:

No	Documentation
1	As they are now.
2	Mentor handbooks
3	Curriculums
4	All HEIs and professions but must be up to date.
5	Links to HEIs practice website – if present.

Appendix 9: PPQA Review Workshop: Capacity

Question 1 – The following areas have been suggested for improvement of the site. Please prioritise the order of importance for your group by putting the first priority as 1, second as 2 etc. Please add additional items as required and include in the priority listing.

No	Area	Priority
1	Capacity updated at the time of audit (compulsory field)	3 x 1 1 x 2 1 x 5 1 x 7
2	*Include nursing (+ professions x 2) (fields – not branches) branches and year of training (Needs to stand out) (Include a drop down box with further info). Facility to record capacity for each year (Priority 2).	2 x 1 2 x 2 1 x 3 1 x 6
3	Capacity needs to be clarified for hub and spoke model Capacity identified on current programme and also hub and spoke to reflect the overall capacity until the BSc is fully implemented.	1 x 1 1 x 2 1 x 3 1 x 4 1 x 5 1 x 6
4	Update of mentor register – review capacity at this point. Notification from PLF and HEI.	
5	Historical records of capacity changes.	
6	Justification of any changes to capacity.	
7	Cannot be reviewed indiscriminately, needs negotiation to take place.	
8	Search facility ie capacity for LD placements rather than just Nursing.	
9	Nursing broken down into fields.	
10	Acknowledgement of other HEIs and professions using the same area.	
11	Audit to reflect changes within organisation.	
12	Needs to reflect multi-professional	4
13	Process to alert either HEI or PLF at request change of capacity.	4

14	A box that list variables that affect capacity (eg staffing size of room)	5
15	Facility to record capacity for each field of nursing.	3
16	Filter to show capacity for each discipline and each sub field.	3
17	To ensure that the request of change of capacity is alerted to the PLF.	1
18	Mentor – student capacity – to have a box showing details of the variables, for instance though a place may have 6 mentors, what variables are there and how many mentors actually active.	4
19	Capacity needs to indicate the max preferred number of that stage of training.	1
20	Indicators of any variables affecting capacity eg may leave room in the office.	3
21	Capacity for each discipline per audit of team.	2
22	If a capacity number is required it must be updated regularly.	1
23	Default position should be that all placements take all years unless a specific reason is given.	2
24	Summary reports available from this area as well as from other areas of PPQA.	3

Question 2 – Comments received from the survey included the following:

- Does not match the allocations information
- Difficult to keep up to date

Please suggest below how this functionality could be used effectively.

- How do we illustrate the capacity for the student of that discipline that need priority for this setting eg Theatres, ODP, student nurses, paramedic students, some of them can only work in theatres for their experience.
- Should be included on the actual audit page.
- Some way to capture short term reductions and increases outside of audit.
- Essential information – HEIs capture this on own additional form.
- HEI administrators to have access to amend profiles if errors found.