

Respect and feeling valued

Learners are respected and feel valued in the learning environment, demonstrated by effective communication and engagement.



Together, education and placement providers should:

- Celebrate learner success.
- Provide learner feedback and give opportunities for learners to feedback.
- Support and facilitate reasonable adjustments.

Practice supervisors / assessors should:

- Include learners in multi-professional huddles, demonstrate civility and good working relationships.
- Recognise that learners need to feel a sense of belonging and build trust to feel psychologically safe.



Education providers should:

- Consider hosting inclusive and accessible peer support forums so learners can build a safe space to learn and develop.



Placement providers should:

- Participate in senior leadership walkabouts in clinical areas to provide opportunities to check in with learners and explore their placement experiences.



Learners should:

- Treat their educators and peers with dignity, courtesy and respect, as a contribution towards an environment free from bullying, harassment and discrimination.





Positive identity

Learners are easily identified and are viewed positively within the clinical environment.

Together, education and placement providers should:

- Recognise that everyone is responsible for ensuring the next generation of staff are given every opportunity to succeed.
- Ensure processes and policies are in place to support individuals with protected characteristics.
- Ensure learners have a name badge for the start of their first placement.
- Pronounce names correctly, and use preferred pronouns.



Together, education and placement providers should:

- Provide uniforms which identify learners and are inclusive of all learner requirements.
- Support and celebrate the cultural diversity of learners.



Learners should:

- Feel empowered to speak up if their name is pronounced wrong or incorrect pronouns are used.
- Feel empowered to actively participate in the learner community in placement areas.





Wellbeing

Learners understand the importance of physical, emotional, and psychological safety and are aware of services and resources that can support their health and wellbeing.

Together, education and placement providers should:

- Work with learners who have additional needs and make reasonable adjustments.
- Ensure learners who work alone are familiar with the lone working policy to keep their safety a priority.
- Collaborate to support where learners experience incidents, utilising established processes.

Placement providers should:

- Include learners in health and wellbeing offerings and events.

Practice supervisors / assessors should:

- Offer regular opportunities to check in with learners allowing for them to reflect on recent experiences, worries or concerns.
- Ensure learners know who to get support from when they need it.
- Offer pastoral support, debriefing and other opportunities to process challenging or traumatic experiences.

Learners should:

- Take responsibility for identifying their learning requirements and wellbeing needs, seeking help through established mechanisms.





Raising concerns

Learners know how to raise a concern and feel empowered to speak up knowing that they will be appropriately supported.

Together, education and placement providers should:

- Demonstrate zero-tolerance to incivility, bullying or harassment.
- Maintain robust raising concerns processes and governance structures.
- Share raising concerns processes and policies widely.
- Signpost speaking-up support services (eg Freedom to Speak Up Guardians).
- Promote training around the freedom to speak up.
- Highlight the importance of role modelling NHS values.
- Take a joined-up approach to addressing concerns affecting learning environments.
- Provide dedicated safe spaces for raising concerns.



Practice supervisors / Assessors should:

- Feel supported and empowered to raise or escalate concerns with relevant individuals or organisations about learners in difficulty or learner conduct, using agreed policies and processes.
- Contribute towards building psychologically safe learning environments.



Learners should:

- Ensure that concerns are raised in a timely manner so that they can be appropriately acted upon.
- Take advantage of resources and support services offered by placement and education providers when concerns have been raised.





Placement induction

Learners receive a placement induction that supports their learning and adequately prepares them for their roles. Placement induction processes are well-established and evidenced to support learners.

Together, education and placement providers should:

- Offer pre-placement engagement sessions to welcome new learners and help them settle any anxieties or worries prior to a placement.
- Provide learners with appropriate signposting to support services. This may include financial support and health and wellbeing services.

Placement providers should:

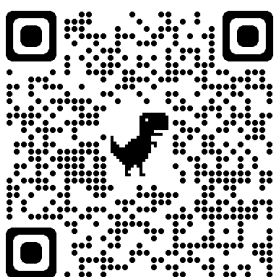
- Provide resources for learners to familiarise themselves with the placement area.
- Provide an induction that is inclusive of the needs of all learners and fosters a sense of belonging.
- Accommodate the needs of learners with disabilities.

Placement providers should:

- Encourage all learners to provide formal feedback on their induction and act upon it to improve for future learners.
- Ensure that the senior leadership team are visible and accessible to learners from the start of their placement to welcome them to the organisation.
- Encourage learners to take advantage of the support and networking opportunities available.

Learners should:

- Attend the induction opportunities made available by both placement and education providers.
- Actively participate in any initiatives offered by education and placement providers to improve the induction process for future learners.





Communication

Learners have a clear pathway for support from both the Education provider and the Placement provider. They know by whom, when and how that support is delivered.

Together, education and placement providers should:

- Plan sessions to provide input and additional learning opportunities for learners and supervisors / assessors.
- Ensure learner display boards are maintained and offer essential information.
- Role model professional communication, which supports professional boundaries.
- Develop innovative solutions for learners to communicate with placement and education staff.

Education providers should:

- Provide in-person support to learners and supervisors to reduce the chances of small queries escalating down the line.



Placement providers should:

- Ensure regular learner forums are held with senior leaders in attendance to develop quality improvement solutions.
- Share relevant internal communications about patient safety, advances in practice.



Learners should:

- Complete local placement surveys and the National Education and Training Survey (NETS) to provide feedback about placement experiences.





Flexibility

Learner wellbeing and professional development are supported by flexible working and learning practices, both in terms of accessibility to facilities and to forms of educational opportunities.

Together, education and placement providers should:

- Consider alternative supervision models in line with professional regulatory requirements.
- Offer flexibility in placement if feasible.
- Use innovative approaches to support flexible placement requests where possible.

Practice supervisors / assessors should:

- Be supportive of flexible working arrangements for learners.



Education providers should:

- Minimise academic deadlines and assessments whilst learners are on placement.
- Assist learners with techniques to support balancing academic, placement, and home life demands.



Learners should:

- Understand the demands of their chosen profession, including a 24 hour service provision if required.





Supervision

Learners are supported by positive role models and appropriate levels of supervision. Continuity of supervision builds on individual learning needs, develops confidence and proficiency.

Together, education and placement providers should:

- Collaborate effectively to maximise the experience of the learner.
- Offer pastoral support and peer support networks for supervisors and assessors.

Practice supervisors / assessors should:

- Communicate in transparent ways to optimise learner progression.
- Recognise that progression alters supervision requirements.
- Maintain current practice and awareness of regulatory standards.

Education providers should:

- Help supervisors understand what theory is taught and when so they can support learners appropriately.

Placement providers should:

- Consider equitable rostering to maximise learner opportunities & facilitate access to learning opportunities.
- Support supervisor wellbeing.

Learners should:

- Set personal objectives and communicate them with their supervisor.
- Seek out varied learning opportunities in placement areas.
- Check in regularly with dedicated support staff.



Teaching & learning needs

Learners are supported by supervisors who are adequately prepared for the role and understand the underpinning principles regarding how individuals learn in a practice setting. They are recognised as learners rather than workers and enabled to develop towards independent practice.

Together, education and placement providers should:

- Support supervisors and assessors in their roles.
- Provide the resources required for learning in practice.
- Be open to varied and dynamic education methods.

Practice supervisors / assessors should:

- Role model supportive and compassionate supervision and assessment.
- Utilise the wider multi-professional team for learning opportunities.
- Meet the individual learner's needs and be responsive, helping them achieve their potential.

Placement providers should:

- Ensure supervisors and assessors are well trained and have time dedicated to perform their roles.
- Protect the supernumerary status for those who hold it.
- Facilitate statutory breaks.

Learners should:

- Be patient, learning takes time with repeated exposure.
- Seek out opportunities and voice their needs.
- Recognise that individual development is a lifelong skill.





Time and space for learning

Learners are given time to reflect on and process learning experiences. They receive regular verbal and written feedback which provides opportunities for development and assessment to occur

Together, education and placement providers should:

- Allocate protected time for placement documentation.
- Maximise learning with innovative teaching opportunities.
- Provide learners with IT access to complete digital placement documentation.

Practice supervisors / assessors should:

- Adapt teaching and levels of support to individualise learning.
- Give constructive feedback to assist learning & develop proficiency.
- Provide feedback to support the assessment and determine the learner's achievement and progression.



Placement providers should:

- Provide dedicated areas for learners to practice their skills.
- Ensure learners have access to clinical placement educational facilities including library services.
- Ensure learners have access to digital systems required for episodes of care.



Learners should:

- Be proactive in seeking out learning opportunities.
- Participate in shared learning.
- Ask for feedback and value its importance for the development of clinical proficiencies.



