The National Health and Social Care Professions Quality Framework for Sustainable Practice Education

National Interprofessional Practice Educator Development – CPD Tool (NIPPED – Practice Educator) Section 5:

Practice Educator Professional Development Domain E – Standard 7

December, 2022

Dr Caroline Hills
Dr Sinead McMahon

Using the Quality Framework: The Quality Improvement Cycle

The quality domains and corresponding standards and indicators need to be measured and reported to ensure ongoing quality improvements. This framework provides tools of support self-assessment, auditing, monitoring, to report and evaluate the quality of practice education from all stakeholders' perspectives. The quality improvement cycle is outlined in Figure 11

Figure 11: The Quality Improvement Cycle

National Interprofessional Placement Evaluation Tools

Three evaluation tools were developed to support the application of the interprofessional quality framework for practice education. The tools can be used to replace existing feedback forms. Together they provide a National systematic approach to evaluate Quality within the practice education system for HSCPs.

1. **The National Interprofessional Placement Evaluation Tool (NIPPET)**
    Section 1: HEI Self-Evaluation Tool (Domain A – Standard 1, Domain B – Standard 2)
    Section 2: Student Evaluation Tool (Domain C – Standard 3)
    Section 3: Practice Educator Evaluation (Domain D – Standards 4 and 5)
    Section 4: Service User Student Evaluation Tool (Domain D – Standard 6)

2. **National Interprofessional Practice Educator Development (NIPPED) – CPD Tool**
    Section 5: Practice Educator Professional Development (Domain E – Standard 7)

3. **National Interprofessional Practice Education Capacity and Sustainability (NIPPECS) – Manager/Placement Provider Tool (Draft)**
    Section 6: Manager of Placement Provider Services Evaluation Tool (Domain F – Standard 8)

Application and Implementation of the Quality Framework tools

Table 9 sets out who will assess each domain, who is responsible for auditing/monitoring, when the quality assessment should take place, who is responsible for reporting and evaluating, and what tools and resources are available to support each step.

Table 9. Application and Implementation of the Quality Framework for Practice Education

Domain	Responsible for Assessment	Responsibility to Audit	When	Responsibility to Report and Evaluate	Tools and resources
Domain A					
HEI or educational provider placement governance	HEI	HEI practice education coordinator	Annually	HEI annual practice education report	NIPPET – HEI
Domain B					
HEI and stakeholder collaborations	HEI	HEI practice education coordinator	Annually	HEI annual practice education report	NIPPET – HEI
Domain C					
Practice education learning environment	Practice educator and Student	HEI sends NIPPET student and practice educator and service user evaluation	After placement	HEI annual practice education report	NIPPET – Practice Educator. NIPPET student
Domain D					
HEI or educational provider supporting educating and empowering students for placement	Practice Educator	HEI sends NIPPET student and practice educator and service user evaluation	During and After placement	HEI annual practice education report	NIPPET – Practice Educator NIPPET student and NIPPET Service User
Domain E					
Professional development of educators/ supervisors	Practice educator	Practice educators Practice education team Managers	Ongoing	Professional review meetings with managers CPD portfolios for regulatory bodies	NIPPED
Domain F					
Capacity building and sustainable practice education	Manager	Managers of services	Ongoing	HSCP managers[1]	NIPPECS

1   Further engagement and consultation required with managers regarding implementation

Standard 7: Practice Educators/Placement providers have access to resources that help identify their professional development needs and plan to address the necessary knowledge, skills and approaches required in their role as practice educators	Met to high standard	Met	Not Met	Not applicable
7.1 The practice educator/placement provider is provided with a self-audit tool/process to help identify and plan to their own practice education related professional development				
7.2 The practice educator has access to resources to help develop the necessary knowledge, skills, and approaches to support safe and effective practice placements				

Name	
Job title	
Department	
Phone	
Email	

How many students have you been the lead supervisor/educator for in the last year?

How many students have you been the support supervisor for in the last year?

Please provide a brief description of your supervisory/educator role

Length of time as a supervisor/educator   yrs   mths

Other educational/supervisory roles

Please use this space to provide additional information about any other educational roles or activities in which you are involved. These may include activities undertaken for professional bodies, such as examining; for other organisations, such as undergraduate teaching; or hospital/site activities undertaken within work-based teams.

National Interprofessional Practice Educator Development – CPD Tool

Creating and Maintaining a student – centred learning environment

Thinking/Planning	Doing	Communicating
The LEVEL 1 Educator : Demonstrating Effectiveness		
Develops information resources for students pre and during placement Plans personalised graded approach to autonomy for student competency development on placement	Role models safe and professional practice Is an enthusiastic, available and approachable student supervisor who enables students to experience a variety of relevant learning opportunities, including working with other team members	Provides time and opportunity to define clear expectations of performance Encourages student self- reflection and facilitates students development of clinical reasoning through discussion
The LEVEL 2 Educator : Developing Excellence		
Develops/reviews and updates educational material/resources for use on placement applying best practice Plans personalised graded approaches to autonomy for student competency development evidencing application of research	Role models the application of best practice in student education on placement evidencing application of research and/or learning theories Is an enthusiastic, available and approachable student supervisor who enables students to experience a variety of relevant learning opportunities including working collaboratively and interprofessionally with other team members	Provides time and opportunity to define clear expectations of performance to student and applying best practice approaches and theories Encourages student self-reflection and facilitates students development of clinical reasoning through discussion and applying best practice approaches and theories
The LEVEL 3 Educator : Leading and Specialising		
Develops educators (more than 1 other) to facilitate placements applying best practice approaches and evidencing application of research Plans processes and mechanisms to support educators (more than 1 other) to personalise graded approaches to autonomy for student competency development, evidencing application of research	Role models the application of best practice in student education on placement evidencing application of research and/or learning theories through mentorship of educators Is an enthusiastic, available and approachable student supervisor and mentor of educators who ensures students experience a variety of relevant learning opportunities including provision of group learning events and peer support	Provides time and opportunity to support educators to define clear expectations of performance applying best practice through mentorship of educators Encourages practice educators to explore different methods of facilitating student self- reflection and students development of clinical reasoning through application of best practice and mentorship
The LEVEL 4 Educator : Innovating and Influencing		
Develops new models of placement applying best practice approaches and evidencing the application of research Plans and provides innovative resources to facilitate personalised students competency development for both educators and students evidencing application of research	Role models best practice in practice education through completing research on practice education from student perspectives Enables students to experience a variety of learning opportunities through developing new models of placement or providing supporting educators	Develops best practice resources for educators and students on defining expectations Prepares students and educators on how to facilitate student and educator self- reflection and to facilitate students self-directed learning

National Interprofessional Practice Educator Development – CPD Tool

Educational Approaches and Assessment in Practice Education

Thinking/Planning	Doing	Communicating
The LEVEL 1 Educator : Demonstrating Effectiveness		
Has completed university preparation session or course and plans the placement to meet University/CORU expectations for student level Plans the placement within the policies/protocols of the university	Participates in existing and new models of placement Conducts fair, objective and timely assessment of students Identifies and manages underperforming students in line with HEI policies and procedures	Participates in communication with the university on student's progression Provides regular meaningful actionable feedback to students
The LEVEL 2 Educator : Developing Excellence		
Has completed a number of practice education training or courses and plans the placement to meet University/CORU expectations for student level Plans the placement within the policies/protocols of the university and participates in consultation meetings on placement management	Participates in existing and new models of placement applying best practice approaches and theories Conducts fair, objective and timely assessment of students using best practice approaches Identifies and manages underperforming students using best practice approaches and in line with HEI policies and procedures	Participates in communication with the university on student's progression and is able to articulate reasoning using benchmarking developed through experience Provides regular meaningful actionable feedback to students by applying best practice/research
The LEVEL 3 Educator : Leading and Specialising		
Prepares educators through mentorship and leadership on university/CORU expectations for student level through local meeting and participation in practice education course delivery Contributes to the development and/or reviews the university placement polices/protocols	Develops, implements and evaluates new models of placement Conducts fair, objective and timely shared assessment of students in partnership with other educators promoting best practice approaches Identifies and manages underperforming students and provides guidance/ mentorship of others in the process managing underperformance	Participates in communication with educators through mentorship, and the university on student's progression and is able to articulate reasoning using benchmarking Provide regular actionable feedback to students applying best practice through mentorship of educators
The LEVEL 4 Educator : Innovating and Influencing		
Plans and prepares courses and resources for educators/ students for placements including best practice, research and the University/CORU expectations for student leve Develops and/or reviews the university placement polices/ protocols and contributes to university curricula development	Participates in national innovations on practice education Develops and provides a range of resources and quality assurance processes to ensure fair, objective and timely assessment of students Works in partnership with educators in the management of underperforming students and develops a range of resources for managing student underperformance	Leads communication with the practice education team, and practice educators and develops resources to define expected student progression and education approaches for student levels Prepares students and educators on the application of best practice on student feedback in practice education through sharing best practice and research

National Interprofessional Practice Educator Development – CPD Tool

Evidence, Research and Professional Development in Practice Education

Thinking/Planning	Doing	Communicating
The LEVEL 1 Educator : Demonstrating Effectiveness		
Develops resources and contributes to promotion of practice education in the service Offers student placements as a personal development opportunity annually	Completes reflections on student education as part of professional development record Reads research on student education as part of professional development record	Has a practice education mentor to provide peer supervision and support Practice education is a one item on annual professional development plan and CORU credits or CPD portfolio content
The LEVEL 2 Educator : Developing Excellence		
Develops resources and contributes to promoting and sharing of these resources within a service Offers student placements as a professional development opportunity regularly through the year	Attends national practice education events/conferences as an identified professional learning and development activity Participates in research on practice education	Attends networks/communities of practice education Practice education is a core part of annual professional development plan and CORU credits or CPD portfolio content
The LEVEL 3 Educator : Leading and Specialising		
Develops resources and contributes to practice education training or student preparations for placement Leads on regular offers of placements for staff in a service, planning capacity	Participates in national practice education events/conferences/meetings through presentations Leads and participates in research on practice education	Develops and supports and delivers content learning in networks/communities of practice education to communicate and share best practice and research Practice education is a significant part of annual professional development plan and CORU credits or CPD portfolio content
The LEVEL 4 Educator : Innovating and Influencing		
Completes research or audit/quality assurance activities in practice education and evidences actions completed to address quality improvements Participates in national innovations addressing placement capacity	Participates in national and international practice education events/conferences/meetings through membership of organising committees, presentations or workshops reviews journal articles for international publications Is an expert in practice education and receives grant monies for practice education research and development	Completes, publishes, and presents research on practice education at national or international events Practice education is a major part of annual professional development plan and CORU credits or CPD portfolio content

Identifying and Planning your Professional Development

Pathway	Creating and Maintaining a safe student-centred learning environment	Educational Approaches and Assessment in Practice Education	Evidence, Research and Professional Development in Practice Education
What level educator do I identify within each pathway *(please tick)*	Level 1 Level 2 Level 3 Level 4	Level 1 Level 2 Level 3 Level 4	Level 1 Level 2 Level 3 Level 4
What areas of my professional development in Practice Education are strong?			
Where are there gaps in my knowledge and/or skills?			
What is my plan for professional development in the next year			

Recording your Practice Education Professional Development

Implement			Evaluate and Reflect	
Date and time spent When did you undertake this learning activity	**Type of Learning Activity** What was the name of the activity?	**CPD credits** Approx. 1 CPD credit for every hour of new or enhanced learning achieved	**Learning Outcome** What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	**Impact on practice** How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?

* CORU CPD Record. Accessed at CORU.ie