



GUIDELINES FOR COMPLETING TRAINEESHIP PLACEMENT

**IO2 – HEALINT Audit Questionnaire
tool Support Document**



Authors

Sheila Cunningham, Kathy Wilson, Nora Cooper

Contributors

Sandra Feliciano⁶; Päivi Granfors⁷; Aneta Grochowska⁵; Erja Hannula³; Johanna Jalonen³; Małgorzata Kolpa⁵; Manuel Lillo-Crespo⁴; Minna Markkanen³; Alfred Pérez-Marco⁴; Jorge Riquelme⁸; Dawn Ritchie¹; Anna Stefanowicz-Kocol⁵; Satu Tuoriniemi⁷;

Layout

Tara Drev

Copyright

(C) 2018, Healint

The Healint Consortium

The University of Nottingham	UoN	UK
Middlesex University	MDX	UK
Satakunta University of Applied Sciences	SAMK	FI
University of Alicante	UA	ES
State Higher Vocational School in Tarnow	SHVS	PO
Knowledge Innovation Centre	KIC	MT
Social Services and Healthcare Centre of Pori	SSHCP	FI
Vista Hermosa Clinic	VHC	ES

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International



Co-funded by the
Erasmus+ Programme
of the European Union



Table of Contents

1	Support guidelines for completing traineeship placement learning audit.....	4
1.1	Introduction and Context.....	4
1.2	Standards and Quality.....	4
1.3	Audit of Student Placements.....	5
1.3.1	Traineeship Placement.....	5
2	The Audit Process.....	6
2.1.1	The Audit Document.....	7
2.2	Glossary:.....	9
2.3	References.....	9

1 Support guidelines for completing traineeship placement learning audit.

1.1 Introduction and Context.

In healthcare, student learning in clinical practice is an essential part of the curriculum. HEALINT is promoting international learning by developing management tools that support higher education and healthcare institutions to offer and direct high-quality traineeships which can serve as a basis for the development of formal international standards and guidelines.

Learning in healthcare environments is fundamental to the education of all healthcare students and forms part of formal education. It is expected that traineeship and education organisations work in partnership to ensure the provision of quality learning during traineeships to meet the needs of healthcare students.

The quality of traineeship learning in health and social care impacts the quality of care delivery for services users and the staff student experience. Organizations that provide traineeship placements and those who build them into structured programmes need to be assured that this learning meets or exceeds the required standards.

The mechanism to evidence the quality and enhancement of the traineeship placement learning is a process known as **audit**. A glossary of terms is available at the end of this guidance.

1.2 Standards and Quality

Before commencing the audit, all persons involved shall be familiar with the requirements that apply to any structured traineeship placement area. These requirements are to be met by areas supporting and hosting traineeship students on an exchange programme to evidence quality learning environments

For further details on the published benchmarks refer to the **HEALINT Protocol – Requirements for traineeships in the healthcare sector** or access it via : www.healthint.eu

1.3 Audit of Student Placements

The audit document is the result of collaboration known as the HEALInt consortium engaging in international student exchanges for placement traineeships. It is freely available under a creative commons license and it is asked acknowledgement shall given if this is used outside the consortium.

The audit is required for establishing and performance monitoring of all traineeship placements. Additional learning opportunities (for example specialist practitioners) occurring as a result of negotiation between mentors and students are not required to be audited. These opportunities must be ones which add value to the learning traineeship placement.

What is audit?

Audit in this context is an opportunity to review the area to support practice-based learning and discuss this. This audit is measured against the standards and criteria defined in the **HEALINT Protocol – Requirements for traineeships in the healthcare sector**.

The audit aims to be a dynamic active process that ensures collaboration between the Education organisation and the traineeship host healthcare organization.

1.3.1 Traineeship Placement

Traineeship placement refers to any health/social care setting, where learning occurs. This may include:

- Development of knowledge, skills and values that students experience whilst on their placement or working with personnel in care provision.
- Learning gained from service users (patients and clients) and carers and the wider healthcare community.
- Experiencing evidence based practice and quality improvements.

2 The Audit Process

The audit instrument is in six sections which are cross referenced to the HEALint protocol. The initial part (section 1 (one)) is to be completed by the education organization prior to the audit within the traineeship host organization. This section includes contractual arrangements that apply to all traineeship placements.

Sections 2 – 6 are completed by staff in the traineeship placement area.

There are two steps to the audit process.

Step 1: Preparation for the audit prior to the meeting with the auditors:

- This is a self-completion step using local documents, evidence and comments from other staff to start completing the audit.
- Review the audit criteria and consider how these are demonstrated. For example when considering 2.1c support for staff life-long learning and career development: Evidence might include list of courses, training or professional study days staff have attended in the past year.
- Some sections may require discussion with the auditors as part of this quality assurance and developmental process.

Step 2: a member of staff from the educational organisation (the 'auditor') will arrange a visit at a mutually convenient time to discuss the evidence and finalize and complete the audit. This will be an opportunity for staff in the traineeship placement to describe examples of good practice.

The audit looks back on previous traineeships, the current provision and the immediate future of the traineeship placement. It will address aspects of good practice and areas which might need support. The key is to document the traineeship learning environment in relation to the criteria as set out in the HEALint protocol.

If there are anticipated changes affecting student allocation these are to be communicated to the Education organisation at the earliest opportunity.

2.1.1 The Audit Document

The document is divided into six sections with subsections. Section 1 is completed by the education organization prior to audit. Section 2 to 5 each statement requires a **YES** or **NO** must be selected. Comments can be positive examples or may identify if an action is required to meet the criteria.

Evidence can be

- Documents (local orientation checklists, or nursing models used)
- Policies (can be national or local)
- Reports (such as service user feedback, service improvements etc) or
- Verbal (description of a process or approach to supporting learning).

Actions to make improvements shall be recorded in a summary in section 6. The section asking for lists of learning opportunities should also provide an overall view of the placement including information on the types of clients for whom care is provided for. This information when read by students, should provide as much information as possible about what the student can expect from the placement.

2.1.1.1 Section 1. Recognition of traineeships

Section 1.1 This requires information required before the trainee can begin the traineeship placement. This is the responsibility of the education organisation.

Section 1.2 This requires a list of learning opportunities that are available to the trainee

Section 1.3 Examples of feedback from previous trainees provides an insight into the overall learning experience and is an opportunity for staff to discuss how they have responded to it.

2.1.1.2 Section 2. Governance.

This relates to information on legal compliance, risk assessment, management processes and the organisation internal culture. The mission and vision statements set out beliefs and values

that drive care provision and learning in the host organisation. Internal culture concerns policies and practices that reflect those beliefs and values to ensure high quality safe care.

2.1.1.3 Section 3. Resources

This section is short and includes the infrastructure and human resources to support trainees. This will aid in determining the student capacity and level of learning a traineeship placement can support. The involvement and commitment of the whole staff. Those involved must have greater experience and knowledge than the stage the student is at within a healthcare education programme.

2.1.1.4 Section 4. Trainee learning experience

This section defines what is required prior to starting the traineeship placement, orientation and the support and assessment of trainees during the traineeship placement. Each statement that allows the staff and auditor/s to consider how the criteria is being achieved and make comments or provide relevant evidence as appropriate.

2.1.1.5 Section 5. Establishment of partnerships

This section addresses the formal recognition of the traineeship and the clear role of partners (education and traineeship organisation) in trainee learning.

2.1.1.6 Section 6. Overall Summary of Audit and identification of any actions to address the protocol criteria.

This section requires the auditor/s or staff to comment on practice/educational developments over the previous 12 months, aspects of good practice and any suggestions of actions to improve practice. If evidence is not available to support each of the criteria an action plan is to be used as a means to defend and promote good practice should be completed at the end of the audit. This completes this audit event since and includes dates and persons responsible for identified actions. These shall be reviewed within an appropriate negotiated timeframe

It is recommended that this audit document is completed in its entirety every two years but in between is used as part of ongoing development and reviewed annually.

Students may be allocated to an area where an action plan has been identified. However, if there are concerns over about meeting the health, safety and welfare needs of the trainees this shall take priority in decision over allocation to that traineeship placement.

Finally

Thank you for taking the time to complete the audit and support traineeship placements.

2.2 Glossary:

Traineeship host organisation: Organization offering the traineeship placement.

Trainee: the learner/student

Education Organisation: Form of higher education that offers a particularly intense integration at all levels of the overarching qualifications framework of the European Higher Education Area (EHEA).

Traineeship placement : Learning and training that alternates between a workplace.

Mentor: Person(s) primarily concerned with the learning development of the trainee during the traineeship

2.3 References

CEDEFOP (no date). *European Qualifications Framework (EQF)*. Retrieved from: <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-efq>

CEDEFOP (2010). Terminology of European education and training policy: A selection of 100 Key Terms. Brussels: CEDEFOP. Retrieved from: http://www.cedefop.europa.eu/files/4064_en.pdf

EURASHE (2014). *Professional Higher Education in Europe - Characteristics, Practice, Examples and National Differences*. Malta: KIC. Retrieved from: https://www.eurashe.eu/library/mission-phe/PHE_in_Europe_Oct2014.pdf

European Commission (no date). The European Credit system for Vocational Education and Training (ECVET). *In Education and Training -Supporting education and training in Europe and beyond*. Retrieved from: http://ec.europa.eu/education/policy/vocational-policy/ecvet_en

European Commission (no date). European Credit Transfer and Accumulation System (ECTS). *In Education and Training -Supporting education and training in Europe and beyond*. Retrieved from: https://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

HEALINT (no date). *Healint: The project – Our mission and vision*. Retrieved from: <https://healint.eu/about-the-project/>

ISCED (2011). International Standard Classification of Education. Retrieved from: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

ISO (2018). *ISO 21001:2018 Educational organizations – Management systems for educational organizations – Requirements with guidance for use*. Geneva: ISO.

ISO (2018). *ISO/IEC Directives, Part 1 - Consolidated ISO Supplement - Procedures specific to ISO*. Geneva: ISO.

ISO (2016). *ISO 30400:2016 Human resource management - Vocabulary*. Geneva: ISO.

ISO (2015). *ISO 14001:2015 Environmental management – Requirements*. Geneva: ISO.

ISO (2015). *ISO 9001:2015 Quality management – Fundamentals and vocabulary*. Geneva: ISO.

About the HEALINT Project and this publication

In healthcare, student learning in clinical practice is an essential part of the curriculum. However, in a context of international mobility, healthcare professionals ideally need to train within the system they intend to work in, so that they may easily integrate and deliver care. HEALINT is promoting such international training by developing management tools that support Higher Education and Health Care institutions to offer and direct high-quality cross-border apprenticeships which can serve as a basis for the development of formal international standards and guidelines.

This publication is an adjunct and support to enable completion of the Audit Questionnaire Instrument or Tool (Output 2)



Co-funded by the
Erasmus+ Programme
of the European Union