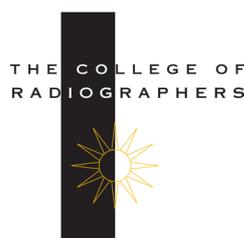


# Health and Care Professions (H&CP) Practice Education Guidance



# Overarching Statement and Guidance

This practice education statement has been developed by the Health and Care Professions (H&CP) Education Leads Group in collaboration with the National Association of Educators in Practice (NAEP) and the Council of Deans of Health (CoDH).

## Our vision:

The purpose of the practice education statement and associated guidance is to foster a culture whereby all learners should have an inclusive, learning-centred, empowering and level appropriate learning experience.

## Our commitment:

The H&CP bodies are committed to excellence in practice education. As such, a working group representing the overarching H&CP Education Leads Group (see list of individual professions)\* in conjunction with the CoDH and NAEP has created the following set of guidance for practice education.

Each of the listed professional bodies has made a commitment to the guidance for practice educators. Therefore, through relevant professional body quality assurance procedures (for example, accreditation), all practice educators will be advised to adhere to this guidance; thereby enhancing the quality of practice education for learners.

## Why do we need overarching guidance for practice education?

1. The current approach to practice education is variable in its delivery. While some professional bodies have frameworks, others do not. This guidance provides a foundation level for practice education quality across all listed health and care professions.
2. The guidance helps to ensure that learners attending a practice placement receive high quality practice education whatever the context or setting and that training is delivered in line with current local, national and, if appropriate, international policy.

The guidance aims to encourage health and care professionals to reinforce the importance of their role as educators and facilitators of learning, increasing the recognition of this role amongst stakeholders. In doing so, they build upon the Health and Care Professions Council's (HCPC) Standards of Education and Training,<sup>1</sup> although the guidance is independent from this. The guidance has been developed to be flexible in nature in order to fit current profession-specific practice educator training programmes and, where desired, can be mapped to the Higher Education Academy's UK Professional Standards Framework.<sup>2</sup>

1. <http://www.hcpc-uk.org/publications/standards/index.asp?ia=183>

2. <https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>

The guidance has the additional benefit of allowing the practice educator to formally document a practice education element of their continuing professional development (CPD) and can thus be an integral element of their HCPC CPD portfolio and used as evidence if selected for HCPC CPD audit.<sup>3</sup>

## What is a 'Learner'?

Learners are individuals undertaking formal or informal education at any level from support worker to doctorate level.

## What is a 'Practice Educator'?

The term 'practice educator' is applied in varying ways by each health and care profession. However, while its application may vary at local level, with regard to this document, all parties recognise the following statement to be true:

*A practice educator is usually a registered professional who supports learners in the workplace. They facilitate practice education alongside clinical and academic colleagues. In addition, the practice educator is likely to hold responsibility for signing off competency and assessment criteria, based upon the standards produced by the education provider and relevant professional body; although it is recognised that local models of delivery and assessment will apply.*

Generally it is the practice educator who holds responsibility for ensuring that the contributing elements of a practice education placement cover all relevant learning outcomes.

## It is advised that all practice educators should:

1. be registered with the HCPC as a health and care professional in the discipline associated with their educational role and the students for whom they have assumed responsibility; (although it is recognised that for some placements this may not apply)<sup>4</sup>
2. uphold the values of person-centred professionalism;
3. be aware of the policies of the relevant professional body (ideally holding active membership);
4. understand their roles and responsibilities as a practice educator and be aware of local, national and UK policies and regulations relevant to learners;
5. support and facilitate the learning of others (as appropriate to the workplace) as part of their broader professional role including
  - students
  - peers
  - colleagues from other professions
  - support workers
  - unqualified workers
  - service users and carers

3. <http://www.hpc-uk.org/registrants/cpd/audit/>

4. Students who undertake role emerging placements will not always have a registered supervisor on-site, however they will be supported on a day-to-day basis by a staff member who has some understanding of their requirements. They will also be supervised by an off-site registered professional who meets the standards provided. In addition, for some disciplines, practice educators may be registered by bodies outside the HCPC (such as professional body, public, voluntary or statutory registers).

6. understand and apply their scope of practice as an educator / facilitator thus ensuring that their knowledge, skills and values remain in line with appropriate evidence base;
7. take responsibility for acquiring and developing the knowledge, skills and behaviours required to facilitate and support the learning of others;
8. undertake initial practice educator preparation and training, facilitated by the education provider relevant to the profession;
9. engage in on-going continuing professional development (CPD) related to practice education;
10. demonstrate and promote the value of practice education to the care of service users, service delivery and career development.

## As a result of initial and on-going education and training, practice educators should be able to:

- provide information to learners about the learning experience offered and to clarify/manage expectations;
- apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities;
- actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach;
- promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders;
- actively contribute to the assessment of adequate and safe levels and models of learner supervision;
- understand where practice learning fits with taught components of the programme when working with students;
- promote, facilitate and support self-reflection and peer learning;
- provide a range of opportunities to maximise learning and enable the achievement of directed and self-directed level-appropriate learning outcomes;
- apply and contribute to, where appropriate, various forms and levels of fair, inclusive, sensitive, consistent and robust practice education feedback / feed-forward and assessment and involve learners in the process;
- communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning;
- reflect on and evaluate their role as a practice educator and continually implement improvements;
- evaluate the practice learning environment and formal / informal learning events and implement change based on evidence.

# Website contact addresses

British Dietetic Association

**[bda.uk.com](http://bda.uk.com)**

Royal College of Speech and Language Therapists

**[rcslt.org](http://rcslt.org)**

British and Irish Orthoptic Society

**[orthoptics.org.uk](http://orthoptics.org.uk)**

Association of Clinical Scientists

**[assclinsci.org](http://assclinsci.org)**

British Society of Hearing Aid Audiologists

**[bshaa.com](http://bshaa.com)**

The College of Radiographers

**[sor.org](http://sor.org)**

College of Operating Department Practitioners

**[unison.org.uk/codp](http://unison.org.uk/codp)**

Council of Deans of Health

**[councilofdeans.org.uk](http://councilofdeans.org.uk)**

College of Paramedics

**[collegeofparamedics.co.uk](http://collegeofparamedics.co.uk)**

British Association of Prosthetists and Orthotists

**[bapo.com](http://bapo.com)**

British Association of Art Therapists

**[baat.org](http://baat.org)**

British Association of Drama Therapists

**[badth.org.uk](http://badth.org.uk)**

Society of Chiropodists and Podiatrists

**[scpod.org](http://scpod.org)**

National Association of Educators in Practice

**[naep-uk.org](http://naep-uk.org)**

Chartered Society of Physiotherapists

**[csp.org.uk](http://csp.org.uk)**

College of Occupational Therapists

**[cot.co.uk](http://cot.co.uk)**

Institute of Biomedical Science

**[ibms.org](http://ibms.org)**

**BDA** The Association  
of UK Dietitians

Published by the British Dietetic Association  
The BDA is the professional association and trade union  
for dietitians in the UK. Find out more at [bda.uk.com](http://bda.uk.com)

Coping, hiring or lending of this publication without prior permission is prohibited.  
©BDA 2016