

NHS England Self-Assessment for Placement Providers 2023

1. The Placement Provider Self-Assessment Tool

Introduction

The Placement Provider 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 to provide comments to support your answer.

Completing the SA

This year the self-assessment **saves your progress at the end of each page - please use the save and next page button**. You can come back and amend or change your responses at any time prior to completing the final submission box in section 12 (just remember to save at the end of the page for any changes you make). Anyone completing any part of this self-assessment can do so using the same link, supplied to you by your regional NHS England WT&E quality team. **Please note only one person should use the link at any one time (you must close the web link in order for someone else to access the survey questions) this will avoid overwriting previous entries.**

Your region and trust name has been pre-populated - **please do not amend this.**

You can print a copy of the self-assessment (on the last page, please skip through to the end and use the print button) at any time prior to and after submission. Please note that only questions with responses will print.

To support a flexible approach to completing the SA, you can move freely around the SA without being forced to complete questions or sections prior to moving to another section (**just remember to save each update at the end of each section, even if you only partially complete a section**). All sections are however mandatory, so it is important that you undertake a final check that every question has been completed prior to submission. If a question or section has not been answered after submission, the SA will be returned to you for completion.

Where free text comments are available the word or character limits are shown within each question.

The SA does not support the upload of attachments, if we require any evidence as part of your submission, we will contact you separately after submission.

This submission should be completed for the whole organisation, it is therefore important that

those responsible for each section are able to feed into and contribute to the response.

The sections of the SA

Section 1. This section asks you to provide details of (up to) 3 challenges within education and training that you would like to share with us.

Section 2. This section asks you to provide details of (up to) 3 achievements or good practice within education and training that you would like to share with us.

Section 3. This section asks you to confirm your compliance with the contractual key performance indicators of the NHS Education Contract. This **should be completed once on behalf of the whole organisation.**

Section 4. This section asks you to confirm your compliance with the quality, library, reporting concerns and patient safety training contractual key performance indicators of the NHS Education Contract. **This should be completed once on behalf of the whole organisation.** It is important that those responsible for these areas are able to feed into this section.

Section 5. This section asks about your policies and processes in relation to equality, diversity and inclusion and should **normally be completed by your nominated placement provider EDI lead.**

Section 6 - 11. These sections ask you to self-assess your compliance against the Education Quality Framework and standards. Each section must be completed once on behalf of the whole organisation.

There is an opportunity to share examples of good practice. You are asked to confirm whether you meet the standard for all professions / learner groups or provide further details where you do not meet or partially meet the standard (s). Where you are reporting exceptions, you are asked to provide the professions impacted and a summary of the challenges you face in meeting the standard.

Section 12. Final sign-off.

Further Questions

If you have any queries regarding the completion of the SA, please review the FAQ document. If you still require further information, you can contact your regional NHS England WT&E quality team.

Question 2 – 9 Region and Provider Selection

Please do not amend the region you have been allocated to. If you feel this is incorrect please continue to complete the SA and email your regional NHS England WT&E quality team. *

4. Training profession selection

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

Please select from the list below those professional groups your organisation currently train, please select all those which apply. Please select only one option for each row.

	Yes, we train in this professional group	N/A we do NOT train in this professional group
Advanced Clinical Practice	<input type="checkbox"/>	<input type="checkbox"/>
Allied Health Professionals	<input type="checkbox"/>	<input type="checkbox"/>
Dental	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare Science	<input type="checkbox"/>	<input type="checkbox"/>
Medical Associate Professions	<input type="checkbox"/>	<input type="checkbox"/>
Medicine Postgraduate	<input type="checkbox"/>	<input type="checkbox"/>
Medicine Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Paramedicine	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy	<input type="checkbox"/>	<input type="checkbox"/>
Psychological Professions	<input type="checkbox"/>	<input type="checkbox"/>

5. Section 1 - Provider challenges

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

This section asks you to provide details of (up to) 3 challenges within education and training that you would like to share with us. Please consider whether there are any challenges which impact your ability to meet the education quality framework standards. Please select the category which best describes the challenge you are facing, along with a brief description/narrative of the challenge (*the character limit is set at 1000 characters*). In the event you cannot find an appropriate category select other and add the category at the start of your narrative.

Example 1: Please choose the most appropriate category for your challenge.

Please provide your narrative in the comments box

Ongoing industrial action has been a significant challenge for the organisation in order to ensure education quality standards are not adversely impacted. The Trust has made every effort to ensure ongoing supervision and teaching for all learners continues with minimal disruption.

Example 2: Please choose the most appropriate category for your challenge.

Please provide your narrative in the comments box

Over recent years we have had significant international recruitment to support our nursing workforce. To provide appropriate supervision for pre-registration nursing students we have introduced additional workshops to support the development of quality assessors/supervisors.

Example 3: Please choose the most appropriate category for your challenge.

Please provide your narrative in the comments box

The Trust continues to work towards providing access to high quality simulation and human factors training to staff members due to lack of a suitable training environment and other resource. Some hardware has been procured and a charitable bid for construction of designated simulation facility is ongoing. Some progress has been made in the establishment of a simulation faculty.

6. Section 2 - Provider achievements and good practice

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

This section asks you to provide details of (up to) 3 achievements within education and training that you would like to share with us. Please select the category which best describes the achievement you wish to share, along with a brief description/narrative (*the word limit is set at 1000 characters*). In the event you cannot find an appropriate category select other and add the category at the start of your narrative.

Example 1: Please choose the most appropriate category for your achievement.

Please provide your narrative in the comments box

Achievement of the National Preceptorship Gold Standard Quality Mark for our preceptorship programme was a fantastic achievement. Preceptorship at LHCH is a multi-professional 12-month programme supported by preceptors, preceptor champions, professional nurse advocates and senior nurse buddies. The bid was highly commended by the regional Head of Nursing and Midwifery and the Trust's preceptorship lead has been asked to support other organisations with their applications.

Example 2: Please choose the most appropriate category for your achievement.

Please provide your narrative in the comments box

2023 GMC Survey saw significant improvements in most areas across our post-graduate medical workforce. This was supported by an improved response rate of 92.2%. There have been several recent initiatives to support these results including improved induction experience and access to regular teaching. This will be further supported over the next 12 months with a focus on further development of clinical/educational supervisors.

Example 3: Please choose the most appropriate category for your achievement.

Please provide your narrative in the comments box

The Trust has received excellent feedback on undergraduate medical student placement provision. This has seen a significant improvement since 2021 and was supported by the provision of the outstanding facilities in the Sir Ken Dodd Knowledge and Education Centre and the commitment to providing consistent administrative, clinical, educational, and pastoral support.

7. Section 3 - Contracting and the NHS Education Contract

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

This section asks you to confirm your compliance with the contractual key performance indicators of the NHS Education Contract (2021-24). This should be completed once on behalf of the whole organisation. Please select only one option for each row. There is an option to provide additional comments to support your answer, this is restricted to 2000 characters.

Please confirm your compliance with the contractual key performance indicators of the NHS Education Contract.

This should be completed once on behalf of the whole organisation. Please select only one option for each row.

	Yes	No
There is board level engagement for education and training at this organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The funding provided via the education contract to support and deliver education and training is used explicitly for this purpose.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We undertake activity in the Education Contract which is being delivered through a third party provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>
We have NOT reported any breaches in relation to the requirements of the NHS Education Contract for any sub-contractor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We are fully compliant with all education and training data requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There have been NO health and safety breaches that involve a student, trainee or learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We continue to engage with the ICS for system learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Education and training is supported at Board Level via our People Committee.

Practice Education Facilitator completes quarterly safety data returns.

Signature

☒ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Justine.brislen@lhch.nhs.uk Head of Learning & Development

8. Section 4 - Education Quality

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

This section asks you to confirm your compliance with the quality, library, reporting concerns and patient safety training contractual key performance indicators of the NHS Education Contract. This should be completed once on behalf of the whole organisation. It is important that those responsible for these areas are able to feed into this section. There is an option to provide additional comments to support your answer, this is restricted to 1000 characters.

Can you confirm as a provider that you...
Please select only one option for each row.

	Yes	No	N/A
Are aware of the requirements and process for an education quality intervention, including who is required to attend and how to escalate issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have developed and implemented a service improvement plan to ensure progression through the Quality and Improvement Outcomes Framework for NHS Funded Knowledge and Library Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a Freedom to Speak Up Guardian and they actively promote the process for raising concerns through them to their learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a Guardian of Safe Working (if postgraduate doctors in training are being trained), and they actively promote the process for raising concerns through them to their learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Trust has a deeply embedded Freedom to Speak Up Culture supported by FTSU Guardians and Champions across all professions.

The Library and Knowledge Service is assessed against the Quality and Improvement Outcome Framework for NHS Libraries and Knowledge Services 2019. It provides the LHCH library service with a clear focus for service development and improvement. The improvement areas from the self-evaluation were reviewed and prioritised resulting in an action being submitted on 13/1/2023 to Health Education England. The library will continue to be innovative and develop its services supported by the Learning development team and the trust

As an organisation, have you been referred to a regulator for education and training concerns in the last 12 months (with or without conditions) (e.g., GMC, GDC, HCPC, NMC, etc)

Note: we are not seeking information about the referral of an individual learner.

- ☐ **We have not** been referred to a regulator
- ☒ **We have** been referred to a regulator and the details are shared below.

If you have received conditions from a regulator please provide more details including the regulator, the profession involved and a brief description

Did you actively promote the National Education and Training survey (NETS) to all healthcare learners?

- ☒ Yes
- ☐ No

Please briefly describe your process for encouraging responses; including your organisations response rate (for the 2022 NETS) and your plans to improve this for the next NETS:

Responses encouraged via Practice Education Facilitator and Medical Education Facilitator. Supported by Trust's communications team. In 2022, 55 learners completed this survey.

Have you reviewed and where appropriate taken action on the outcome of the results of the National Education and Training Survey (NETS)

- ☒ Yes
- ☐ No

Please provide a brief description of the action you have taken as a result; if 'no' please provide further details including your plans to use the NETS data for quality improvement activity in the future:

Actions identified relating to post graduate medical trainees in relation to access to teaching addressed in conjunction with GMC survey results

Patient Safety and the promotion of a Patient Safety culture is integral to the Education Quality Framework. Please provide the following information:

Name and
email address
of your Board
representative
for Patient
Safety

Sue Pemberton, susan.pemberton@lhch.nhs.uk Director of Nursing & Quality
Dr James Greenwood, james.greenwood@lhch.nhs.uk Director of Patient
Safety

Name and
email address
of your non
executive
director
representative
for Patient
Safety

N/A

Name and
email address
of your Patient
Safety
Specialist/s

Helen Martin helen.martin@lhch.nhs.uk Head of Risk
Ria Carter ria.carter@lhch.nhs.uk Patient Safety Lead Nurse

What
percentage of
your staff have
completed the
patient safety
training for level
1 within the
organisation
(%)

94%

Signature

☐

I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine.brislen@lhch.nhs.uk

9. Section 5 - Equality, Diversity and Inclusion

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

This section asks about your policies and processes in relation to equality, diversity and inclusion and should normally be completed by your nominated EDI lead. There is an option to provide additional comments to support your answer, this is restricted to 1000 characters.

Please confirm whether your organisation has an Equality, Diversity and Inclusion Lead (or equivalent):

☒ Yes

☐ No

If 'yes' please add comments to support your answer sharing details of governance and links with education and training alongside the nominated name of your EDI lead for education and training; if 'no' please provide further detail

Peter Cook peter.cook@lhch.nhs.uk

Ruth Worthington ruth.worthington@lhch.nhs.uk

EDIB strategy 2022-2025 pledges:

- Celebrate diversity, inclusion and belonging of our people and build an inclusive culture through our staff inclusion networks. *This is evidenced in our events calendar which includes all staff and learners.*
- Encourage people from diverse backgrounds to access and develop their NHS careers and ensure our workforce and volunteers are representative in the communities we serve. *This is evidenced in our work experience and vocational placements.*
- Develop and improve our equality performance and increase diversity within our board and leadership teams. *This is evidenced in our accelerated development programme for international nurses.*
- Commit to a more concerted and systematic approach to reducing health inequalities and addressing unwarranted variation in care, particularly within underrepresented groups. *This is evidenced in our approach to learning disabilities and autism training. As part of the initial roll out of Oliver McGowan Mandatory training, the Trust has achieved 71% compliance with new e-learning package. Makaton training available for all staff and learners.*

Please confirm that you liaise with your Equality, Diversity and Inclusion Lead (or equivalent) to...

Please select only one option for each row.

	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"/>
Ensure International Graduates (including International Medical Graduates) receive a specific induction into 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"/>
Ensure a policy is in place to manage Sexual Harassment in the Workplace?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

All policies are supported by an equality impact assessment.

International medical graduates are supported with an individually tailored induction and supported by an IMG buddy.

Pastoral support is in place for all internationally recruited preceptees.

Postgraduate Deans and their teams are keen to consider responses and initiatives and share good practice. Please share details on EDI initiatives that are specific to or have an impact on education and training in your organisation and the email address for someone we can contact to discuss this further.

For education and training, what are the main successes for EDI in your organisation?

- Accelerated development programme and pastoral support for international nurses. Accelerated Development Project was a finalist in HSJ Awards 2023, and the Trust were recognised with a Pastoral Care award in February of this year.
- Person centred induction for International Medical Graduates
- Recruitment of lived experience trainers for Oliver McGowan mandatory training.
- Support from local HEI for academic development of internationally recruited staff

For education and training, what are the main challenges for EDI in your organisation?

- Ongoing leadership development for internationally recruited staff
- Recognition of learner neurodiversity and implementation of appropriate adaptations

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Head of Learning and Development. Justine.brislen@lhch.nhs.uk

10. Section 6 - Assurance Reporting: learning environment and culture

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

For each standard, please confirm whether you meet the following standards from the Education [Quality Framework](#). There is an option to provide additional comments to support your answer, this is restricted to 2000 characters per text box. **This section should be completed once on behalf of the whole organisation**, however it is important that those responsible for these areas are able to feed into this section.

Thinking about the learning environment and culture of your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you would like to share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

Implementation of Schwartz Rounds in 2022 has been an outstanding success with engagement across all levels of staff and learners.

Justine.brislen@lhch.nhs.uk

Quality Framework Domain 1 - Learning environment and culture

Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
The learning environment is one in which education and training is valued and championed.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is inclusive and supportive for learners of all backgrounds and from all professional groups.	<input type="checkbox"/>	<input type="checkbox"/>
The organisational culture is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.	<input type="checkbox"/>	<input type="checkbox"/>
There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.	<input type="checkbox"/>	<input type="checkbox"/>
Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users.	<input type="checkbox"/>	<input type="checkbox"/>
The environment is one that ensures the safety of all staff, including learners on placement.	<input type="checkbox"/>	<input type="checkbox"/>
All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.	<input type="checkbox"/>	<input type="checkbox"/>
The environment is sensitive to both the diversity of learners and the population the organisation serves.	<input type="checkbox"/>	<input type="checkbox"/>
There are opportunities for learners to take an active role in quality improvement initiatives, including participation in improving evidence led	<input type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
practice activities and research and innovation. There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative. 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.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment promotes multi-professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment encourages learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning.	<input type="checkbox"/>	<input type="checkbox"/>

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

☐ **All professions**

☐ **Site specific**

Advanced Clinical Practice

Allied Health Professionals

Dental

Healthcare Science

Medical Associate Professions

Medicine Postgraduate

Medicine Undergraduate

Midwifery

Nursing

Paramedicine

Pharmacy

Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Justine.brislen@lhch.nhs.uk Head of Learning & Development

11. Section 7 - Assurance Reporting: educational governance and commitment to quality

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

For each standard, please confirm whether the you meet the following standards from the Education [Quality Framework](#). There is an option to provide additional comments to support your answer, this is restricted to 250 words per text box. **This section should be completed once on behalf of the whole organisation**, however it is important that those responsible for these areas are able to feed into this section.

Thinking about the educational governance and commitment to quality of your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you to would like share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

Commitment to strengthen the educational governance framework around post and undergraduate medical education.

Director of Medical Education, Dr Clare Quarterman clare.quarterman@lhch.nhs.uk

Quality Framework Domain 2 - Educational governance and commitment to quality

Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The governance arrangements promote fairness in education and training and challenge discrimination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education and training issues are fed into, considered and represented at the most senior level of decision making.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The provider can demonstrate how educational resources (including financial) are allocated and used.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is proactive and collaborative working with	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner groups

We have exceptions to report
and provided narrative below

other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice. Consideration is given to the potential impact on education and training of service changes (i.e. service re-design / service reconfiguration), taking into account the views of learners, supervisors and key stakeholders (including WT&E and Education Providers).

☐☐

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

☐ **All professions**

☐ **Site specific**

Advanced Clinical Practice
Allied Health Professionals

☐ **Dental**

Healthcare Science
Medical Associate Professions
Medicine Postgraduate
Medicine Undergraduate

☐ **Midwifery**

Nursing
Paramedicine
Pharmacy
Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen Head of Learning & Development. Justine.brislen@lhch.nhs.uk

12. Section 8 - Assurance Reporting: developing and supporting learners

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at any time prior to submission.

For each standard, please confirm whether you meet the following standards from the Education [Quality Framework](#). There is an option to provide additional comments to support your answer, this is restricted to 250 words per text box. This section should be completed once on behalf of the whole organisation; however it is important that those responsible for these areas are able to feed into this section.

Thinking about how you develop and support learners within your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you would like to share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

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. To support this standard, the Trust's Practice Education Facilitator will ensure all students have the opportunity to undertake clinical skills assessment e.g nasogastric tube insertion in a simulated environment.

Currently under development is an 'Escape Room' style A to E patient assessment session where multi-professional students will undertake an engaging experience to learn more about patient assessment.

Practice Education Facilitator, Charles Cowburn Charles.cowburn@lhch.nhs.uk
Medical Education Facilitator, Claire Connor Claire.connor@lhch.nhs.uk

Quality Framework Domain 3 - Developing and supporting learners

Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required.	<input type="checkbox"/>	<input type="checkbox"/>
The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics.	<input type="checkbox"/>	<input type="checkbox"/>
Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity.	<input type="checkbox"/>	<input type="checkbox"/>
Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
Learners are valued members of the healthcare teams within which they are placed and	<input type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
enabled to contribute to the work of those teams. Learners receive an appropriate, effective and timely induction and introduction into the clinical learning environment.	<input type="checkbox"/>	<input type="checkbox"/>
Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service users.	<input type="checkbox"/>	<input type="checkbox"/>
Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

- ☐ **All professions**
- ☐ **Site specific**
- ☐ Advanced Clinical Practice
- ☐ Allied Health Professionals
- ☐ Dental
- ☐ Healthcare Science
- ☐ Medical Associate Professions
- ☐ Medicine Postgraduate
- ☐ Medicine Undergraduate
- ☐ Midwifery
- ☐ Nursing
- ☐ Paramedicine
- ☐ Pharmacy

☐ Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Head of Learning & Development Justine.brislen@lhch.nhs.uk

13. Section 9 - Assurance reporting: developing and supporting supervisors

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

For each standard, please confirm whether you meet the following standards from the Education Quality Framework. There is an option to provide additional comments to support your answer, this is restricted to 250 words per text box. This section should be completed once on behalf of the whole organisation, however it is important that those responsible for these areas are able to feed into this section.

Thinking about how you develop and support supervisors within your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you would like to share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

Currently working with Edge Hill University to explore development opportunities for existing Educational Supervisors. Director of Medical Education, Dr Clare Quarterman
clare.quarterman@lhch.nhs.uk

Development of an online practice assessor/educator/supervisor workshop to increase numbers of supervisors for nursing and AHP students. Charles Cowburn, Practice Education Facilitator
Charles.cowburn@lhch.nhs.uk

Quality Framework Domain 4 - Developing and supporting supervisors
Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
Formally recognised supervisors are appropriately supported, with allocated time in job plans/ job descriptions, to undertake their roles.	<input type="checkbox"/>	<input type="checkbox"/>
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, WT&E).	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Supervisors understand the scope of practice and expected competence of those they are supervising.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
Clinical supervisors are supported to understand the education, training	<input type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner groups

We have exceptions to report
and provided narrative below

and any other support needs of their learners. 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.

☐☐

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

- ☐ **All professions**
- ☐ **Site specific**
- ☐ Advanced Clinical Practice
- ☐ Allied Health Professionals
- ☐ Dental
- ☐ Healthcare Science
- ☐ Medical Associate Professions
- ☐ Medicine Postgraduate
- ☐ Medicine Undergraduate
- ☐ Midwifery
- ☐ Nursing
- ☐ Paramedicine
- ☐ Pharmacy
- ☐ Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Supervisor performance is assessed through appraisals or other appropriate mechanisms for postgraduate medicine. This has not been listed as an exception as this forms part of our education governance framework. However, we have identified a gap in record keeping around educational appraisals and this is being addressed.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Head of Learning & Development Justine.brislen@lhch.nhs.uk

14. Section 10 - Assurance reporting: delivering programmes and curricula

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

For each standard, please confirm whether you meet the following standards from the Education Quality Framework. There is an option to provide additional comments to support your answer, this is restricted to 250 words per text box. This section should be completed once on behalf of the whole organisation, however it is important that those responsible for these areas are able to feed into this section.

Thinking about how you deliver programmes and curricula to support training within your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you would like to share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

Practice Education Facilitation team have developed a platform which hosts a variety of resources to enable learners to enhance their knowledge of skills to complete proficiencies.

Quality Framework Domain 5 - Delivering programmes and curricula

Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
Practice placements must enable the delivery of relevant parts of curricula and contribute as expected to training programmes.	<input type="checkbox"/>	<input type="checkbox"/>
Placement providers work in partnership with programme leads in planning and delivery of curricula and assessments.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
Placement providers proactively seek to develop new and innovative methods of education delivery, including multi-professional approaches.	<input type="checkbox"/>	<input type="checkbox"/>
The involvement of patients and service users, and also learners, in the development of education delivery is encouraged.	<input type="checkbox"/>	<input type="checkbox"/>
Timetables, rotas and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements.	<input type="checkbox"/>	<input type="checkbox"/>

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

- ☐ All professions
- ☐ Site specific
- ☐ Advanced Clinical Practice
- ☐ Allied Health Professionals
- ☐ Dental
- ☐ Healthcare Science
- ☐ Medical Associate Professions
- ☐ Medicine Postgraduate
- ☐ Medicine Undergraduate
- ☐ Midwifery
- ☐ Nursing
- ☐ Paramedicine
- ☐ Pharmacy
- ☐ Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Head of Learning & Development Justine.brislen@lhch.nhs.uk

15. Section 11 - Assurance reporting: developing a sustainable workforce

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

For each standard, please confirm whether you meet the following standards from the Education Quality Framework. There is an option to provide additional comments to support your answer, this is restricted to 250 words per text box. This section should be completed once on behalf of the whole organisation; however it is important that those responsible for these areas are able to feed into this section.

Thinking about developing a sustainable workforce within your organisation, we are keen to hear about initiatives and good practice that are specific to or have an impact on education and training. If you would like to share any examples, please provide a very brief description of the initiative/good practice, the professional group(s) this relates to and the email address for someone we can contact to discuss this example further.

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. To meet this standard the Trust has developed an excellent 12-month preceptorship programme for newly qualified practitioners. Preceptorship at LHCH was recently awarded the gold standard Quality mark for preceptorship and was asked to showcase to support other organisations.
Donna Burgess, Clinical Practice Educator. Donna.burgess@lhch.nhs.uk

Quality Framework Domain 6 - Developing a sustainable workforce

Please select only one option for each row.

	We meet the standard for all professions / learner groups	We have exceptions to report and provided narrative below
Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.	<input type="checkbox"/>	<input type="checkbox"/>
Does the provider provide opportunities for learners to receive appropriate careers advice from colleagues	<input type="checkbox"/>	<input type="checkbox"/>
The provider engages in local workforce planning	<input type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner groups

We have exceptions to report
and provided narrative below

to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service. 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.

☐☐

Areas of exception

Please select which professional group(s) are impacted from the list below.

Where you have multiple sites, if the issue is site specific, please select 'site specific' and enter the site name in the comments box.

If required you can add the details of the sub professions / specific specialties in the comments box.

- ☐ **All professions**
- ☐ **Site specific**
- ☐ Advanced Clinical Practice
- ☐ Allied Health Professionals
- ☐ Dental
- ☐ Healthcare Science
- ☐ Medical Associate Professions
- ☐ Medicine Postgraduate
- ☐ Medicine Undergraduate
- ☐ Midwifery
- ☐ Nursing
- ☐ Paramedicine
- ☐ Pharmacy
- ☐ Psychological Professions

Please provide the details of the learner groups (and site if applicable) in the comments box e.g. mental health nursing, undergraduate dental training, operating department practitioners, pathology, dental nurses

For the exceptions listed above, please provide further details including; a brief summary of the issues and challenges that are impacting your ability to meet the standard, any barriers you are facing and what (if any) support do you need from WT&E.

Signature

☐ I confirm I have completed this section accurately and can provide evidence to support my responses if requested by NHS England Workforce, Training and Education.

Name, email address and role of the person completing this section

Justine Brislen, Head of Learning & Development Justine.brislen@lhch.nhs.uk

22. Section 12 - Final Submission

Please remember to save your progress using the save button at the bottom of this page. You can come back and amend this page (and re-save) at anytime prior to submission.

Before completing your final submission please ensure you have:

1. Completed all questions within the Self-Assessment (including the free text sections)
2. Received Board level sign off for your submission

Board level sign-off

☐ I confirm that the responses in this SA have been signed off at board level

Name, email address and role of Board representative for education and training

Karen Nightingall, Chief People Officer karen.nightingall@lhch.nhs.uk

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

DD/MM/YYYY

29/11/2023

Final Submission (please only tick this box when you ready to submit your self-assessment)

☐ I confirm that all sections of this self-assessment have been completed and that this is the final version for submission

23. Thank you for your time

Thank you for your time on this Annual Provider Self-Assessment

Thank you for taking the time to contribute to this provider annual Self-Assessment. If you would like to print a version of your draft submission at any time, please use the print button on the next page (note that you will only print those sections currently completed)

You can continue to update this self-assessment using the link supplied to you by your regional NHS England WT&E education quality team.

Once you have completed all sections in full of this self-assessment please ensure that you complete section 7 final submission and tick the box Complete Submission. At which point your final response will be sent to your regional NHS England WT&E education quality team.