

Amendments to HEIW ‘Expectations Agreement (2021/22)’ with Local Education Providers in NHS Wales for the Provision of Postgraduate Medical and Dental Education and Training

Context

Health Education and Improvement Wales (HEIW) is accountable to the regulator (GMC and GDC) in relation to responsibilities for the development, management and quality management of postgraduate medical and dental education and training in Wales. In setting out expectations of Local Education Providers, the Expectations Agreement thereby supports HEIW in discharging its responsibility for the quality management of postgraduate medical and dental education and training, commissioning of education and training, and sets the context for Local Education Provider engagement with HEIW via regular and collaborative interaction.

In setting out Local Education Providers’ obligations to HEIW the Expectations Agreement reflects the fundamental elements of PGMDE provision.

Specifically, the Agreement –

1. Sets out the principles of engagement between HEIW and Local Education Providers over matters relating to the provision of postgraduate medical and dental education and training.
2. Cites the specific statutory and regulatory sources setting out standards, requirements, and specifications for provision of postgraduate medical and dental education and training.
3. Determines the scope of Local Education Provider responsibilities for ensuring the provision of high quality postgraduate medical and dental education and training for all training grade staff.
4. Clearly identifies and defines HEIW’s specific expectations of Local Education Providers in meeting responsibilities for provision of postgraduate medical and dental education and training.

The Agreement is supplemented annually by Training Grade Salary and Postgraduate Medical and Dental Education allocation summaries provided to Directors of Finance confirming the funding allocation for provision of postgraduate medical and dental education and training in each LEP.

Background

Since 1992 each Local Education Provider (Health Board or Trust) in NHS Wales has signed an Agreement on an annual basis (for a period of one year commencing on 1st April). This Agreement sets out the services commissioned (by the Wales Deanery and now HEIW) relating to the provision (that is, the management, delivery and support) of postgraduate medical and dental education and training for which Local Education Providers are directly responsible.

HEIW must ensure its Agreement with Local Education Providers is responsive to the changing landscape of medical education in the UK, including emerging themes, standards and policy and reflects new versions of relevant documents including the GMC’s standards for medical education and training.

The Agreement has therefore been subject to review on an annual basis to ensure it remains fit for purpose.

Changes for 2021/22

In advance of the financial year 2021/22 work has focused on review in relation to –

Dissolution of Education Contracts

An NWSSP Service Review of HEIW's Medical Commissioning Monitoring (draft internal audit report published August 2020) noted that HEIW no longer required trainees to sign these Education Contracts as they were outdated and no longer reflected current curriculum requirements.

In response the Director for Secondary Care reviewed the purpose and necessity of the HEIW Education Contract.

HEIW's Medical Deanery considered that a mechanism for setting out expectations of LEPs in relation to training provision and support for trainees already existed in the Expectations Agreement. It was therefore agreed to remove the Education Contracts subject to provision of assurance that none of the provisions of the Education Contract would be lost.

A comprehensive mapping exercise of the two documents was therefore undertaken. It was evident that there was significant overlap in the provisions of the Education Contract and Expectations Agreement and only minor amendment was required –

1. Addition of the clause -
 1. *encourage involvement of trainers in supporting activities relating to the delivery of postgraduate medical training including recruitment to training grade posts and Annual Review of Competence Progression panels* to reflect additional responsibilities under the All-Wales Medical Trainer Agreement.
2. Removal of the clause –
3. *(provide postgraduate training programmes that give trainees:)* *an educational induction to make sure they understand their curriculum and how their post fits within the programme* to accurately distinguish the responsibilities at specialty and LEP-level in this regard.
4. Removal of reference to the 'Education Contract' as one of the sources employed by the Commissioner (HEIW)
5. Inclusion of reference to the General Medical Council's 'Good Medical Practice', updated in April 2019

Single Lead Employer

NHS Wales Shared Service Partnership (hosted by Velindre NHS Trust) manages the employment of all GP Trainees under a Memorandum of Understanding outlining the Single Lead Employer Arrangements, with planned Single Lead Employer project expansion and rollout to more trainee groups over the next two years, but HEIW continues to oversee the delivery and provision of training and education to GPs in training, the Agreement has been amended to reflect transitional arrangements -

1. Amendment of the definition of Local education providers (LEPs) to –

LEPs are the organisations responsible for the learning environment and culture (usually clinical) in which training is taking place, whether in primary, secondary, community or academic placements. LEPs include health boards, NHS trusts, independent sector organisations and any other service providers that host medical students and trainees.

to distinguish between 'hosting' and 'employing' responsibilities. . However, it is recognised that during this phased transition of trainees to the Single Lead Employer model in some cases the LEP will continue to also act as the employing organisation hence the following amendments.

2. Amendment of the clauses –

3. *provide learners with access to resources to support their health and wellbeing, and to educational and pastoral support, including:*
 1. *confidential counselling services*
 2. *careers advice and support*
 3. *occupational health services (where not accessed via NWSSP by those under SLE arrangements).*
 1. *ensure that responsibilities are fully met in relation to any dignity at work concerns arising from learners or trainers (where not considered by NWSSP for those under SLE arrangements).*
 2. *ensure contractual arrangements including mechanisms for salary payment for trainees. (where not the responsibility of NWSSP for those under SLE arrangements).*

to reference provision by NWSSP for those under SLE arrangements.

Covid-19 Pandemic

HEIW recognises that although training environments and mechanisms for training delivery may now look different as a consequence of Covid-19, the statutory requirements for training environments and fundamental elements of PGMDE provision remain unchanged.

Therefore, as agreed by HEIW's Chief Executive in relation to the Expectations Agreement for 2020/21, it would not necessarily be appropriate to reference Covid-19 in the body of the Expectations Agreement. However, it would be prudent to again acknowledge in the covering letter to LEPs that training environments and mechanisms for training delivery may have adapted and changed but that HEIW's expectations of LEPs remain the same. Also, that HEIW welcomes anything the LEPs may wish to share in order to learn from their innovations and improvements in respect of the learning environment during this time.

Additional Updates

1. Amendment of the clause -
 1. *share and report information about quality management and quality control of education and training with HEIW.*to –
2. *share and report information about quality management, quality control of education and training and improvements or innovative practice that have been implemented in relation to the learning environment with HEIW to facilitate sharing and learning from good practice.*

to better reflect HEIW's remit and expectations of LEPs in respect of a provision of a good learning environment.

3. Addition of the clause –

4. *ensure active involvement of appropriate LEP representatives in HEIW's commissioning and quality management activity.*

to better reflect HEIW's expectations of LEP responsibilities in respect of these activities.

5. Amendment of the clause –

6. *ensure the maintenance of the postgraduate medical and dental training database including variations in training numbers, posts, or rotations.*

to -

7. *Inform HEIW in a timely manner of any variations to training capacity, service configuration and as a consequence post location to ensure the maintenance of the postgraduate medical and dental training database*

to accurately distinguish the responsibilities of the LEPs and HEIW in this regard.

8. Sources detailing standards, requirements, and specifications to be met by education and training provision in an LEP (Appendix 2 of the Agreement) have been amended to reflect updated versions and publication of new editions.

Approach

As in previous years the Agreement will be signed by HEIW's Chief Executive before distribution to LEP Chief Executives for signature.

The Agreement will continue to be supplemented by documentation confirming the funding and payment arrangements for provision of postgraduate medical and dental education and training at each Local Education Provider, in addition to financial considerations including management of funding, accountability and monitoring for funding, and indemnity arrangements.

The Agreement will continue to underpin the annual medical commissioning process, by which HEIW can seek assurance that Provider obligations as set out in the Agreement are being met.

The Expectations Agreement for 2021/22 is attached as Appendix A.



Expectations Agreement

in relation to provision of Postgraduate Medical (including General Practice) and Dental Education and Training,
between Health Education and Improvement Wales (HEIW) and *Name of LEP*
for the period 1st April 2021 to 31st March 2022.

A Glossary of Terms used in this Agreement is provided as Appendix 1.

Parties to the Agreement

The remit of **Health Education and Improvement Wales** includes responsibility for the development, management and quality management of the education and training of all doctors and dentists undertaking postgraduate medical and dental training posts in Local Education Providers in NHS Wales in preparation for career grade posts. It works through a commissioning process to establish Agreements with individual Local Education Providers.

Local Education Providers (NHS Wales Local Health Boards or Trusts and Accredited GP Training Practices) are responsible for hosting and supporting postgraduate medical and dental training, ensuring that trainees receive education and training that meets local, national and professional standards. Day-to-day delivery of training is at this level. These educational services provided are commissioned by HEIW to whom Local Education Providers are accountable.

Purpose of the Agreement

HEIW is accountable to the regulator (GMC and GDC) in relation to its responsibilities for the development, management and quality management of postgraduate medical and dental education and training in Wales.

In setting out HEIW's expectations of Local Education Providers this Agreement thereby supports HEIW in discharging its responsibility for the quality management of postgraduate medical and dental education and training, its commissioning of education and training, and sets the context for Local Education Provider engagement with HEIW via regular and collaborative interaction.

The funded value of this Agreement is determined by HEIW's funding settlement from Welsh Government as negotiated and agreed on an annual basis. This Agreement should therefore be read in conjunction with the Funding Agreement between HEIW and a Local Education Provider (LEP) for the provision of postgraduate medical and dental education and training and supports HEIW in meeting its obligations to Welsh Government with regard to accountability for the funds invested in Local Education Providers.

Principles of the Agreement

To ensure the effective operation of the Agreement, both parties have a responsibility to -

1. Co-operate fully to secure and promote the quality of postgraduate medical and dental education and training provision in Wales
2. Work in partnership to promote continuous quality improvement and enhancement in relation to postgraduate medical and dental education and training provision in Wales
3. Ensure that duties regarding equality and diversity and other statutory requirements are appropriately reflected in the operation of the Agreement
4. Engage in regular dialogue, exchange accurate and timely information on matters directly related to the services given, and, respecting confidentiality, exchange with each other relevant information which would be helpful

5. Consult each other on any matters which impact upon this Agreement

Together, the parties enter into the ethos of this Agreement to mutually promote excellence in postgraduate medical and dental education and training.

Scope of the Agreement

The Local Education Provider agrees to ensure -

The provision of high quality postgraduate medical and dental education and training for all training grade staff by means of the following -

1. The provision of an **environment and culture** which supports and stimulates postgraduate medical and dental education and training.
2. The provision and maintenance of appropriate **resources, facilities and infrastructure**¹ for delivery of postgraduate medical and dental education and training.
3. The maintenance of a **staffing infrastructure** which supports postgraduate medical and dental education and training.
4. The maintenance of appropriate educational **governance and leadership** arrangements relating to local quality control of postgraduate medical and dental education and training.
5. The maintenance of appropriate **financial systems and processes** to ensure accountability to HEIW for expenditure against the funded value of the Agreement.
6. The provision of the agreed number of approved **training programmes and posts** so that training grade staff receive education and training that meets the standards, requirements and specifications of the sources detailed in Appendix 2.

The specific responsibilities of the Local Education Provider under this Agreement are detailed in Appendix 3.

Signatories to the Agreement

I have read and understand the content of this Agreement and hereby agree to adhere to them.

Signature: _____ **Name:** ALEXANDRA HOWELLS

(IN BLOCK CAPITALS)

(Signed on behalf of HEIW)

Position: CHIEF EXECUTIVE

Date: _____

I have read and understand the content of this Agreement and hereby agree to adhere to them.

Signature: _____ **Name:** _____

(Signed on behalf of the Local Education Provider)

(IN BLOCK CAPITALS)

¹ The General Medical Council's 'Promoting excellence: standards for education and training' (July 2015) state that resources and facilities may include: IT systems so learners can access online curricula, workplace based assessments, supervised learning events and learning portfolios; libraries and knowledge services; information resources; physical space; support staff; and patient safety orientated tools

Position:

Date:

In signing this Agreement, HEIW commits to ensuring that it is continuously monitored and revised, being responsive to the changing landscape of medical education in the UK, including emerging themes, standards and policy. This will include ensuring that any new versions of relevant documents are scrutinised, with any changes considered and, if significant, reflected in revisions to the Agreement on an annual basis. The Agreement may also be amended in agreement between authorised officers of HEIW and a Local Education Provider.

HEIW will undertake to inform Local Education Providers of any material change that will affect practice following issue of the Agreement.

Clinical governance

Clinical governance is the system through which National Health Service (NHS) organisations are accountable for continuously monitoring and improving the quality of their care and services, and for safeguarding the high standard of care and services.

Trainee

A doctor or dentist participating in an approved postgraduate training programme (Foundation Programme or specialty including general practice training).

Educational governance

Educational governance is the systems and standards through which organisations control their educational activities and demonstrate accountability for and the continuous improvement of the quality of education. Educational governance may be part of a wider, integrated governance framework comprising elements such as clinical audit, risk management and organisational development.

Educators

Individuals with a role in teaching, training, assessing and supervising learners. This includes:

a individuals in a recognised and approved trainer role

b other doctors or healthcare professionals involved in education and training in the course of their daily clinical or medical practice

c academic staff from a range of disciplines with a role in education and training.

Educators may also include patients and members of the public who have roles in medical teaching or training, and other people whose knowledge, experience or expertise is used in teaching or training.

Learners

Learners are medical students receiving education leading to a primary medical qualification and doctors in postgraduate training leading to a certificate of completion of training (CCT).

Learning outcomes

The competences that a learner must acquire by the end of a period of education or training.

Local education providers (LEPs)

LEPs are the organisations responsible for the learning environment and culture (usually clinical) in which training is taking place, whether in primary, secondary, community or academic placements. LEPs include health boards, NHS trusts, independent sector organisations and any other service providers that host medical students and trainees.

Named clinical supervisor

A named clinical supervisor is a trainer who is responsible for overseeing a specific trainee's clinical work throughout a placement in a clinical or medical environment and is appropriately trained to do so. The named clinical supervisor leads on providing a review of the trainee's clinical or medical practice throughout a placement and contributes to the educational supervisor's report on whether the doctor should progress to the next stage of their training.

Named educational supervisor

A named educational supervisor is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specific doctor's educational progress during a placement or a series of placements. The named educational supervisor regularly meets with the trainee to help plan their training, review progress and achieve agreed learning outcomes. The named educational supervisor is responsible for the educational agreement, and for bringing together all relevant evidence to form a summative judgement about the doctor's progression at the end of a placement or a series of placements.

Organisations

Organisations that manage or deliver medical education or training to learners, usually medical schools, postgraduate deaneries or LETBs, LEPs and colleges, faculties and specialty associations.

Placement

A structured period of experience and learning in a particular specialty or area of practice in a health or social care setting.

Training programme

A formal alignment or rotation of posts that together comprise a programme of postgraduate training in a given specialty or subspecialty. A programme may deliver the full curriculum through linked stages to a CCT, or the programme may deliver different component elements of the approved curriculum.

Appendix 2

1. the General Medical Council (GMC) standards currently included within the policy document 'Promoting excellence: standards for medical education and training' published in January 2016
2. the General Dental Council (GDC) standards as determined from time to time
3. 'The Guide for Foundation Training in the UK' (2019) and 'The UK Foundation Programme Curriculum' updated in August 2016 by the UK Foundation Programme Office
4. 'The UK Dental Foundation Training Curriculum' (2015) and 'The UK Dental Core Training Curriculum' (2016) and the GDC-approved dental specialty curricula for 12 (of 13) recognised specialties by the Committee of Postgraduate Dental Deans and Directors (COPDEND)
5. 'A Reference Guide to Postgraduate Specialty Training in the UK' ('The Gold Guide') published in March 2020 (8th edition) by the Conference of Postgraduate Medical Deans (COPMeD)
6. 'A UK Dental Core Training Curriculum' published in 2016 ('The Dental Gold Guide') published in June 2018 (5th edition) by COPDEND
7. the NHS Library Quality Assurance Framework (LQAF) England v.2.3a published in April 2016 by the NHS Strategic Health Authority Library Leads (SHALL)
8. the GMC approved specialty training curricula produced by Medical Royal Colleges and related bodies
9. the GMC's Implementation Plan for 'Recognising and approving trainers' published in August 2012
10. the GMC's 'Good Medical Practice' published in April 2019
11. the education and training component of the ICT Strategy for the Public Sector in Wales published in 2011 by Welsh Government
12. policies and processes employed by the Commissioner, including those relating to the implementation of the, Quality Management Framework and the All Wales Medical Trainer Agreement
13. other relevant local, national and professional standards

Services must also be provided in accordance with all relevant legislation including equality, diversity and inclusion legislation and the requirements of the General Data Protection Regulations.

THE LOCAL EDUCATION PROVIDER (NHS LOCAL HEALTH BOARD OR TRUST)

Environment and Culture

In supporting delivery of high quality postgraduate medical and dental education and training, the Local Education Provider will:

1. demonstrate LEP cohesion with the consistent application of policy and process across the various sites and specialties within the LEP
2. demonstrate a culture that allows learners and educators to raise concerns within the LEP about patient safety and the standard of care or of education and training, openly and safely without fear of adverse consequences.
3. investigate and take appropriate action locally to make sure concerns are properly dealt with.
4. demonstrate a culture that investigates and learns from mistakes and reflects on incidents and near misses.
5. demonstrate a learning environment and culture that supports learners to be open and honest with patients when things go wrong and helps them to develop their skills to communicate with tact, sensitivity and empathy.
6. demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care and on education and training.
7. make sure that learners know about LEP and NHS Wales processes for educational and clinical governance and local and NHS Wales protocols for clinical activities, that they know what to do if they have concerns about the quality of care - or any other issues arising from or during their training, and they should encourage learners to engage with these processes.
8. make sure there are enough staff members at the LEP who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.
9. make sure that learners have an appropriate level of clinical supervision at the LEP at all times by an experienced and competent supervisor, who can advise and attend as needed. The level of supervision must fit the individual learner's competence, confidence and experience. The support and clinical supervision must be clearly outlined to the learner and the supervisor.
10. have a reliable way of identifying learners at different stages of education and training, and make sure all staff members take account of this, so that learners are not expected to work beyond their competence.
11. ensure that trainees take consent only for procedures appropriate for their level of competence
12. design rotas to:
 1. make sure trainees have appropriate clinical supervision
 2. support trainees to develop the professional values, knowledge, skills and behaviours required of all doctors working in the UK
 3. provide learning opportunities that allow trainees to meet the requirements of their curriculum and training programme
 4. give trainees access to educational supervisors
 5. minimise the adverse effects of fatigue and workload
6. make sure Learners have an induction in preparation for each placement that clearly sets out:
 1. their duties and supervision arrangements;
 2. their role in the team;
 3. how to gain support from senior colleagues;
 4. the clinical or medical guidelines and workplace policies they must follow;
 5. how to access clinical and learning resources.

As part of the process, learners must meet their team and other health and social care professionals they will work with.
6. handover of care must be organised and scheduled to provide continuity of care for patients and maximise the learning opportunities for trainees in clinical practice.
7. make sure that work undertaken by trainees provides learning opportunities and feedback on performance, and gives an appropriate breadth of clinical experience.
8. trainees must have protected time for learning while they are doing clinical or medical work, or during academic training, and for attending organised educational sessions, training days, courses and other learning opportunities to meet the requirements of their curriculum.
9. support every learner to be an effective member of the multi-professional team by promoting a culture of learning and collaboration between specialities and professions.

10. make sure that assessment is valued and that learners and educators are given adequate time and resources to complete the assessments required by the curriculum.
11. have the capacity, resources and facilities to deliver safe and relevant learning opportunities, clinical supervision and practical experiences for learners required by their curriculum and to provide the required educational supervision and support.
12. provide learner access to technology enhanced and simulation based learning opportunities within their training programmes as required by the curriculum.
13. make sure learners are able to meet with their educational supervisor as frequently as determined by their curriculum or training programme.
14. support learners and educators to undertake activity that drives improvement in education and training to the benefit of the wider health service.

Governance and Leadership

In supporting delivery of high quality postgraduate medical and dental education and training, the Local Education Provider will:

1. have effective, transparent and clearly understood educational governance systems and processes to manage or control the quality of education and training.
2. have effective, transparent and clearly understood links between educational governance systems and processes and clinical governance systems and processes
3. clearly demonstrate accountability for educational governance in the LEP at board level.
4. ensure executive (Chief Executive Officer and Medical Director)-level engagement in educational governance including commissioning and quality management of training.
5. consider the impact on learners of policies, systems or processes. They must take account of the views of learners, educators and, where appropriate, patients, the public, and employers. This is particularly important where clinical services are being re-designed.
6. ensure that the Faculty team is involved and HEIW is formally notified :
 1. when clinical services are to be reconfigured or patient throughput or case mix changed to ensure that the requirements of training are fully considered and their future provision made possible;
 2. when the LEP is constructing business plans and business cases which might have an impact on training provision;
 3. when clinical, managerial or administrative structures within the LEP are changed to ensure that the requirements of training are fully considered and their future provision made possible.
4. regularly evaluate and review the placements they are responsible for to make sure standards are being met and to improve the quality of education.
5. evaluate information about learners' performance and outcomes by collecting, analysing and using data on quality and on equality and diversity.
6. have a system for raising concerns about education and training within the LEP. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concerns.
7. share and report information about quality management, quality control of education and training, and improvements or innovative practice that have been implemented in relation to the learning environment, with HEIW to facilitate sharing and learning from good practice.
8. ensure active involvement of appropriate LEP representatives in HEIW's commissioning and quality management activity
9. collect, manage and share all necessary data and reports to meet GMC approval requirements.
10. monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
11. ensure that:
 1. it is aware of the processes used to allocate to the LEP financial resources to support postgraduate training
 2. it has in place transparent processes for the allocation of, and accountability for, any expenditure of HEIW funding provided to the LEP.
1. have systems and processes to make sure learners have appropriate supervision. Educational and clinical governance must be integrated so that learners do not pose a safety risk, and education takes place in a safe environment and culture.
2. make sure that each trainee has access to a named Educational Supervisor and Named Clinical Supervisor who has signed the All Wales Medical Trainer Agreement (Secondary Care and Undergraduate Education) and is recognised by the GMC.
3. have in place systems and processes to identify, support and manage learners when there are concerns about a learner's professionalism, progress, performance, health or conduct that may affect a learner's wellbeing or safety.
4. have a process for sharing information between all relevant organisations whenever they identify safety, wellbeing or fitness to practise concerns about a learner.

5. have systems to manage learners' progression, with input from a range of people, to inform decisions about their progression.
6. have systems in place to make sure that education complies with all relevant legislation.
7. make sure that recruitment, selection and appointment educators are open, fair and transparent.

Staffing and Infrastructure

In supporting delivery of high quality postgraduate medical and dental education and training, the Local Education Provider will:

1. ensure focused leadership and support for a Faculty team to ensure a co-ordinated approach to the support, delivery and management of high quality postgraduate medical and dental education and training
2. ensure collaborative working within and across Faculty Teams and interactions with other organisational structures and stakeholders including those relating to specialty training.
3. provide effective management of postgraduate premises and facilities.
4. ensure appropriate engagement in, and LEP representation for, HEIW activity relating to postgraduate medical and dental education and training.
5. support learners to meet professional standards and other standards and guidance that uphold the medical profession.
6. provide learners with access to resources to support their health and wellbeing, and to educational and pastoral support, including:
 7. confidential counselling services
 8. careers advice and support
 9. occupational health services (where not accessed via NWSSP by those under Single Lead Employer (SLE) arrangements).
10. ensure that learners are not subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.
11. ensure that responsibilities are fully met in relation to any dignity at work concerns arising from learners or trainers (where not considered by NWSSP for those under SLE arrangements).
12. make reasonable adjustments for learners as required, in line with the *Equality Act 2010* and make sure learners have access to information about reasonable adjustments, with named contacts.
13. ensure that the needs of disabled learners are considered.
14. ensure that learners receive timely and accurate information about their training.
15. provide information about academic opportunities in programmes or specialties and support trainees to pursue an academic career if they have the appropriate skills and aptitudes and are inclined to do so.
16. provide access to systems and information to support less than full time training.
17. provide appropriate support for trainees returning to a programme following a career break.
18. enable trainees to take study leave appropriate to their curriculum or training programme, to the maximum time permitted in the All Wales Study Leave Policy
19. ensure that learners must receive regular, constructive and meaningful feedback on their performance, development and progress at appropriate points in their training and be encouraged to act on it.
20. ensure that learners whose progress, performance, health or conduct gives rise to concerns must be supported where reasonable to overcome these concerns.
21. ensure that trainers are developed and supported to meet the requirements of the All Wales Medical Trainer Agreement (Secondary Care and Undergraduate Education) including being selected against criteria set by the programme of Trainer Recognition, receive an appropriate induction to their role, have access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities.
22. encourage involvement of trainers in supporting activities relating to the delivery of postgraduate medical training including recruitment to training grade posts and Annual Review of Competence Progression panels
23. ensure that trainers have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.
24. ensure that trainers have access to appropriately funded resources they need to meet the requirements of the curriculum.
25. support trainers by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.
26. support trainers to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialities and professions.
27. identify the Faculty Lead (Quality) as HEIW's local representative in the LEP, empowered to act on HEIW's behalf for purposes connected with the implementation of this Agreement.

28. identify the Associate Medical Director (Education and Training), or equivalent, as responsible for liaison between LEP executive level and the Faculty team.
29. allow HEIW reasonable access to training premises, facilities, staff and information for the purpose of monitoring and quality assuring performance against the Agreement.
30. ensure that the first call on postgraduate training premises and facilities is at all times for postgraduate medical and dental education and training provision and that use of the resources (including office space) is managed/made available in an equitable and transparent manner.

Financial Systems and Processes

In supporting delivery of high quality postgraduate medical and dental education and training, the Local Education Provider will:

1. ensure expenditure against HEIW funding in line with the funding agreement established between HEIW and the LEP on an annual basis.
2. make sure that the HEIW funding allocation to the LEP is ring-fenced for the purposes of provision of postgraduate medical and dental education and training.
3. comply with its obligations in relation to all areas of training provision for which funding is paid via invoices rather than the annual funding allocation to the LEP (including funding for GP training schemes).
4. ensure that any costs incurred over and above the annual funding allocation from HEIW are borne by the LEP.
5. inform HEIW in a timely manner of any variations to training numbers, posts or rotations capacity, service configuration and as a consequence post location to ensure the maintenance of the postgraduate medical and dental training database.
6. designate the Faculty Lead (Quality) as the budget holder in relation to the HEIW funding allocation.
7. make sure timely and accurate information is made available to the Faculty Lead (Quality) to monitor expenditure against the HEIW funding allocation.
8. ensure financial systems and processes to enable timely and accurate financial reporting to HEIW to ensure accountability and transparency around expenditure of the funding allocation, including the identification of appropriate cost centres for the purpose of coding expenditure.
9. comply with its financial reporting obligations to HEIW including provision of financial accountability returns on an annual basis.
10. make sure any virement of spare capacity in any component of the HEIW funding allocation is agreed by the Faculty Lead (Quality), used only for other suitable purposes relating to the management, delivery and support of postgraduate medical and dental training and reflected in financial reporting.
11. ensure liaison between the Faculty Lead (Quality) and the LEP finance department in managing HEIW funding in accordance with value for money principles and central guidance.
12. be liable for, and indemnify HEIW against any liability, loss, cost, expenses, claims or proceedings arising in respect of medical cover, insurance, health and safety, and replacement of equipment. Also, indemnify doctors and dentists in training against any damages awarded against them for medical negligence in respect of the work they carry out on behalf on the LEP.
13. inform HEIW of any situation that could materially affect the terms of this Agreement including changes in funding, statutory regulations, staffing, service provision, clinical treatment, curricula, format and structure of training programmes, and trainee numbers.

Posts and Programmes

In supporting delivery of high quality postgraduate medical and dental education and training, the Local Education Provider will:

1. provide postgraduate training programmes that give trainees:
 1. training posts that deliver the curriculum and assessment requirements set out in the approved curricula
 2. sufficient practice experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum
 3. the opportunity to develop their clinical, medical and practice skills and generic professional capabilities through technology enhanced learning opportunities, with the support of trainers, before using skills in a clinical situation
 4. the opportunity to work and learn with other members on the team to support interprofessional multidisciplinary working
 5. regular, useful meetings with their clinical and educational supervisors

6. placements that are long enough to allow them to become members of the multidisciplinary team, and to allow team members to make reliable judgements about their abilities, performance and progress
7. a balance between providing services and accessing educational and training opportunities.
8. provide assessments mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training
9. provide assessments carried out by someone with appropriate expertise in the area being assessed, and who has been appropriately selected, supported and appraised.
10. make reasonable adjustments to help disabled learners meet the standards of competence in line with the Equality Act 2010.
11. provide programme development aimed at meeting the long term staffing and service needs of the NHS in Wales.
12. ensure contractual arrangements including mechanisms for salary payment for trainees (where not the responsibility of NWSSP for those under SLE arrangements).