**Primary Care School**

**2-4 Victoria House, Capital Park, Fulbourn, Cambridge**

**CB21 5XB**

**Recognition of Educational Environments**

(Revised April 2025)

This form should be completed by all organisations applying to become primary care learning organisations (LOs) for the first time within the East of England. This includes but is not limited to, general practices, community pharmacies, nursing homes, hospices, and dental practices.

Individual organisations may apply to become learning organisations; although where possible, it is encouraged that organisations should apply ‘at scale’, for example, as a primary care network (PCN). This form should also be completed when an existing LO wishes to add other groups of learners for which the LO has not previously been approved to host.

Please ensure that ALL relevant[[1]](#footnote-2) boxes on this form are completed.

Organisations will need to complete and submit this form electronically to their local training hub (TH) contact details are provided at the ‘Form Submission’ section towards the end of the form.

Please DO NOT embed any documents within this form as they will not be viewed.

Any information submitted that later turns out to be falsified will be considered a probity issue.

This document replicates the NHS England Quality Framework and is consistent with both CQC and professional body i.e. GMC, NMC, HPFC standards associated with high quality learning environments.

Whenever possible, a physical visit of the site(s) will be conducted by the TH assessment team following liaison with the applicant, however, it is possible to review the application and conduct an assessment virtually. In any event, the TH will be in contact with the applicant in due course following submission to discuss next steps.

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| Name of Organisation:  e.g. Practice, Primary Care Network, OOH Provider |  |
| Site Code of Organisation |  |
| Name of Constituent Placements  e.g. practices, pharmacies, care  homes (if different from above) |  |
| Current CQC Rating for all sites |  |
| Any Previous CQC Ratings Below Good?  Please List Actions Taken |  |

**Section 1: Placement Details**

Separate information is required **for each** geographical location being put forward as a placement option. Primary Care Networks are encouraged to apply as a single organisation but should detail the constituent environments and teams for each site within the PCN. Please also provide current and indicative future numbers of learners each area can/will accommodate.

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| Placement Addresses (please list) | | |
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| Please list the current placement provision (i.e. number and type of learners) if applicable: | | |
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| Please list the planned placement provision (subject to approval) | | |
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| Please provide any relevant information about transport/parking issues relating to the premises: | | |
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| **Responsible LO Manager** (this should be the named person dealing with trainee placements)   |  |  | | --- | --- | | Name |  | | Role |  | | Phone Number |  | | Email Address |  |   **GP Educational Lead**   |  |  | | --- | --- | | Name |  | | Role |  | | Phone Number |  | | Email Address |  |   **Nurse Educational Lead**   |  |  | | --- | --- | | Name |  | | Role |  | | Phone Number |  | | Email Address |  |   **AHP Educational Lead**   |  |  | | --- | --- | | Name |  | | Role |  | | Phone Number |  | | Email Address |  |   **Any other critical key contacts**   |  |  | | --- | --- | | Name |  | | Role |  | | Phone Number |  | | Email Address |  | |  |  | | | |
| TH and ICS Alignment | Learning Organisations may host a number of learners that are placed across a number of Integrated Care Systems (ICS) and Training Hub (TH) boundaries i.e. all the GP Postgraduate Doctors in Training (PG DiTs) may be placed by one GP Specialist Training Programme (GPSTP) ‘aligned’ to an ICS but other professional learners may be placed by Higher Educational Institutes (HEIs) ‘aligned’ to another ICS.  TH’s across the EoE work closely together to overcome any cross-boundary issues, in order to reduce the burden to LO’s of contacting numerous THs **please indicate a preference for your main TH liaison.** | |
| Which ICS/TH do you link with (please indicate):   * SNEE * C&P * MSE * N&W * HWE * BLMK | | Which Higher Education Institutes do you link with (for Nursing and AHP Learners): |

**Please list all the organisations the LO accepts learners from i.e. GPST Programme(s) and Higher Educational Institutions.**

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| **This section is only applicable if hosting nursing and AHP learners. To note - if you are unable to fully complete this section please contact your local TH for advice.**  **Placement type (Please tick relevant patient type)** | | | |
| Virtual/simulated | Role emerging | Hybrid | Traditional (f2f) |
| **Speciality** (e.g. Elective T&O ward, Acute adult nursing- respiratory, GP surgery) | |  | |
| **Spoke Placements/ Split placement.**  If more than one discrete location (area/ speciality) is being reviewed, please list all locations from which the service under review is currently being provided. Please give speciality and type of placement if it differs from that given above | | | |
| **Spoke Placement/satellite name** | **Spoke Placement address if different from hub placement** | **Experience offered** | **Co-ordinator for this area** |
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**The following section is only applicable if hosting nursing and AHP learners. If you are unable to provide the information at the point of completing the form – please leave blank and it will be discussed as part of the approval visit/assessment.**

Please identity the total number of learner and which the environment is able to support (including apprentices- Please consider number of days apprentices are “learners”, (i.e. may only be 2 days per week), to optimise placement capacity.

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| **Pre-registration Nursing and Midwifery** | | | | Length – Circle all that apply | | BSc/MSc  Circle all that apply | | Apprentice | | Year 1 | Year 2 | | Year 3 | Total |
| Pre-registration Nursing – Adult | | | | Core / short | | BSc/MSc | |  | |  |  | |  |  |
| Pre-registration Nursing - Child | | | | Core / short | | BSc/MSc | |  | |  |  | |  |  |
| Pre-registration Nursing -LD | | | | Core / short | | BSc/MSc | |  | |  |  | |  |  |
| Pre-registration Nursing - MH | | | | Core / short | | BSc/MSc | |  | |  |  | |  |  |
| Pre-registration Nursing Associate | | | | Core / short | |  | |  | |  |  | |  |  |
| Pre-registration Midwifery | | | | Core / short | | BSc/MSc | |  | |  |  | |  |  |
| Assistant Practitioner | | | | Core / short | |  | |  | |  |  | |  |  |
| Return to Practice – state profession | | | | Core / short | |  | |  | |  |  | |  |  |
| Other - please state | | | | Core / short | |  | |  | |  |  | |  |  |
| Other - please state | | | | Core / short | |  | |  | |  |  | |  |  |
|  |  | Total | | | | | | | | | | | |  |
|  |  | Comments: | | | | | | | | | | | | |
| **Pre-registration Allied Health Professions** | | | | | | BSc/MSc | | Apprentice | | Year 1 | Year 2 | | Year 3 | Total |
| Diagnostic Radiographer | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Dietetics | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Occupational Therapist | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Operating Department Practitioner | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Paramedic | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Physiotherapist | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Speech and Language Therapist | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Therapeutic Radiographer | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Assistant Practitioner | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Optometry | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Clinical Psychology | | | | | | BSc/MSc | |  | |  |  | |  |  |
| Other - please state | | | | | | BSc/MSc | |  | |  |  | |  |  |
|  |  | Total | | | | | | | | | | | |  |
|  |  | Comments: | | | | | | | | | | | | |
| **Post Registration Approved Programmes– all professions** | | | | | | | | Apprentice | | Full programme | | | | Total |
| Surgical Care Practitioner | | | | | | | |  | |  | | | |  |
| Advanced Clinical Practitioner | | | | | | | |  | |  | | | |  |
| Specialist Community Public Health Nursing (SCPHN) - Health Visiting | | | | | | | |  | |  | | | |  |
| SCPHN - School Nursing | | | | | | | |  | |  | | | |  |
| SCPHN - Occupational Health Nursing | | | | | | | |  | |  | | | |  |
| Specialist Practitioner Qualification (SPQ) - Community Child Nursing | | | | | | | |  | |  | | | |  |
| SPQ - District Nursing | | | | | | | |  | |  | | | |  |
| SPQ - General Practice Nursing | | | | | | | |  | |  | | | |  |
| SPQ – Critical Care | | | | | | | |  | |  | | | |  |
| Prescribing - V100 /V150 /300 | | | | | | | |  | |  | | | |  |
| Other - please state | | | | | | | |  | |  | | | |  |
| Other - please state | | | | | | | |  | |  | | | |  |
|  |  | Total | | | | | | | | | | | |  |
|  |  | Comments: | | | | | | | | | | | | |
|  |  | **Please list other learners supported i.e. T-level etc which are not included in the overall capacity** | | | | | | | | | | | | |
| **Programme** | | | **Number** | |  | |  | | **Programme** | | | **Number** | | |
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| **Domain 1: Learning environment and culture**  The organisation’s members, learners and service users should be treated with dignity and respect and have the resources to help the organisation develop as a learning organisation, responding to feedback and delivering safe, effective, and compassionate care. |

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| **Please describe the facilities available for training purposes across the organisation. This should include the available space, IT and recording equipment.** | | | |
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| **Describe any limits on your provision for disabled or other special needs learners, including the need for flexible working** | | | |
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| **Please confirm that your organisation ensures the safe secure recording and storage of consultations/assessments on digital media and is fully compliant with the GDPR. Please describe what the organisation’s policy is about video recordings/consultations.** | | | |
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| **Please describe the opportunities for learners to be involved in multi-professional learning including audit, quality improvement and significant event analyses.** | | | |
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| **Please reflect on any feedback received from learners (if you have had any), highlighting any examples of feedback which reinforce good practice, or introduction of new good ideas developed from feedback by learners** | | | |
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| **Please describe your processes/protocols for ensuring patient safety in the context of a learning environment** | | | |
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| **If there is any specific expectation for dress code for any group of learners, please state here:** | | | |
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| **Please list any shift patterns that may be relevant to nay group of learner e.g. 08:00-16:00** | | | |
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| **Policies/Guidance** | | | | |
| Please confirm, or strike out if not applicable, that the proposed LO maintains up to date policies and guidelines with which staff are compliant and with which learners will be assisted to access and to comply with as appropriate. | | | | |
| Aware of HEI policy & procedures (i.e risk of failure / cause for concern) | Yes/No/NA | Bullying and Harassment | Yes/No/NA | |
| Health and Safety legislation | Yes/No/NA | Uniform / Clothing | Yes/No/NA | |
| Fire Safety and Prevention | Yes/No/NA | Radiation and Ionisation | Yes/No/NA | |
| Lone Worker arrangements | Yes/No/NA | Violence and Aggression or Challenging Behaviour | Yes/No/NA | |
| Moving and Handling | Yes/No/NA | Raising Concerns | Yes/No/NA | |
| Safeguarding (Adult/child) | Yes/No/NA | Learner/Learner policy | Yes/No/NA | |
| Confidentiality | Yes/No/NA | The Code (NMC 2018) | Yes/No/NA | |
| Information Governance | Yes/No/NA | Guidance on Raising concerns, NMC (2018) | Yes/No/NA | |
| Equality and Diversity | Yes/No/NA | HCPC Guidance on Conduct, Performance and Ethics for Staff and Learners | Yes/No/NA | |
| Infection Control | Yes/No/NA | Other relevant policies: | Yes/No/NA | |

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| **Domain 2: Educational Governance and Leadership**  There should be evidence of a strong multi-professional approach to education and training underpinned by robust educational governance and leadership. Education and training opportunities should promote equality, diversity, and inclusion. |

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| **For each professional group of learners you host or plan to host, please describe their ‘personal educational’ induction process. Please note this section is for the specific induction identified for different professional learners and differs from an ‘organisational’ induction which you should describe in the Domain 3 section below.** |
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| **Please describe how the non-clinical or management staff are involved in the teaching and/or support of learners.** |
|  |
| **Please describe how the wider clinical staff are involved in the teaching and support of learners and how have they been trained for this role, or the qualifications/expertise they hold.** |
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| **NMC programme only: Please note the experience learners can achieve in this placement (specific proficiencies required for this cohort of learners can be discussed with the relevant TH Nursing Lead or during the LO approval visit/assessment.)** |
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| **HCPC/GPhC only: Please note the experience learners can achieve in this placement (specific proficiencies required for this cohort of learners can be discussed with the relevant TH Nursing Lead or during the LO approval visit/assessment.)** |
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| **Please provide a short summary and reflection on any formal or informal complaints received by the organisation in the last 5 years which relate to education and training. Please include a summary of any changes made.** |
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| **Please describe your approach to providing regular clinical supervision for your various learners, including cover for educator holidays or other absence including how those covering have been trained for this role.** |
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| **How does the organisation actively support and promote the principles of equality, diversity, and inclusion?** |
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| **Domain 3: Supporting and empowering learners**  Learners should receive an appropriate induction, pastoral support and have ample opportunities for relevant curricular experience and assessment such that learning outcomes may be achieved. |

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| **Please outline how you intend to deliver the organisational induction for a new learner (see notes above regarding ‘personal educational induction’. This section should detail the generic induction to the LO that all learners will participate in).** |
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| **Please describe the process of how you plan to create your learners’ work plan, including how you will ensure that this complies with employment contracts and takes account of individual learners’ personal circumstances. Whilst the LO may not directly employ the learner (except apprentices), in this section you should describe how you will ensure the learners will be protected under their contracts of employment for e.g. EWTD.** |
|  |
| **What learning opportunities can the organisation facilitate for learners involving professionals external to the organisation e.g. the wider community services such as EoLC team, Community Nursing or Therapy services.** |
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| **Will the learner have access to a computer for eLearning and other digital learning platforms?** |
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| **Domain 4: Supporting and empowering educators**  Educators need to be appropriately trained to required standards and maintain those standards through feedback and appraisal. The organisation should release educators from clinical duties to allow them to undertake their roles. |

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| **Name and profession of staff involved in the education and supervision of learners.**  **Please also provide details of any aspirant educators planning to obtain formal training, or those providing ‘ad hoc’ support to learners.** | **Please indicate if formally approved as a tiered educator or assessor/supervisor (for nurse educators) and the date achieved.** | **Please indicate specific details of educator/supervisor approval, i.e. which GP Tier (i.e. 2a/2b or 3/SSSMSPP/998/SSSA)**  **Please add date of approval/reapproval or attendance/update at relevant courses.** | **Professions the Educator is planning to teach/supervise.** |
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| **What protected time is allocated to educators to enable them to fulfil their roles in training and assessment?** |
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| **Are any Health Care Professionals working under regulatory body conditions or other restrictions (Yes/No)? – If yes, we will be contacting you for further details.** |
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| **Are any Health Care Professionals currently under any formal or informal investigations or processes including referral to regulatory bodies (Yes/No)? - If yes, we will be contacting you for further details.** |
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| **Please describe any anticipated changes to the team or organisation which would affect the learning environment? For example, maternity, long term sick leave and retirement, or changes to estates or contract status coming to an end. If so, please describe your contingency plans to lessen the potential disruption to education.** |
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| **Domain 5: Delivering curricula and assessment.**  The organisation demonstrates responsiveness to changes within curricula and assessment and is inclusive of all stakeholders in shaping curricula. |

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| **Please describe how educators remain abreast of the curricula requirements and mandatory assessments of the various learners within the organisation and how you will ensure that learners are only allocated to supervisors qualified to fulfil a supervisory role.** |
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| **To ensure a wide range of learning opportunities for all learners is your organisation able to provide learners the learning opportunities required by their respective curricula? Please provide specific examples for each group of learner.** |
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| **Domain 6: Delivering a sustainable workforce.**  The organisation should take steps to reduce learner attrition and promote opportunities for working locally. |

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| **Please describe how the organisation plans to promote working in primary care and local opportunities for employment** |
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| **The following section is a review of the overall quality of the learning environment and will be fully completed by the visiting team if taking nursing or AHP learners from HEIs. However, you may wish to be aware of what is being looked for, and you are welcome to add relevant comments that will help the visiting team.** | | |
| Learners are in an environment in which education and training is valued and learners are treated fairly, with dignity and respect and are not subject to negative attitudes or behaviours | Yes/No |  |
| Learners are encouraged to raise concerns and there are clear processes in place to facilitate this.  For NMC programmes, there is an identified “Nominated Person” accessible | Yes/No  Yes/No |  |
| Learners will have protected supported learning / supernumerary status as required for the programme. Please state how the area will accommodate time and staffing for this. | Yes/No |  |
| Staff actively encourage students to disclose need for reasonable adjustments and adapt practice learning accordingly | Yes/No |  |
| There is a “live” database for Practice Supervisors/Practice Assessors (Nursing and Midwifery) | Yes/No |  |
| There is a “live” database for Practice Educators (Allied Health Professionals and other non-medical professions) | Yes/No |  |
| There are sufficient Practice Supervisors/ Assessor/Educators, to support the stated learner capacity | Yes/No |  |
| Learners are provided with a learner information pack prior to attending placement to support preparation | Yes/No |  |
| Learners are provided with lockable storage for personal/valuable items | Yes/No |  |
| Does the area operate a specific model of placement allocation i.e. Hub and spoke, student per shift  Or facilitation of learning i.e. CLiP, coaching, peer learning. | Yes/No |  |
| There are systems in place to notify the university of accidents or incidents involving learners. | Yes/No |  |
| There are systems in place to notify the university of any concerns around learner professionalism or clinical practice | Yes/No |  |
| This placement provider will ensure that the named Practice supervisors and Practice Assessors/Practice Educator have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities | Yes/No |  |
| The placement can ensure that Practice Supervisors and Practice Assessors/ Practice Educators have sufficient opportunities to engage with each other and Academic Assessors/staff to share relevant information on the conduct, proficiency and achievement of the learner they are supporting | Yes/No |  |
| There is a process in place that ensures that learners are allocated to appropriate Practice Supervisors/Practice Assessors/Practice Educators. | Yes/No |  |
| There is a process in place to ensure sustainable placements in light of vacancies sickness etc. | Yes/No |  |
| Practice Supervisor/ Practice Assessor / Practice Educator comments (where available) have been reviewed and any identified learning taken forward | Yes/No |  |
| There is a process in place to ensure HEIs are informed of any Quality reviews i.e. CQC, HCPC, NMC, HCPC, GMC, NHSE, Self-Assessment etc. which have identified any concerns. | Yes/No |  |
| Where concerns have been raised from quality reviews there is an organisation action plan in place, | Yes/No |  |
| Where concerns have been raised from quality reviews there is a learner action plan in place and attached. | Yes/No |  |

**GDPR**

By completing this form, you agree to share the data with Health Education East of England and the regional training hubs. The information provided within this form will be held by the regional training hub for the purposes of approval and ongoing accreditation of educational environments. This data will also be shared with the relevant regulatory bodies i.e., GMC for their records of approved training environments. None of the data will be modified unless you notify the training hub of any relevant changes to the training environment. Data will be held for the entirety of the period in which the educational environment remains an approved training site.

**Form Submission**

Thank you for completing this form which should be sent electronically to your local Training Hub:

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| **Training Hub** | **Email Address** |
| Bedfordshire, Luton, and Milton Keynes | [ccs.blmk.traininghubqualityteam@nhs.net](mailto:ccs.blmk.traininghubqualityteam@nhs.net) |
| Cambridgeshire & Peterborough | [cpth.qualityteam@nhs.net](mailto:cpth.qualityteam@nhs.net) |
| Hertfordshire & West Essex | [hwetraininghub@nhs.net](mailto:hwetraininghub@nhs.net) |
| Mid and South Essex | [primarycare.workforce@nhs.net](mailto:primarycare.workforce@nhs.net) |
| Norfolk & Waveney | [nwicb.primarycareworkforce@nhs.net](mailto:nwicb.primarycareworkforce@nhs.net) |
| Suffolk & North East Essex | [training.hub@snee.nhs.uk](mailto:training.hub@snee.nhs.uk) |

Once the form is submitted there are two potential routes of approval:

**- Route one: Extend current recognition to wider groups**

**- Route two: New recognition which usually requires an assessment (virtual visit)**

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**Formal Assessment of Educational Environment**

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| Please enter the names and roles of the assessment team |  | | | | |
| Names and roles of LO staff taking part in this assessment |  | | | | |
| Date of assessment |  | | | | |
| Has the mandatory pre-approval training been completed for each GPST educator? |  | | | | |
| Recognition of the Educational Environment | | | | | |
| Domain 1: Learning Environment and Culture | | | | Choose an item. | |
| Domain 2: Educational Governance and Leadership | | | | Choose an item. | |
| Domain 3: Supporting and Empowering Learners | | | | Choose an item. | |
| Domain 4: Supporting and Empowering Educators | | | | Choose an item. | |
| Domain 5: Delivering Curricula and Assessment | | | | Choose an item. | |
| Domain 6: Delivering a Sustainable Workforce | | | | Choose an item. | |
| Please indicate the panel’s outcome decision | Recommend Recognition | | | |  |
| Recommend actions and Review – Please specify below | | | |  |
| Suggested date for review of actions | |  | | |
| Not recommended for Recognition – Please give reasons below | | | |  |
| Number and type of learners approved (Please indicate) | GP PG DiTs |  | | | |
| Foundation PG DiTs |  | | | |
| Medical Students |  | | | |
| Nurses |  | | | |
| Pharmacists |  | | | |
| Other (Please specify) |  | | | |
| Please provide a summary of highlights |  | | | | |
| Please provide a summary of the recommendations for educational development |  | | | | |
| Please highlight any concerns and actions to be taken by the LO. |  | | | | |
| Lead TH Assessor Signature |  | | | | |
| Anticipated date of next review. |  | | | | |

**Action Plan**

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| **Education Audit Action Plan** | | | | | | | |
| No | Concern/Problem Identified | Measure / Action to be taken  (use SMART actions) | Lead  (Name &Title) | Planned completion date | Actual completion date | Evidence | Evidence of Sustainability and monitoring |
|  | *What is the concern to be addressed?* | *What are we going to do to achieve the target, with or for whom, and how will we do it?* |  | *When do we want this to be completed?* | *When is this actually completed* | *Describe a clear outcome. Check the action will lead to the desired results. What evidence will we be able to provide to show it is complete? Provide this evidence* | *How will the outcome continue to be measured?*  *How frequently?*  *Where will results be reported?* |
| *1* |  |  |  |  |  |  |  |
| *2* |  |  |  |  |  |  |  |
| *3* |  |  |  |  |  |  |  |
| *4* |  |  |  |  |  |  |  |

APPENDIX A – QUALITY STANDARD DOMAINS

The information below is taken directly from the national quality framework standards which can be found at: <https://healtheducationengland.sharepoint.com/Comms/Digital/Shared%20Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality%2FHEE%20Quality%20Standards%2Epdf&parent=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality&p=true&originalPath=aHR0cHM6Ly9oZWFsdGhlZHVjYXRpb25lbmdsYW5kLnNoYXJlcG9pbnQuY29tLzpiOi9nL0NvbW1zL0RpZ2l0YWwvRWZGRVd3ekF5SGRGcDNaZldmWURMaVVCT04xS0YzQkhwV3NkX05YbzlqellEQT9ydGltZT1zcHdETFVySTJFZw>

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| **Domain 1: Learning environment and culture** | |
| **1.1** | Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users |
| **1.2** | The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours |
| **1.3** | There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I) |
| **1.4** | There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative |
| **1.5** | The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and signposting to resources to develop knowledge which may be online, or in hard copy form of a library |
| **1.6** | The learning environment promotes inter-professional learning opportunities |
| **1.7** | Learners are provided with a learner information pack prior to attending placement to support preparation |
| **1.8** | Learners are provided with lockable storage for personal/valuable items |
| **1.9** | Does the area operate a specific model of placement allocation i.e. Hub and spoke, student per shift  Or facilitation of learning i.e. CLiP, coaching, peer learning. |
| **2.0** | There are systems in place to notify the university of accidents or incidents involving learners. |
| **2.1** | There are systems in place to notify the university of any concerns around learner professionalism or clinical practice |
| **2.2** | There is a process in place to ensure HEIs are informed of any Quality reviews i.e. CQC, HCPC, NMC, HCPC, GMC, NHSE, Self-Assessment etc. which have identified any concerns. |

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| **Domain 2: Educational Governance and Leadership** | |
| **2.1** | Educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met |
| **2.2** | Educational leadership uses the educational governance arrangements to continuously improve the quality of education and training |
| **2.3** | The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership. |
| **2.4** | Education and training opportunities are based on principles of equality, diversity and inclusion |
| **2.5** | There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents |

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| **Domain 3: Supporting and empowering learners** | |
| **3.1** | Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required |
| **3.2** | Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes |
| **3.3** | Learners feel they are valued members of the healthcare team in which they are placed |
| **3.4** | Learners receive an appropriate and timely induction into the learning environment |
| **3.5** | Learners understand their role and the context of their placement in relation to care pathways and patient journeys |

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| **Domain 4: Supporting and empowering educators** | |
| **4.1** | Those undertaking formal education and training are appropriately trained as defined by the relevant regulator or professional body |
| **4.2** | Educators are familiar with the curricula of the learners they are education |
| **4.3** | Educator performance is assessed through appraisals, revalidations, reapprovals, or other appropriate mechanisms, with constructive feedback and support provided for role development and progression |
| **4.4** | Formally recognised educators are appropriately supported and released from practice clinical time to undertake their roles |
| **4.5** | Educators are supported to undertake formative and summative assessments of learners as required |

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| **Domain 5: Delivering curricula and assessment.** | |
| **5.1** | The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards |
| **5.2** | Placement providers shape the delivery of curricula, assessments, and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models. |
| **5.3** | Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment |

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| **Domain 6: Delivering a sustainable workforce.** | |
| **6.1** | Placement providers work with other organisations to mitigate avoidable learner attrition from programmes |
| **6.2** | There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities |
| **6.3** | The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service |
| **6.4** | Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner |

1. Some sections of this form are only relevant for LO’s hosting learners placed by Higher Education Institutes (HEI’s) e.g. nursing and AHP learners. These sections are clearly marked and can be left blank if the LO is not hosting these learners. [↑](#footnote-ref-2)