



Graduate Management
Training Scheme

GMTS Quality Framework

Start your journey here

GMTS quality domains

1. Learning environment and culture

Quality standards

- 1.1 Trainees are in an environment that supports safe, effective, compassionate care that provides a positive experience for service users.
- 1.2 The work-based learning environment is inclusive and a safe space to learn. Education and training are valued, and trainees are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.
- 1.3 There are opportunities for trainees to be involved in activities that facilitate quality improvement (QI) and research and innovation (R&I).
- 1.4 There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative. Trainees are actively encouraged to ask questions, make connections and think differently.
- 1.5 The work-based learning environment provides suitable educational facilities for trainees, including support to ensure access to an appropriate and accessible workspace, IT facilities and access to a quality assured library and knowledge.
- 1.6 The work-based learning environment promotes inter-professional learning opportunities.
- 1.7 Host organisations must work collaboratively with other partners engaged in the GMTS, including the GMTS system lead, to improve placement capacity, trainee capability and outcomes with the aim of creating a first-class experience.

2. Governance and leadership

Quality standards

- 2.1 The governance arrangements measure performance against the quality standards and actively respond when standards are not being met.
- 2.2 The organisational leadership uses inclusive governance arrangements to continuously improve the quality of education and training for trainees and managers.
- 2.3 The organisational governance structures promote team working and an inclusive multi-professional approach to education and training where appropriate.
- 2.4 Education and training opportunities are based on principles of equality, diversity and inclusion.
- 2.5 There are clear processes in place to inform stakeholders and actively respond when issues of trainee performance are identified.
- 2.6 There are processes in place to inform stakeholders and actively respond when trainees' experience, with regards to both professional development and personal experience, is of a poor quality.

3. Supporting and empowering trainees

Quality standards

- 3.1 Trainees receive educational and pastoral support to be able to achieve their academic or professional standards and the competencies required by the Scheme.
- 3.2 Trainees are supported to complete appropriate assessments to evidence that they are meeting their academic requirements, professional standards and competencies.
- 3.3 Trainees feel they are valued members of the team within which they are placed.
- 3.4 Trainees receive an appropriate and timely orientation when entering the Scheme, giving them a secure understanding of the nature and range of activities and services within the NHS.
- 3.5 Trainees receive an appropriate and timely induction into each new work-based placement.
- 3.6 Trainees receive an appropriate job description outlining their role, responsibilities and the context of their placement in relation to their team and organisation, prior to starting.
- 3.7 Placements must ensure trainees experience a balance between providing services and accessing educational and training opportunities. The work undertaken by trainees in placements should support learning opportunities wherever possible.
- 3.8 There are opportunities for trainees to receive appropriate careers advice from colleagues within the work-based placement, including understanding other roles and career pathway opportunities.

4. Supporting and empowering managers

Quality standards

- 4.1 Those undertaking programme and placement manager roles attend GMTS programme and placement manager training and have a secure understanding of the commitment and scope of their role and understand where to access additional information.
- 4.2 Programme and placement managers are familiar with the academic and professional standards of the trainees they are hosting and can effectively assess trainee performance against the competency standards and are aware of the relevant mechanisms to raise concerns about performance.
- 4.3 Programme and placement managers are supported to plan and respond to trainees in an inclusive and equal manner, championing diversity.
- 4.4 Programme and placement manager performance is assured through appropriate GMTS mechanisms, with constructive feedback and support provided for role development and progression.
- 4.5 Programme and placement managers are appropriately supported to undertake their roles by the system lead, executive sponsor and regional GMTS team.

5. Developing and implementing work-based learning and assessments

Quality standards

- 5.1 The planning and delivery of work-based learning and assessments enables trainees to meet the learning outcomes as identified through competencies, their academic curriculum or required professional standards.
- 5.2 Programme and placement managers engage effectively in moderating and benchmarking activities of trainee performance to improve the quality of their work-based learning and assessment of trainee performance.
- 5.3 Trainee roles should be challenging, enabling the development of competencies. However, education and training should not be compromised by the demands of regularly carrying out routine tasks or out-of-hours cover that do not support learning and have little educational or training value.
- 5.4 Managers and educators are responsible for ensuring all assessments and reviews of performance are undertaken in a timely manner, providing appropriate feedback to enable trainee progression.