

HEE Provider Self-Assessment - 2022

HEE Self-Assessment Tool

HEE Self-Assessment - Introduction

The HEE Self-Assessment (SA) is a process by which providers carry out their own quality evaluation against a set of standards. It is based on the philosophy of continuous quality improvement, the identification of quality improvement potential, the development of action plans, implementation, and subsequent evaluation.

Providers are asked to complete this online form indicating where they have or have not met the standards as set out in the SA. There is the opportunity under most of the questions for providers to provide comments to support their answer, this is optional and not mandatory.

Completing the SA

Some questions within the SA will ask you to provide some further information based on your responses.

Where standards have not been met: In these instances you will be asked to provide some information detailing why the standard has not been met and any work that is underway to ensure it will be met in future.

Where standards have been met: Where you have met the standards, some questions may give you the opportunity to add comments to support your answer.

Responses by Professional Group: In some questions we have asked you to provide a response per professional group. Throughout the SA we have arranged these groups by their regulators. For example, some questions will ask for you to respond for GMC or NMC associated learners or educators.

Further Questions

If you have any queries regarding the completion of the HEE SA, please review the FAQ document. If you still require further information, you can contact your regional HEE Quality Team.

1. Region Selection

West Yorkshire

Please select your region from the list below:

Please select your provider from the list below:

Bradford Teaching Hospitals NHS Foundation Trust

2. Please provide details of 3 challenges within education and training that you would like to share with HEE.

(100 word limit on each response)

Example
1

The COVID 19 pandemic has had a direct impact upon students due to graduate in 2022. Students are reporting that they do not feel adequately prepared to take on newly qualified roles due to disruptions in their training as a result of the pandemic. Concerns include; lack of capability and confidence in performing clinical skills and difficulties in managing workloads. Training and Education are proactively addressing this and preparing to facilitate additional learning to supplement knowledge gaps. The newly qualified preceptorship programme is under review to ensure that new starters have access to various support and development opportunities.

Example
2

Training and Education have seen an increase in the number of students and trainees that have required additional support in regards to their physical and mental health. The COVID -19 pandemic has led to a rise in the number of doctors in difficulty at the Trust, with the number of those accessing support more than doubling compared to previous years. An increase has been noted in the number of learners suffering from depression, anxiety, stress, burnout or other mental health conditions relating to, or made worse by the pandemic and workforce pressures.

Example
3

Workforce pressures are affecting the ability for staff and learners to access training and development opportunities, as clinical pressures are prioritised to maintain patient safety. Attendance at education courses can often be cancelled at short notice due to clinical pressures. Training and Education are utilising different approaches to education including virtual blended learning and in-situ delivery. Reduced training opportunities can impact upon staff retention; therefore it is important to consider as a Trust how to support and prioritise education to prevent early attrition.

3. Please provide details of 3 areas of good practice within education and training that you would like to share with HEE.

(100 word limit on each response)

Example
1

In July 2022 T&E submitted an application to ASPIH (Association for Simulated Practice in Healthcare) and underwent an external assessment process, with a view to gaining accreditation. The accreditation would demonstrate the delivery of excellence in all simulated learning at the Trust, and that as an organisation we are committed to continuous learning and improvement. Early feedback on the assessment is very positive, and an outcome is expected in September 2022

**Example
2**

As a Trust we have successfully maintained and increased learner capacity to accommodate additional numbers across a range of professional programmes. There has been a collaborative approach with external stakeholders including HEE and local HEI's (Higher Education Institutes) to accommodate additional student numbers to support the future workforce. The education team have been piloting new models of supervision within clinical areas, including coaching models and innovative student led clinics.

**Example
3**

Training and Education were successfully awarded a National Innovation Award from HEE in July 2022 for sustainable and innovative postgraduate medical education and training recovery interventions. Following a grant of £100,000 from HEE, T&E have supported some novel projects including dedicated educator time to provide 1:1 supervision for trainees. The Trust's innovative use of the funding has been recognised by HEE, and shared nationally as an example of good practice

4. Please tick the box below to confirm that your Self-Assessment response has been signed off at board level before submission back to HEE.

☒

By selecting this box I confirm that the responses in this SA have been signed off at board level

5. Please confirm the date that board level sign off was received:

DD/MM/YYYY

22/09/2022

Section 2 - Contracting

6. Do you have board level engagement for education and training?

☒

Yes

☐

No

If yes, please provide their name and job title; if no, please provide further detail.

Dr Ray Smith – Chief Medical Officer

Professor Karen Dawber – Chief Nurse

7. Can the provider confirm that the funding provided via the education contract to support and deliver education and training is used for explicitly this purpose?

- ☒ Yes
- ☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Funding received via the education contract is utilised to support education for learners in Trust

No -
Please
provide
further
detail

8. Is an activity in the Education Contract being delivered through a third party provider?

- ☐ Yes
- ☒ No

If yes, please detail who with:

9. Has the provider reported any breaches in relation to the requirements of the NHS Education Contract for any sub-contractor?

- ☐ Yes
- ☒ No
- ☐ N/A

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

No -
Please
provide
further
detail

10. Is the provider able to give assurance that they are compliant with all HEE education and training data requests?

☒ Yes

☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

No -
Please
provide
further
detail

11. Have there been any health and safety breaches that involve a trainee or learner?

☐ Yes

☒ No

If yes, please provide detail:

12. Does the provider engage with the ICS for system learning?

- ☒ Yes
☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

No -
Please
provide
further
detail

Section 3a - Quality

13. Is the provider aware of the requirements and process for a HEE Quality Intervention, including who is required to attend and how to escalate issues with HEE?

- ☒ Yes
☐ No

If no, please provide detail:

14. Have any conditions been imposed on the provider from regulators?

	Yes	No	N/A
GDC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GMC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GPhC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HCPC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NMC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
GOsC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, please provide further detail:

15. Has the provider actively promoted the National Education and Training survey (NETS) to learners?

- ☒ Yes
☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Emailed to all undergraduate students and postgrad trainees at BTHFT. Promoted within BTHFT.

No -
Please
provide
further
detail

16. Has the provider reviewed and where appropriate taken action on the basis of the results of the National Education and Training Survey (NETS)

- ☒ Yes
☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your

Feedback from NETS was internally reviewed within the education senior team and then shared within the Trust. Action plans are in situ for any concerning results.

answer

No -

Please
provide
further
detail

17. Does the provider have a Freedom to Speak Up Guardian and do they actively promote the process for raising concerns through them to your learners?

☒

Yes

☐

No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

FTSU Guardian – Sue Franklin. Education team are also FTSU Ambassadors and promote at Inductions.

No - Please
provide further
detail

18. Does the provider have a Guardian of Safe Working, and do they actively promote the process for raising concerns through them to their learners?

☒

Yes

☐

No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

Yes – Dr Joanna Glascodine, promoted at Junior Doctor forum and inductions.

No - Please
provide further
detail

19. Please confirm whether you have an Equality, Diversity and Inclusion Lead (or equivalent):

☒

Yes

☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

Yes – Head of Equality and Diversity

No - Please
provide further
detail

20. Please confirm that the provider liaises with their Equality, Diversity and Inclusion Lead (or equivalent) to:

	Yes	No
Ensure reporting mechanisms and data collection take learners into account?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implement reasonable adjustments for disabled learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ensure policies and procedures do not negatively impact learners who may share protected characteristics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Analyse and promote awareness of outcome data (such as exam results, assessments, ARCP outcomes) by protected characteristic?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ensure International Medical Graduates (IMGs) receive a specific induction in your organisation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ensure policies and processes are in place to manage with discriminatory behaviour from patients?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

No - Please
provide
further detail

21. Patient Safety and the promotion of a Patient Safety culture is integral to the HEE Quality Framework. Can you confirm as a provider that you have the following:

	Yes	No
A named Board representative for Patient Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A named Patient Safety Specialist/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A process to ensure that all staff are made aware of and can access the NHS Patient Safety Syllabus Level 1 training on the e-Learning for Healthcare platform	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

No -
Please
provide
further
detail

22. Has the provider developed and implemented a service improvement plan to ensure progression through the Quality and Improvement Outcomes Framework for NHS Funded Knowledge and Library Services?

- ☒ Yes
☐ No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –

Optional comments to support your answer
The Knowledge and Library Service Action Plan has been shared with and approved by HEE. This Plan contains details of specific service improvements activities that are being implemented over the next 12 months. Implementing the activities documented in the plan will ensure the service achieve and exceed the expected service levels specified by the Quality Outcome Framework.

No -

Please provide further detail

23. Has the provider been actively promoting, to all learners, use of the national clinical decision support tool funded by HEE?

☒

Yes

☐

No

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –

Optional comments to support your answer
Regular promotion of BMJ Best Practice and the Knowledge and Library Hub have increased awareness and use of online/digital evidence tools. In addition we have also provided access and promoted UptoDate and Clinical Key Nursing. The library provides drop in training to ensure all staff have the knowledge of how to access and make best use of these valuable and useful resources.

No -

Please provide further detail

Section 3b - HEE Quality Framework Domain 1 - Learning environment and culture

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

24. The learning environment is one in which education and training is valued and championed.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Undergraduate

- Introduction of Education Champions allowing all grades of medical staff opportunity to be involved in medical education and be recognised for this, traditionally this status is held exclusively by consultant grades.
- A recent emphasis on the need for continuous pastoral support for medical students and trainee physician associates. Evidence by a recent SOP covering students in mental Health crisis.
- A commitment to feedback all university formal feedback reports to relevant clinical Areas. Celebrating successes and making things better when feedback is not up to standard.

Postgraduate

- Feedback from ARCP meetings: positive in terms of the quality of the learning/teaching.
- Local teaching opportunities identified and lunchtime teaching rolled out by Associate College Tutors.

No -
Please
provide
further
detail

25. The learning environment is inclusive and supportive for learners of all backgrounds and from all professional groups.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

Within the Trust there is a Lead for equality and diversity, and a team who are actively promoting the topic to all staff and learners. Trust prayer facilities included in all student inductions.

Postgraduate

- PGME lead in contact with Trainees in difficulty – reviewed regularly at Steering Group meetings.
- PGME lead undertakes Stress Risk Assessments as required.
- PGME lead supports all GP doctors with sickness absence management concerns.
- Thrive web page signposting variety of resources to access.
- Trust lead for IMG doctors new to the NHS to ensure additional support/induction.

No - Please
provide further
detail

26. The organisational culture is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

- Trust lead for Equality & Diversity (as above) but also evidenced as part of recruitment / interview panels and applications.
- Staff networks available to join / offer additional support.
- Freedom to Speak Up Guardians.

No -

Please
provide
further
detail

27. There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

All learners are able to provide feedback after formal teaching. Formulated standard feedback leaflet QR codes to take to any sessions delivered
ARCP panel feedback requested shared at Steering Group meeting & actions identified.
Junior Doctor Forum well supported where feedback is encouraged and noted.
Multi Professional student forums are in place on a monthly basis.

No -
Please
provide
further
detail

28. Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(please define in notes)

	Yes	No	N/A
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If ‘yes’ please add comments to support your answer; if ‘no’ please provide further detail:

Yes – Optional comments to support your answer	<div>Undergraduate</div> <div>Evidenced by latest trust CQC rating of ‘Good’.</div> <div>A recent more active approach for undergraduate team to educate in clinical areas</div> <div>Allowing clinical teams more time to do their job and release workload associated with Student support.</div> <div>PGME:</div> <ul style="list-style-type: none"> - Guardian of Safe Working in place - Exception reporting for new doctors: reviewed at Junior Doctor Forum and report to Trust Board.
No - Please provide further detail	

29. The environment is one that ensures the safety of all staff, including learners on placement.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If ‘yes’ please add comments to support your answer; if ‘no’ please provide further detail:

Yes – Optional comments to support your answer	<ul style="list-style-type: none"> - Guardian of Safe Working in place - Exception reporting for new doctors: reviewed at Junior Doctor Forum and report to Trust Board. - Regular review/inspection of education facilities in Field House to ensure they meet H&S as well as quality standards.
No - Please provide further detail	

30. All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Freedom to Speak Up initiative included in all inductions for learners, including who and where to speak up to if feeling the need to do so.
Lead for Undergraduate and Postgraduate education are available to discuss concerns.
Education Manager is a Freedom to Speak Up Ambassador.

No -
Please
provide
further
detail

31. The environment is sensitive to both the diversity of learners and the population the organisation serves.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

Equality Impact assessments are routinely undertaken for training opportunities to ensure the environment is fit for purpose and meets the needs of all learners.

PGME:

- New doctors identified as potential TID prior to joining the Trust being contacted by Lead PGME to assess support needs.
- Trust lead for Equality & Diversity (as above)
- Additional support for those IMG's new to the NHS (as above)

No - Please
provide further
detail

32. There are opportunities for learners to take an active role in quality improvement initiatives, including participation in improving evidence led practice activities and research and innovation.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

The quality improvement team promote initiatives Trust wide, and actively encourage learners to participate.

UGME

- A number of UoL medical students choosing to do their 'ESREP' project at BTHFT, Most recently a student presenting at a national conference in Glasgow for some quality Improvement conducted in Orthopaedics.
- Trainee Physician Associate students undertake their own teaching project

annually
And deliver this to the education team.
PGME:

- QI team present improvement opps at Wednesday lunchtime teaching slots
- Included in curriculum for Foundation doctors – fed back at ARCP

No -
Please
provide
further
detail

33. There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Undergraduate

- Bedside teaching a mainstay format of education delivery in certain medical student year groups.
- Students are invited to attend meetings, safety events to hear direct patient stories

PGME:

- All incidents involving junior doctors reported to Lead PGME and learning shared

No -
Please
provide
further
detail

34. The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to library and knowledge services and specialists.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail for each facility:

Yes – Optional comments to support your answer

Library facilities open to all again post-Covid.
20 laptops procured via Covid Recovery fund to facilitate access to learning for junior doctors in a quiet space as well as partake in virtual teaching opportunities as PC's in library don't have cameras.
There is a pool of laptops available for pre-registration students from HEE funding, to facilitate online learning and teaching.

No - Please provide further detail

35. The learning environment promotes multi-professional learning opportunities.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support

Within the education department, all in house courses are assessed for suitability to be able to deliver education to multi professional groups. There is active recruitment of multi professional learners onto the SAFE course.
Course incorporating multi-professional human factor and clinical safety training.

your
answer

Reintroduction of Grand Round that is open to all clinical groups to attend and present.
There is a multi-professional learner forum for all pre-registration students to attend that runs monthly.

No -
Please
provide
further
detail

36. The learning environment encourages learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Recurrent message throughout inductions and teaching to sought own learning
Opportunities in practice rather than relying on simulated settings for skills sign offs.
Associate College Tutors present at Wednesday lunch-time teaching sessions when needed.
As above, ACT's identify learning opportunities in local areas and deliver regular teaching sessions using Education Facilities.

No -
Please
provide
further
detail

Section 3c - HEE Quality Framework Domain 2 - Educational governance and commitment to quality

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

37. There is clear, visible and inclusive senior educational leadership, with responsibility for all relevant learner groups, which is joined up and promotes team-working and both a multi-professional and, where appropriate, inter-professional approach to education and training.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

There is a robust education senior team structure in place throughout the organisation, with designated leads for pre-registration, and post registration training across learners groups.

The education department is multi professional, with no segregation of learners, this ensures that there is a multi professional approach to education.

PGME

- Refer Education Team Structure with senior leadership covering multi-professional groups.
- Professional Education Collaborative: joined up
- Induction/shadowing programmes for new junior doctors: range of faculty involvement.

No -
Please
provide
further
detail

38. There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No	N/A
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

All of the senior team have to complete mandatory equality and diversity training.

Undergraduate

- Personalised approach utilised where students requiring higher levels of support and surveillance to complete and thrive in placement areas.

- Two way communication channels with placement areas and leads where Adaptation is needed.

PGME:

- As above, lead PGME supports TID's, GP doctors with sickness absence and Stress RA's

No - Please
provide further
detail

39. The governance arrangements promote fairness in education and training and challenge discrimination.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC:

PGME: Junior doctors have a range of alternative support mechanisms, contacts and networks to feedback and access should they feel they're not being heard or treated unfairly, e.g. Lead PGME, EM, DoE, FTSU, Safeworking Guardian, Staff Networks, etc.

No -
Please
provide

further
detail

40. Education and training issues are fed into, considered and represented at the most senior level of decision making.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Education managers meet regularly with the senior team for escalation of any issues. There is a direct link to Trust senior operational meetings and direct escalations can go to the Chief Medical Officer.

UGME

- Monthly 1:1's with Education Manager for Professional Education, further informal Catch ups also.
- Regular liaison with Director for Undergraduate Medical Education

PGME:

- As per UGME
- Regular meetings with Medical HR
- Issues raised and discussed at Steering Group meetings chaired by DoE.

No -
Please
provide
further
detail

41. The provider can demonstrate how educational resources (including financial) are allocated and used.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

GMC:

PGME:

- Record of Covid Recovery funds spent
- DoE invited to present at regional event re. impact of funds utilised
- Financial/budget/procurement oversight & evidence

No - Please provide
further detail

42. Educational governance arrangements enable organisational self-assessment of performance against the quality standards, an active response when standards are not being met, as well as continuous quality improvement of education and training.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC

PGME:

- Education Plan work streams to deliver improvements in Education
- QMS actions regularly under review and discussed at MLE's

Feedback from learners at ARCP panels

No -
Please
provide
further

-

detail

43. There is proactive and collaborative working with other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GoC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	<p>Undergraduate</p> <ul style="list-style-type: none">- Bi-annual and quarterly formal meetings with universities to discuss feedback.- All educators expected to attend quarterly course management meetings and Represent the trust to external stakeholders.- Regional meetings across the ICS take place to review student capacity and effective learning environments. <p>Postgraduate</p> <ul style="list-style-type: none">- Access to external professional providers to present at lunch-time teaching sessions- As above, input in Consultant Development Programme & Grand round sessions- Regular catch-ups with HEE quality team as well as MEM's across the region
	No - Please provide further detail

44. Consideration is given to the potential impact on education and training of services changes (i.e. service re-design / service reconfiguration), taking into account the views of learners, supervisors and key stakeholders (including HEE and Education Providers).

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	Postgraduate - Feedback to PGME Lead in relation to new clinical requirements, teaching gaps, etc. identified, discussed with TPD's and included in teaching programmes.
	Undergraduate Any changes to capacity as a result of service reconfiguration is shared with HEE and HEI's
No - Please provide further detail	

Section 3d - HEE Quality Framework Domain 3 - Developing and supporting learners

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

45. There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	Undergraduate All learners are able to access the same opportunities. Multi professional student forum is in place to promote opportunities.
	PGME:

- Trust lead for doctors new to the NHS with additional support/induction
- Lead PGME assess additional needs/requirements with new doctors who flagged potential concerns

No - Please provide further detail

46. The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer

PGME:

- Trainees in Difficulty added to a report that is discussed at Steering Group meetings and reviewed by Lead PGME to ensure additional support in place.
- Procedures in place to support new IMGs – IMG lead, enhanced induction and supervision.

No - Please provide further detail

-

47. Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
GOSc Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

GMC:

PGME: As above – TID report discussed and reviewed regular. Any trainees highlighted by ES added to list for additional support.

No - Please
provide further
detail

48. Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOSc Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

PGME: Specific supervisors for Foundation Years and CS for various areas of clinical practice. Ongoing review of Supervisor capacity across clinical areas to ensure needs are met – additional Supervisor courses arranged where demand requires it.

No - Please
provide further
detail

49. Learners receive the educational supervision and support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –

Optional
comments
to support
your
answer

GMC:

PGME: As above. Regular liaison with ES as part of HORUS portfolio monitoring by Foundation Coordinator as well as at mid-year portfolio reviews and ARCP's.

No -

Please
provide
further
detail

50. Learners are supported to complete appropriate summative and/or formative assessments to evidence that they are meeting their curriculum, professional and regulatory standards, and learning outcomes.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –

Optional

GMC Learners

comments
to support
your
answer

Undergraduate

- Mock OSCE type learning and simulation part of routine activity.

PGME:

- Mid-year portfolio reviews to monitor competency assessment evidence and identify gaps.
- Additional opportunities created utilising Covid Recovery funding to bridge gaps in learning as a result of Covid.

No - Please
provide
further
detail

51. Learners are valued members of the healthcare teams within which they are placed and enabled to contribute to the work of those teams.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to support
your answer

Reviewed in all mechanisms of learner feedback. Students are invited to take part in Trust activities to contribute to team work and initiatives.

PGME:

- GMC survey feedback & Jr Dr Forum feedback & ARCP feedback.

No - Please provide
further detail

52. Learners receive an appropriate, effective and timely induction and introduction into the clinical learning environment.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	Undergraduate All learners receive a comprehensive induction from the education department when starting placements. A local induction is then completed in the clinical area by supervisor/assessor. PGME: <ul style="list-style-type: none"> - Return to F2F Main Trust induction in August for Junior Doctor Rotations as well as local induction for Medicine and Surgery. - Feedback at ARCP regarding local inductions – fed back to clinical areas. - Supernumerary period for those new to the NHS and IMG's
	No - Please provide further detail

53. Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service users.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	GMC: PGME: Covered in local inductions and meetings with CS and ES
	No - Please provide further detail

No -
Please
provide
further
detail

54. Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC Learners

UGME

- Encouraging feedback from junior medical students that they are regularly helped
With confidence in clinical settings from final year medical students in the same area.

PGME:

- Associate College Tutors appointed to support with curriculum delivery.
- ACT's as well as senior registrars contributing to lunchtime teaching.
- Weekly teaching arranged and delivered by ACT's where gaps in learning have been identified.

No -
Please
provide
further
detail

Section 3e - HEE Quality Framework Domain 4 - Developing and supporting supervisors

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

55. Formally recognised supervisors are appropriately supported, with allocated time in job plans/ job descriptions, to undertake their roles.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer

GMC:

- Appraisal for Supervisors carried out by DoE.
- DoE & Deputy DoE run refresher Supervisor Training sessions throughout the year.
- Job planning guidance updated, recognising increased time required for supervision.

No - Please provide further detail

56. Those undertaking formal supervision roles are appropriately trained as defined by the relevant regulator and/or professional body and in line with any other standards and expectations of partner organisations (e.g. Education Provider, HEE).

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –

Optional
comments
to support
your
answer

GMC:

PGME: As above – appraisals as well as Sup. Courses available to do refresher training.
New Supervisors pointed to HEE resources and completing both e-learning and face to face elements prior to qualifying and added to PARE register.

No -
Please
provide
further
detail

57. Clinical Supervisors understand the scope of practice and expected competence of those they are supervising.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC Learners
UGME

- Most recent placement guides are sent out to supervisors relevant to the students
They are supervising. Within this explicitly identifies learning outcomes.

PGME:

- Covered in supervisor training.

No -
Please
provide
further
detail

58. Educational Supervisors are familiar with, understand and are up-to-date with the curricula of the learners they are supporting. They also understand their role in the context of learners' programmes and career pathways, enhancing their ability to support learners' progression.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

GMC:

PGME: College Tutors provide curriculum updates at specialty level. DR may be better placed to provide additional evidence if required.

FTPD's held meetings with supervisors to inform them of changes in curriculum and requirements for Foundation doctors over the past year.

No - Please provide
further detail

59. Clinical supervisors are supported to understand the education, training and any other support needs of their learners.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC Learners

UGME

- Regular contact and liaison with supervisors, also ensuring physical visibility through ward and departmental visits.

PGME: As above.

No -
Please
provide
further
detail

60. Supervisor performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for continued professional development and role progression and/or when they may be experiencing difficulties and challenges.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	GMC
	PGME: <ul style="list-style-type: none"> - College Tutors, FTPDs and other educational leads regularly appraised by DoE.. - Issues raised by trainees fed back to TPD' s who liaise with relevant CS or ES to resolve any issues/challenges. - Consultant annual appraisals include review of education roles and delivery.
No - Please provide further detail	

Section 3f - HEE Quality Framework Domain 5 - Delivering programmes and curricula

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

61. Practice placements must enable the delivery of relevant parts of curricula and contribute as expected to training programmes.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to support
your answer

GMC:

PGME: this is monitored at mid-year reviews and ARCP to ensure all placements provide sufficient opportunity to gain required competencies per curriculum. Ongoing monitoring of portfolios by Foundation Coordinator to identify gaps in requirements which are fed back to juniors and TPD's.

No - Please provide
further detail

62. Placement providers work in partnership with programme leads in planning and delivery of curricula and assessments.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

GMC

PGME – as above.

No - Please
provide further
detail

63. Placement providers collaborate with professional bodies, curriculum/ programme leads and key stakeholders to help to shape curricula, assessments and programmes to ensure their content is responsive to changes in treatments, technologies and care delivery models, as well as a focus on health promotion and disease prevention.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	GMC Learners UGME <ul style="list-style-type: none"> - Regular feedback to programme leads both good and bad, with recommendations for change of delivery in future. PGME: <ul style="list-style-type: none"> - Any additional requirements highlighted included in local training delivery content, such as lunchtime teaching or weekly teaching sessions. Also included in main induction if required.
No - Please provide further detail	

64. Placement providers proactively seek to develop new and innovative methods of education delivery, including multi-professional approaches.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer	GMC Learners UGME <ul style="list-style-type: none"> - Constant evaluation of ways of delivery and making changes appropriately. PGME: <ul style="list-style-type: none"> - Blended approach to learning. - Grand Round that includes a range of topics and multi-professional groups.
No - Please	

provide further
detail

65. The involvement of patients and service users, and also learners, in the development of education delivery is encouraged.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional comments to support your answer

GMC –
ACT's are appointed and involved in education delivery and feedback at JDF.
Use of patient actors in simulation training impacted by pandemic, but plans in place to re-commence now.

No - Please
provide further
detail

66. Timetables, rotas and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

GMC:

PGME: Self Study Time included in rota's and where trainees are not able to have this, they complete exception reports and this is also fed back at JDF and ARCP's.

No - Please
provide further
detail

Section 3g - HEE Quality Framework Domain 6 - Developing a sustainable workforce

For each learner group, please confirm whether the provider meets the following standards from the [HEE Quality Framework](#):

67. Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to support
your answer

UGME

- A real pro-active approach to burnout and mental health consideration To medical and PA students. Acknowledging that current NHS staff burnout Will likely affect them too.

PGME:

- Feedback at ARCP regarding placement experiences. Past 2 years have been challenging for many and shaped the direction of further study for some.

No - Please provide
further detail

68. Does the provider provide opportunities for learners to receive appropriate careers advice from colleagues

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes – Optional
comments to
support your
answer

UGME: Many students choose to do their elective period as a result of placement Experience at BTHFT. Quite often in favoured specialities evidencing possible Further career choice.

PGME:

- Additional support and advice offered at ARCP for those who need further input re. career choices.

No - Please
provide further
detail

69. The provider 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.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

GMC – PGME: PA preceptorship programme commencing, medical support workers recruited. Ongoing work exploring MTI doctors and Fellows in a number of specialties.

No -
Please
provide
further
detail

70. Transition from a healthcare education programme to employment and/or, where appropriate, career progression, is underpinned by a clear process of support developed and delivered in partnership with the learner.

	Yes	No	N/A
GDC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPhC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCPC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NMC Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOsC Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other learner groups (please define in notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If 'yes' please add comments to support your answer; if 'no' please provide further detail:

Yes –
Optional
comments
to support
your
answer

Initiatives are in place with local HEI's to recruit newly qualified staff from undergraduate programmes.
Post Finals Assistantship every May have a real emphasis on life as an FY1. Guest Speaker lectures, including medics with recent lived experience at this level. Activity and Simulation tailored towards common FY1 challenges.

No -
Please
provide
further
detail

Final Submission

Before completing your final submission please ensure you have completed the following:

1. Completed all questions within the Self-Assessment (including the free text sections)
2. You have confirmed that you have received Board level sign off for your submission (Section 1 - Provider)

Confirm Final Submission to HEE *

☒ Complete Submission