Reference Number:	FOIAH2425/516
From:	Other
Date:	10 December 2024
Subject:	Annual Education and Training Self-Assessments and Education Tariff Expenditure

Q1   Annual Education and Training Self-Assessments
A copy of the NHS Trust's annual education and training self-assessment report. Can you please provide the latest report submitted. The reports are mandatory according to the NHS Education Funding Agreement Schedule 3.

A1   See attached - *NHS England Self-Assessment for Placement Providers 2024*

Q2   Total amount of Education and Training Tariff funding received by the Trust for postgraduate medical education over the financial year relating to the last Education and Training Self-Assessment report.

A2   £6,003937 - 23/24

Q3   Breakdown of Education and Training Tariff for Postgraduate Doctors
A detailed and itemised breakdown of how the Education and Training Tariff allocated for postgraduate doctors in training has been spent over the same financial period relating to the latest Annual Education and Training self-assessment submitted. Specifically, I would like to know a breakdown of all expenditures covered by this tariff including but not limited to:
- Teaching staff salaries (including number of staff employed)
- Administrative staff salaries (including number of staff employed)
- Any contribution of tariff towards Consultants programmed activities (PAs) to educational roles
- Facilities provided specifically for medical education and training (e.g. libraries, study areas)
- Pastoral support and well-being services for trainees
- Any contributions towards trainee study leave, clinical exams, and related support activities

A3   Cost of Consultant salaries - £4,750,000
Cost of Consultant salaries (supervision) - £813,000
Cost of Medical Education salaries - 370,467.79
Cost of Library salaries - 35,195.42
Library non pay budget in 23/24 - 36,009.96
Other costs/overheads - £150,000

Information not held - Pastoral support and well-being services is provided by the Staff Advice and Liaison Service (SALs) - we are unable to provide a specific breakdown, as this service is open to all Trust staff.

Q4   Does the trust have any mechanisms in place to review if the Education and Training Tariff is providing appropriate educational value to Postgraduate Doctors?

A4   The Education and Training tariff is monitored by the Education Governance Committee.

NHS England Self-Assessment for Placement Providers 2024

Region 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.

North West

North West

Please do not amend (NW Provider)

Alder Hey Children's NHS Foundation Trust

Training profession selection

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	X	
Allied Health Professionals	X	
Dental	X	
Dental Undergraduate	X	
Healthcare Science	X	
Medical Associate Professions	X	
Medicine Postgraduate	X	
Medicine Undergraduate	X	
Midwifery		X
Nursing	X	
Paramedicine	X	
Pharmacy	X	
Psychological Professions	X	
Social Workers	X	

Section 1 - Provider challenges

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

Burnout / Wellbeing

Please provide your narrative in the comments box
As a Trust, and reflective of wider workforce planning expectations, we have significant numbers of leaners with us across the year (pre-registration, apprentices, residents and wider groups). The continued impact of this results in staff being expected to provide support to and assess more learners - with few breaks/gaps across the year. This is in addition to the increasing clinical expectations impacting their role which, combined, result in burnout. Furthermore, we are also seeing an increased need for pastoral / personal support across all learner groups. Whilst there are supportive measures in place in the short-term, longer-term plans are needed to fully address this issue.

The feeling of burnout is also exacerbated by the reduced number of resident Drs when mapped to our current service model and the option to work less than full time has had a major impact for the Trust as a whole (an action plan is currently in place on this).

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

HEI Issues/ Processes

Please provide your narrative in the comments box
The organisational requirements for learner 'fit for practice' assurance are causing challenges for our HEI partners given their existing OH provision. Whilst we are assured our requirements are reasonable and through benchmarking nationally, are aligned with other providers, work is still required to ensure these are met and learner placements can continue.
Short notice changes to placement allocations cause additional workload for clinical areas. It also impacts upon the circulation of rotas. This frustrates the resident Drs as they are unable to balance home /work without the information.

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

Training Space / Facilities

Please provide your narrative in the comments box
Limited teaching space available in the organisation and growing cohort sizes often mean teaching needs to be delivered online or over multiple days.

Section 2 - Provider achievements and good practice

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

Development of TEL Provision

Please provide your narrative in the comments box
Trust wide in situ Simulation programme, standardised strategy for Sepsis training which champions multi-professional involvement, ie. Nursing, APNP's, PA's, medical residents, and consultants. Monthly Simulation for General Paediatric trainees with changing topics at the request of lead consultants. Simulation sessions for Nursing and medical students, with a focus on early recognition and escalation. Highlighting effective communication.
The use of Microsoft HoloLens to enable virtual ENT Ward rounds. These sessions are to improve the learning opportunities of large groups of students to interact with patients and families during a ward round, without it being imposing and overwhelming to them. A single student and registrar are with the patient and family, and the remainder of the group have a live non recorded stream to a classroom support by another registrar facilitating the learning.
This remote access to learning is also crossing over to the live streamed Sim for Gen Paeds, ED and PICU.

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

New/Improved Strategy or Governance

Please provide your narrative in the comments box
Our Education Governance framework (as previously explained in previous submissions) has been commended by the former Assoc Dean and we have shared our structure, processes, knowledge etc to aid other Trusts within the local area.
The Trust has recently launched a new strategy Vision 2030, to deliver a "healthier, happier, and fairer future for children and young people". There are five strategic goals, Outstanding care and experience, Collaboration for children and young people, Revolutionise care, Support our people, Pioneering breakthroughs and the associated workstreams within the strategy are now used to underpin care for patients and align staff development and retention activities. Core to this is a focus on staff's skills and knowledge, futures thinking and utilising technology to enable us to provide a happier, healthier future for children and young people.

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

CPD

Please provide your narrative in the comments box
A refreshed approach to gathering Training Needs Analysis (TNA) information linked to CPD was agreed by the Trust and introduced in Q4, 2023/24. Workforce areas were requested to review all learning needs identified, submit these to the L&D team for consideration and sign off. Following which, decisions made would be shared and study leave forms could be approved and processed.
The benefit of this approach is clear alignment between performance review and development discussions (PDR), achievement of organisational and individual objectives, supported by learning activity. From the CPD requirements gathered, an assessment is undertaken to ensure alignment to organisational priorities and affordability; with senior level sign off and oversight.

Section 3 - Contracting and the NHS Education Funding Agreement

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.	X	
The funding provided via the NHS Education Funding Agreement (EFA) to support and deliver education and training is used explicitly for this purpose.	X	
We undertake activity in the NHS Education Funding Agreement which is being delivered through a third party provider.		X
The Provider or its sub-contractor did not have any breaches to report in relation to the requirement of the NHS Education Finding Agreement (EFA)		X
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.	X	
The Provider did not have any health and safety breaches that involve a learner to report in the last 12 months.		X
The organisation facilitates a cross-system and collaborative approach, engaging the ICS for system learning.	X	
We have collaborative relationships with our stakeholders (e.g. education providers) which provide robust mechanisms to deliver agreed services.	X	

If 'yes' please add comments to support your answer; if 'no' please provide further detail:
As previously stated, we have a ratified system for reporting against the education contract. All matters related to the contract are shared with stakeholders, the feedback and reports from individual providers are monitored via the Education Governance Committee and People Committee for Board assurance. We have utilised SLEC to support area action plans

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

Name   Melissa Swindell, Chief People Officer

Email Address   melissa.swindell@alderhey.nhs.uk

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
Dr Katherine BIRCH Director, Alder Hey Academy katherine.birch@alderhey.nhs.uk

Section 4 - Education Quality

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.	X		
We are reporting and engaging with the requirements and process to escalate issues, in line with NHS England's education concerns process.	X		
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.	X		
Has the provider been actively promoting, to all learners, use of the national clinical decision support tool funded by NHS England?	X		
Have a Freedom to Speak Up Guardian and they actively promote the process for raising concerns through them to their learners.	X		
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.	X		
Are aware of the Safe Learning Environment Charter (SLEC)	X		
Are actively implementing and embedding the SLEC multi-professionally.	X		

If 'yes' please add comments to support your answer; if 'no' please provide further detail:
The Quality meeting was held in April 2024 with the Assoc Dean, Quality team members from NHSE,NW and senior medical education team members. The feedback report was discussed at Medical Education Board and updates, actions were reported to the Educational Governance Committee.
We have utilised Safe Learning Environment Charter (SLEC) to support area action plans.
Following both meetings in January with the Library & Knowledge leads from NHSE and Senior Staff directly responsible for the LKS. The resulting improvement plan was complimentary, of the 16 key indicators, 9 are established and 7 are rated good. The improvement plan was presented to and ratified by the Education Governance Committee.
The LKS is currently exploring collaborative Library service options, this will enable all Trusts within Liverpool to provide a seamless service.

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

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

Yes

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).

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:
Although the response rate was low, less than 5% of staff and students, it did highlight four areas for improvement. The report was discussed via our governance structure and teams were informed to allow them to implement changes to aid improvements.
People Committee (a Board subcommittee which is Chaired by a NED, attended by 2 further NEDS and 3 Executives) were advised of the 2024 NETS survey dates in anticipation of results being presented at future date.
Risk reporting / escalation to Board is via EGC and People Committee, where applicable

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?

The PEF team visited clinical areas daily sharing the QR code for NETs- this was also displayed on area notice boards, shared in appropriate meetings, and via our student drop in. The Medical Education Team share the link via email signatures, QR codes, posters etc. and the survey is directly promoted to student cohorts via email (as applicable)
The Communications Team also circulate this across the Trust.

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	Nathan Askew, nathan.askew@alderhey.nhs.uk
Name and email address of your non executive director representative for Patient Safety	Fiona Beveridge, fiona.beveridge@alderhey.nhs.uk
Name and email address of your Patient Safety Specialist/s	Christopher Talbot, christopher.talbot@alderhey.nhs.uk
What percentage of your staff have completed the patient safety training for level 1 within the organisation (%)	98.44%

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
Dr Katherine Birch, Director, Alder Hey Academy katherine.birch@alderhey.nhs.uk

Section 5 - Equality, Diversity and Inclusion

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

Yes

If 'yes' please add comments to support your answer sharing details of governance and links with education and training alonside the nominated name of your EDI lead for education and training; if 'no' please provide further detail
Alder Hey is committed to promoting equality, diversity, and inclusion in all aspects of our work. We strive to create a safe environment were staff feel supported, valued and are encouraged to be their authentic selves. Our adherence to EDI principles is monitored by our Trust EDI Steering group, chaired by our non-executive EDI champion. We also report to People committee and Trust Board on a monthly basis. We use our equality data to ensure that when implementing initiatives they contribute to enhancing staff experiences. We provide mandatory EDI training as well as a more comprehensive EDI training programme which we have just launched. This training offers modules related to all aspects of EDI including, Anti-Racism, Culture, Allyship, Microaggression, to name a few. We have also just launched a Introduction to EDI specifically for managers. This is a face to face 3 hour training programme which has been co-designed and co-delivered by our staff networks.
Our Trust Head of EDI is Angie Ditchfield angela.ditchfield@alderhey.nhs.uk

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?	X	
Implement reasonable adjustments for learners with a disability?	X	
Ensure policies and procedures do not negatively impact learners who may have a protected characteristic(s)?	X	
Ensure International Graduates (including International Medical Graduates) receive a specific induction into your organisation?	X	
Ensure policies and processes are in place to manage with discriminatory behaviour from patients?	X	
Ensure a policy is in place to manage Sexual Harassment in the Workplace?	X	
Do you have initiatives to support reporting of sexual harassment?	X	
Has your organisation signed up to the NHS England Sexual Safety in Healthcare - Organisational Charter?	X	
Does your organisation have a designated sexual safety lead, such as a Domestic Abuse and Sexual Violence (DASV) lead?		

If 'yes' please add comments to support your answer; if 'no' please provide further detail:
Nathan Askew, CNO is the executive lead for DASV. The Trust has implemented the sexual safety in healthcare organisational charter. We have a Respect at Work policy that encompasses all processes to deal with issues reported by staff. We also offer a Staff Liaison and Advice Service (SALS) if staff wish to make a report in a more informal confidential setting, to receive advice and guidance, prior to a formal investigation if required.

How does your organisation manage sexual harassment reports?

There is a formal process to enable staff to report sexual harassment, this is managed by the Human Resources function.

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.

Our Strong Foundations, Management Essentials and Compassionate Leadership programme is Alder Hey's bespoke leadership training, developed for all current and aspiring clinical and non-clinical leaders and managers across the organisation with the aim of developing, sustaining and supporting all staff in those positions.
The learning outcomes include:

Understand the basics of how our brain works and how this affects us in the work .place.
Gain Insight into personal resilience & identify early warning signs of excessive pressure
Understand difference and gain confidence as an inclusive leader.
Understand how compassionate leadership can create circles of safety

Darren Shaw, Head of Organisational Development
Darren.Shaw@alderhey.nhs.uk

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

We have co-produced EDI training with our Staff Networks to ensure we are acting on their lived experiences and developing strategies to improve staff experience based on their valuable insight.
Introduction to EDI – for Managers

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

The intersectionality of different aspects of EDI and the need for more focused and tailored support for, more often, those with a later-life diagnosis

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
Dr. Katherine Birch, Director, Alder Hey Academy katherine.birch@akderhey.nhs.uk

Section 6 - Assurance Reporting: learning environment and culture

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.

We have implemented learner dashboards, and these are now in place across the organisation for nursing students. They are a quarterly update issued from the areas link PEF, and provided to all placement areas, detailing their current evaluation scoring, confirming the number of learners supported, recognising an exceptional assessor and detailing some areas for development for that specific area. Our student engagement programme has now been fully implemented and includes an annual study day facilitated by the PEF team for each pre-registration nursing cohort. These focus of the days progress throughout the 3 years from introduction to clinical placement themed sessions to transition to qualified nurse focused sessions. As part of the student engagement programme we also offer a quarterly learner forum. This provides an opportunity for multiprofessional learners currently on placement in the organisation to come together and undertake shared learning about a relevant topic – past topics have included, quality improvement, major trauma, palliative care, and digital in the clinical setting. We also use the second part of the learner forum to listen to our current learners experience ensuring their voice is heard within the organisation.
Our full day SSSA training has been updated and now includes preceptorship and coaching training. This enables nurses to come together to not only meet the NMC requirements for assessors but to also undertake development in their coaching skills and specifically consider how this can be used when supporting pre or post registration learners.

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.	X	
The learning environment is inclusive and supportive for learners of all backgrounds and from all professional groups.	X	
The organisational culture is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.	X	
There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.	X	
Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users.	X	
The environment is one that ensures the safety of all staff, including learners on placement.	X	
All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.	X	
The environment is sensitive to both the diversity of learners and the population the organisation serves.	X	
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.	X	
There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative.	X	
The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to knowledge and library specialists.	X	
The learning environment promotes multi-professional learning opportunities.	X	
The learning environment encourages learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning.	X	

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.

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
N/A

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.

N/A

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
Dr Katherine Birch, Director, Alder Hey Academy, katherine.birch@alderhey.nhs.uk Dr Clare Halfhide, Director of Medical Education, clare.halfhide@alderhey.nhs.uk

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

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.

Our Academy structure and education governance framework has been highlighted by external leads as providing an effective integrated approach to learning and education across the organisation.

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.	X	
There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level.	X	
The governance arrangements promote fairness in education and training and challenge discrimination.	X	
Education and training issues are fed into, considered and represented at the most senior level of decision making.	X	
The provider can demonstrate how educational resources (including financial) are allocated and used.	X	
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.	X	
There is proactive and collaborative working with other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice.	X	
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	

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.

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
N/A

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.

N/A

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
Dr Katherine Birch, Director, Alder Hey Academy Katherine.birch@alderhey.nhs.uk

Section 8 - Assurance Reporting: developing and supporting learners

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.

As discussed previously our student engagement programme includes an annual study day facilitated by the PEF team, for each pre-registration nursing cohort. These focus of the days progress throughout the 3 years from introduction to clinical placement themed sessions to transition to qualified nurse focused sessions. As part of the student engagement programme we also offer a quarterly learner forum. This provides an opportunity for multiprofessional learners currently on placement in the organisation to come together and undertake shared learning about a relevant topic – past topics have included, quality improvement, major trauma, palliative care, and digital in the clinical setting. We also use the second part of the learner forum to listen to our current learners experience ensuring their voice is heard within the organisation.

We also have a cohort approach to band 5 nursing recruitment within the organisation. This process enables designated recruitment cycles, and ensures all new nursing starters to the organisation can be supported through a 1 week, centrally organised induction, with oversight of their further training needs for the remaining 6 months. This approach enables a community of support to be created, and enhances the preceptorship framework that we also use to support our new nurses.

We have recently undertaken an IV pilot project to enable our final placement nursing students, the opportunity to complete IV medication administration under supervision. This project required the development of a training pathway – using some existing training resources, but the development of an OSCE and facilitation of a training day. This was in addition to policy amendments and oversight and support of the pilot participants, and the clinical staff supporting them. We have completed the pilot and are now exploring our next steps to embed the learning that took place.

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.	X	
The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics.	X	
Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity.	X	
Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice.	X	
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.	X	
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.	X	
Learners are valued members of the healthcare teams within which they are placed and enabled to contribute to the work of those teams.	X	
Learners receive an appropriate, effective and timely induction and introduction into the clinical learning environment.	X	
Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service users.	X	
Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate.	X	
Learners are encouraged to access resources to support their physical and mental health and wellbeing as a critical foundation for effective learning.	X	

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.

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
N/A

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.

N/A

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
Dr Katherine Birch, Director, Alder Hey Academy katherine.birch@alderhey.nhs.uk

Section 9 - Assurance reporting: developing and supporting supervisors

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.

The Education Forum – is an annual meeting to update supervisors, discuss issues and inform them of the trainees experiences of education and training. The meeting recently held, had a presentation for SPRINT (Shared Peer Reflection in Trainees)
We also had an external speaker who presented an excellent talk – Neurodiversity for Supervisors, it elicited much discussion.

We provide a 'supporting learners in practice' session to all new nurses as part of their induction to ensure they are suitably prepared to support learners when it is appropriate for them to. at 12months post registration nurses are then invited to attend our full day SSSA training. This has now been updated, and includes preceptorship and coaching training. This enables nurses to come together to not only meet the NMC requirements for assessors, but to also undertake development in their coaching skills, and specifically consider how these can be used, when supporting pre or post registration learners.
We have developed an e-learning package for assessors to undertake refreshment of their skills as needed and area link PEF's will deliver bespoke assessor updates as part of local training days.

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.		X
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).	X	
Clinical Supervisors understand the scope of practice and expected competence of those they are supervising.	X	
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.	X	
Clinical supervisors are supported to understand the education, training and any other support needs of their learners.	X	
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.	X	
Supervisors can easily access resources to support their physical and mental health and wellbeing.	X	

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.

Medicine Postgraduate

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
We are currently in the final phase of a major programme of work which maps all activity, including core education responsibilities to job plans. The wider job planning project has been Trust wide and final sign off is underway.

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.

N/A

Thinking about the Educator Workforce Strategy, please confirm that your organisation

	Yes	No
Is aware of the Educator Workforce Strategy.	X	
Ensures educators/supervisors undertake a skills gap / learning development needs analysis for this role.	X	
Ensures educators/supervisors have formal development to undertake this role.	X	
Considers the educator workforce in wider clinical workforce planning.	X	

If 'yes' please add comments to support your answer; if 'no' please provide further detail:
We have reviewed the NHSE Educator Workforce Strategy and made contact with the NW WTE team. As an organisation our Head of Nurse Education and our Community Division Head of Nursing and Education are currently exploring how this can be aligned with our wider organisational strategy and developing an organisation level Educator Workforce Strategy.

Implementation of the Educator Workforce Strategy

We have **partially implemented** the recommendations of the Educator Workforce Strategy.

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
Vikki Hughes, Head of Clinical Education victoria.hughes@alderhey.nhs.uk

Section 10 - Assurance reporting: delivering programmes and curricula

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.	X	
Placement providers work in partnership with programme leads in planning and delivery of curricula and assessments.	X	
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	
The involvement of patients and service users, and also learners, in the development of education delivery is encouraged.	X	
Timetables, rotas and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements.	X	

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.

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
N/A

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.

N/A

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
Dr Clare Halfhide, DME clare.halfhide@alderhey.nhs.uk Dr Katherine Birch Director, Alder Hey Academy

Section 11 - Assurance reporting: developing a sustainable workforce

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 yo 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.

We have recently appointed a Lead Nurse for Retention who has responsibility for leading our preceptorship and professional nurse advocate strategies. This has had a significant impact on retaining nurses within the organisation with our data showing better outcomes than regional or national expectations.
We also work closely with our university partners to ensure appropriate clinical placements for a wide range of nursing students across the breadth or programmes, including BSC, MSC, dual field, nurse paramedic, nurse social worker and nursing associates as some examples.

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

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.

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
N/A

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.

N/A

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
Dr Katherine Birch, Director, Alder Hey Academy katherine.birch@alderhey.nhs.uk

Section 12 - Final Submission

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.

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
Melissa Swindell, Chief People Officer,

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

* 21/11/2024