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| HEE Quality Assurance of Learning Organisations |

This document is to be used for Quality Assuring a Primary care organisation for learner placements. It should form the basis for a discussion about the culture, leadership and governance of the learning environment and ways in which learning opportunities are offered, as well as enabling a discussion about the skills and experience of the ‘teachers’ and their development needs. A Learning Organisation is considered a PCN or practice or other learning Environment where Primary Care Placements occur and covers all types of Primary Care learners.

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| **Name of Learning Organisation (e.g PCN)** |  |
| **Number of Practices in the Learning Organisation** |  |
| **Environment names (e.g Practice/provider names)** |  |
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| **Within this application are there any Learning Environments you are not seeking approval for within your Learning Organisation? If yes please tell us which one.** |  |

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| **Learning Organisation contact details** | | **Role (**e.g Educational lead for Learning Organisation (PCN education lead) and PCN admin lead**)** | **Learning Environment** |
| **Name** | **Email Address** |
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| **Learning Environment** | **Type of Learners in the Environment** | **Number of Learners** |
| (e.g GP Practice / care home) | GP trainees | 6 (based at practice) |
|  | Nursing students | 12 (over 4 blocks of 3) |
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| **Learning Environment** | **Supervisor Name** | **Role** | **Approval Date** | **Attached Evidence** |
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| **Learning Environment** | **Learners in the environment in the last 3 years** | **Role** | **Dates** |
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| **Learning Organisation Demographics and detail of structure** |
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| **Learning Environment** | **Date of last CQC visit** | **Rating received** |
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| **Learning Environment** | **Date of last QA visit** | **Recommendations and Actions** |
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| **Have there been any concerns raised in the last 2 years?** |
| **Eg from trainees/ CQC** |

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| Tell us what happens |

Please answer the following questions with evidence to support your response. Suggestions for evidence have been included. These are by no means comprehensive, and we encourage you to include all the information you feel is relevant.

Please answer referring to all the learners in your organisation.

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| **1.LEARNING ENVIRONMENT AND CULTURE** |

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| 1.1 How do you ensure your learners are supported in an environment that delivers safe, effective, compassionate care that is a positive experience for patients? |
| Ideas for evidence   * Induction, Timetabling including supervision in surgery, visits, ooh, Qof points, audits, referral review, LEA meetings,CQC feedback,Patient feedback, Trainee feedback * Other things… |
| Evidence |

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| 1.2 How do you promote equality and ensure impartiality, valuing everyone’s contribution to the organisation, fostering a ‘sense of belonging’? |
| Ideas for evidence   * Timetabling, Protected teaching time, Equality and diversity training, Trainee feedback on practice to supervisor and Quality Panel, Practice meetings * Other things.. |
| Evidence: |

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| 1.3 How do you ensure all your staff have access to resources to promote their physical and mental health and wellbeing? |
| Ideas for evidence:   * Appraisal, CCG information, Newsletters, HEE information, Practitioner Health programme, Tutorial * Other things.. |
| Evidence: |

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| 1.4 What systems do you have to ensure all staff including learners and supervisors can raise concerns about clinical safety and standards of care, and any bullying and undermining?  Please include any issues that have been raised in the last 3 years. |
| Ideas for evidence:   * Policies re whistle blowing, bullying etc, Complaints procedure, LEA/SEA meetings * Other things.. |
| Evidence: |

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| 1.5 How do you ensure learners and supervisors are involved in activities that facilitate improvement in the Quality of care?  Provide specific examples. |
| Ideas for evidence   * Audits, Quality Improvement projects, Research, QoF, LEA/SEA * Other things..   **Eg. Share at practice meetings** |
| Evidence: |

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| 1.6 How do you ensure learning from clinical patient safety concerns and the experience and outcomes of patients and service users, whether positive or negative, are examined, acted upon and any learning fed back into the organisation? |
| Ideas for evidence   * PSQ, Patient groups in practice, Complaints review, SEA/LEAs * Other things.. |
| Evidence: |

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| 1.7 How do you ensure the learning environment provides suitable educational facilities for both learners and educators, including space and IT facilities. |
| Ideas for evidence   * Facilities – What is good? What needs improving? * Other things… |
| Evidence: |

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| 1.8. How do you encourage a culture of continual learning? |
| Ideas for evidence   * Constructive feedback, Learner PDPs, Tutorials, Group teaching, Reviews, Portfolio feedback * Other things.. |
| Evidence: |

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| **2. EDUCATIONAL GOVERNANCE and COMMITMENT TO QUALITY** |

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| 2.1 Who is responsible for leading education and training in your organisation?  How do they ensure a multiprofessional learning environment? |
| Ideas for evidence:   * Name, education sessions, meeting records * Other things.. |
| Evidence: |

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| 2.2 How do you ensure you are meeting the individual needs of your learners? |
| Ideas for evidence:   * Learning needs assessment, NHS induction for NHS naïve learners, reasonable adjustments * Other things |
| Evidence: |

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| 2.3 How do you ensure appropriate clinical and educational supervision for learners? |
| Ideas for evidence:   * Timetabling, portfolio evidence, Quality panel feedback * Other things. |
| Evidence: |

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| 2.4 How are learners in difficulty identified and supported  Please give specific examples if any from the last 3 years |
| Ideas for evidence:   * Specific examples |
| Evidence: |

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| **3. DEVELOPING AND SUPPORTING LEARNERS** |

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| 3.1 How do you ensure education is inclusive and reduce the potential for differential attainment.  Specifically, what induction do you provide? |
| Ideas for evidence:   * Tailored training resources, enhanced induction, enhanced supervision, communication training * Induction timetables * Other things.. |
| Evidence; |

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| 3.2 How do you ensure that education and training is developed in line with standards set for the learners – including appropriate educational and clinical supervision and that requirements for the learners portfolio, assessments and personal development are met |
| Ideas for evidence:   * Portfolio feedback, timetables, induction timetable * Other things.. |
| Evidence: |

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| 3.3 How do you ensure concerns about performance issues are flagged and fed back appropriately, with a clear line of accountability.  What mechanisms exist for learners and supervisors to raise specific concerns about education and training, how are they are supported to do so and informed about any action that has been taken as a result of their concern |
| Ideas for evidence   * Communication with appropriate ’School’ and/or education team, Comments on any experience of this * Timetables, Trainer development, Portfolio review * Other things.. |
| Evidence: |

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| **4. DEVELOPING AND SUPPORTING SUPERVISORS** |

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| 4.1 How do you ensure your educators are appropriately trained as defined by the relevant regulator or professional body and maintain and develop their skills |
| Ideas for evidence   * Supervisor course, Peer review visit, Quality panel feedback, Appraisal evidence, Advanced supervisor Course * Other things.. |
| Evidence: |

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| 4.2 How is educator performance assessed? |
| Ideas for evidence   * Supervisor visits, Peer review, Quality panel feedback, Appraisal evidence, Learner feedback * Other things… |
| Evidence: |

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| 4.3. How do you ensure your supervisors are adequately resourced |
| Ideas for evidence:   * Contracts, timetables, Trainer workshop, CPD time * Other things |
| Evidence: |

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| 4.4 How are supervisors encouraged to link with one another? |
| Ideas for evidence:   * Workshops, timetabling, * Other things.. |
| Evidence: |

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| **5. DELIVERING PROGRAMMES AND CURRICULA** |

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| 5.1. How do you ensure that learners are able to meet the learning outcomes required by their curriculum or required professional standards**.**  Specifically, how do you ensure their rotas and workload enable them to attend planned education sessions |
| Ideas for evidence   * Learning needs assessments, Manchester rating skills , Planning of educational content, Workload assessment and case mix, Timetable * Other things.. |
| Evidence |

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| 5.2 How do you ensure that the delivery of curricula, assessments and programmes is responsive to changes in treatments, technologies and care delivery models. |
| Ideas for evidence   * Innovations in practice, Different ways of working, Opportunities to be engaged in wider context – e.g ST3/4, partnership meetings, Forums, CCG meetings etc etc * Share what you are proud of! |
| Evidence |
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| 5.3 How do you 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. |
| Ideas for evidence   * PSQ, PPG groups, Feedback from learners * Other things.. |
| Evidence |

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| **6. DEVELOPING A SUSTAINABLE WORKFORCE** |

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| 6.1 What do you do to ensure learners are supported to make the transition into independent practice |
| Ideas for evidence   * Evidence of PDP attend of training, appraisal, tutorial record |
| Evidence: |

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| 6.2 How do you work collaboratively with stakeholders to ensure sufficient placement capacity |
| Ideas for evidence:   * Meetings, updates with stakeholders * Other things |
| Evidence; |

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| **7. Sharing Best Practice** |

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| 7.1 What are you most proud of as an organisation involved in the education and training of Primary Care healthcare workers? |
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| 7.2 What are your biggest challenges as an organisation involved in the education and training of Primary Care healthcare workers? |
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| **Feedback from Assessment Panel** | |
| LEARNING ENVIRONMENT AND CULTURE: | |
| EDUCATIONAL GOVERNANCE and COMITMENT TO QUALITY: | |
| DEVELOPING AND SUPPORTING LEARNERS: | |
| DEVELOPING AND SUPPORTING SUPERVISORS: | |
| DELIVERING PROGRAMMES and CURRICULA: | |
| DEVELOPING A SUSTAINABLE WORKFORCE: | |
| Overall Summary: | |
| Recommendations: | |
| Risk matrix outcome: | |
| **Any Concerns Raised:**  Details:  Action:  Action Owner:  Timeline for Action: | |
| **Training approved for :** | |
| Learners Specialty and number | Approval Time |
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| **Signatures:** | Date |
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