





## 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
<b>Domain A</b>					
HEI or educational provider placement governance	HEI	HEI practice education coordinator	Annually	HEI annual practice education report	NIPPET – HEI
<b>Domain B</b>					
HEI and stakeholder collaborations	HEI	HEI practice education coordinator	Annually	HEI annual practice education report	NIPPET – HEI
<b>Domain C</b>					
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
<b>Domain D</b>					
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
<b>Domain E</b>					
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
<b>Domain F</b>					
Capacity building and sustainable practice education	Manager	Managers of services	Ongoing	HSCP managers <sup>1</sup>	NIPPECS

1 Further engagement and consultation required with managers regarding implementation





<b>Standard 1: The Higher Education Institute (HEI) has policies and procedures in place that operationally manage the placement system.</b>		<b>Met to high standard</b>	<b>Met</b>	<b>Not Met</b>	<b>Not applicable</b>
1.1	The HEI has an operational agreement with the organisation				
1.2	The HEI has a policy that includes (i) the minimum amount of years an educator must have to be an educator and (ii) registration status				
1.3	The HEI has a policy defining the procedure for the selection of sites and the management of unforeseen circumstances				
1.4	The HEI has materials that identify expectations of competency attainment for each placement level				
1.5	The HEI ensures that the students complete pre-placement preparation requirements				
1.6	The HEI has a policy or procedure procedures for allocation of placements that includes students' personal circumstances				
1.7	The HEI has a GDPR compliant system to manage placements documentation.				
1.8	The HEI structures placements into the programme with sufficient hours to accommodate student unforeseen absence				
1.9	The HEI has a calendar of training commensurate with placements				

<b>Standard 2: The Higher Education Institute (HEI) has a responsibility to lead on ongoing quality improvements and developments in practice education</b>		<b>Met to high standard</b>	<b>Met</b>	<b>Not Met</b>	<b>Not applicable</b>
2.1	The HEI collects feedback from students and educators and evidences responses to feedback				
2.2	The HEI and placement provider meet annually to review placement processes				





<b>Standard 3: Placement supervisors practice educators have responsibility to provide a student- centred, safe learning environment where students develop and demonstrate professional behaviour and practice competence to the expected level</b>	<b>Met to high standard</b>	<b>Met</b>	<b>Not Met</b>	<b>Not applicable</b>
3.1 I was provided with relevant pre-placement information				
3.2 The practice educator/placement supervisor provided orientation and induction to the department, team and/or service				
3.3 I was welcomed and included as a new member of the team				
3.4 The practice educator/placement supervisor provided me with the appropriate policies and procedures relevant to the placement				
3.5 The practice educator/placement supervisor discussed my learning needs and we agreed ways of achieving the identified learning outcomes				
3.6 The practice educator/placement supervisor provided clear expectations of performance/competence				
3.7 The practice educator/placement supervisor worked in a professional manner with patients/ clients and other team members				
3.8 The practice educator/placement supervisor supported my learning and I could ask questions, review and discuss my performance				
3.9 The practice educator/placement supervisor took time to facilitate my learning of practice skills to meet the performance/competence for my stage in my programme				
3.10 The practice educator/placement supervisor enabled my participation in inter/multi-disciplinary teams where available				
3.11 The opportunity to visit other services or disciplines was provided where available				
3.12 The practice educator/placement supervisor encouraged me to self-evaluate and reflect				
3.13 I was given regular specific feedback on my performance during the placement				
3.14 If a practice tutor/regional placement facilitator was in place there was regular communication between us.				
3.15 Time for self-directed learning was provided during the placement				
3.16 My university and placement setting provided me with access to resources, libraries, and other educational platforms to support my learning				
3.17 The practice educator/designated assessor completed assessment documentation for my placement at required intervals and in line with guidance from my university				







<b>Standard 4: The HEI has the responsibility to ensure that the placement is appropriate and prepared for taking students on placement</b>		<b>Met to high standard</b>	<b>Met</b>	<b>Not Met</b>	<b>Not applicable</b>
4.1	The HEI has provided me with opportunities for practice educator training on how to supervise, teach and assess students on placements				
4.2	My manager supports student education and therefore, I feel my contribution to this aspect of my role is acknowledged				
4.3	The HEI provided in advance of the placement, access to their practice education handbook containing all policies and procedures				
4.4	The HEI provided clear information in advance of placement regarding expectations of student performance/competence for the student's stage in their university programme				
4.5	The HEI provided information regarding the HEI fitness to practise policy in advance of the placement, and actions to take if there are any fitness to practise concerns				
4.6	The HEI provided adequate information on appropriately completing student assessment forms				
4.7	The HEI provided in advance of placement, guidance that clearly defined the roles and responsibilities of the practice educator in educating the student to the required standard.				
4.8	The HEI provided in advance of placement, clear information on the pathway and timelines to be followed to manage an underperforming student				

<b>Standard 5: The student takes responsibility for their own learning while on placement</b>		<b>Met to high standard</b>	<b>Met</b>	<b>Not Met</b>	<b>Not applicable</b>
5.1	The student provided relevant information/ documents requested in advance of placement				
5.2	The student was prepared for placement by the HEI and engaged in all pre-placement requirements				
5.3	The student actively sought feedback, to help identify their learning needs				
5.4	The student actively responded to feedback and incorporated it into their practice to develop their competence				
5.5	The student regularly evaluated their performance and identified both their strengths and areas for improvement				
5.6	The student appropriately implemented procedures on obtaining consent				





Standard 6: The student communicates to services users to their expected standard	Met to high standard	Met	Not Met	Not applicable
6.1 Did the student introduce himself or herself appropriately?				
6.2 Did the student clarify your preferred name?				
6.3 Did the student ask how you are?				
6.4 Did the student tell you who they are?				
6.5 Did the student tell you what they are going to do and why?				
6.6 Did the student give you time to ask questions?				
6.7 Did the student gain your consent to talk to you or consent for what they are going to do?				
6.8 Did you understand what the students was saying?				
6.9 Did the student ask appropriate questions?				
6.10 Did the student give you time to ask questions or identify any discomfort?				
6.11 Was the student friendly and kind?				
6.12 Did the student listen to you and show that they had heard your story?				
6.13 Did the student give you sufficient time to discuss your worries or concerns?				
6.14 Was the student professional in their communication and presentation?				
6.15 Did the student seek support if needed?				





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				

<b>Name</b>	
<b>Job title</b>	
<b>Department</b>	
<b>Phone</b>	
<b>Email</b>	

**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
<b>The LEVEL 1 Educator : Demonstrating Effectiveness</b>		
<p>Develops information resources for students pre and during placement</p> <p>Plans personalised graded approach to autonomy for student competency development on placement</p>	<p>Role models safe and professional practice</p> <p>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</p>	<p>Provides time and opportunity to define clear expectations of performance</p> <p>Encourages student self- reflection and facilitates students development of clinical reasoning through discussion</p>
<b>The LEVEL 2 Educator : Developing Excellence</b>		
<p>Develops/reviews and updates educational material/resources for use on placement applying best practice</p> <p>Plans personalised graded approaches to autonomy for student competency development evidencing application of research</p>	<p>Role models the application of best practice in student education on placement evidencing application of research and/or learning theories</p> <p>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</p>	<p>Provides time and opportunity to define clear expectations of performance to student and applying best practice approaches and theories</p> <p>Encourages student self- reflection and facilitates students development of clinical reasoning through discussion and applying best practice approaches and theories</p>
<b>The LEVEL 3 Educator : Leading and Specialising</b>		
<p>Develops educators (more than 1 other) to facilitate placements applying best practice approaches and evidencing application of research</p> <p>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</p>	<p>Role models the application of best practice in student education on placement evidencing application of research and/or learning theories through mentorship of educators</p> <p>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</p>	<p>Provides time and opportunity to support educators to define clear expectations of performance applying best practice through mentorship of educators</p> <p>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</p>
<b>The LEVEL 4 Educator : Innovating and Influencing</b>		
<p>Develops new models of placement applying best practice approaches and evidencing the application of research</p> <p>Plans and provides innovative resources to facilitate personalised students competency development for both educators and students evidencing application of research</p>	<p>Role models best practice in practice education through completing research on practice education from student perspectives</p> <p>Enables students to experience a variety of learning opportunities through developing new models of placement or providing supporting educators</p>	<p>Develops best practice resources for educators and students on defining expectations</p> <p>Prepares students and educators on how to facilitate student and educator self- reflection and to facilitate students self-directed learning</p>



National Interprofessional Practice Educator Development – CPD Tool

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



National Interprofessional Practice Educator Development – CPD Tool

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





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 <i>(please tick)</i>	Level 1	Level 1	Level 1
	Level 2	Level 2	Level 2
	Level 3	Level 3	Level 3
	Level 4	Level 4	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



# National Interprofessional Practice Education Capacity and Sustainability Tool (NIPPECS-Managers)

## Section 6: Manager of Placement Provider Services Evaluation Tool Domain F – Standard 8

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Standard 8: Managers of services that provide practice placements ensure there is a quality review process in place to help build capacity and develop a sustainable model of practice placements in their service.	Met to high standard	Met	Not Met	Not applicable
8.1 Managers/placement providers have access to an evaluation/audit tool/quality review process in order to build capacity and develop sustainable practice placements for future practitioners				

Name	
Job title	
Department	
Phone	
Email	

**Please answer with regard to the last twelve months in your service:**

**How many students have been on placement in your department in the last year?  
Please note number and duration of placements**

**How do you recognise/reward/acknowledge staff that take students?**

**Do you reduce expected caseload for staff when taking a student?**

**Are there staff that do not facilitate student placements, if so please comment?**



**Is taking a student a part of formal supervision or annual professional development review for all staff?**

**Yes**  
**No**

**Comments**

**How do you facilitate CPD for staff for practice education?**

**Do you as a manager facilitate staff CPD through the provision of student presentations, research, or discussions?**

**Yes**  
**No**

**Comments**

Going forward, what is your plan for provision of student placement in the coming 12 months

**Plan for Staff CPD in this service**

**Other initiatives**

**Planned student placements for the next 12 months**