Learning Environment Approval

Presented by:

NHS England

Why?

- The Long-Term Plan & the People Plan and the manifesto of increasing the working in primary care by 6000 more doctors and 26,000 more colleagues in additional roles.

- **Need to increase the number of educators & learning environments** in Primary & Care settings

- **Allow learners to have an experience of Primary Care**

- The Workforce, Training and Education Directorate (WT&E) in NHS England (NHSE), formerly Health Education England (HEE), hold the strategic responsibility for the quality assurance and quality management processes of educators and clinical learning environments.

- QA & Quality Management processes to be held by NHSE Primary and Integrated Care Training Hubs (TH)

- Supported in this role by the WT&E Midlands Primary Care School (PCS), WT&E Quality Team, their academic partners and local General Practice Specialty Training (GPST) Programmes.

- As such, each TH will have an appointed **Multi-Professional Educator Quality Lead** (MPEQL) to facilitate and support this process.

- The local process follows the multi-professional [HEE Quality Framework](#) principles in ensuring both educators and learning environments are of high quality.

- Recognised and endorsed by the Nursing and Midwifery Council (NMC), General Medical Council (GMC), Health and Care Professionals Council (HCPC) and the Council of Deans of Health.

Scope

- The scope includes the approval and on-going recognition of learning environments in primary care, responsible for hosting undergraduate medical students, Foundation doctors, postgraduate GP specialist trainees, undergraduate and postgraduate nursing students, pharmacists, Allied Health Professionals (AHPs) and Advanced Clinical Practitioners (ACPs).

- Covers all those learners for whom NHSE WT&E has responsibility for.

FAQ/Mythbusters

- This new Learning Environment Approval system is meant to streamline approvals from different organisations, thereby making it less time-consuming for sites

- The approval of and, on-going quality assurance of multi-professional educators is out of scope for this SOP.

- If a Practice is already approved for that particular learner through a previous system, then there is no need to undergo the approval process again.

- If previous Learner Environment Approval was robust and detailed further approval for new, different learners may be a desk-top exercise.

- If there is limited learner placement at the site, and the site would like to take on new learners this may lead to a full approval process e.g. site take one 1-2 medical students but would like to take on GP Training doctors.

- We are working with other educational establishments to decrease duplication and share information/processes

Quality Domains

1. Learning environment and culture,
2. Educational governance and commitment to quality,
3. Developing and supporting learners,
4. Developing and supporting supervisors,
5. Delivering programmes and curricula
6. Developing a sustainable workforce.

Background

- Historically, Practices made a single application to gain training status approval, and this can still happen

- Approval can now be gained on a larger footprint e.g., PCN. We would suggest this as the maximum size.

- It is important that PCN as learning environments evidence their understanding and planned adherence to these standards at the point of application, approval, and subsequent on-going quality monitoring

- The aim is to have a single process for initial and ongoing quality monitoring that will meet the requirements of multiple regulatory bodies and/or HEIs.

- Whilst the approval and ongoing assurance processes must continue to be robust, the emphasis is now on a risk-based approach to assurance.

- These requirements extend beyond the approved educator role and encompasses how other members of the host team, e.g., Practice Manager, Receptionists, Medical Secretaries and other multi-professionals and clinicians within the learning environment contribute to supporting both the educator and learner.

First Time Learning Environment Process

- Learning environments may approach their local HEI or GPST Programme informally to discuss their aspirations to become a recognised learning environment, but the formal first-time application process begins by contacting their local Training Hub.

- Completion of the **Learning Environment Application Form** or equivalent on-line process

- The document should be sent to the Training Hub for review

- Further support may be provided by the Training Hub and additional information may be requested before formal application.

- Training Hubs will convene a Multi-Disciplinary Assessment Team (MDAT) to formally review the application and determine a recommendation.

- Ideally this first assessment should include a visit to the site within the learning environment so that the MDAT can view the premises and meet with the educator(s) and wider practice team.
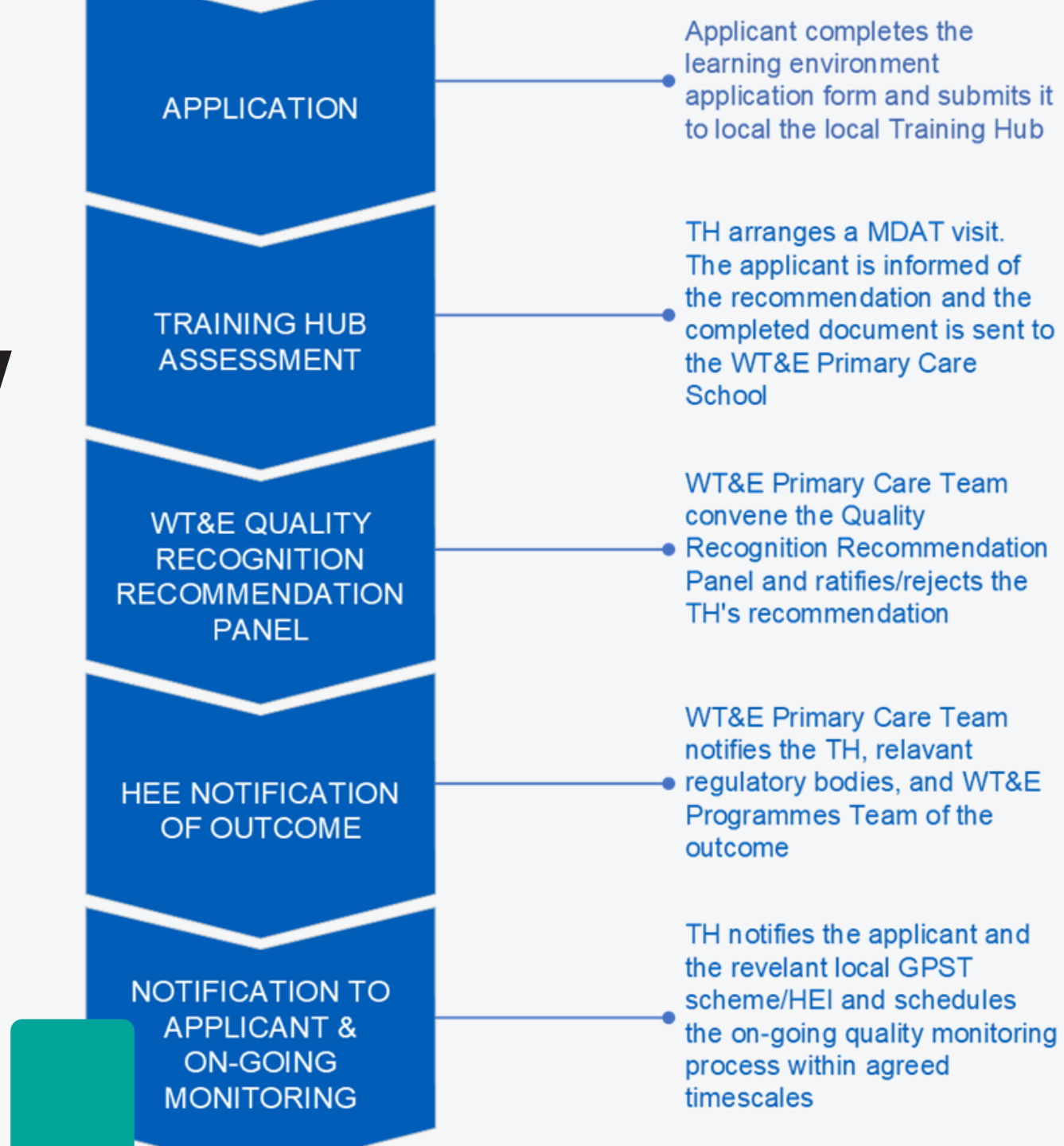
MDAT

- To be quorate the panel must be comprised of at least 3 members. Panel members **must** include at least one of the following:

1. Training Hub Quality Lead

2. Training Hub Clinical Lead

3. Training Hub GPN Lead

- **It may also include**

- HEI representative

- Clinical Ambassador

- GP School Associate Dean linked to the ICS

- Training Programme Director

- Multi-professional Education Quality Lead,

- Learner Representative,

- Practice Manager from an approved learning environment.

First Time Learning Environment Process 2

- The function of the MDAT is to discuss the application in detail and to meet with the wider learning environment team to assess the commitment and support for trainees within the whole environment.

- As a minimum, usually the MDAT will visit one site and meet with the practice or PCN Clinical/Educational Lead and the practice or PCN Manager. This may be 2 hours or longer if a larger PCN.

- Be reassured, the visit is not intended to 'catch anyone out' but rather a two-way interactive process and the team will be mindful of how busy Primary Care is.

- The findings and recommendations following the assessment by the MDAT will be shared with the applicant either at the visit to the learning environment or at an agreed later date, either face-to-face or virtually.

- The WT&E Midlands Primary Care School will review the Training Hub recommendation at the next available WT&E Recognition Recommendation Panel and confirm their decision to the relevant Training Hub and regulatory bodies.

- The TH will then schedule ongoing quality monitoring within agreed timelines.
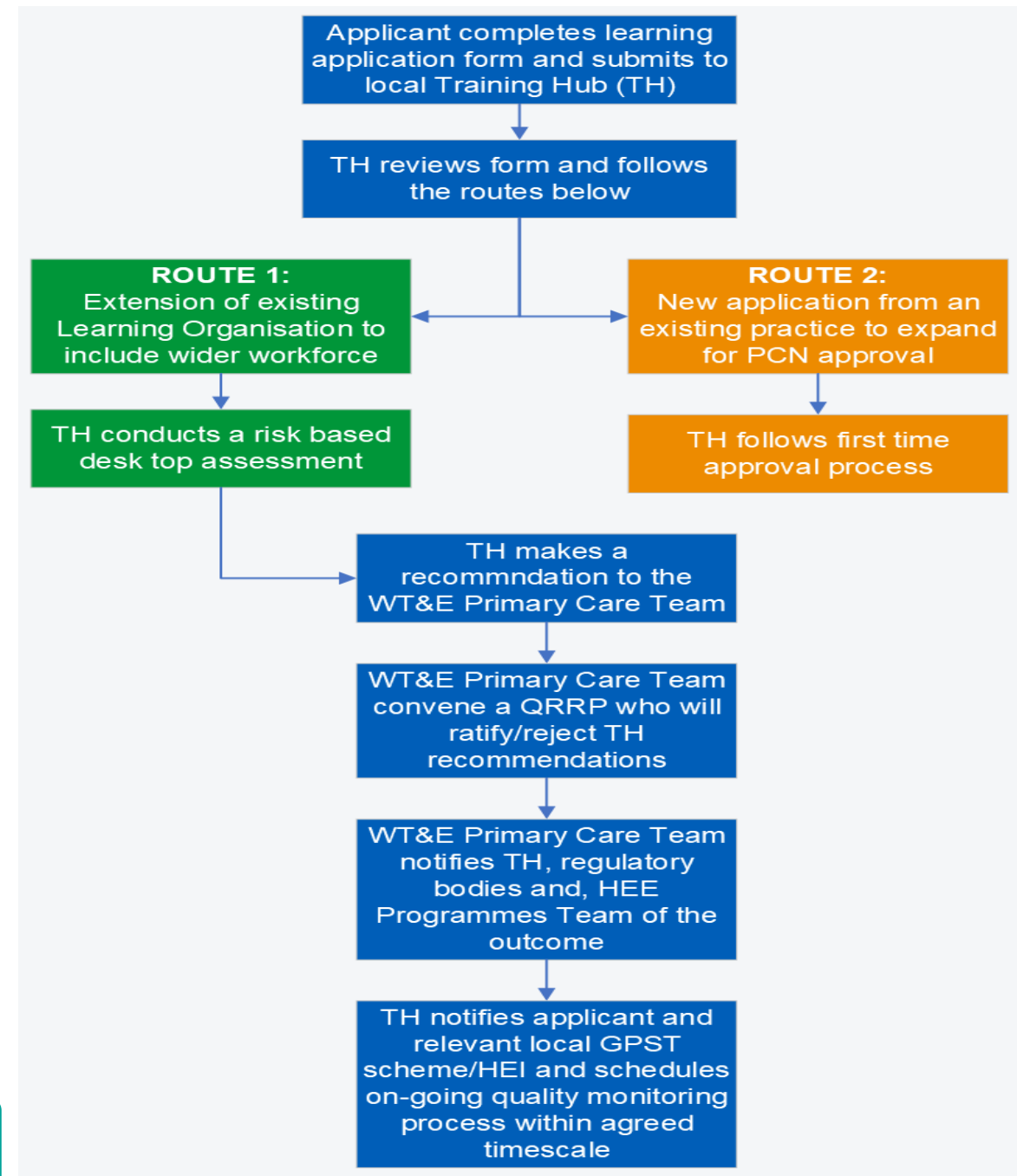
Flowchart for New Learning Environments

APPLICATION

Applicant completes the learning environment application form and submits it to local the local Training Hub

TRAINING HUB ASSESSMENT

TH arranges a MDAT visit. The applicant is informed of the recommendation and the completed document is sent to the WT&E Primary Care School

WT&E QUALITY RECOGNITION RECOMMENDATION PANEL

WT&E Primary Care Team convene the Quality Recognition Recommendation Panel and ratifies/rejects the TH's recommendation

HEE NOTIFICATION OF OUTCOME

WT&E Primary Care Team notifies the TH, relevant regulatory bodies, and WT&E Programmes Team of the outcome

NOTIFICATION TO APPLICANT & ON-GOING MONITORING

TH notifies the applicant and the revelant local GPST scheme/HEI and schedules the on-going quality monitoring process within agreed timescales

Expansion of Current Learning Environments for new Learners

- Learning environments who are already approved for the placement of one professional group of learners and wish to expand their approval for other multi-professional learners should complete the Learning Organisation Self-Declaration form

- Where PCNs already have established and approved educators and practices within their network and wish to be approved as a PCN learning environment and/or to accept a wider workforce learner they should make a joint application utilising the previous learning environment application form.

- To recognise that PCNs may be at different stages of maturity this new proposal allows for flexibility in how practices and PCNs may choose to organise themselves:

- Some PCNs are ready to submit a joint application for the whole group,

- Some may wish to apply for a sub-group of practices and,

- Others may still prefer to seek approval or re-approval as standalone individual practices.

Flowchart for Current Learning Environments

Applicant completes learning application form and submits to local Training Hub (TH)

TH reviews form and follows the routes below

ROUTE 1: Extension of existing Learning Organisation to include wider workforce

TH conducts a risk based desk top assessment

ROUTE 2: New application from an existing practice to expand for PCN approval

TH follows first time approval process

TH makes a recommndation to the WT&E Primary Care Team

WT&E Primary Care Team convene a QRRP who will ratify/reject TH recommendations

WT&E Primary Care Team notifies TH, regulatory bodies and, HEE Programmes Team of the outcome

TH notifies applicant and relevant local GPST scheme/HEI and schedules on-going quality monitoring process within agreed timescale

On-Going Quality Monitoring

- Training Hub's should conduct an annual interim review by asking learning environment to submit an annual self-declaration form to include:

- Details of staffing and educator changes,
- Update to capacity for learners that the learning environment takes,
- Most recent CQC rating(s),
- Descriptive details of internal learning environment feedback processes.
- Learner feedback is invaluable
- Educational Surveys

- This will be risk-based approach

Revisiting the Domains

1. Learning environment and culture,
2. Educational governance and commitment to quality,
3. Developing and supporting learners,
4. Developing and supporting supervisors,
5. Delivering programmes and curricula
6. Developing a sustainable workforce.

1: Learning Environment and Culture

Please consider the following as examples in this domain

- The learning environment is multi-professional, with a culture that is fair, promotes EDI, and values and facilitates learning opportunities and support for all learner groups.

- Opportunities for learners to take an active role in QI, including participation in improving evidence-led practice activities

- Feedback received from previous learners hosted by the organisation, highlighting any examples of feedback which support good practice, or introduction of new good ideas developed from feedback

- Please consider the facilities available for training purposes across the organisation

- How are learners encouraged to be proactive in taking a lead in accessing learning opportunities and in taking responsibility for their own learning?

2: Educational Governance and Leadership

- Please consider the following as examples in this domain

- Is there clear, visible and inclusive senior educational leadership, with responsibility for all relevant learner groups

- Consider how education and training issues are fed into, considered and represented at the most senior level of decision-making in the organisation

3: Supporting and Empowering Learners

- Please consider the following as examples in this domain

  - Educational supervision and support that will be given to learners to be able to demonstrate what is expected in their curriculum or professional standards

  - Support to complete appropriate summative and/or formative assessments

  - How the organisation provides an environment where learners are made to feel valued members of the healthcare teams

  - An appropriate, effective and timely induction and introduction

  - Timetables and rotas

4: Supporting and Empowering Educators

- Please consider the following of examples in this domain

  - Are supervisors appropriately supported, with allocated, protected time given in job plans/ job descriptions, to undertake their roles

  - Are all those undertaking formal supervision roles within the organisation appropriately trained as defined by the relevant regulator and/or professional body

  - Is there evidence supervisor performance is assessed through appraisals or other appropriate mechanisms, not necessarily undertaken by the organisation?

  - How do Educational Supervisors within the organisation ensure they are familiar with, understand and are up-to-date with the curricula of the learners they are supporting?

5: Delivering Curricula & Assessment

- Please consider the following of examples in this domain

- How educators remain up to date in respect of curriculum requirements and mandatory assessments for learners?

- Is there the ability to deliver all the curricular requirements to learners

6: Delivering a Sustainable Workforce

- Please consider the following as example in this domain:

  - Are there opportunities for learners to receive appropriate career advice from colleagues within the learning environment

  - Does the organisation engage in local workforce planning?

  - Is there work to mitigate avoidable learner attrition from programmes/placements?

Thank You

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