



Health Education England

Primary and Community Care

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

CB21 5XB

Recognition of Educational Environments

Learning Organisation Approval Form

This form is to be completed by all organisations applying to become primary care training organisations for the first time within the East of England, including but not limited to general practices, community pharmacies, nursing homes, hospices, and dental practices. Individual organisations may apply to become training organisations although where possible it is encouraged that organisations should apply as a locality, for example, a primary care network. This form will also need to be completed if additional groups of learners that the organisation has not been previously approved to host are intended to be trained.

This form should be completed online. We cannot accept this form in any other format. Please ensure that ALL boxes on this form have an answer. Organisations will need to complete and submit this form electronically to local training hub. Please DO NOT embed any documents within this form as they will not be viewed. Any information submitted that later turns out to be falsified will be considered a probity issue.

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

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

Learning Organisation Approval Form

Section 1: Placement Details

Separate information is required for each geographical location being put forward as a placement option. A primary care network is encouraged to apply as a single organisation, but please still detail the constituent environments and teams, with the provision offered.

Placement Address	
Proposed Placement Provision	
Current Provision	Professions of learner groups covered and number of learners on site at any one time (complete below). (Please detail the maximum number of learners (of each professional group) the LO can currently accommodate.)
Planned Provision	Professions of learner groups proposed and planned number of learners on site at any one time (complete below). (Please detail the maximum number of learners (of each professional group) the LO is planning to accommodate.)

Learning Organisation Approval Form

TH and ICS Alignment	Learning Organisations may host a number of learners that are placed across a number of Integrated Care Systems (ICS) and Training Hub (TH) boundaries i.e. all the GP Specialist Trainees (GPSTs) may be placed by one GP Specialist Training Programme (GPSTP) 'aligned' to an ICS but other professional learners may be placed by Higher Educational Institutes (HEIs) 'aligned' to another ICS. If this circumstance applies to your LO please indicate where you currently (or plan) to accept learners from and what your preference for TH liaison is.		
GPSTs	Nurses	AHPs	Other
Aligned with ICS/TH (please indicate): <ul style="list-style-type: none"> ● SNEE ● C&P ● MSE ● N&W ● HWE ● BLMK 	Aligned with ICS/TH (please indicate): <ul style="list-style-type: none"> ● SNEE ● C&P ● MSE ● N&W ● HWE ● BLMK 	Aligned with ICS/TH (please indicate): <ul style="list-style-type: none"> ● SNEE ● C&P ● MSE ● N&W ● HWE ● BLMK 	Aligned with ICS/TH (please indicate): <ul style="list-style-type: none"> ● SNEE ● C&P ● MSE ● N&W ● HWE ● BLMK
LO preference for all placement, quality, and monitoring communication/liaison. Please indicate your preference TH and if this is for all learners regardless of which ICS their GPSTP or HEI is in.			
<i>Please note that it is possible that the learning organisation's preference is to liaise with multiple THs – in this circumstance please indicate which TH and for which learners. Organisations will NOT have to duplicate paperwork for different THs should they choose to liaise with multiple THs.</i>			
TH	Learners (i.e., GPSTs, Nurses, AHPs, other or ALL)		
<ul style="list-style-type: none"> ● SNEE ● C&P ● MSE ● N&W ● HWE ● BLMK 			

Learning Organisation Approval Form

Placement manager

Name	
Phone Number	
Email Address	

GP Educational Lead

Name	
Phone Number	
Email Address	

Nurse Educational Lead

Name	
Phone Number	
Email Address	

AHP Educational Lead

Name	
Phone Number	
Email Address	

Any other critical key contacts

Role	
Clinical Link	

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

Learning Organisation Approval Form

--

Domain 1: Learning environment and culture

The organisation's members, learners and service users should be treated with dignity and respect and have the resources to help the organisation develop as a learning organisation, responding to feedback and delivering safe, effective, and compassionate care.

Please describe the facilities available for training purposes across the organisation. This should include the available space, IT and recording equipment.

Describe any limits on your provision for disabled or other special needs learners, including the need for flexible working

Please confirm that your organisation ensures the safe secure recording and storage of consultations/assessments on digital media and is fully compliant with the GDPR. Please describe what the organisation's policy is about video recordings/consultations.

Please describe the opportunities for learners to be involved in multi-professional learning including audit, quality improvement and significant event analyses

Please reflect on any feedback received from learners (if you have had any), highlighting any examples of feedback which reinforce good practice, or introduction of new good ideas developed from feedback by learners

Please describe your processes/protocols for ensuring patient safety in the context of a learning environment

Domain 2: Educational Governance and Leadership

Learning Organisation Approval Form

There should be evidence of a strong multi-professional approach to education and training underpinned by robust educational governance and leadership. Education and training opportunities should promote equality, diversity, and inclusion.

For each professional group of learners you host or plan to host, please describe their personal induction process. Please note this section is for the specific induction identified for different professional learners and differs from an 'organisational' induction which you should describe in the Domain 3 section below.

Please describe how the **wider non-clinical or** management staff are involved in the teaching and support of learners

Please describe how the wider support staff are involved in the teaching and support of learners and how have they been trained for this role

Please provide a short summary and reflection on any formal or informal complaints received by the organisation in the last 5 years which relate to education and training. Please include a summary of any changes made.

Please describe your approach to providing clinical supervision for your learners, including cover for educator holiday or other absence including how those covering have been trained for this role

Please describe any policies or processes that you have in place or are aware of relating to bullying and harassment and dignity at work and how learners' access these

How does the organisation actively support and promote the principles of equality, diversity, and inclusion?

Domain 3: Supporting and empowering learners

Learners should receive an appropriate induction, pastoral support and have ample opportunities for relevant curricular experience and assessment such that learning outcomes may be achieved.

Please outline how you intend to deliver the organisational induction for a new learner (see notes above regarding 'personal induction'. This section should detail the generic induction to the LO that all learners will participate in.

Learning Organisation Approval Form

What protected time is allocated to educators to enable them to fulfil their roles in training and assessment?

Are any Health Care Professionals working under regulatory body conditions or other restrictions (Yes/No)? – If yes, we will be contacting you for further details.

Are any Health Care Professionals currently under any formal or informal investigations or processes including referral to regulatory bodies (Yes/No)? - If yes, we will be contacting you for further details.

Please describe any anticipated changes to the team or organisation which would affect the learning environment? For example, maternity, long term sick leave and retirement, or changes to estates or contract status coming to an end. Please describe your contingency plans

Domain 5: Delivering curricula and assessment.

The organisation demonstrates responsiveness to changes within curricula and assessment and is inclusive of all stakeholders in shaping curricula.

Please describe how educators remain abreast of the curricula requirements and mandatory assessments of the various learners within the organisation and how you will ensure that learners are only allocated to supervisors qualified to fulfil a supervisory role.

To ensure a wide range of learning opportunities for all learners is your organisation able to provide learners the learning opportunities required by their respective curricula? Please provide specific examples

Domain 6: Delivering a sustainable workforce.

The organisation should take steps to reduce learner attrition and promote opportunities for working locally.

Learning Organisation Approval Form

Please describe how the organisation plans to promote working in primary care and local opportunities for employment

GDPR

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

Form Submission

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

Training Hub	Email Address
Bedfordshire, Luton, and Milton Keynes	ccs.blmk.traininghubqualityteam@nhs.net
Cambridgeshire & Peterborough	cpth.qualityteam@nhs.net
Hertfordshire & West Essex	hwetraininghub@nhs.net
Mid and South Essex	primarycare.workforce@nhs.net
Norfolk & Waveney	nwicb.primarycareworkforce@nhs.net
Suffolk & North East Essex	snee.traininghub@nhs.net

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

- **Route one: Extend current recognition to wider groups**
- **Route two: New recognition which usually requires an assessment (virtual visit)**

Formal Assessment of Educational Environment

Please enter the names and roles of the assessment team			
Names and roles of LO staff taking part in this assessment			
Date of assessment			
Has the mandatory pre-approval training been completed for each GPST educator?			
Recognition of the Educational Environment			
Domain 1: Learning Environment and Culture			Choose an item.
Domain 2: Educational Governance and Leadership			Choose an item.
Domain 3: Supporting and Empowering Learners			Choose an item.
Domain 4: Supporting and Empowering Educators			Choose an item.
Domain 5: Delivering Curricula and Assessment			Choose an item.
Domain 6: Delivering a Sustainable Workforce			Choose an item.
Please indicate the panel's outcome decision	Recommend Recognition		<input type="checkbox"/>
	Recommend actions and Review – Please specify below		<input type="checkbox"/>
	Suggested date for review of actions		
	Not recommended for Recognition – Please give reasons below		<input type="checkbox"/>

Learning Organisation Approval Form

Number and type of learners approved (Please indicate)	GP Trainees	
	Foundation Trainees	
	Medical Students	
	Nurses	
	Pharmacists	
	Other (Please specify)	
Please provide a summary of highlights		
Please provide a summary of the recommendations for educational development		
Lead TH Assessor Signature		

APPENDIX A – QUALITY STANDARD DOMAINS

The information below is taken directly from the national quality framework standards which can be found at:

<https://healtheducationengland.sharepoint.com/Comms/Digital/Shared%20Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhseuk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality%2FHEE%20Quality%20Standards%2Epdf&parent=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhseuk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality&p=true&originalPath=aHR0cHM6Ly9oZWZsdGhIZHVjYXRpb25lbmdsYW5kLnNoYXJlcG9pbmQuY29tLzpiOi9nL0NvbW1zL0RpZ2I0YWwvRWZGRVd3ekF5SGRGcDNaZlZldmWURMaVVCT04xS0YzQkhwV3NkX05YbzIqelIEQT9ydGltZT1zcHdETFVySTJFZWw>

Domain 1: Learning environment and culture	
1.1	Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users
1.2	The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours
1.3	There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I)
1.4	There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative
1.5	The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and signposting to resources to develop knowledge which may be online, or in hard copy form of a library
1.6	The learning environment promotes inter-professional learning opportunities

Domain 2: Educational Governance and Leadership

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

Domain 3: Supporting and empowering learners

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

Domain 4: Supporting and empowering educators

4.1	Those undertaking formal education and training are appropriately trained as defined by the relevant regulator or professional body
-----	---

Learning Organisation Approval Form

4.2	Educators are familiar with the curricula of the learners they are education
4.3	Educator performance is assessed through appraisals, revalidations, reapprovals, or other appropriate mechanisms, with constructive feedback and support provided for role development and progression
4.4	Formally recognised educators are appropriately supported and released from practice clinical time to undertake their roles
4.5	Educators are supported to undertake formative and summative assessments of learners as required

Domain 5: Delivering curricula and assessment.

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

Domain 6: Delivering a sustainable workforce.

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