NHS England Thames Valley and Wessex Primary Care School – Training Hubs

Additional site approval form for Primary Care Network Learning Environment

1 April 2023, Version 1.2

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# Purpose

The Primary Care Environment Learning Environment Approval document forms the application for Primary Care Networks (PCNs) to gain approval as a PCLE.

This form should **only** be used for additional site applications within a pre-approved PCN Learning Environment.

For first time applications as a PCN-level Learning Environment, please use the Primary Care Environment Learning Environment Approval document.

# Additional site approval for Primary Care Network Learning Environment form

*Please complete electronically*

|  |  |
| --- | --- |
| **Legend** | |
|  | To be completed by applying organisation e.g., PCN |
|  | To be completed by Thames Valley and Wessex Primary Care School (TVW PCS) verification panel |

## Organisation and locality details

|  |  |
| --- | --- |
| Name of organisation |  |
| Type of organisation  *e.g., Primary Care Network* |  |
| Integrated Care Board / System (ICB / ICS) |  |
| Nearest Community trust |  |
| Nearest Secondary Care trust |  |
| Has a local university recognised Learning Environment Audit (LEA) been undertaken for the PCN? |  |

|  |  |  |
| --- | --- | --- |
| **Placement details** | | |
| Please add details of the learner placements **currently** offered across your PCN | | |
| Name of placement site | Type of placement site *e.g., GP practice, community pharmacy, care home, voluntary organisation* | Are you requesting approval for this site within this submission? |
|  |  | Choose an item. |
|  |  | Choose an item. |
|  |  | Choose an item. |
|  |  | Choose an item. |
|  |  | Choose an item. |

## Organisation declaration

|  |  |
| --- | --- |
| By completing this application, we acknowledge and guarantee that any professional taking on the role of Educator / Supervisor of a learner on placement within this Primary Care organisation has been appropriately trained as per their regulatory requirements and is currently competent for that role in accordance with relevant education standards | |
| Date of initial PCN site approval |  |
| Form completed by | *[PCN Named Lead]* |
| Signature | *[Of PCN Named Lead]* |
| Organisational role | *[Of PCN Named Lead]* |
| Email address | *[Of PCN Named Lead]* |
| Date |  |

## Individual site details

*Please add additional site detail tables as necessary*

|  |  |
| --- | --- |
| **PCN site one – Organisation details** | |
| Name |  |
| Address including postcode |  |
| Telephone number |  |
| Website address |  |
| Type of organisation  *e.g., GP practice, care home, out of hours service (OOH), community pharmacy, voluntary organisation etc.* |  |
| Organisational code  *e.g., ODS code for GP practice* |  |
| Usual opening hours |  |
| Name of Practice Manager (PM) or Business Manager (BM) |  |
| Telephone number of PM / BM |  |
| Email address of PM / BM |  |
| Name of educational or workforce lead |  |
| Email address of educational or workforce lead |  |
| Are there any complaints or serious untoward incident (SUI) currently being investigated within the organisation that may affect the organisation as a Learning Environment? | *[If yes, please detail]* |
| Date of last Care Quality Commission (CQC) inspection |  |
| Hyperlink of last CQC inspection report |  |
| Overall rating of last CQC inspection |  |
| Does the organisation have any CQC ratings of ‘Requires Improvement’ or Inadequate’ to any of the CQC five key lines of enquiry? | *[If yes, please detail]* |

*Please add additional lines as necessary*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PCN site one - Educator / Supervisor details** | | | | |
| Please give details of approved educators / supervisors **currently** employed across this site | | | | |
| Name of educator / supervisor | Profession | Registration number | Education qualifications and type of assessor  *e.g., Educational / Clinical Supervisor (ES/CS) / Nursing and Midwifery Council (NMC) assessor* | Date of last peer review |
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| --- | --- |
| **PCN site one - Learner details** | |
| Please give details of the capacity this site has to host learners **currently** | |
| Profession of learner | Number of learners on site at any one time |
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# Health Education England Quality Standard assessment

|  |  |
| --- | --- |
| **Legend** | |
|  | To be completed by applying organisation e.g., PCN |
|  | To be completed by Thames Valley and Wessex Primary Care School (TVW PCS) verification panel |

Please demonstrate how well your additional site meets each of the standards set out in the Quality Framework with evidence to support your response. Please **only** provide evidence for sites you are currently seeking approval for.

Where quality standards are not met or partially met, this will not exclude a PCN / additional site from being approved as a learning environment. Please identify an action plan below setting out how these quality standards will be met.

Suggestions for evidence have been included. These are by no means comprehensive, and we encourage you to include all the information you feel is relevant. Please answer referring to all the organisations / learners referenced in this form.

## Domain one - Learning environment and culture

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence - please provide examples of activities, processes and or policies, how you create a Learning Environment and culture**  *E.g., induction, timetabling, protected teaching time, equality and diversity training, trainee feedback on practice to supervisor,* *whistle blowing policies, bullying etc, complaints procedure, audits, quality improvement projects, research, Quality and Outcomes Framework (QOF), patient participation groups,* *constructive feedback, learner personal development plans (PDPs), tutorials, group teaching, reviews, portfolio* |
| 1.1 | The Learning Environment is one in which education and training is valued and championed | Choose an item. |  |
| 1.2 | The Learning Environment is inclusive and supportive for learners of all backgrounds and from all professional groups | Choose an item. |  |
| 1.3 | The organisational culture is one in which all staff are treated fairly, with equity, consistency, dignity, and respect | Choose an item. |  |
| 1.4 | There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine | Choose an item. |  |
| 1.5 | Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users | Choose an item. |  |
| 1.6 | The environment is one that ensures the safety of all staff, including learners on placement | Choose an item. |  |
| 1.7 | All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences | Choose an item. |  |
| 1.8 | The environment is sensitive to both the diversity of learners and the population the organisation serves | Choose an item. |  |
| 1.9 | 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 | Choose an item. |  |
| 1.10 | There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative | Choose an item. |  |
| 1.11 | The Learning Environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to library and knowledge services and specialists | Choose an item. |  |
| 1.12 | The Learning Environment promotes multi-professional learning opportunities | Choose an item. |  |
| 1.13 | The Learning Environment encourages learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| --- | --- | --- | --- | --- | --- |
| **Domain one - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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## Domain two - Educational governance and commitment to quality

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| --- | --- | --- | --- |
| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence - please provide examples of activities, processes and or policies that demonstrate educational governance and commitment to quality**  *E.g., named, and qualified educators, meeting records, learning needs assessment, policy for reasonable adjustments, timetables, portfolio evidence* |
| 2.1 | 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 | Choose an item. |  |
| 2.2 | There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level | Choose an item. |  |
| 2.3 | The governance arrangements promote fairness in education and training and challenge discrimination | Choose an item. |  |
| 2.4 | Education and training issues are fed into, considered, and represented at the most senior level of decision making | Choose an item. |  |
| 2.5 | The provider can demonstrate how educational resources (including financial) are allocated and used | Choose an item. |  |
| 2.6 | 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 | Choose an item. |  |
| 2.7 | There is a clear strategy, involving working with partners, to ensure sufficient practice placement capacity and capability, including appropriately supported supervisors | Choose an item. |  |
| 2.8 | 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 | Choose an item. |  |
| 2.9 | Consideration is given to the potential impact on education and training of services changes (i.e., service re-design / service reconfiguration), taking into account the views of learners, supervisors, and key stakeholders (including NHSE and Education Providers.) | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| --- | --- | --- | --- | --- | --- |
| **Domain two - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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## Domain three - Developing and supporting learners

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| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence – please provide examples of activities, processes and or policies that demonstrate development of and supporting learners**  *E.g., tailored training resources, enhanced induction, enhanced supervision, communication training, Induction timetables, communication with appropriate ’School’ and/or education team, reflective comments on any experience of this* |
| 3.1 | Learners are encouraged to access resources to support their physical and mental health and wellbeing as a critical foundation for effective learning | Choose an item. |  |
| 3.2 | There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required | Choose an item. |  |
| 3.3 | The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics | Choose an item. |  |
| 3.4 | Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity | Choose an item. |  |
| 3.5 | Learners receive clinical supervision appropriate to their level of experience, competence, and confidence, and according to their scope of practice | Choose an item. |  |
| 3.6 | 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 | Choose an item. |  |
| 3.7 | Learners are supported to complete appropriate summative and/or formative assessments to evidence that they are meeting their curriculum, professional standards, and learning outcomes | Choose an item. |  |
| 3.8 | Learners are valued members of the healthcare teams within which they are placed and enabled to contribute to the work of those teams | Choose an item. |  |
| 3.9 | Learners receive an appropriate, effective, and timely induction into the clinical Learning Environment | Choose an item. |  |
| 3.10 | Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service user | Choose an item. |  |
| 3.11 | There are opportunities for learners to receive appropriate careers advice from colleagues within the Learning Environment, including understanding other roles and career pathway opportunities. | Choose an item. |  |
| 3.12 | Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate | Choose an item. |  |
| 3.13 | 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 | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| **Domain three - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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## Domain four - Developing and supporting supervisors

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| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence - please****provide examples of activities, processes and or policies that demonstrate how you develop and support supervisors**  *E.g., supervisor course, peer review visit, quality panel feedback, appraisal evidence, advanced supervisor course, learner feedback, continuous professional development (CPD) time* |
| 4.1 | Supervisors can easily access resources to support their physical and mental health and wellbeing | Choose an item. |  |
| 4.2 | Formally recognised supervisors are appropriately supported, with allocated time in job plans/ job descriptions, to undertake their roles | Choose an item. |  |
| 4.3 | 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, NHSE) | Choose an item. |  |
| 4.4 | Clinical Supervisors understand the scope of practice and expected competence of those they are supervising | Choose an item. |  |
| 4.5 | 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 leaners’ programmes and career pathways, enhancing their ability to support learners’ progression | Choose an item. |  |
| 4.6 | Clinical supervisors are supported to understand the educational needs (and other non-clinical needs) of their learners | Choose an item. |  |
| 4.7 | 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 | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| **Domain four - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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## Domain five - Developing programmes and curricula

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| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence – please provide examples of activities, processes and or policies that demonstrate how you develop programmes and curricula**  *E.g., learning needs assessments, planning of educational content, workload assessment and case mix, timetables, innovations in practice, different ways of working, opportunities to be engaged in wider context – partnership meetings, forums, Integrated Care Board (ICB) meetings etc* |
| 5.1 | Practice placements must enable the delivery of relevant parts of curricula and contribute as expected to training programmes | Choose an item. |  |
| 5.2 | Placement providers work in partnership with programme leads in planning and delivery of curricula and assessments | Choose an item. |  |
| 5.3 | 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 | Choose an item. |  |
| 5.4 | Placement providers work in collaboration with partners at a systems level to ensure delivery of curricula across placements | Choose an item. |  |
| 5.5 | Placement providers proactively seek to develop new and innovative methods of education delivery, including multi-professional approaches | Choose an item. |  |
| 5.6 | The involvement of patients and service users, and learners, in the development of education delivery is encouraged | Choose an item. |  |
| 5.7 | Timetables, rotas, and workload enable learners to attend planned | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| --- | --- | --- | --- | --- | --- |
| **Domain five - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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## Domain six - Developing a sustainable workforce

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality standards** | | **Does your PCN meet this criterion?** | **Evidence – please provide examples of activities, processes and or policies that demonstrate how you develop a sustainable workforce**  *E.g., evidence of PDP, attendance at training, appraisal, tutorial record, meetings, updates with stakeholders* |
| 6.1 | Placement providers work with other organisations to mitigate avoidable learner attrition from programmes | Choose an item. |  |
| 6.2 | There are opportunities for learners to receive appropriate careers advice from colleagues within the Learning Environment, including understanding other roles and career pathway opportunities | Choose an item. |  |
| 6.3 | 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 | Choose an item. |  |
| 6.4 | 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 | Choose an item. |  |

| **For any criteria partially / not met – provide action plan** |
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***For TVW PCS use only***

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| --- | --- | --- | --- | --- | --- |
| **Domain six - Assessment** | | | | | |
| Standard achieved (please highlight) | | Met | Partially met | | Not met |
| Mandatory requirements (please highlight) | | Yes | | No | |
| Overall assessors’ comments | | | | | |
|  | | | | | |
| **Please add comments regarding requirements to meet unmet or partially met standards** | | | | | |
| Standard | Requirement | | | | |
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# Assessment outcome and recommendations for additional site approval

***For TVW PCS use only***

## Overview of assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard | Achievement | | | Mandatory actions and / or recommendations | Review date |
| Met | Partially met | Not met |
| 1 |  |  |  |  |  |
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| 3 |  |  |  |  |  |
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## Assessor details

|  |  |
| --- | --- |
| Name | Title |
|  |  |
|  |  |
|  |  |
|  |  |

## Outcome

|  |  |
| --- | --- |
| Outcome  *Delete as appropriate* | Comments |
| ALL criteria met |  |
| SOME criteria met |
| Criteria NOT met |

## TVW PCS ratification and sign off

|  |  |
| --- | --- |
| Approval summary |  |
| Date of ratification |  |
| Name of Lead Assessor |  |
| Comments and conclusion |  |