

Lancashire & South Cumbria ICS Educator Profile

The purpose of this document is to provide an agreed set of principles and expectations for organisations and individuals working providing clinical education within Lancashire and South Cumbria. The document must be considered in alongside local organisational policies and individual professional standards.

The document outlines the support for learners at the clinical and organisational level, it outlines the roles, responsibilities and expectations for learners and educators.

The profile has been developed in line with the HEE Quality Standards Framework.

1. Definition of Practice Based Learning

Practice based learning is defined as:

“ Practice based learning takes place during placements which involve a range of learning opportunities for student development. Students apply and consolidate their learning, bringing together academic theory, workplace practice to develop skills and competences needed to register. Practice learning is supervised and structured to enable progress towards learning outcomes and usually involves assessment of the learner” (Health Education England,)

2. Roles and Responsibilities

2.1 All staff

All staff will aim to ensure they:

- Value learners as part of the Team
- Act as a positive role model in the delivery of safe, compassionate care
- Treat learners as an individual and respect their learning needs
- Support learners to access resources which promote their health and wellbeing
- Share knowledge and expertise

2.2 Learner

As active adult learners, learners will lead their own learning experiences, seeking support to maximise learning opportunities and meet their Programme Outcomes.

They will:

- Actively learn by working alongside the multi-professional team, gaining experience from working with patients and service users
- be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning through the development of learning plans
- Share learning needs including any specific learning needs
- access resources to support their physical and mental health and wellbeing
- Actively communicate in a professional and timely manner with all staff to optimise learning
- Raise concerns and highlight feedback in a timely manner
- Complete documentation in a timely manner

- Complete appropriate summative and/or formative assessments to evidence that they are meeting their curriculum, professional and regulatory standards, and learning outcomes

2.3 Team members working with learners as part of the multi-disciplinary care Team

The Team member refers to registered and non-registered staff members who will work alongside and help learners to achieve and access learning opportunities.

The Team Member will:

- Support the learner to learn and optimise their attainment (ensuring any differences in opportunities does not relate to protected characteristics)
- Support learners appropriately in line with Regulatory Body requirements
- Provide regular, professional written and verbal feedback to the student, Educator and the MDT

2.4 Supervisor within the Practice Learning Environment

The Supervisor refers to registered staff members who supervise learners to achieve and access learning opportunities.

The Supervisor will have undertaken an **appropriate level of training** to enable learners to:

- receive an appropriate, effective and timely induction and introduction into the clinical learning environment
- be valued members of the healthcare teams, who contribute to the work of the team.
- actively work with other Team members to facilitate and optimise learning opportunities
- receive supervision of their clinical practice appropriate to their level of experience, competence and confidence, and according to their scope of practice and professional standards; learners in difficulty will be identified and supported at the earliest opportunity.
- have open and honest conversation, ensuring the learner can raise concerns and providing feedback in a timely manner
- gain learning appropriate to their scope of practice and expected competence, context of learners' programmes and career pathways, of those they are supporting to support learners' progression.
- have rotas and workload that enable them to attend planned/ timetabled education sessions needed to meet curriculum requirements
- be appropriately assessed, seeking verbal and written feedback from Supervisors to evidence learning in practice
- reach their potential, ensuring there is communication with the Higher Education Institution, and organisation Education Team, including implementation of identified reasonable adjustments.

The Supervisor will:

- Support the learner to learn and optimise their attainment (ensuring any differences in opportunities does not relate to protected characteristics)
- Support learners appropriately in line with Regulatory Body requirements
- Communication with Practice Assessor and Academic Assessor
- Provide constructive feedback
- Contribute to decisions about progression and on assessment
- Raising concerns about learner performance and behaviour
- Document in learners practice assessment record

- Provide regular, professional written and verbal feedback to the Learner, Educator and the MDT

2.5 Educator/Assessor

The Educator/Assessor is a member of staff who within their clinical role will support learners to achieve and demonstrate the meeting of their learning outcomes. The Educator/ Assessor will have the relevant clinical experience to undertake formal assessment of learners' clinical practice, completing all necessary documentation in a timely manner.

The Educator/Assessor will have undertaken an **appropriate level of training** to enable learners to:

- receive an appropriate, effective and timely induction and introduction into the clinical learning environment
- be valued members of the healthcare teams, who contribute to the work of the team.
- actively work with other Team members to facilitate and optimise learning opportunities
- receive supervision of their clinical practice appropriate to their level of experience, competence and confidence, and according to their scope of practice and professional standards; learners in difficulty will be identified and supported at the earliest opportunity.
- have open and honest conversation, ensuring the learner can raise concerns and providing and recording feedback in a timely manner
- gain learning appropriate to their scope of practice and expected competence, context of learners' programmes and career pathways, of those they are supporting to support learners' progression.
- have rotas and workload that enable them to attend planned/ timetabled education sessions needed to meet curriculum requirements
- be appropriately assessed, seeking verbal and written feedback from Supervisors to evidence learning in practice
- reach their potential, ensuring there is communication with the Higher Education Institution, and organisation Education Team, including implementation of identified reasonable adjustments.

The Educator/Assessor will:

- Raise potential issues or concerns at the earliest opportunity, and in a timely manner, to the Education team and the Education Provider; this approach will support the learner and aim to achieve a positive outcome.
- Work with the Education Team and others to lead and shape education practice, as appropriate, including engagement with quality assurance process
- Disseminate information and good practice to other members of the Team
- Update own learning through ongoing continuing professional development

2.6 Education Team

The Education Team refers to the group of staff who manage and lead the delivery of practice learning within the organisation. They ensure the learning environment:

- Is sensitive and supportive to the diversity of learners and the population the organisation serves
- provides suitable educational facilities for both learners and educators, including space and IT facilities, and access to library and knowledge services and specialists
- enables a multi-professional and inter-professional approach to education and training

- meets the relevant parts of the programme curricula

The Education Team will:

- promote fairness, and equality and diversity
- quality assure learning placements
- ensure parity of access to learning opportunities for all learners, making reasonable adjustments where required
- ensure educational resources (including financial) are allocated and used
- develop, implement, and systematically review governance, and continuous quality improvement processes
- ensure the involvement of patients and service users, and learners, in the development of education delivery
- ensure learners receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities
- provide clear, visible and inclusive educational leadership that is fed into senior level of decision making

The Education Team will work to enable Educators/Assessors to

- Access resources to support their physical and mental health wellbeing
- Understand the education, training and any other support needs of their learners
- Access appropriate education
- Engage with quality assurance process
- Seek to develop new and innovative methods of education delivery, through clear leadership approaches

2.7 Service Lead

The Service Lead refers to the clinical lead for the clinical area; within this role the Lead may not directly support learners however they enable and facilitate a culture of safe delivery of care whilst supporting learners in practice.

The Service Lead supports practice-based learning through:

- Championing and valuing education and training
- Promoting an organisational culture in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.
- Promoting a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.
- Ensuring the delivery of safe, effective, compassionate care and prioritises a positive experience for patients and service users, where all staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.
- Promoting learners to take an active role in quality improvement initiatives, including participation in improving evidence led practice activities and research and innovation
- Ensuring consideration is given to the potential impact on education and training of services changes
- Explicitly outlining the contribution of all staff in supporting learning in all job plans/ job descriptions. Specific education-based role functions will be developed and monitored through appraisals or other appropriate mechanisms, with constructive feedback, support and resources provided for continued professional development

2.8 Education Provider

The Education Provider is the University or Education organisation which is responsible for the overall learner programme. This category incorporates the expectations of Academic staff who may have a formal responsibility, as outlined by the regulatory bodies, to contribute to practice based learning and assessment.

The Education Provider supports the learner undertaking practice-based learning through:

- Actively working with practice partners to facilitate and optimise learning opportunities
- Seeking verbal and written feedback from practice partners to evidence learning in practice
- Supporting parity of access to learning opportunities for all learners, agreeing reasonable adjustments where required
- Providing clear, accessible and inclusive educational leadership

To achieve this the Education provider will work collaboratively with

- Other partner and stakeholder organisations to support effective delivery of healthcare education and training and share good practice
- Organisations to mitigate avoidable learner attrition from programmes.
- Local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service.
- Educators in practice to understand the education, training, quality assurance and any other support needs of their learners

2.9 EELE Lead

The EELE Lead will facilitate the development of system wide approaches to optimising practice-based learning opportunities through working collaboratively with:

- other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice
- organisations to mitigate avoidable learner attrition from programmes.
- Organisation leads to identify, celebrate and share best practice
- Identify system areas for development