**Medical Education Standards & Guidance for Learning Organisations**



**Introduction**

Thank you to all colleagues for educating our learners and for taking the time to complete your organisation approval form. It is recognised that this is a significant undertaking, and your efforts are truly valued and appreciated.

The recognition of new learning organisations follows a standardised approach across the East of England. This process is undertaken by the training hub quality leads on behalf of National Health Service England’s Workforce, Transformation and Education Directorate (NHSE WT&E). It is a multiprofessional approach that encompasses all learners within primary care settings, including nurses, first contact practitioners, pharmacy, advanced care practitioners, foundation, and general practice (GP) trainees.

Learning organisations must be formally accredited and re-approved by NHSE WT&E. The initial approval period should usually be for a maximum of two years; re-approvals should take place at least every four years. During an initial assessment, the training hub team will wish to speak with as many learners and educators within the practice as possible, as well as other members of the multi-disciplinary team who may contribute to learning.

Please be aware that the training hub assessors are from a broad range of backgrounds including nursing, doctors, universities, and advanced practice. Therefore, when completing the application form, please do not use medical jargon and ensure all of your acronyms are explained. Finally, please do not include any links and do not embed any documents as these cannot be opened by the assessors. Any additional documents (such as learner feedback) should be provided as separate email attachments.

It is imperative that this document is submitted to the training hub quality administrator **at least one calendar month before your accreditation visit is due**. This allows the training hub to check the paperwork, ask for clarifications if necessary, and then forward on to the visiting team such that they have time to check through the document and prepare any questions prior to the visit.

**Section 1: Placement Details**

* This section describes the context within which learners work within the organisation and aids the training hub to understand the functions of the organisation and how the learners fit in.

**Section 2:**

**Domain 1: Learning Environment and Culture**

* The organisation should have a learning and training ethos and be able to show effective use of the entire primary healthcare team in assisting learners.
* The organisation should also gather feedback from patients and learners and reflect upon this, making changes as appropriate.
* The organisation should provide the learner with facilities in the organisation to secure personal items safely.

**Domain 2: Educational Governance and Leadership**

* The organisation should involve the learner in clinical governance processes, including quality improvement activities, significant event analyses and audit. The organisation should have regular meetings which the learner should attend, wherever possible, and at which organisation management, including complaints, and the management of patients are discussed.
* There should be appropriate processes in place to ensure that the learner receives the results of investigations and referrals that they have initiated, and that they are supported to action these results appropriately and can prescribe safely.
* The organisation should also consider the views of current and past learners and respond accordingly.

**Domain 3: Supporting Learners**

* Learners should receive an effective induction and feedback on induction processes should be reflected upon and actioned where necessary.
* Learners should be adequately supervised and protected time should be made available for the learners and supervisors.
* The organisation must normally be able to cope with its patient load effectively with or without learners.
* Equipment for recording patient consultations must be easily accessible and procedures should be in place to ensure that patient consent is obtained appropriately.
* The wellbeing of learners should be ensured with specific consideration given to those who may have neurodiversity, dyslexia or other specific learning difficulties.

**Domain 4: Supporting Educators**

* Educational supervisors or clinical supervisors in the practice should have adequate protected time for training and supervision. This protected time should include (but is not limited to) workplace-based assessments, educational/clinical supervisor reports, eportfolio activity, attendance at local university/programme meetings and conferences, attendance at Annual Review of Competence Progression (ARCP) panels, East of England multiprofessional education offerings, and must have time to prepare any documentation required for their ongoing recognition.
* GP Trainers should seek to ensure that the quality of their GP training is assured and benchmarked against other GP Trainers.
* All members of the primary healthcare team involved in teaching must have personal development plans that cover their work as educators.

**Domain 5: Delivering Curricula and Assessment**

* All educators within the organisation should be supported in remaining up to date with the curricular requirements of their learners. This includes allowing educators protected time to attend relevant updates.
* The organisation needs to provide relevant experience for learners such that they can demonstrate their curricular requirements. This means that a broad range of experiences will need to be supported.

**Domain 6: Delivering a Sustainable Workforce**

* This is an opportunity to celebrate success and how you plan to educate and retain your future workforce.

**Accreditation of Organisations – Process**

1. The accreditation date should be set and communicated by the training hub. Typically, the first accreditation is for a 2-year period and subsequent accreditations are for a 4-year period. However, the timelines may change somewhat depending on changes within the organisation and/or recommendations of the training hub.
2. Please ensure that ALL acronyms are explained so that they can be understood by different health professionals.
3. Contemporaneous supporting information on performance collected throughout the period of accreditation, including feedback from any previous learners, should be provided separately. Please do not embed any attachments within the application form.
4. The application form should be emailed to the training hub quality team **at least one calendar month prior to your assessment date.**
5. The assessment may take place in the organisation itself or by virtual or remote modalities. The training hub quality team will suggest a timetable in advance of the meeting. The team usually like to speak with other organisation members and the organisation should aim to facilitate this. The visit will ordinarily be no longer than a half day, depending on the size of the practice.
6. Once the visiting team has agreed to recognise the organisation a recommendation is made to the Primary Care School Quality Oversight Panel who ratify that decision. This panel normally meets at the end of each month but if a more urgent decision is required an extraordinary panel may be convened in exceptional circumstances.
7. The recognition of the organisation as an approved learning environment will be promulgated to the organisation via the training hub quality team. At this point you will be asked to sign a declaration accepting the various terms and conditions of being an approved learning organisation.