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# Practice Based learning: Safe Learning Environment Charter Implementation and Culture in Practice

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## AHP principles of practice-based learning

Working together to develop our future workforce



in collaboration with:



BRITISH AND IRISH  
DENTISTRY SOCIETY



## AHP principles of practice-based learning: working together to develop our future workforce

### Overview

#### Principle 1

Practice-based learning opportunities are co-produced

#### Principle 2

Practice-based learning takes place across all areas, pillars and levels of practice

#### Principle 3

Practice-based learning environments must be inclusive and welcoming to all

#### Principle 4

Practice-based learning uses flexible, appropriate and supportive models of supervision and delivery

#### Principle 5

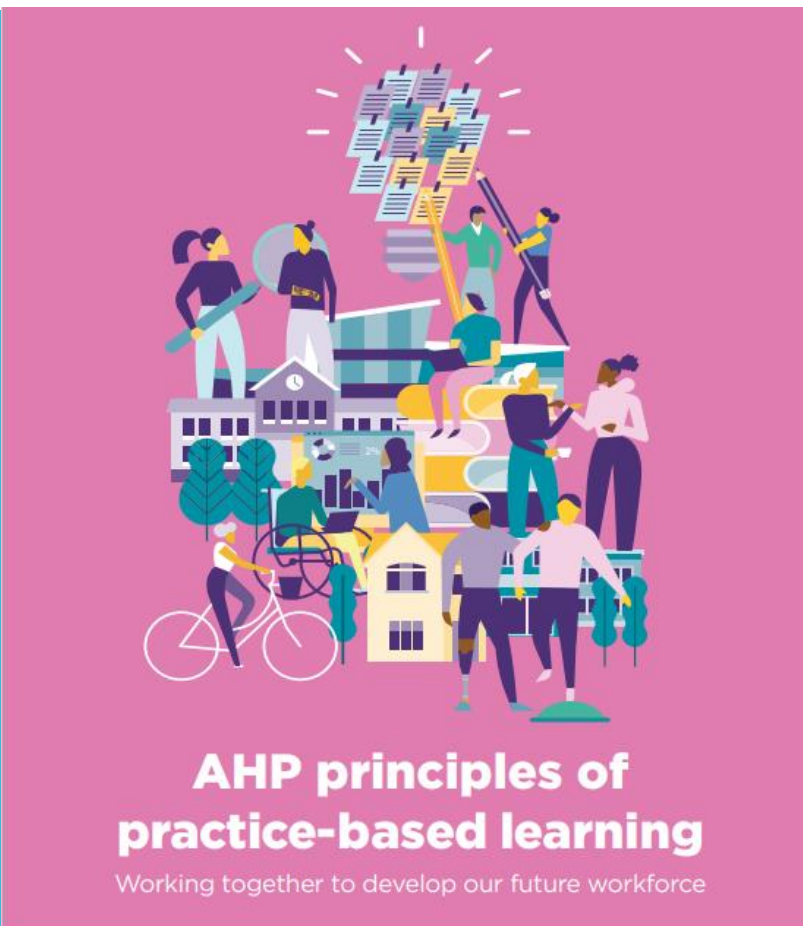
Practice-based learning is designed with a whole team approach

#### Principle 6

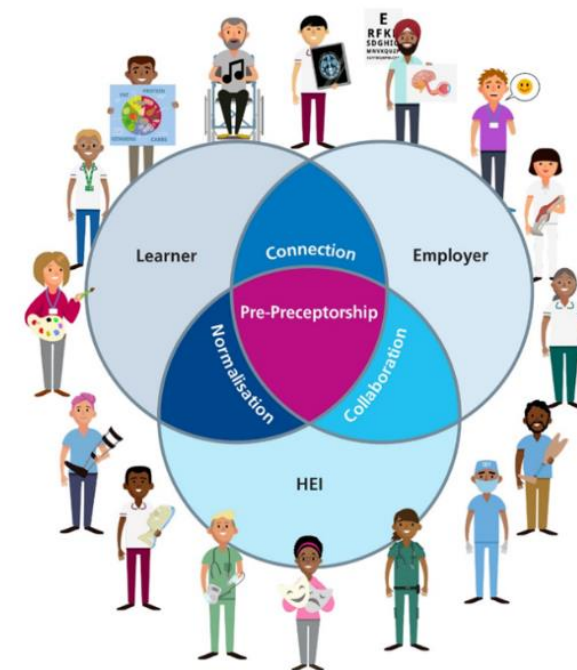
All those involved in practice education feel valued, respected and recognised within their roles

#### Principle 7

Practice-based learning is evaluated; capturing data to drive improvement and demonstrate impact



in collaboration with:



<https://www.hee.nhs.uk/our-work/allied-health-professions/education-employment/national-allied-health-professionals-preceptorship-foundation-support-programme/pre-3>



NHS England safe learning environment charter (SLEC): our voice, our experience, our future workforce



Time & space for learning



Respect & feeling valued

Teaching & learning needs



Safe Learning Environment Charter



Positive identity

Supervision



# SLEC Charter Priorities



Wellbeing

Our charter priorities and solutions are 'how we do things round here'. Actioned by everyone, everywhere, every day and as part of our culture.

Flexibility



Raising concerns & speaking up

Communication



Placement induction

Equality, diversity & inclusion (EDI)



The 'Golden Thread' that runs through the SLEC Charter

Patient safety



Learners

Supervisors

Assessors

Education & placement providers

# What is SLEC?



NHS England Safe Learning Environment Charter (SLEC) has 10 priorities:

1. Respect and feeling valued
2. Positive identity
3. Wellbeing
4. Raising concerns & speaking up
5. Placement induction
6. Communication
7. Flexibility
8. Supervision
9. Teaching and learning needs
10. Time and space for learning

SLEC 10  
priorities:



## SLEC 10 priorities:

NHS England Safe Learning Environment Charter (SLEC)  
has 10 priorities:

1. Respect and feeling valued
2. Positive identity
3. Wellbeing
4. Raising concerns & speaking up
5. Placement induction
6. Communication
7. Flexibility
8. Supervision
9. Teaching and learning needs
10. Time and space for learning

# SLEC number 1:

## Respect and feeling valued



### Safe Learning Environment Charter **NHS** England



**Respect and feeling valued**  
Learners are respected and feel valued in the learning environment, demonstrated by effective communication and engagement.

#### Together, education and placement providers should:

- Celebrate learner success.
- Provide learner feedback and give opportunities for learners to feedback.
- Support and facilitate reasonable adjustments.



#### Education providers should:

- Consider hosting inclusive and accessible peer support forums so learners can build a safe space to learn and develop.



#### Placement providers should:

- Participate in senior leadership walkabouts in clinical areas to provide opportunities to check in with learners and explore their placement experiences.

#### Practice supervisors / assessors should:

- Include learners in multi-professional huddles, demonstrate civility and good working relationships.
- Recognise that learners need to feel a sense of belonging and build trust to feel psychologically safe.



#### Learners should:

- Treat their educators and peers with dignity, courtesy and respect, as a contribution towards an environment free from bullying, harassment and discrimination.



[www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter](http://www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter)



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Knowing the student's name

# SLEC number 2: Positive Identity



## Safe Learning Environment Charter **NHS** England



**Positive identity**  
Learners are easily identified and are viewed positively within the clinical environment.

### Together, education and placement providers should:

- Recognise that everyone is responsible for ensuring the next generation of staff are given every opportunity to succeed.
- Ensure processes and policies are in place to support individuals with protected characteristics.
- Ensure learners have a name badge for the start of their first placement.
- Pronounce names correctly, and use preferred pronouns.



### Together, education and placement providers should:

- Provide uniforms which identify learners and are inclusive of all learner requirements.
- Support and celebrate the cultural diversity of learners.



### Learners should:

- Feel empowered to speak up if their name is pronounced wrong or incorrect pronouns are used.
- Feel empowered to actively participate in the learner community in placement areas.



[www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter](http://www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter)



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Recognising the depth and breadth of our students, and what they bring

Enablement of a positive experience



# SLEC number 4:

## Raising concerns and speaking up



### Safe Learning Environment Charter **NHS** England



**Raising concerns**  
Learners know how to raise a concern and feel empowered to speak up knowing that they will be appropriately supported.

**Together, education and placement providers should:**

- Demonstrate zero-tolerance to incivility, bullying or harassment.
- Maintain robust raising concerns processes and governance structures.
- Share raising concerns processes and policies widely.
- Signpost speaking-up support services (eg Freedom to Speak Up Guardians).
- Promote training around the freedom to speak up.
- Highlight the importance of role modelling NHS values.
- Take a joined-up approach to addressing concerns affecting learning environments.
- Provide dedicated safe spaces for raising concerns.



**Practice supervisors / Assessors should:**

- Feel supported and empowered to raise or escalate concerns with relevant individuals or organisations about learners in difficulty or learner conduct, using agreed policies and processes.
- Contribute towards building psychologically safe learning environments.



**Learners should:**

- Ensure that concerns are raised in a timely manner so that they can be appropriately acted upon.
- Take advantage of resources and support services offered by placement and education providers when concerns have been raised.



[www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter](http://www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter)



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The difficulty of the 'power' relationship; enabling access to opportunity to speak up.

What do we do about it?

SLEC number  
10:

# Time and space for Learning



## Safe Learning Environment Charter



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### Time and space for learning

Learners are given time to reflect on and process learning experiences. They receive regular verbal and written feedback which provides opportunities for development and assessment to occur

#### Together, education and placement providers should:

- Allocate protected time for placement documentation.
- Maximise learning with innovative teaching opportunities.
- Provide learners with IT access to complete digital placement documentation.

#### Practice supervisors / assessors should:

- Adapt teaching and levels of support to individualise learning.
- Give constructive feedback to assist learning & develop proficiency.
- Provide feedback to support the assessment and determine the learner's achievement and progression.



#### Placement providers should:

- Provide dedicated areas for learners to practice their skills.
- Ensure learners have access to clinical placement educational facilities including library services.
- Ensure learners have access to digital systems required for episodes of care.



#### Learners should:

- Be proactive in seeking out learning opportunities.
- Participate in shared learning.
- Ask for feedback and value its importance for the development of clinical proficiencies.



[www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter](http://www.learninghub.nhs.uk/catalogue/safe-learning-environment-charter)

Learning opportunities,  
time, space – and  
appropriate practice  
based education with  
feedback

Recognising these are  
learner.



## HCPC Sops (a mini-selection of)

- 2.11 recognise the power imbalance that comes with being a healthcare professional, and ensure they do not abuse this for personal gain
- 8.10 act as a role model for others
- 8.11 promote and engage in the learning of others
- 8.13 demonstrate awareness of the need to encourage, support and mentor staff at all practitioner levels

Another mini-selection  
of...Cadbury's clearly \*other  
selection boxes are available



# Culture in Practice



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When we say we  
want to change it,

Why?  
For whom?  
For what benefit?

What does that  
mean exactly?

Who is doing the  
changing?

Where is the change  
coming from?

Do we just fill in  
the tick box?

What's the  
evidence?

What's the impact  
of not changing it?

Who cares?





# Things I have heard (previously):

Working  
together;  
student-  
learners, HEIs,  
Practice  
teams?



I'm here for the  
patient, not the  
student

Students get in  
the way, slow  
me down

They should  
know the  
answer to that;  
why are they  
asking me?

The Uni should  
have told them  
that

There are too  
many of them

Why do we have to  
teach, isn't that what  
the uni should be  
doing?



# Changing times

- Apprentices
  - importance of learning at work / in practice
- Practice Educators
  - recognition of the importance of their role
- Pre-preceptorship and Preceptorship offers
- Openness of communication about diversity of learners
  - Protected characteristics
  - Reasonable adjustments, perspective
  - Representativeness of feedback received
  - Flexibility of working practice?



In Summary:

including  
students



Be

KIND

to

OTHERS



This is my cultural revolution!