



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

## The National Interprofessional Placement Evaluation Tool (NIPPET – Student)

### Section 2:

### Student Evaluation Tool

### Domain C – Standard 3

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## 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



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	Met to high standard	Met	Not Met	Not applicable
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				