

NHS England Self-Assessment for Placement Providers 2024

1.

Introduction

The NHS England Self-Assessment (SA) for Placement Providers is a process by which providers carry out their own quality evaluation against a set of standards. 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 questions to provide comments to support your answer.

Completing the Self-Assessment

- **Your region and trust name has been pre-populated - do not amend this.**
- The SA saves your progress at the end of each page - **click save** and next page button.
- **You can amend/change your responses any time prior to completing the final submission** box in section 12 (click save after any changes).
- Anyone completing any part of the SA can do so using the same link supplied by your regional NHS England WT&E quality team. **Only one person should use the link at any one time.** You must close the weblink for someone else to access the survey to avoid overwriting previous entries.
- **To print the SA**, prior to/after submission, skip through to the last page and use the print button. Only questions with responses will print.
- You can move around the SA without being forced to complete questions/sections before moving to another section. **Save each update even if only partially completed.**
- **All sections are mandatory**, please undertake a final check that every question has been completed prior to submission. If a question/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's important that those responsible for each section feed into and contribute to the response.****

Sections of the Self-Assessment

Section 1: Provide details of (up to) 3 challenges within education and training that you would like to share with us.

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

Section 3: Confirm your compliance with the obligations and key performance indicators of the NHS Education Funding Agreement (EFA). This should be completed once on behalf of the whole organisation.

Section 4: Confirm your compliance with the Quality, Library, Reporting Concerns, and Patient Safety training obligations and key performance indicators of the NHS Education Funding Agreement (EFA). This should be completed once on behalf of the whole organisation. It is important that those responsible for these areas feed into this section.

Section 5: Confirm your policies and processes in relation to Equality, Diversity and Inclusion. Should normally be completed by your placement provider EDI Lead.

Section 6 - 11: Self-assess your compliance against the Education Quality Framework and Standards. Each section must be completed once on behalf of the whole organisation. There are opportunities to share good practice examples. 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.

2 – 9 Region and Provider Selection – Do Not Amend

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.

- ☐ East of England
- ☐ London
- ☐ Midlands
- ☐ North East and Yorkshire
- ☒ North West
- ☐ South East
- ☐ South West

10. 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 anytime prior to submission.

2. 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 Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Allied Health Professionals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dental	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dental Undergraduate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes we train in this professional group	N/A we do NOT train in this professional group
Healthcare Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medical Associate Professions	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Medicine Postgraduate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medicine Undergraduate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paramedicine	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pharmacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychological Professions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social Workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>

11. 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 anytime 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.

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

- ☐ Apprenticeships
- ☐ Burnout / Wellbeing
- ☐ COVID / Post COVID return to norms

- ☐ Culture
- ☐ Curricula / Training Standards
- ☐ Educational Governance & Strategy
- ☐ Funding - Requirements / Unpredictability / Timeliness
- ☐ HEI Issues/ Processes
- ☐ Increase in LTFT / Reasonable Adjustment Requests
- ☐ IT Systems
- ☐ NHS England Issues/ Processes
- ☐ Other
- ☐ Placement Management / Capacity
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (recruitment / retention)
- ☐ Supervisors / Educators (training)
- ☐ Training affected by service pressures (cannot release staff)
- ☐ Training Equipment / Systems
- ☒ Training Space / Facilities
- ☐ Trust Merger or Reconfiguration
- ☐ Workforce Challenges (recruitment / retention)

Please provide your narrative in the comments box

There is no dedicated simulation facility currently available at Liverpool Heart and Chest Hospital. This is being addressed and there are plans to design a simulation centre supported by charitable funds. In the meantime, whilst there is some simulation activity taking place, there is significant challenge to embed simulation based education across the Trust.

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

- ☐ Apprenticeships
- ☐ Burnout / Wellbeing
- ☐ COVID / Post COVID return to norms

- ☐ Culture
- ☐ Curricula / Training Standards
- ☐ Educational Governance & Strategy
- ☐ Funding - Requirements / Unpredictability / Timeliness
- ☐ HEI Issues/ Processes
- ☐ Increase in LTFT / Reasonable Adjustment Requests
- ☐ IT Systems
- ☐ NHS England Issues/ Processes
- ☐ Other
- ☐ Placement Management / Capacity
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (recruitment / retention)
- ☒ Supervisors / Educators (training)
- ☐ Training affected by service pressures (cannot release staff)
- ☐ Training Equipment / Systems
- ☐ Training Space / Facilities
- ☐ Trust Merger or Reconfiguration
- ☐ Workforce Challenges (recruitment / retention)

Please provide your narrative in the comments box

LHCH currently has 1 WTE Practice Educator for Simulation. This is a temporary post which is due to end early April 2025. A business case is being prepared and will be submitted to make this post substantive, however with the current ICS vacancy control restrictions this will be a challenge. There is a risk to the wider implementation of simulation based education without this post.

In addition, we would like to invest in a Clinical Lead for simulation/human factors in line with other Trust's from across the region. This role would need dedicated PA time.

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

- ☐ Apprenticeships
- ☐ Burnout / Wellbeing

- ☐ COVID / Post COVID return to norms
- ☐ Culture
- ☐ Curricula / Training Standards
- ☐ Educational Governance & Strategy
- ☐ Funding - Requirements / Unpredictability / Timeliness
- ☐ HEI Issues/ Processes
- ☐ Increase in LTFT / Reasonable Adjustment Requests
- ☐ IT Systems
- ☐ NHS England Issues/ Processes
- ☐ Other
- ☐ Placement Management / Capacity
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (recruitment / retention)
- ☒ Supervisors / Educators (training)
- ☐ Training affected by service pressures (cannot release staff)
- ☐ Training Equipment / Systems
- ☐ Training Space / Facilities
- ☐ Trust Merger or Reconfiguration
- ☐ Workforce Challenges (recruitment / retention)

Please provide your narrative in the comments box

Recognising that the demand on our educational supervisors is increasing with the requirement to support learners across the multi-disciplinary team whilst also maintaining busy clinical services.

12. 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 anytime 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.

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

- ☐ Collaboration / Partnerships
- ☐ Covid - Response / Catch up
- ☐ CPD
- ☒ Culture
- ☐ Development of TEL Provision
- ☐ Improved Facilities
- ☐ Increased SIM for Training
- ☐ Innovative Training / Course Development
- ☐ Learner / Trainee Support or Wellbeing
- ☐ Multi-professional Initiatives
- ☐ New/Improved Strategy or Governance
- ☐ Other
- ☐ Placement Capacity / Expansion
- ☐ Quality - Improvement Initiatives, response to data, positive feedback
- ☐ Recruitment / Retention Initiatives
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (training)

Please provide your narrative in the comments box

LHCH have successfully been running Schwartz rounds since April 2022. There is widespread engagement and support from the Executive Team. Feedback from the Schwartz rounds is excellent and we have recently launched 'Schwartz on the Road' to increase the accessibility of Schwartz across the Trust. The rounds are often themed around current cultural, safety and wellbeing initiatives or concerns.

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

- ☐ Collaboration / Partnerships
- ☐ Covid - Response / Catch up
- ☐ CPD
- ☐ Culture
- ☐ Development of TEL Provision
- ☐ Improved Facilities
- ☐ Increased SIM for Training
- ☐ Innovative Training / Course Development
- ☐ Learner / Trainee Support or Wellbeing
- ☐ Multi-professional Initiatives
- ☐ New/Improved Strategy or Governance
- ☒ Other
- ☐ Placement Capacity / Expansion
- ☐ Quality - Improvement Initiatives, response to data, positive feedback
- ☐ Recruitment / Retention Initiatives
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (training)

Please provide your narrative in the comments box

At LHCH we recognise that it is important to recognise the achievements and contributions of our staff within education. In 2024 we have brought back our 'Celebration of Learning Event' which was paused in 2020 due to Covid. The event included nominations in four categories: Mentor/Supervisor of the Year, Contribution to Education, Recognition of Learning (Non-apprentice) and Apprentice of the Year and submissions were made from across all professions including non-clinical staff. The event was supported by our Executive Team and Lady Dodd was in attendance to present the awards.

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

- ☐ Collaboration / Partnerships

- ☐ Covid - Response / Catch up
- ☐ CPD
- ☐ Culture
- ☐ Development of TEL Provision
- ☐ Improved Facilities
- ☐ Increased SIM for Training
- ☐ Innovative Training / Course Development
- ☐ Learner / Trainee Support or Wellbeing
- ☐ Multi-professional Initiatives
- ☐ New/Improved Strategy or Governance
- ☐ Other
- ☐ Placement Capacity / Expansion
- ☒ Quality - Improvement Initiatives, response to data, positive feedback
- ☐ Recruitment / Retention Initiatives
- ☐ Supervisors / Educators (investment)
- ☐ Supervisors / Educators (training)

Please provide your narrative in the comments box

Despite the challenges of delivering education to such a diverse group of learners, LHCH are proud of our consistently excellent feedback across all areas. This is also supported by results from surveys including GMC, NETS, and national staff survey.

13. Section 3 - Contracting and the NHS Education Funding Agreement

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 you to confirm your compliance with the obligations and key performance indicators set out in Schedule 3 of the [NHS Education Funding Agreement \(2024-27\)](#). 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.

9. Please confirm your compliance with the obligations and key performance indicators set out in Schedule 3 of the NHS Education Funding Agreement (EFA).

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 NHS Education Funding Agreement (EFA) 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 NHS Education Funding Agreement which is being delivered through a third party provider.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Provider or its sub-contractor did not have any breaches to report in relation to the requirement of the NHS Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Finding Agreement (EFA)		
We are compliant with all applicable requirements of the Data Protection Legislation and with the requirements of Schedule 5 of the NHE Education Funding Agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Provider did not have any health and safety breaches that involve a learner to report in the last 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The organisation facilitates a cross-system and collaborative approach, engaging the ICS for system learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
We have collaborative relationships with our stakeholders (e.g. education providers) which provide robust mechanisms to deliver agreed services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

10. Please provide the name and email address of the board named individual responsible for education and training.

Name

Jane Royds, Chief People Officer

Email Address

Jane.royds@lhch.nhs.uk

11. 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

14. 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 anytime prior to submission.

This section asks you to confirm your compliance with the quality, library, reporting concerns and patient safety training obligations and key performance indicators of the [NHS Education Funding Agreement \(EFA\)](#). 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.

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

	Yes	No	N/A
We are aware of the requirements and process for an education quality intervention, including who is required to attend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are reporting and engaging with the requirements and process to escalate issues, in line with NHS England's education concerns process.	<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"/>
Has the provider been actively promoting, to all learners, use of the national clinical decision support tool	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
funded by NHS England?			
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"/>
Are aware of the Safe Learning Environment Charter (SLEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are actively implementing and embedding the SLEC multi-professionally.	<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:			

Ongoing project to implement SLEC multi-professionally.

13. 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

14. 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 2023 NETS.

15. Have you reviewed, at Board Level, 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:

No actions required

16. 2024's NETS will be open from 1 October 2024 until 26 November 2024. How will your organisation increase their [NETS response rate](#) for 2024?

Continued communications with all students supported by Educational/Clinical Supervisors and practice educators.

17. 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

Ben Vinter, ben.vinter@lhch.nhs.uk

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

Nick Brooks, nicholas.brooks@lhch.nhs.uk

Name and email address of your Patient Safety Specialist/s

Ria Carter, Patient Safety Lead ria.carter@lhch.nhs.uk
Dr James Greenwood, Director of Patient Safety
james.greenwood@lhch.nhs.uk

What percentage of your staff have completed the patient safety training for

96%

level 1 within the
organisation (%)

18. 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

15. 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.

19. 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

20. 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 learners with a disability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ensure policies and procedures do not negatively impact learners who may have a protected characteristic(s)?	<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"/>

	Yes	No
Do you have initiatives to support reporting of sexual harassment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has your organisation signed up to the NHS England Sexual Safety in Healthcare - Organisational Charter?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your organisation have a designated sexual safety lead, such as a Domestic Abuse and Sexual Violence (DASV) lead?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Angela McKenna Safeguarding Lead Nurse is the designated lead for Domestic Abuse and Sexual Violence supported by Director of Nursing, Joan Mathews as Executive Lead.

21. How does your organisation manage sexual harassment reports?

Sexual Safety Policy supports process for managing sexual harassment along with Disciplinary Policy and HR support. Further information: angela.mckenna@lhch.nhs.uk

22. 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.

Drama based EDI training - Rachael.mcdonald@lhch.nhs.uk

Awareness training for veterans - peter.cook@lhch.nhs.uk

Extensive EDI staff networks - ruth.worthington@lhch.nhs.uk

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

Widening access schemes to support vocational learners with learning disabilities.

Enhanced development programme for international nurses.

Additional support available for learners who have not previously studied in the UK.

International nurse recognised as Learner of the Year in Celebration of Learning Event.

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

Implementation of the talent management framework 'Scope for Growth' to ensure career conversations are incorporated within all staff development plans.

25. 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

16. 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.

26. 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.

Fortnightly Medical Education and Staffing Steering Groups supported by executive team, all training leads, trainee links from all specialties, senior nursing, HR and AHP.

High levels of engagement across all clinical specialities which helps to support person centred development and support for all students and trainees.

Enhanced support provided for all internationally recruited staff across all professions.

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

27. 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 train	We have exceptions to report and provided narrative below
The learning environment is one in which education and training is valued and championed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The learning environment is	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
inclusive and supportive for learners of all backgrounds and from all professional groups.		
The organisational culture is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
The environment is one that ensures the safety of all	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
staff, including learners on placement.		
All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The environment is sensitive to both the diversity of learners and the population the organisation serves.	<input checked="" 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 practice activities and research and innovation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There are opportunities to learn constructively from the experience and outcomes of patients and service users,	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
whether positive or negative.		
The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to knowledge and library specialists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The learning environment promotes multi-professional learning opportunities.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

28. Areas of exception

From the professional groups you train, 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.

- | | | |
|--|--|---|
| <input type="checkbox"/> All professions | <input type="checkbox"/> Site specific | <input type="checkbox"/> Dental Postgraduate |
| <input type="checkbox"/> Dental Undergraduate | <input type="checkbox"/> Medicine Postgraduate | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Midwifery | <input type="checkbox"/> Allied Health Professionals | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Paramedicine | <input type="checkbox"/> Medical Associate Professions | <input type="checkbox"/> Advanced Practice |
| <input type="checkbox"/> Psychological Professions | <input type="checkbox"/> Healthcare Science | <input type="checkbox"/> Medicine Undergraduate |
| <input type="checkbox"/> Social Workers | | |

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

29. 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.

30. 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

17. 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.

31. 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.

Postgraduate and undergraduate education and placement provision is reviewed at all levels within the organisation through executive and non-executive directors on a regular basis throughout the year. This includes People Committee, People Delivery Group and MESS. The Director of Medical Education also regularly attends Operational Board to provide updates on medical education.

32. 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 train	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
level of decision making.		
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 other partner and stakeholder organisations to support effective delivery of healthcare education and training and	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner
groups we train

We have exceptions to report
and provided narrative below

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).

☒ x

☐

33. Areas of exception

From the professional groups you train, 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.

- | | | |
|--|--|---|
| <input type="checkbox"/> All professions | <input type="checkbox"/> Site specific | <input type="checkbox"/> Dental Postgraduate |
| <input type="checkbox"/> Dental Undergraduate | <input type="checkbox"/> Medicine Postgraduate | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Midwifery | <input type="checkbox"/> Allied Health Professionals | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Paramedicine | <input type="checkbox"/> Medical Associate Professions | <input type="checkbox"/> Advanced Practice |
| <input type="checkbox"/> Psychological Professions | <input type="checkbox"/> Healthcare Science | <input type="checkbox"/> Medicine Undergraduate |
| <input type="checkbox"/> Social Workers | | |

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

34. 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.

35. 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

18. 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 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.

36. 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.

LHCH have well established trainee links across all specialties. This is further supported by Practice Education Facilitator and Medical Education Facilitator and an accessible and responsive Education Team.

37. 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 train	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 checked="" type="checkbox"/>	<input type="checkbox"/>
The potential for differences in	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics.		
Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity.	<input checked="" 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 checked="" 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
outcomes required.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Learners are valued members of the healthcare teams within which they are placed and enabled to contribute to the work of those teams.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learners receive an appropriate, effective and timely induction and introduction into the clinical learning environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learners understand their role and the context of their placement in relation to care	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner
groups we train

We have exceptions to report
and provided narrative below

pathways,
journeys and
expected
outcomes of
patients and
service users.

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

☒
☐

Learners are
encouraged to
access
resources to
support their
physical and
mental health
and wellbeing
as a critical
foundation for
effective
learning.

☒
☐

38. Areas of exception

From the professional groups you train, 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

☐ Dental
Undergraduate

☐ Dental Postgraduate

☐ Medicine Postgraduate

☐ Nursing

☐ Midwifery

☐ Allied Health
Professionals

☐ Pharmacy

☐ Paramedicine

☐ Medical Associate
Professions

☐ Advanced Practice

☐ Psychological
Professions

☐ Healthcare Science

☐ Medicine
Undergraduate

☐ Social Workers

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

39. 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.

40. 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

19. 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.

41. 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.

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

Programme in place to support development of educational supervisors for post and undergraduate graduate medicine

Charlie Cowburn, Practice Education Facilitator, charles.cowburn@lhch.nhs.uk

Enhanced bespoke mentorship sessions for internationally recruited nurses to support undergraduate nursing placements

42. 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 train	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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Supervisors understand the scope of practice and expected competence of those they are supervising.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational Supervisors are familiar with, understand and are up-to-date	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
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.		
Clinical supervisors are supported to understand the education, training and any other support needs of their learners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner
groups we train

We have exceptions to report
and provided narrative below

experiencing
difficulties and
challenges.

Supervisors can
easily access
resources to
support their
physical and
mental health
and wellbeing.

☒ x

☐

43. Areas of exception

From the professional groups you train, 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

☐ Dental
Undergraduate

☐ Dental Postgraduate

☐ Medicine Postgraduate

☐ Nursing

☐ Midwifery

☐ Allied Health
Professionals

☐ Pharmacy

☐ Paramedicine

☐ Medical Associate
Professions

☐ Advanced Practice

☐ Psychological
Professions

☐ Healthcare Science

☐ Medicine
Undergraduate

☐ Social Workers

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

44. 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.

45. Thinking about the [Educator Workforce Strategy](#), please confirm that your organisation

	Yes	No
Is aware of the Educator Workforce Strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ensures educators/supervisors undertake a skills gap / learning development needs analysis for this role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Ensures educators/supervisors have formal development to undertake this role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Considers the educator workforce in wider clinical workforce planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Director of Medical Education sits on Operational Board and is involved in presenting educational priorities at strategic meetings. Educational appraisal is included within annual consultant appraisal and development priorities can be imbedded within personal development plans as required.

46. Implementation of the [Educator Workforce Strategy](#)

- ☐ We have **fully implemented** the recommendations of the Educator Workforce Strategy.
- ☒ We have **partially implemented** the recommendations of the Educator Workforce Strategy.
- ☐ We have **not yet started** implementation of the recommendations of the Educator Workforce Strategy.

47. 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

20. 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.

48. 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.

Appointment of IMG Lead to support the enhanced induction and development of international medical graduates.

49. 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 train	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 checked="" type="checkbox"/>	<input type="checkbox"/>
Placement providers work	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We meet the standard
for all professions / learner
groups we train

We have exceptions to report
and provided narrative below

in partnership
with programme
leads in
planning and
delivery of
curricula and
assessments.

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.

x

☐

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

x

☐

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
The involvement of patients and service users, and also learners, in the development of education delivery is encouraged.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Timetables, rotas and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

50. Areas of exception

From the professional groups you train, 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.

- | | | |
|--|--|---|
| <input type="checkbox"/> All professions | <input type="checkbox"/> Site specific | <input type="checkbox"/> Dental Postgraduate |
| <input type="checkbox"/> Dental Undergraduate | <input type="checkbox"/> Medicine Postgraduate | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Midwifery | <input type="checkbox"/> Allied Health Professionals | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Paramedicine | <input type="checkbox"/> Medical Associate Professions | <input type="checkbox"/> Advanced Practice |
| <input type="checkbox"/> Psychological Professions | <input type="checkbox"/> Healthcare Science | <input type="checkbox"/> Medicine Undergraduate |
| <input type="checkbox"/> Social Workers | | |

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

51. 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.

52. 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

21. 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.

53. 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.

A well established widening participation programme supporting recruitment and retention across all professions. Annual 'Access to Medicine' Programme for students pursuing a career in medicine and 'Access to Healthcare' programme under development for 2025.

54. 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 train	We have exceptions to report and provided narrative below
Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the provider provide opportunities for learners to	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We meet the standard for all professions / learner groups we train	We have exceptions to report and provided narrative below
receive appropriate careers advice from colleagues		
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

55. Areas of exception

From the professional groups you train, 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.

- | | | |
|--|--|---|
| <input type="checkbox"/> All professions | <input type="checkbox"/> Site specific | <input type="checkbox"/> Dental |
| <input type="checkbox"/> Dental Undergraduate | <input type="checkbox"/> Medicine Postgraduate | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Midwifery | <input type="checkbox"/> Allied Health Professionals | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Paramedicine | <input type="checkbox"/> Medical Associate Professions | <input type="checkbox"/> Advanced Practice |
| <input type="checkbox"/> Psychological Professions | <input type="checkbox"/> Healthcare Science | <input type="checkbox"/> Medicine Undergraduate |
| <input type="checkbox"/> Social Workers | | |

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

56. 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.

57. 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

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

58. Board level sign-off (Premises, Learning Environment, Facilities, and Equipment)

- ☐ I confirm that our premises, learning environments, facilities and equipment are: suitable for the performance of the Services; accessible, safe and secure; comply with any applicable Health and Safety Legislation, any other Applicable Law, Guidance, appropriate risk management clinical guidance, good healthcare practice and the requirements of any relevant Regulator; and are sufficient to enable the Services to be provided at all times and, in all respects, in accordance with the NHS Education Funding Agreement.

59. 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

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

*

61. 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 the NHS England Self-Assessment for Placement Providers

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

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)

Once you have completed all sections in full of this self-assessment please ensure that you complete section 12 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.